**AP Psychology**

Unit 7 Test review: Cognition

*Modules 31-36 (pages 317-384)*

The key terms, concepts, and contributors from your Unit 7 vocabulary will comprise some of the knowledge you will need to recall for the test; make sure to study those.  *The \*\* Indicates these items are part of your Key terms/people list* In addition, make sure you are familiar with the other topics/concepts/people listed from each module.

Modules 31 & 32: Studying & building memories; Memory storage & retrieval

Encoding\*\*

Sensory memory\*\*

Automatic processing\*\*

Effortful processing\*\*

Explicit memory\*\*

Implicit memory\*\*

Iconic memory\*\*

Echoic memory\*\*

Priming\*\*

Mood-congruent memory\*\*

Serial position effect\*\*

You will need to understand the 3-stage processing model of memory (each step, the order they occur, etc.)

Make sure you are familiar with the concepts of short-term memory, working memory, and long-term memory; how they are different, how they work together, the capacity of each type of memory, etc.

Make sure you are familiar with the levels of processing, how they affect encoding, and how we can improve our ability to process information.

Make sure you are familiar with LTP; how it occurs, its impact on memory, & evidence that confirms its importance.

Be familiar with the different types of retrieval cues that can help you to access information you’ve previously stored; you should be able to identify them AND explain how each works

Modules 33 & 34-Forgetting, memory construction, & memory improvement; Thinking, concepts & creativity

Proactive interference\*\*

Retroactive interference\*\*

Anterograde amnesia\*\*

Retrograde amnesia\*\*

Source amnesia\*\*

Misinformation effect\*\*

Hermann Ebbinghaus\*\*

Prototype\*\*

Make sure you understand Ebbinghaus’ forgetting curve; what it says AND how to apply it.

Make sure you understand the impact sleep has on retroactive interference, and who first realized this (and how they realized it).

Make sure you can explain Freud’s repression theory, AND the current view of this theory.

Make sure you are familiar with the experiment conducted by Loftus & Palmer that demonstrated the misinformation effect.

Make sure you can identify the different errors that can occur during memory construction.

Make sure you can identify AND explain the 6 research-based suggestions for improving memory.

Make sure you can identify AND explain 5 components of creativity developed by Robert Sternberg & his colleagues.

Modules 35 & 36-Solving problems & making decisions; Thinking & Language

Heuristic\*\*

Confirmation bias\*\*

Representative heuristic\*\*

Availability heuristic\*\*

Belief perseverance\*\*

Framing\*\*

Phoneme\*\*

Morpheme\*\*

Grammar\*\*

Sensory interaction\*\*

Make sure you are familiar with the trial and error problem solving strategy, AND when it is most useful.

Make sure you are familiar with how insight differs from the use of algorithms & heuristics.

Make sure you can identify the difference between receptive language & productive language AND when they typically appear in children.

Make sure you understand what telegraphic speech is, and how it follows rules of syntax (what are rules of syntax?).

Make sure you are aware of the typical development of language in children; when they occur, what the stages might be called, and what takes place in each stage.

Make sure you understand what “critical periods” are; when they occur, & the impact of missing those periods (for a first language, second language, sign-language, etc.)

Make sure you understand how mental images play a part in how we think and remember; thinking in images, mental rehearsal, etc.

Make sure you are familiar with Noam Chomsky’s “Inborn Universal Grammar” theory. You should be able to apply this theory to other concepts, like the one-word stage, two-word stage, telegraphic speech, statistical learning, critical periods, etc.