

WORKING MEMORY MODEL (WMM) 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.

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 was the significance of HM's case in relation to working memory?**
 - A. HM's long-term memory remained completely intact.
 - B. HM's long-term memory impairment did not affect short-term memory.
 - C. HM's short-term memory could hold information, indicating working memory was undamaged.
 - D. HM's sensory memory was enhanced.
- 2. What cognitive process does inhibition refer to?**
 - A. Suppressing irrelevant information or responses to maintain task goals.
 - B. Enhancing all incoming information.
 - C. Replacing old memory with new content.
 - D. Increasing processing speed for tasks.
- 3. The central executive in the Working Memory Model is best described as:**
 - A. The central executive acts as the control system that directs attention and coordinates the activities of the phonological loop and visuo-spatial sketchpad. Its role is vital for complex cognitive tasks, as it enables the integration of information from different sources and facilitates decision-making.
 - B. The central executive stores information in long-term memory.
 - C. The central executive is a passive store for sensory inputs.
 - D. The central executive only handles language processing.
- 4. Serial recall tasks used to assess the Phonological Loop reveal effects of which factors on recall performance?**
 - A. Visual pattern recall.
 - B. Word length effect, phonological similarity, and articulatory suppression.
 - C. Spatial rotation.
 - D. Long-term memory interference.
- 5. If the phonological loop is damaged but the episodic buffer remains intact, what pattern would you expect?**
 - A. Verbal recall would be poor due to phonological loop damage, but multimodal binding into episodes would be preserved
 - B. No deficits in any WM tasks
 - C. Cross-modal binding would fail
 - D. Episodic memory formation would be enhanced

- 6. What does the Episodic Buffer do in relation to Working Memory and episodic memory?**
- A. It replaces the Central Executive.
 - B. The Episodic Buffer stores integrated episodes to link WM with episodic memory.
 - C. The Episodic Buffer stores only phonological data.
 - D. It stores only long-term semantic knowledge.
- 7. How do the findings from the KF case relate to the components of the model?**
- A. KF's case showed impaired visuospatial memory, supporting the integrated model.
 - B. KF's selective impairment of verbal memory with preserved visuospatial memory supports separable phonological loop and visuospatial sketchpad.
 - C. KF's case contradicted the WMM completely.
 - D. KF's case showed intact memory across modalities, undermining WM distinction.
- 8. What does the episodic buffer do in the working memory model?**
- A. It acts as a bridge linking WM components with long-term memory to form integrated episodes.
 - B. It stores phonological information for rehearsal.
 - C. It contains sensory buffers for perception.
 - D. It directly stores long-term memories.
- 9. What is the Episodic Buffer, and why was it added to the model?**
- A. A long-term store for phonological information.
 - B. A temporary multimodal store that integrates information from the phonological loop, VSSP, and long-term memory; added to explain cross-modal binding and long-term integration.
 - C. A processing unit for rapid motor responses.
 - D. A subsystem solely for visual pattern storage.

10. What is the value of understanding working memory in daily life?

- A. It offers a detailed blueprint of neural networks for memory.
- B. It provides insights into how we process and manage different types of information.
- C. It replaces the concept of short-term memory.
- D. It explains long-term memory consolidation.

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Answers

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

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Explanations

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1. What was the significance of HM's case in relation to working memory?

- A. HM's long-term memory remained completely intact.
- B. HM's long-term memory impairment did not affect short-term memory.
- C. HM's short-term memory could hold information, indicating working memory was undamaged.**
- D. HM's sensory memory was enhanced.

Working memory is the system that holds and manipulates information in consciousness for a short time. In HM's case, removing the hippocampus and surrounding medial temporal structures caused a severe difficulty in forming new long-term memories, but his ability to retain and work with information over brief periods remained intact. He could perform short-term tasks, like repeating a sequence of numbers or keeping a few items in mind for seconds, which shows the mental workspace of working memory was preserved. This clear separation between the ability to maintain information momentarily (working memory) and the ability to form lasting memories (long-term memory) explains why his short-term memory could hold information even though his long-term memory was impaired.

2. What cognitive process does inhibition refer to?

- A. Suppressing irrelevant information or responses to maintain task goals.**
- B. Enhancing all incoming information.
- C. Replacing old memory with new content.
- D. Increasing processing speed for tasks.

Inhibition in working memory is the ability to suppress irrelevant information and prepotent responses so you can stay focused on the task and its goals. The central executive provides this control, filtering out distractions and stopping automatic impulses so only task-relevant information remains active in the phonological loop or visuospatial sketchpad. This helps you ignore distractions or habitual responses, like in a Stroop task where you must name the ink color rather than read the word. The other options describe enhancing input, replacing memory, or speeding up processing, which miss the selective, restraint-based aspect of inhibition. So, inhibition is about filtering and controlling responses to maintain goal-directed performance.

3. The central executive in the Working Memory Model is best described as:

- A. The central executive acts as the control system that directs attention and coordinates the activities of the phonological loop and visuo-spatial sketchpad. Its role is vital for complex cognitive tasks, as it enables the integration of information from different sources and facilitates decision-making.**
- B. The central executive stores information in long-term memory.
- C. The central executive is a passive store for sensory inputs.
- D. The central executive only handles language processing.

Think of working memory as a small, flexible workspace. The central executive is the attention-control part of that workspace. It directs focus, decides which tasks to tackle, and switches between tasks as needed. It coordinates the activities of the phonological loop (which handles verbal information) and the visuospatial sketchpad (which handles visual and spatial data). By allocating processing resources, the central executive allows you to combine information from different sources, plan steps, inhibit distractions, and make decisions. It doesn't store information itself; its job is processing and control, not retention. So, the central executive is best described as the control system that manages attention and coordinates across memory subsystems, enabling complex cognition.

4. Serial recall tasks used to assess the Phonological Loop reveal effects of which factors on recall performance?

- A. Visual pattern recall.
- B. Word length effect, phonological similarity, and articulatory suppression.**
- C. Spatial rotation.
- D. Long-term memory interference.

Serial recall taps the phonological loop's ability to hold verbal information briefly and in order. The strongest findings in this task are the word length effect, phonological similarity, and articulatory suppression. Shorter words are recalled better because they can be rehearsed more quickly, allowing more items to fit into the limited time window of the rehearsal process. Items that sound similar are more easily confused in the phonological store, which disrupts accurate serial recall. When you block subvocal rehearsal by having someone repeat an irrelevant sound, recall drops because the articulatory loop can't refresh the phonological representations effectively. These effects all point to how the phonological loop codes and maintains verbal information. Visual pattern recall and spatial rotation rely on the visuospatial sketchpad, not the phonological loop, while long-term memory interference concerns processes outside the immediate phonological maintenance.

5. If the phonological loop is damaged but the episodic buffer remains intact, what pattern would you expect?

- A. Verbal recall would be poor due to phonological loop damage, but multimodal binding into episodes would be preserved**
- B. No deficits in any WM tasks
- C. Cross-modal binding would fail
- D. Episodic memory formation would be enhanced

The pattern hinges on a selective disruption: the phonological loop handles verbal information through rehearsal and phonological storage. When it's damaged, verbal short-term memory suffers, so recall of spoken or written sequences, digits, or word-based material declines. The episodic buffer, on the other hand, binds information from different sources into a unified episode and, if it remains intact, can still integrate cross-modal information (visual, spatial, auditory) into coherent representations. So even with poor verbal recall, multimodal binding into episodes stays preserved because the episodic buffer continues to function and support cross-modal integration.

6. What does the Episodic Buffer do in relation to Working Memory and episodic memory?

- A. It replaces the Central Executive.
- B. The Episodic Buffer stores integrated episodes to link WM with episodic memory.**
- C. The Episodic Buffer stores only phonological data.
- D. It stores only long-term semantic knowledge.

The Episodic Buffer acts as a temporary, multimodal workspace that binds together information from the other working memory systems (like the phonological loop and visuospatial sketchpad) with content from long-term memory to form coherent episodes. It creates a single, time-stamped memory trace that can be consciously recalled as an event, effectively linking what we're holding in working memory with episodic memory. This bridging function is why the statement about storing integrated episodes to connect working memory with episodic memory is the best fit. It doesn't replace the Central Executive, it doesn't store only phonological data, and it doesn't store long-term semantic knowledge.

7. How do the findings from the KF case relate to the components of the model?

- A. KF's case showed impaired visuospatial memory, supporting the integrated model.
- B. KF's selective impairment of verbal memory with preserved visuospatial memory supports separable phonological loop and visuospatial sketchpad.**
- C. KF's case contradicted the WMM completely.
- D. KF's case showed intact memory across modalities, undermining WM distinction.

The findings test whether working memory has separate components for different types of information. KF's profile shows a clear double dissociation: verbal (auditory/verbal) memory is impaired while visuospatial memory remains intact. This pattern supports having distinct stores—in other words, a phonological loop for verbal information and a visuospatial sketchpad for visual-spatial information—each operating under the control of a central executive. That's why this option is best: it directly reflects the selective verbal impairment with preserved visuospatial ability, illustrating separable components of the model. The other statements don't fit KF's pattern: KF did not show visuospatial impairment, so it doesn't support an integrated single-store account; and KF did not have memory that is intact across modalities, which would undermine the idea of distinct WM systems.

8. What does the episodic buffer do in the working memory model?

- A. It acts as a bridge linking WM components with long-term memory to form integrated episodes.**
- B. It stores phonological information for rehearsal.
- C. It contains sensory buffers for perception.
- D. It directly stores long-term memories.

The episodic buffer acts as a temporary, limited-capacity store that binds together information from the different parts of working memory and links this integrated representation to long-term memory to form a coherent, time-ordered episode. It functions like a multi-modal workspace where auditory input from the phonological loop, visual-spatial input from the visuospatial sketchpad, and other information can be combined into a single, unified memory trace. This binding is what lets you recall events as a cohesive episode rather than as separate bits of data. The buffer also provides a bridge to long-term memory, enabling encoding of integrated episodes and retrieval of related information when needed. It's not primarily there to store phonological information (that belongs to the phonological loop), nor is it a simple sensory store (that's sensory memory) or a place that directly holds long-term memories.

9. What is the Episodic Buffer, and why was it added to the model?

- A. A long-term store for phonological information.
- B. A temporary multimodal store that integrates information from the phonological loop, VSSP, and long-term memory; added to explain cross-modal binding and long-term integration.
- C. A processing unit for rapid motor responses.**
- D. A subsystem solely for visual pattern storage.

The Episodic Buffer is a temporary, multimodal storage system that brings together information from different parts of working memory—the phonological loop for verbal info, the visuospatial sketchpad for visual-spatial info, and even content from long-term memory via the central executive. Its job is to create integrated, coherent episode-like representations by binding these diverse inputs into a single, time-ordered snapshot. This buffering allows us to hold and manipulate multimodal information as a unified unit and to transfer combined content into long-term memory when needed. The addition was made to explain cross-modal binding and long-term integration that the original three-component model couldn't fully account for. For example, we can hold a spoken phone number while picturing its associated spatial layout and context, forming a combined memory trace. It's not a long-term store for phonological information (that's the phonological loop), not a processing unit for rapid motor responses, and not a subsystem solely for visual pattern storage (that's the visuospatial sketchpad).

10. What is the value of understanding working memory in daily life?

- A. It offers a detailed blueprint of neural networks for memory.
- B. It provides insights into how we process and manage different types of information.**
- C. It replaces the concept of short-term memory.
- D. It explains long-term memory consolidation.

Understanding working memory shows how we actively hold and manipulate information as we go about tasks. It explains why you can follow a multi-step instruction, solve a mental arithmetic problem, or keep a conversation coherent while processing new details. The model highlights that we process different kinds of information—verbal, visual, spatial—and that the central executive helps coordinate these processes, with the phonological loop, visuospatial sketchpad, and episodic buffer supporting various types of input. This everyday relevance is why the best answer is that it provides insights into how we process and manage different types of information. The other ideas don't fit as neatly. Working memory isn't a detailed neural blueprint of memory networks; that's a neuroscience description of brain structure and connections. It isn't a replacement for short-term memory, since working memory is a component within short-term memory that handles active processing. And it doesn't explain long-term memory consolidation, which involves encoding and stabilizing information for long-term storage.

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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