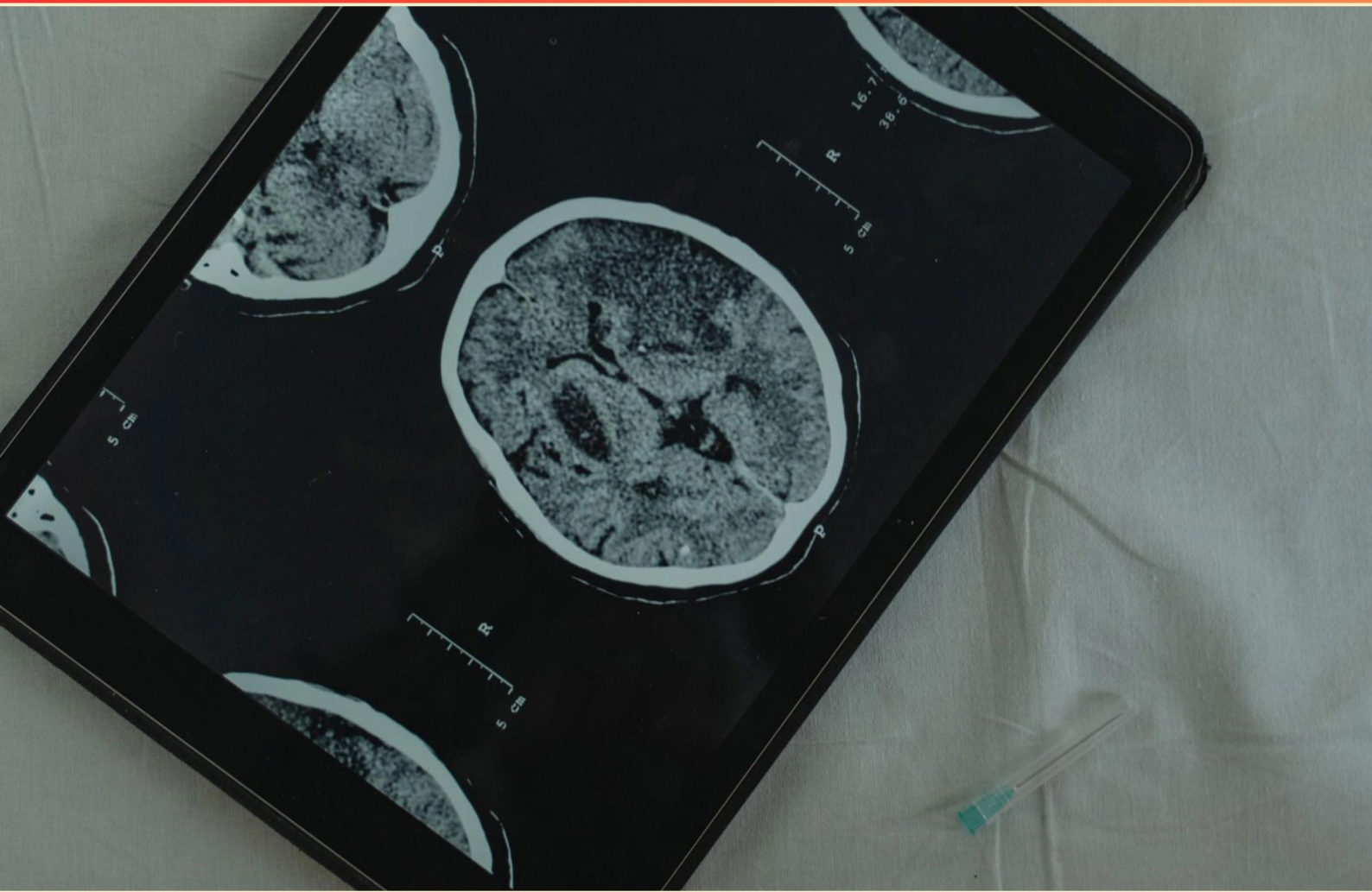


NEW CED – COGNITION PRACTICE EXAM (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

VISIT US ONLINE FOR
THE FULL VERSION STUDY GUIDE

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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.

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!

Questions

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- 1. What is a mental image or the best example of a category called?**
 - A. Exemplar
 - B. Prototype
 - C. Schema
 - D. Concept
- 2. What is the process of repeating information in order to keep it in consciousness or store it called?**
 - A. Repression
 - B. Recognition
 - C. Rehearsal
 - D. Recall
- 3. At what stage do children first begin to engage in symbolic thinking?**
 - A. Sensorimotor
 - B. Preoperational
 - C. Concrete Operational
 - D. Formal Operational
- 4. Which practice is considered less effective for learning compared to distributed practice?**
 - A. Massed practice
 - B. Repetitive learning
 - C. Active recall
 - D. Visual learning
- 5. What is the memory phenomenon called when recently learned information is recalled more effectively than information learned earlier?**
 - A. Recency Effect
 - B. Primacy Effect
 - C. Sequential Recall
 - D. Learning Curve

- 6. What effect does strong working memory have on academic performance?**
- A. Improved attention span
 - B. Better academic outcomes due to enhanced problem-solving capabilities
 - C. Increased creativity in solutions
 - D. Faster reading comprehension
- 7. Which type of processing predicts that deeper information processing results in a longer-lasting memory trace?**
- A. Levels of processing model
 - B. Maintenance rehearsal
 - C. Implicit memory
 - D. Heuristic
- 8. What is described as a methodical rule or procedure that guarantees solving a specific problem?**
- A. Schema
 - B. Algorithm
 - C. Heuristic
 - D. Memory Retention
- 9. What does semantic memory consist of?**
- A. Short-term recall of personal experiences
 - B. General knowledge including facts and concepts
 - C. A collection of visual and auditory memories
 - D. Memories that are associated with emotions
- 10. What is the term for the tendency to recall experiences that are consistent with one's current emotional state?**
- A. Mood-congruent memory
 - B. Primacy effect
 - C. Procedural memory
 - D. Proactive interference

Answers

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

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Explanations

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1. What is a mental image or the best example of a category called?

- A. Exemplar
- B. Prototype**
- C. Schema
- D. Concept

The term that best describes a mental image or the most representative example of a category is known as a prototype. Prototypes serve as cognitive reference points that help individuals classify and identify objects or concepts within a category. For instance, when thinking about the category "bird," a prototype might be a robin or a sparrow, as these examples align closely with our typical understanding of what a bird is. Prototypes are particularly useful in cognitive psychology because they allow for quick categorization and decision-making processes, often based on similarities to this best example rather than relying on a strict set of defining features. This model of categorization highlights how humans use representative examples to navigate complex information efficiently. While other options such as exemplars, schemas, and concepts relate to categorization, they function in distinct ways. Exemplars refer to specific examples of a category stored in memory, schemas relate to organized structures of knowledge about a particular subject, and concepts are broader mental categories that encompass both prototypes and exemplars. These distinctions clarify why the term prototype specifically captures the idea of a best example or mental image of a category.

2. What is the process of repeating information in order to keep it in consciousness or store it called?

- A. Repression
- B. Recognition
- C. Rehearsal**
- D. Recall

The process of repeating information to maintain it in consciousness or facilitate its storage in memory is known as rehearsal. This cognitive strategy is essential for transferring information from short-term memory to long-term memory. By actively engaging with the material through repetition, individuals can enhance their ability to memorize and retrieve information later. Rehearsal can take various forms, such as verbal repetition or mental visualization, but the core function remains the same: to reinforce memory retention and improve recall in the future. Repression, recognition, and recall serve different purposes in memory processes. Repression is a defense mechanism that involves unconsciously blocking unwanted memories. Recognition refers to the ability to identify previously encountered information, whereas recall involves retrieving information without cues. Though all these processes relate to memory, they do not specifically describe the active practice of repeating information, which is the hallmark of rehearsal.

3. At what stage do children first begin to engage in symbolic thinking?

- A. Sensorimotor
- B. Preoperational**
- C. Concrete Operational
- D. Formal Operational

Children first begin to engage in symbolic thinking during the preoperational stage of cognitive development, typically occurring between the ages of 2 to 7 years. During this stage, children start to use symbols to represent objects and events, which allows them to engage in imaginative play and use language more effectively. This ability to think symbolically means that they can represent things that are not present, transitioning from concrete experiences to more abstract concepts. For instance, children may use a stick as a pretend sword or engage in role-playing scenarios, indicating that they are using symbols to represent their thoughts and understandings of the world. This development of symbolic thinking is a crucial milestone in cognitive growth, as it lays the groundwork for more complex reasoning and problem-solving skills that will develop in later stages. The sensorimotor stage, preceding the preoperational stage, is characterized by the understanding of the world through direct sensory experiences and motor activities without abstract thinking. The concrete operational stage, which follows, is when children begin to think logically about concrete events but typically struggle with abstract concepts. Finally, the formal operational stage, which emerges in adolescence, involves abstract reasoning and hypothetical thinking. Thus, the preoperational stage is the key period where symbolic thinking first emerges.

4. Which practice is considered less effective for learning compared to distributed practice?

- A. Massed practice**
- B. Repetitive learning
- C. Active recall
- D. Visual learning

Massed practice is considered less effective for learning compared to distributed practice because it involves cramming information into a short period of time without breaks. This approach can lead to short-term retention but does not facilitate long-term understanding or memory retention. Distributed practice, on the other hand, spreads learning over multiple sessions with intervals in between, which enhances the ability to recall information later. The spacing effect, which emerges from distributed practice, helps reinforce concepts and aids in deeper cognitive processing, resulting in more robust learning. Repetitive learning, active recall, and visual learning can all be beneficial strategies, especially when interleaved with other practices, like distributed practice. These methods support cognitive engagement and help solidify understanding. However, for effective learning that promotes long-term retention, distributed practice is the superior choice when compared to massed practice.

5. What is the memory phenomenon called when recently learned information is recalled more effectively than information learned earlier?

- A. Recency Effect**
- B. Primacy Effect
- C. Sequential Recall
- D. Learning Curve

The memory phenomenon in question, where recently learned information is recalled more effectively than information learned earlier, is known as the recency effect. This effect is a well-documented aspect of memory retrieval, particularly in the context of serial position effects, which describe how the position of an item within a sequence influences its likelihood of being remembered. The recency effect suggests that information presented at the end of a list is often remembered better than information presented in the middle or at the beginning. This occurs because the most recent items are still active in short-term memory, making them easier to access when retrieval is needed. In contrast, the primacy effect, which refers to the enhanced recall of items presented at the beginning of a sequence, works because these items have more opportunity to be encoded into long-term memory. Sequential recall and the learning curve refer to different aspects of cognitive processing and memory but are not specifically concerned with the differential recall patterns of recent versus earlier information.

6. What effect does strong working memory have on academic performance?

- A. Improved attention span
- B. Better academic outcomes due to enhanced problem-solving capabilities**
- C. Increased creativity in solutions
- D. Faster reading comprehension

Strong working memory significantly contributes to better academic outcomes because it enhances problem-solving capabilities. Working memory allows individuals to hold and manipulate information in their mind, which is crucial for tasks that require reasoning, understanding complex concepts, and applying knowledge to new situations. Students with robust working memory can better maintain focus on relevant information while discarding distractions, enabling them to tackle academic challenges more effectively. This capacity for active engagement with material translates into improved performance on tasks like mathematics, science experiments, and critical reading, where synthesizing information from multiple sources is required. The ability to juggle various pieces of information mentally leads to more effective learning strategies and deeper understanding, ultimately resulting in higher academic achievement.

7. Which type of processing predicts that deeper information processing results in a longer-lasting memory trace?

A. Levels of processing model

B. Maintenance rehearsal

C. Implicit memory

D. Heuristic

The choice of the levels of processing model as the correct answer is backed by the model's fundamental premise that the depth of processing plays a critical role in how well information is stored in memory. This concept was proposed by Craik and Lockhart in 1972. According to this model, there are different levels of processing: shallow (such as focusing on the physical characteristics of words) and deep (such as focusing on the meaning of the words or relating them to existing knowledge). When information is processed at a deeper level—through methods such as elaboration, semantic processing, or making connections—it tends to create more complex and durable memory traces. This deeper engagement with the material tends to lead to better retention and retrieval of the information compared to surface-level processing, which is often fleeting. The maintenance rehearsal option, while relevant to memory retention, primarily involves the repetition of information to keep it in short-term memory rather than focusing on the depth of processing, which is why it does not align with the prediction made by the levels of processing model. Implicit memory refers to unconscious retrieval of information and does not specifically address the depth of processing. Heuristics are mental shortcuts used for problem-solving and decision-making, which do not pertain to the processes involved

8. What is described as a methodical rule or procedure that guarantees solving a specific problem?

A. Schema

B. Algorithm

C. Heuristic

D. Memory Retention

An algorithm is accurately described as a methodical rule or procedure that guarantees solving a specific problem because it follows a systematic approach to achieve a result. Algorithms provide step-by-step instructions that, when followed correctly, lead to a definitive answer. They are often used in mathematics and computer science for tasks such as data processing, calculations, and problem-solving, where precise outcomes are required. In contrast, a schema refers to a mental framework that organizes and interprets information, but it does not guarantee a specific solution to a problem. A heuristic, while useful, represents a rule of thumb or shortcut that may lead to an effective solution but does not ensure accuracy. Memory retention involves the process of keeping information stored in memory over time, which is unrelated to problem-solving procedures. Therefore, the definition of an algorithm as a guaranteed method for solving specific problems distinguishes it from the other concepts.

9. What does semantic memory consist of?

- A. Short-term recall of personal experiences
- B. General knowledge including facts and concepts**
- C. A collection of visual and auditory memories
- D. Memories that are associated with emotions

Semantic memory refers to a type of long-term memory that is primarily concerned with general knowledge about the world. This includes facts, concepts, meanings, and knowledge that is not tied to personal experiences. For example, knowing that Paris is the capital of France or understanding the concept of gravity falls under semantic memory. It is distinct from episodic memory, which involves the personal and specific memories of events and experiences from one's life. The other options describe different types of memory. The first choice focuses on episodic memory, which is primarily the recall of personal experiences and specific events. The third option highlights sensory memory, which relates to the storage of information derived from visual and auditory stimuli. The fourth option pertains to emotional memories, which are memories that have strong emotional connections but don't represent the overarching factual knowledge of the world that characterizes semantic memory. Therefore, identifying semantic memory with general knowledge and facts is accurate and clarifies its role within our cognitive framework.

10. What is the term for the tendency to recall experiences that are consistent with one's current emotional state?

- A. Mood-congruent memory**
- B. Primacy effect
- C. Procedural memory
- D. Proactive interference

The correct term for the tendency to recall experiences that are consistent with one's current emotional state is mood-congruent memory. This phenomenon suggests that when a person is in a particular mood, they are more likely to remember events or experiences that match that mood. For instance, if someone is feeling happy, they are more inclined to recall joyful memories, while feelings of sadness might prompt the recollection of more negative experiences. This memory bias influences not only what we remember but also how we interpret new experiences, as our current emotional state can shape our perceptions and recollections. In contrast, the other terms do not relate to mood and memory in the same way. The primacy effect refers to the tendency to remember the first items in a list better than those in the middle. Procedural memory involves the type of long-term memory related to skills and actions, such as riding a bike, rather than emotional recall. Proactive interference describes a situation where older memories interfere with the retrieval of newer ones, which does not specifically connect to the emotional state and its impact on memory recall.

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:

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

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