# Chapter 9

1. Even if we accept the limitations of the classic multistore model of memory there are clearly separate memory stores. Or are *stores* even a useful concept? Discuss.
2. How can we apply what we know about memory to plan effective exam preparation?
3. Why do we think explicit and implicit memory involve different processes?

(a) What have case studies of memory impairment taught us about memory?

* + (b) How credible is case study evidence compared to controlled experimentation?

1. Is the levels of processing approach incompatible with structural models of memory? Why might we retain both approaches in psychology?
2. How does the role of memory cues illustrate the differences between the human brain and a computer?
3. Are flashbulb memories real in the sense of having distinctive properties?
4. Why do we believe retrieval is a reconstructive process?
5. Explain how misattribution causes some failures of memory.
6. Are recovered memories real? Hint: it’s not a yes/no answer!
7. To what extent is the repression debate conceptually separable from the recovered memory debate?