NEW CED – MEMORY PRACTICE TEST (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

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How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 – 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

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Questions

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1. To assess both verbal episodic memory and visuospatial memory, which pair of tests would be appropriate?

A. CVLT-II and Rey–Osterrieth Complex Figure Test

B. WAIS-IV Verbal Similarities and Vocabulary

C. Stroop and Trails

D. Digit Span and Symbol Digit

2. Which of the following is a form of implicit memory that involves skills and actions?

A. Semantic memory

B. Procedural memory

C. Episodic memory

D. Conditioning

3. Which memory domain does the CVLT-II primarily assess?

A. Verbal episodic learning and memory

B. Working memory

C. Semantic memory

D. Prospective memory

4. Which strategies are commonly used to support memory rehabilitation after mild traumatic brain injury?

A. Relying on medication

B. High-stress training

C. External memory aids, errorless learning, spaced retrieval practice, cueing, and reducing cognitive load

D. Isolating tasks

5. The process of bringing up old memories, filling in any missing pieces of information to make our recall more clear.

A. Constructive memory

B. Procedural memory

C. Semantic memory

D. Episodic memory

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6. Iconic memory is the visual sensory memory; how long does it typically last?

A. 2–4 seconds.

B. 5–10 seconds.

C. 1 minute.

D. 0.2–0.5 seconds.

7. The encoding of sound, especially the sounds of words, is known as which type of encoding?

A. Acoustic Encoding

B. Algorithm

C. Autobiographical Memory

D. Alzheimer's Disease

8. Which term describes the tendency to remember the first items better than others in a list?

A. Primacy effect

B. Recency effect

C. Phonological loop

D. Prospective memory

9. Which rehearsal strategy involves linking new information to existing long-term memories?

A. Elaborative rehearsal

B. Maintenance rehearsal

C. Distributed practice

D. Chunking

10. A category of long-term memory that stores general knowledge and concepts is called?

A. Semantic memory

B. Episodic memory

C. Procedural memory

D. Working memory

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Answers

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1. A
2. B
3. A
4. C
5. A
6. D
7. A
8. A
9. A
10. A

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Explanations

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1. To assess both verbal episodic memory and visuospatial memory, which pair of tests would be appropriate?

A. CVLT-II and Rey–Osterrieth Complex Figure Test

B. WAIS-IV Verbal Similarities and Vocabulary

C. Stroop and Trails

D. Digit Span and Symbol Digit

When assessing memory across different content domains, you want one test that measures verbal episodic memory and another that taps visuospatial memory. The California Verbal Learning Test-II is built for verbal episodic memory: it has multiple learning trials of a word list, followed by immediate and delayed recall and recognition, showing how well someone encodes, stores, and retrieves verbally presented information. The Rey–Osterrieth Complex Figure Test asks you to copy a intricate figure and then reproduce it from memory after a delay, which specifically targets visuospatial memory and how well that visual information is stored and recalled. Other options pair tests that don't simultaneously cover verbal episodic memory and visuospatial memory—for example, tests of abstract verbal reasoning or vocabulary measure knowledge rather than memory; Stroop and Trails focus more on executive function and processing speed; Digit Span and Symbol Digit emphasize attention and working memory rather than long-term episodic and visuospatial memory. So the combination of CVLT-II with the Rey–Osterrieth Complex Figure Test best samples both relevant memory domains.

2. Which of the following is a form of implicit memory that involves skills and actions?

A. Semantic memory

B. Procedural memory

C. Episodic memory

D. Conditioning

Procedural memory is the form of implicit memory that covers skills and actions—how to perform tasks you can do without thinking through each step. It powers riding a bike, tying shoelaces, or typing on a keyboard. These memories are automatic and hard to verbalize, relying on brain systems like the basal ganglia and cerebellum to coordinate movements and sequences. Semantic memory and episodic memory are explicit; they involve consciously recalled facts and personal experiences, respectively. Conditioning is implicit and involves learned associations and automatic responses to stimuli, rather than the smooth execution of skilled actions.

3. Which memory domain does the CVLT-II primarily assess?

A. Verbal episodic learning and memory

B. Working memory

C. Semantic memory

D. Prospective memory

The CVLT-II is designed to measure how people encode, learn, and retrieve verbal information presented in a single episode. It uses a list of words that you encounter across several learning trials, followed by immediate recall, a delayed recall after a delay, and a recognition test. These tasks together gauge verbal episodic memory—the ability to form a memory for a specific verbal experience and then recall or recognize it later, reflecting learning efficiency, storage over time, and retrieval processes. This isn't mainly testing working memory, which involves holding and manipulating information in the moment; it's not about general knowledge stored in semantic memory, since the material is new and tied to one learning event; and it doesn't assess prospective memory, which is remembering to do something in the future.

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4. Which strategies are commonly used to support memory rehabilitation after mild traumatic brain injury?

A. Relying on medication

B. High-stress training

C. External memory aids, errorless learning, spaced retrieval practice, cueing, and reducing cognitive load

D. Isolating tasks

Memory rehabilitation after mild traumatic brain injury relies on strategies that help people remember by supporting encoding, storage, and retrieval with practical, evidence-based approaches. External memory aids provide reliable reminders, calendars, and notes that compensate for memory gaps and reduce the burden on internal memory. Errorless learning shapes tasks so mistakes are minimized during practice, which helps form correct memory traces and prevents reinforcing wrong patterns. Spaced retrieval practice asks for rehearsal or recall at expanding intervals, which strengthens retention over time better than massed practice. Cueing offers prompts at the moment of recall to trigger access to information that might be hard to retrieve unaided. Reducing cognitive load simplifies tasks and lowers competing demands, giving the brain more capacity to encode and retrieve memories. Other approaches like relying on medication alone are not typically the central memory rehabilitation strategy, high-stress training tends to increase cognitive load and hinder memory performance, and isolating tasks can limit applying memory strategies across everyday activities.

5. The process of bringing up old memories, filling in any missing pieces of information to make our recall more clear.

A. Constructive memory

B. Procedural memory

C. Semantic memory

D. Episodic memory

Constructive memory is the process of reconstructing past experiences during retrieval. When you try to recall something, your brain doesn't play back a perfect recording. Instead, it combines the bits you actually experienced with knowledge, beliefs, expectations, and gaps it infers. To make the memory coherent and clearer, it fills in missing pieces, which can sometimes add plausible details or even mislead you. This reconstructive approach explains why memories can feel vivid and accurate yet still be incomplete or altered. This idea contrasts with other memory types: procedural memory is about knowing how to perform skills, semantic memory stores general world knowledge, and episodic memory is the memory of personally experienced events. The description given—pulling up past memories and filling in gaps to sharpen recall—fits reconstructive (constructive) memory best, since it centers on how retrieval combines real details with inferred ones to produce a coherent recall.

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6. Iconic memory is the visual sensory memory; how long does it typically last?

A. 2–4 seconds.

B. 5–10 seconds.

C. 1 minute.

D. 0.2–0.5 seconds.

Iconic memory is the brief visual sensory store that holds a picture of what you just saw for a fraction of a second. The duration is about 0.2 to 0.5 seconds, which is why you can often report many details only if you cue or focus quickly, but the information fades almost immediately after the stimulus ends. If something lasted longer, it would be entering short-term memory rather than remaining in the sensory store. The other timeframes—2–4 seconds, 5–10 seconds, or a full minute—are far too long for sensory memory and are associated with short-term or longer-term memory processes.

7. The encoding of sound, especially the sounds of words, is known as which type of encoding?

A. Acoustic Encoding

B. Algorithm

C. Autobiographical Memory

D. Alzheimer's Disease

Acoustic encoding is the process of representing information by its sound properties. When we hear spoken words, the brain tends to encode them based on how they sound—their phonemes, rhythm, and intonation—rather than by their appearance or meaning. Repeating a phone number aloud is a common example of using acoustic encoding to hold information in memory. In contrast, visual encoding would focus on how a word looks, and semantic encoding on its meaning. The other options aren't encoding types: an algorithm is a set of steps for solving problems, autobiographical memory refers to personal life memories, and Alzheimer's disease is a neurodegenerative condition.

8. Which term describes the tendency to remember the first items better than others in a list?

A. Primacy effect

B. Recency effect

C. Phonological loop

D. Prospective memory

The main idea here is that memory for items in a list isn't equal across positions; the first items tend to be remembered better because you have more opportunity to rehearse them and transfer them into long-term memory. This tendency is called the primacy effect. In experiments, people often show stronger recall for the early items due to deeper encoding from initial attention and rehearsal, while the last items are remembered due to their presence in short-term memory (the recency effect). The other terms don't describe this early-list advantage: the recency effect targets the last items; the phonological loop is a part of working memory for auditory information; prospective memory is about remembering to perform a future action. So the description matches the primacy effect.

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9. Which rehearsal strategy involves linking new information to existing long-term memories?

A. Elaborative rehearsal

B. Maintenance rehearsal

C. Distributed practice

D. Chunking

Connecting new information to what you already know is the hallmark of elaborative rehearsal. This approach encodes material by adding meaning and forming connections with existing knowledge, experiences, or concepts you've already stored in long-term memory. By relating new ideas to prior memories, asking how something fits, and explaining it in your own words, you create a richer, more interconnected memory trace and easier retrieval cues later on. Maintenance rehearsal, in contrast, keeps repeating the item without attaching meaning, so the memory stays more superficial and is less likely to transfer into long-term storage. Distributed practice spreads study over time, which helps retention but doesn't specify creating those meaningful links. Chunking groups information into larger units to improve capacity, but it isn't about tying new material to what you already know.

10. A category of long-term memory that stores general knowledge and concepts is called?

A. Semantic memory

B. Episodic memory

C. Procedural memory

D. Working memory

The main idea being tested is how long-term memory is organized by the type of information it stores. Semantic memory is the part that holds general knowledge and concepts—facts, ideas, vocabulary, and meanings that aren't tied to a specific personal experience. That's why it's the best description for "stores general knowledge and concepts." By contrast, episodic memory covers personally experienced events with their time and place, procedural memory stores how to do things (skills), and working memory keeps information active in the short term for current use. For example, knowing that a robin is a bird and what a triangle is are semantic memories; remembering your last birthday party is episodic; knowing how to ride a bike is procedural; and holding a phone number in mind briefly is working memory.

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Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

https://newcedmemory.examzify.com

We wish you the very best on your exam journey. You've got this!

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