Working Memory Model (WMM) Practice Test (Sample)

Study Guide

Everything you need from our exam experts!

Sample study guide. For the full version with hundreds of questions, visit: https://workingmemorymodel.examzify.com

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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. **How do you differentiate between the roles of the Inner Scribe and Visual Cache in a memory task?**
   - A. Inner Scribe handles color details; Visual Cache handles spatial relations
   - B. Inner Scribe handles spatial relations; Visual Cache handles visual details like color and shape
   - C. Both handle all sensory details equally
   - D. Inner Scribe stores long-term facts and concepts

2. **In a dual-task scenario requiring processing of different WM components, which system directs attention and coordinates the other components?**
   - A. Phonological loop.
   - B. Episodic buffer.
   - C. Central executive.
   - D. Visuo-spatial sketchpad.

3. **Which study design did Klinberg et al (2005) use to investigate WM training in children with ADHD?**
   - A. Case series
   - B. Randomized controlled trial
   - C. Cross-sectional survey
   - D. Case-control study

4. **What evidence supports separability of the Phonological Loop and the Visuospatial Sketchpad?**
   - A. Double-dissociation findings and task-specific interference patterns.
   - B. They always show identical impairment across modalities.
   - C. Neuroimaging shows complete overlap in neural resources.
   - D. There is no behavioral evidence for distinct subsystems.

5. **What does the Visual Cache subcomponent do?**
   - A. Coordinates attention
   - B. Handles spatial movements
   - C. Stores auditory information
   - D. Stores visual form and details such as color and shape

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6. What does the term slave systems refer to in the working memory model?

A. Episodic buffer.

B. Central executive only.

C. Long-term memory stores.

D. Phonological loop and visuo-spatial sketchpad, which are controlled by the central executive.

7. What is true about the Episodic Buffer's capacity?

A. It has unlimited capacity

B. It has limited capacity

C. It stores only visual information

D. It stores only auditory information

8. Which statement best captures the function of the Episodic Buffer?

A. It stores short-term phonological representations for rehearsal.

B. It coordinates the sequence of eye movements during tasks.

C. It determines the pace of long-term memory consolidation.

D. It binds information from different modalities into coherent episodes and can transfer information to/from Long-Term Memory.

9. Robbins et al 1996 chess players study concluded that selecting chess moves involves which WM components?

A. Selecting chess moves involves the executive and visuospatial sketchpad but not the phonological loop.

B. Selecting chess moves involves the phonological loop and central executive but not visuospatial sketchpad.

C. Selecting chess moves involves only the phonological loop.

D. Selecting chess moves involves all three slave systems.

10. What happens when Episodic Buffer bindings overwhelm capacity?

A. Nothing, EB is unaffected

B. EB can still bind unlimited items

C. EB bindings can fail, leading to forgetting

D. Only long-term memory is affected by the overload

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Answers

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

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Explanations

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1. How do you differentiate between the roles of the Inner Scribe and Visual Cache in a memory task?

A. Inner Scribe handles color details; Visual Cache handles spatial relations

B. Inner Scribe handles spatial relations; Visual Cache handles visual details like color and shape

C. Both handle all sensory details equally

D. Inner Scribe stores long-term facts and concepts

The main idea here is how the visuospatial side of working memory is split into two parts: one handles visual features, the other handles spatial relationships. The Visual Cache stores visual details such as color, texture, and shape—the appearance of objects. The Inner Scribe acts as a rehearsal and spatial-manipulation component, keeping track of where objects are in relation to each other and guiding the mental movement or updating of that spatial map. For example, when you imagine rearranging a room, the Visual Cache would hold how the furniture looks (colors and forms), while the Inner Scribe keeps track of where each item sits relative to the others and mentally rehearses the changes. The other options mix up these roles or move information out of the visuospatial system (for instance, attributing color detail to the Inner Scribe or assigning long-term facts to a different memory store).

2. In a dual-task scenario requiring processing of different WM components, which system directs attention and coordinates the other components?

A. Phonological loop.

B. Episodic buffer.

C. Central executive.

D. Visuo-spatial sketchpad.

The central executive acts as the control center that directs attention and coordinates the other components. It doesn't store information itself; instead, it decides what to focus on, allocates processing resources, and manages task switching and interference between tasks. In a dual-task situation where different modules must be processed at once, the central executive orchestrates how the phonological loop (verbal information), the visuo-spatial sketchpad (visual/spatial information), and the episodic buffer (integrating information into coherent episodes) work together, ensuring smooth operation and preventing overload. The other systems handle storage and specific processing, but it's the central executive that steers the overall workflow.

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3. Which study design did Klinberg et al (2005) use to investigate WM training in children with ADHD?

A. Case series

B. Randomized controlled trial

C. Cross-sectional survey

D. Case-control study

This item tests how researchers determine whether an intervention truly causes a change. A randomized controlled trial is the design that best answers that question because participants are randomly assigned to receive the working memory training or to a comparison condition, and outcomes are measured before and after. Random assignment helps ensure the groups are similar at the start, so any differences after training are more likely due to the intervention itself rather than preexisting differences. The comparison group provides a clear baseline to determine the size and significance of any training effect, helping to rule out improvements from maturation, practice, or placebo. Other designs don't offer the same level of causal inference. A case series has no control group to compare outcomes against, so it can describe what happened but not whether the training caused it. A cross-sectional survey captures a single time point and can't show changes over time or relate them to an intervention. A case-control study compares existing groups but isn't randomized to receive the training and cannot establish causality as cleanly as a prospective randomized trial. So, for assessing whether working memory training has a causal effect in children with ADHD, a randomized controlled trial is the most appropriate design.

4. What evidence supports separability of the Phonological Loop and the Visuospatial Sketchpad?

A. Double-dissociation findings and task-specific interference patterns.

B. They always show identical impairment across modalities.

C. Neuroimaging shows complete overlap in neural resources.

D. There is no behavioral evidence for distinct subsystems.

The main idea being tested is that the Phonological Loop and the Visuospatial Sketchpad operate as separate components within working memory, and strong evidence for this comes from double dissociations and task-specific interference patterns. Double dissociation means you can disrupt one system without affecting the other, and vice versa. In experiments, tasks that rely on the Phonological Loop (like remembering sequences of sounds or digits) are selectively impaired by manipulations that load or suppress phonological processing—while Visuospatial tasks remain relatively spared. Conversely, tasks that depend on the Visuospatial Sketchpad (like tracking locations or mental rotation) are selectively disrupted by visual or spatial interference, with phonological tasks largely unaffected. This pattern shows that each subsystem has its own resources and can fail independently, which supports their separability. Understanding this helps clarify why simply finding a general impairment or overlapping neural resources wouldn't fit the data as well. If there were a single shared resource or complete neural overlap, you wouldn't see these clear, selective disruptions that spare one system while harming the other.

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5. What does the Visual Cache subcomponent do?

A. Coordinates attention

B. Handles spatial movements

C. Stores auditory information

D. Stores visual form and details such as color and shape

Visual Cache is the part of the Visuo-Spatial Sketchpad that holds the raw visual details you briefly retain from what you see—things like color, shape, and overall visual form. It acts as a temporary store for the appearance of objects, separate from their locations or movements. The central executive handles attention and coordination, the inner scribe deals with spatial relationships and sequencing, and the phonological loop stores auditory information. So, storing visual form and details such as color and shape fits exactly with what Visual Cache does.

6. What does the term slave systems refer to in the working memory model?

A. Episodic buffer.

B. Central executive only.

C. Long-term memory stores.

D. Phonological loop and visuo-spatial sketchpad, which are controlled by the central executive.

The key idea is that the central executive acts as the control system of working memory, directing attention and coordinating how different storage components handle information. The term "slave systems" refers to the subsystems that carry out specific types of processing under that control. In this model, the two slave systems are the phonological loop, which handles verbal information through a phonological store and an articulatory rehearsal process, and the visuo-spatial sketchpad, which deals with visual and spatial information. Both operate under the central executive's guidance, converting and maintaining information as needed. Episodic buffer is a later addition that integrates information from these subsystems and links to long-term memory, rather than being one of the slave systems. Long-term memory stores aren't the slave components of working memory; they're a separate, larger store the central executive can draw on. So the phrase slave systems specifically describes the phonological loop and visuo-spatial sketchpad, controlled by the central executive.

7. What is true about the Episodic Buffer's capacity?

A. It has unlimited capacity

B. It has limited capacity

C. It stores only visual information

D. It stores only auditory information

The Episodic Buffer is a temporary, multimodal storage that binds information from the other working memory components and from long-term memory into a single, time-ordered episode. Its capacity is limited—often described as about four chunks of information—so it cannot hold everything at once. This limited capacity matters because it allows a coherent, integrative representation to be formed without overflowing; it can still hold and combine both visual and auditory data, not just one modality, which is essential for creating an integrated event. For example, you might hold a spoken number while simultaneously picturing a related scene, creating a combined episode you can use immediately or transfer to long-term memory.

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8. Which statement best captures the function of the Episodic Buffer?

A. It stores short-term phonological representations for rehearsal.

B. It coordinates the sequence of eye movements during tasks.

C. It determines the pace of long-term memory consolidation.

D. It binds information from different modalities into coherent episodes and can transfer information to/from Long-Term Memory.

The function being tested is how the Episodic Buffer combines different kinds of information into coherent episodes and connects with long-term memory. The Episodic Buffer acts as a temporary, multimodal workspace that gathers input from the verbal (phonological loop) and visual-spatial systems (visuospatial sketchpad) and binds it into integrated, time-ordered episodes. It can also draw on long-term memory to enrich these episodes and transfer information back to long-term memory, allowing us to hold and recall complex events as unified experiences. Why the other ideas don't fit: storing short-term phonological representations for rehearsal describes the phonological loop, not the Episodic Buffer. Coordinating eye movements isn't a function of the WM components in this model. Determining the pace of long-term memory consolidation relates to processes outside the Episodic Buffer, tied more to how memories are stabilized over time in long-term storage.

9. Robbins et al 1996 chess players study concluded that selecting chess moves involves which WM components?

A. Selecting chess moves involves the executive and visuospatial sketchpad but not the phonological loop.

B. Selecting chess moves involves the phonological loop and central executive but not visuospatial sketchpad.

C. Selecting chess moves involves only the phonological loop.

D. Selecting chess moves involves all three slave systems.

The main idea being tested here is which working memory components are recruited when a chess player selects moves. In the working memory model, the central executive provides attention and coordinates processing, the visuospatial sketchpad holds and manipulates visual-spatial information, and the phonological loop handles verbal or auditory information. Choosing a chess move is a visually driven planning task. Players must hold the current board configuration in mind, imagine potential sequences of moves, and evaluate spatial relationships between pieces. This relies on the visuospatial sketchpad to maintain and manipulate those board visuals. At the same time, the central executive directs the planning process, decides which move to pursue, and suppresses irrelevant alternatives. The task doesn't depend on talking or rehearsing information verbally, so the phonological loop isn't essential here. Robbins and colleagues showed that chess performance was affected by tasks that load the visuospatial sketchpad and the central executive but not by tasks that load the phonological loop, aligning with the idea that these two components are key for move selection. That makes the combination of executive control and visuospatial sketchpad the best fit, while the phonological loop isn't necessary for this specific cognitive demand.

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10. What happens when Episodic Buffer bindings overwhelm capacity?

A. Nothing, EB is unaffected

B. EB can still bind unlimited items

C. EB bindings can fail, leading to forgetting

D. Only long-term memory is affected by the overload

The key idea here is that the Episodic Buffer has a limited capacity for binding different sources of information into a single, coherent episode. It acts as a temporary workspace that combines inputs from the phonological loop, visuospatial sketchpad, and long-term memory. When too many bindings are attempted at once, this workspace can't maintain them all, so the bindings can fail. That means the integrated episode isn't formed reliably, leading to forgetting or misbound details. The overload doesn't simply spare long-term memory or leave EB untouched; it disrupts the binding process itself, causing some information to drop out or be recalled incorrectly.

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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://workingmemorymodel.examzify.com

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

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