AP Psych Ch 7 Practice Easy

Multiple Choice
Identify the choice that best completes the statement or answers the question.

1. The process of getting information out of memory is called
   a. priming.
   b. encoding.
   c. relearning.
   d. retrieval.
   e. rehearsal.

2. Your consciously activated but limited-capacity memory is called ________ memory.
   a. short-term
   b. implicit
   c. mood-congruent
   d. explicit
   e. automatic

3. The relatively permanent and limitless storehouse of the memory system is called ________ memory.
   a. sensory
   b. state-dependent
   c. long-term
   d. flashbulb
   e. implicit

4. Automatic processing occurs without
   a. iconic memory.
   b. semantic encoding.
   c. conscious awareness.
   d. long-term potentiation.
   e. sensory memory.

5. When first introduced to someone, Marcel effectively remembers the person's name by repeating it to himself several times. Marcel makes use of a strategy called
   a. chunking.
   b. automatic processing.
   c. mnemonics.
   d. the serial position effect.
   e. rehearsal.
6. Which pioneering researcher made extensive use of nonsense syllables in the study of human memory?
   a. Pavlov  
   b. James  
   c. Loftus  
   d. Freud  
   e. Ebbinghaus

7. The tendency for distributed study to yield better long-term retention than massed study is known as
   a. the serial position effect.  
   b. state-dependent memory.  
   c. the spacing effect.  
   d. long-term potentiation.  
   e. chunking.

8. Semantic encoding refers to the processing of
   a. sounds.  
   b. meanings.  
   c. visual images.  
   d. unfamiliar units.  
   e. touch sensations.

9. Memory aids that involve the use of vivid imagery and clever ways of organizing material are called
   a. semantic techniques.  
   b. iconic traces.  
   c. organizational cues.  
   d. mnemonic devices.  
   e. flashbulb memories.

10. Chunking refers to
    a. getting information into memory through the use of visual imagery.  
    b. the organization of information into meaningful units.  
    c. the unconscious encoding of incidental information.  
    d. the tendency to recall best the first item in a list.  
    e. the combined use of automatic and effortful processing to ensure the retention of unfamiliar information.

11. The organization of information into meaningful units is called
    a. automatic processing.  
    b. the spacing effect.  
    c. chunking.  
    d. iconic memory.  
    e. the peg-word system.
12. Iconic memory refers to
   a. the encoded meanings of words and events in short-term memory.
   b. photographic, or picture-image, memory that lasts for only a few tenths of a second.
   c. the effortlessly processed incidental information about the timing and frequency of events.
   d. the visually encoded images in long-term memory.
   e. important events often encoded through flashbulb memory.

13. “The magical number seven, plus or minus two” refers to the storage capacity of ______ memory.
   a. short-term
   b. explicit
   c. flashbulb
   d. implicit
   e. sensory

14. The human capacity for storing long-term memories is
   a. essentially unlimited.
   b. roughly equal to seven units of information.
   c. typically much greater in young children than in adults.
   d. greatly reduced after people reach the age of 65.
   e. enhanced through hypnosis.

15. The increase in synaptic firing potential that contributes to memory formation is known as
   a. chunking.
   b. the serial position effect.
   c. automatic processing.
   d. long-term potentiation.
   e. proactive interference.

16. A baseball strikes Ashley in the head and she is momentarily knocked unconscious. The physical injury, though not serious, is most likely to interfere with Ashley's ______ memory.
   a. flashbulb
   b. implicit
   c. mood-congruent
   d. short-term
   e. echoic

17. Exceptionally clear memories of emotionally significant events are called
   a. sensory memories.
   b. flashbulb memories.
   c. mood-congruent memories.
   d. repressed memories.
   e. semantic memories.
18. Words, events, places, and emotions that trigger our memory of the past are called
   a. retrieval cues.
   b. déjà vu.
   c. iconic traces.
   d. context effects.
   e. schemas.

19. Memories are primed by
   a. repression.
   b. retrieval cues.
   c. retroactive interference.
   d. the serial position effect.
   e. source amnesia.

20. Déjà vu refers to the
   a. emotional arousal produced by events that prime us to recall associated events.
   b. tendency to remember experiences that are consistent with our current mood.
   c. unconscious activation of particular associations in memory.
   d. eerie sense of having previously experienced a situation or event.
   e. involuntary activation of the hippocampus.

21. The association of sadness with memories of negative life events contributes to
   a. the self-reference effect.
   b. retroactive interference.
   c. repression.
   d. source amnesia.
   e. mood-congruent memory.

22. The inability to remember how Lincoln's head appears on a penny is most likely due to a failure in
   a. encoding.
   b. storage.
   c. retrieval.
   d. implicit memory.
   e. iconic memory.

23. The finding that people who sleep after learning a list of nonsense syllables forget less than people
    who stay awake provides evidence that forgetting may involve
   a. encoding failure.
   b. repression.
   c. implicit memory loss.
   d. interference.
   e. long-term potentiation.
24. A type of motivated forgetting in which anxiety-arousing memories are blocked from conscious awareness is known as
   a. retroactive interference.
   b. proactive interference.
   c. the spacing effect.
   d. repression.
   e. priming.

25. Philippe has just completed medical school. In reflecting on his years of formal education, he is able to recall the names of all his instructors except the fifth-grade teacher who flunked him. According to Freud, his forgetting illustrates
   a. repression.
   b. proactive interference.
   c. retroactive interference.
   d. the serial position effect.
   e. the spacing effect.

26. Compared with adults, children are more susceptible to
   a. long-term potentiation.
   b. automatic processing.
   c. the misinformation effect.
   d. proactive interference.
   e. the self-reference effect.

27. Stressful life experiences such as being raped are not likely to be
   a. encoded.
   b. repressed.
   c. stored.
   d. retrieved.
   e. recalled.

28. Repeating someone's name several times shortly after being introduced to that person is an effective strategy for
   a. chunking.
   b. rehearsal.
   c. implicit memory.
   d. automatic processing.
   e. priming.
29. Answerwering practice test questions about text material you have studied is a useful strategy for
   a. automatically processing complex information.
   b. facilitating the development of implicit memory.
   c. activating your state-dependent memory.
   d. becoming aware of what you do not yet know.
   e. enhancing implicit memories.

30. Forming many associations between new course material and what you already know is an effective way to build a network of
   a. retrieval cues.
   b. sensory memories.
   c. state-dependent memories.
   d. serial position effects.
   e. iconic memories.

31. A prototype is a
   a. mental grouping of similar objects, events, or people.
   c. best example of a particular category.
   d. simple thinking strategy for solving problems efficiently.
   e. new, novel item fitting an existing mental category.

32. With which of the following statements will people typically agree most quickly?
   a. A penguin is a bird.
   b. A goose is a bird.
   c. A robin is a bird.
   d. An ostrich is a bird.
   e. A flamingo is a bird.

33. In testing thousands of different materials for use as lightbulb filaments, Thomas Edison best illustrated a problem-solving approach known as
   a. the representativeness heuristic.
   b. trial and error.
   c. functional fixedness.
   d. the confirmation bias.
   e. belief perseverance.

34. Heuristics are
   b. mental groupings of similar objects, events, or people.
   c. problem-solving strategies involving the use of trial and error.
   d. simple thinking strategies for solving problems quickly and efficiently.
   e. thinking strategies that often hasten insights.
35. The inability to take a new perspective on a problem is called
   a. confirmation bias.
   b. a fixation.
   c. a heuristic.
   d. the framing effect.
   e. a prototype.

36. The indelible memories of the 9/11 terrorist tragedy unduly inflated many people's estimates of the risks associated with air travel. This best illustrates the importance of
   a. functional fixedness.
   b. the representativeness heuristic.
   c. the availability heuristic.
   d. confirmation bias.
   e. framing.

37. We fear too little those events that will claim lives
   a. accidentally.
   b. undramatically.
   c. in the near future.
   d. one person at a time.
   e. in old age.

38. Stockbrokers often believe that their own expertise will enable them to select stocks that will outperform the market average. This belief best illustrates
   a. functional fixedness.
   b. the framing effect.
   c. the representativeness heuristic.
   d. overconfidence.
   e. belief perseverance.

39. When Larina entered high school she was certain that she would never eat any of the junk food sold in the vending machines. By the end of tenth grade, however, Larina was munching on at least one bag of chips a day. Larina's experience best illustrates
   a. the availability heuristic.
   b. confirmation bias.
   c. overconfidence.
   d. the framing effect.
   e. the belief perseverance phenomenon.
40. Although Steve was certain that he answered between 70 and 80 items correctly on his biology test, he actually was right on only 55 items. Steve's misjudgment of his test performance illustrates
   a. the representativeness heuristic.
   b. confirmation bias.
   c. the belief perseverance phenomenon.
   d. the framing effect.
   e. overconfidence.

41. An unwillingness to give up our beliefs even when the evidence proves us wrong is called
   a. the representativeness heuristic.
   b. trial and error.
   c. belief perseverance.
   d. confirmation bias.
   e. the availability heuristic.

42. In contrast to our explicit conscious reasoning, our seemingly effortless and automatic feelings or thoughts are called
   a. mental sets.
   b. phonemes.
   c. algorithms.
   d. intuitions.
   e. heuristics.

43. People told that a chemical in the air is projected to kill 10 out of every 10 million people feel more frightened than if told the fatality risk is .000001. This best illustrates the importance of
   a. belief perseverance.
   b. functional fixedness.
   c. the representativeness heuristic.
   d. confirmation bias.
   e. framing.

44. How many phonemes are in the word “bats”?
   a. 0
   b. 1
   c. 2
   d. 3
   e. 4

45. The smallest speech units that carry meaning are called
   a. phonemes.
   b. morphemes.
   c. prototypes.
   d. concepts.
   e. heuristics.
46. The spontaneous utterance of a variety of sounds by infants is called
   a. universal grammar.
   b. babbling.
   c. telegraphic speech.
   d. syntax.
   e. morpheme.

47. Telegraphic speech is
   a. evident before babbling occurs.
   b. considered a form of receptive language.
   c. the smallest unit of language that carries meaning.
   d. a system of language rules for combining morphemes.
   e. a grammatically correct two-word utterance.

48. If our capacity to form concepts depends on our verbal memory, this would best illustrate
   a. the framing effect.
   b. universal grammar.
   c. telegraphic speech.
   d. linguistic determinism.
   e. functional fixedness.

49. Perceived differences between various shades of color are greater if people assign a different name to
   each hue. This best illustrates the influence of
   a. universal grammar on language acquisition.
   b. algorithms on receptive language.
   c. critical periods on language acquisition.
   d. language on thinking.
   e. syntax on prototype formation.

50. When English-speaking Canadian children were taught only in French during their early school years,
    researchers found that they experienced a(n)
    a. confused sense of cultural identity.
    b. improvement in intellectual aptitude.
    c. slight loss of verbal fluency in English.
    d. smaller-than-average improvement in mathematical ability.
    e. delayed onset of telegraphic speech.
MULTIPLE CHOICE

1. ANS: D        PTS: 1        DIF: Easy
   REF: Page 257 | Section- Cognition: 7A—Memory  OBJ: 1
   TOP: Information processing  MSC: Factual | Definitional
   BNK: Unit 7A Multiple Choice, Part 1

2. ANS: A        PTS: 1        DIF: Easy
   REF: Page 257 | Section- Cognition: 7A—Memory  OBJ: 1
   TOP: Information processing  MSC: Factual | Definitional
   BNK: Unit 7A Multiple Choice, Part 1

3. ANS: C        PTS: 1        DIF: Easy
   REF: Page 257 | Section- Cognition: 7A—Memory  OBJ: 1
   TOP: Information processing  MSC: Factual | Definitional
   BNK: Unit 7A Multiple Choice, Part 1

4. ANS: C        PTS: 1        DIF: Easy
   REF: Page 258 | Section- Cognition: 7A—Memory  OBJ: 2
   TOP: Automatic processing  MSC: Factual | Definitional
   BNK: Unit 7A Multiple Choice, Part 1

5. ANS: E        PTS: 1        DIF: Easy
   REF: Page 259 | Section- Cognition: 7A—Memory  OBJ: 2
   TOP: Effortful processing  MSC: Conceptual  BNK: Unit 7A Multiple Choice, Part 1

6. ANS: E        PTS: 1        DIF: Easy
   REF: Page 259 | Section- Cognition: 7A—Memory  OBJ: 2
   TOP: Effortful processing  MSC: Factual | Definitional
   BNK: Unit 7A Multiple Choice, Part 1

7. ANS: C        PTS: 1        DIF: Easy
   REF: Page 260 | Section- Cognition: 7A—Memory  OBJ: 2
   TOP: Effortful processing  MSC: Factual | Definitional
   BNK: Unit 7A Multiple Choice, Part 1

8. ANS: B        PTS: 1        DIF: Easy
   REF: Page 261 | Section- Cognition: 7A—Memory  OBJ: 3
   TOP: Levels of processing  MSC: Factual | Definitional
   BNK: Unit 7A Multiple Choice, Part 1

9. ANS: D        PTS: 1        DIF: Easy
   REF: Page 263 | Section- Cognition: 7A—Memory  OBJ: 3
   TOP: Visual encoding  MSC: Factual | Definitional
   BNK: Unit 7A Multiple Choice, Part 1

10. ANS: B        PTS: 1        DIF: Easy
    REF: Page 264 | Section- Cognition: 7A—Memory  OBJ: 3
    TOP: Organizing information for encoding  MSC: Factual | Definitional
    BNK: Unit 7A Multiple Choice, Part 1
11. **ANS:** C  
**PTS:** 1  
**DIF:** Easy  
**REF:** Page 264 | Section - Cognition: 7A—Memory  
**OBJ:** 3  
**TOP:** Organizing information for encoding  
**MSC:** Factual | Definitional  
**BNK:** Unit 7A Multiple Choice, Part 1

12. **ANS:** B  
**PTS:** 1  
**DIF:** Easy  
**REF:** Page 266 | Section - Cognition: 7A—Memory  
**OBJ:** 4  
**TOP:** Sensory memory  
**MSC:** Factual | Definitional  
**BNK:** Unit 7A Multiple Choice, Part 1

13. **ANS:** A  
**PTS:** 1  
**DIF:** Easy  
**REF:** Page 266 | Section - Cognition: 7A—Memory  
**OBJ:** 4  
**TOP:** Working/short-term memory  
**MSC:** Factual | Definitional  
**BNK:** Unit 7A Multiple Choice, Part 1

14. **ANS:** A  
**PTS:** 1  
**DIF:** Easy  
**REF:** Page 267 | Section - Cognition: 7A—Memory  
**OBJ:** 5  
**TOP:** Long-term memory  
**MSC:** Factual | Definitional  
**BNK:** Unit 7A Multiple Choice, Part 1

15. **ANS:** D  
**PTS:** 1  
**DIF:** Easy  
**REF:** Page 269 | Section - Cognition: 7A—Memory  
**OBJ:** 5  
**TOP:** Storing memories in the brain: synaptic changes  
**MSC:** Conceptual | Application  
**BNK:** Unit 7A Multiple Choice, Part 1

16. **ANS:** B  
**PTS:** 1  
**DIF:** Easy  
**REF:** Page 270 | Section - Cognition: 7A—Memory  
**OBJ:** 5  
**TOP:** Sensory memory  
**MSC:** Factual | Definitional  
**BNK:** Unit 7A Multiple Choice, Part 1

17. **ANS:** A  
**PTS:** 1  
**DIF:** Easy  
**REF:** Page 275 | Section - Cognition: 7A—Memory  
**OBJ:** 7  
**TOP:** Encoding failure (text and Figure A 7.19)  
**MSC:** Factual | Definitional  
**BNK:** Unit 7A Multiple Choice, Part 2

18. **ANS:** B  
**PTS:** 1  
**DIF:** Easy  
**REF:** Page 278 | Section - Cognition: 7A—Memory  
**OBJ:** 8  
**TOP:** Moods and memories  
**MSC:** Factual | Definitional  
**BNK:** Unit 7A Multiple Choice, Part 2

19. **ANS:** D  
**PTS:** 1  
**DIF:** Easy  
**REF:** Page 280 | Section - Cognition: 7A—Memory  
**OBJ:** 9  
**TOP:** Encoding failure (text and Figure A 7.19)  
**MSC:** Factual | Definitional  
**BNK:** Unit 7A Multiple Choice, Part 2
23. **ANS:** D  **PTS:** 1  **DIF:** Easy  
**REF:** Page 282 | Section: Cognition | 7A—Memory  
**OBJ:** 10  
**TOP:** Interference (text and Figure A.23)  
**MSC:** Factual | Definitional  
**BNK:** Unit 7A Multiple Choice, Part 2

24. **ANS:** D  **PTS:** 1  **DIF:** Easy  
**REF:** Page 284 | Section: Cognition | 7A—Memory  
**OBJ:** 10  
**TOP:** Motivated forgetting  
**MSC:** Factual | Definitional  
**BNK:** Unit 7A Multiple Choice, Part 2

25. **ANS:** A  **PTS:** 1  **DIF:** Easy  
**REF:** Page 284 | Section: Cognition | 7A—Memory  
**OBJ:** 10  
**TOP:** Motivated forgetting  
**MSC:** Conceptual | Application  
**BNK:** Unit 7A Multiple Choice, Part 2

26. **ANS:** C  **PTS:** 1  **DIF:** Easy  
**REF:** Page 289 | Section: Cognition | 7A—Memory  
**OBJ:** 12  
**TOP:** Children's eyewitness recall  
**MSC:** Factual | Definitional  
**BNK:** Unit 7A Multiple Choice, Part 2

27. **ANS:** B  **PTS:** 1  **DIF:** Easy  
**REF:** Page 293 | Section: Cognition | 7A—Memory  
**OBJ:** 12  
**TOP:** Repressed or constructed memories of abuse?  
**MSC:** Factual | Definitional  
**BNK:** Unit 7A Multiple Choice, Part 2

28. **ANS:** B  **PTS:** 1  **DIF:** Easy  
**REF:** Page 293 | Section: Cognition | 7A—Memory  
**OBJ:** 13  
**TOP:** Improving memory  
**MSC:** Factual | Definitional  
**BNK:** Unit 7A Multiple Choice, Part 2

29. **ANS:** D  **PTS:** 1  **DIF:** Easy  
**REF:** Page 294 | Section: Cognition | 7A—Memory  
**OBJ:** 13  
**TOP:** Improving memory  
**MSC:** Factual | Definitional  
**BNK:** Unit 7A Multiple Choice, Part 2

30. **ANS:** A  **PTS:** 1  **DIF:** Easy  
**REF:** Page 294 | Section: Cognition | 7A—Memory  
**OBJ:** 13  
**TOP:** Improving memory  
**MSC:** Factual | Definitional  
**BNK:** Unit 7A Multiple Choice, Part 2

31. **ANS:** C  **PTS:** 1  **DIF:** Easy  
**REF:** Page 299 | Section: Cognition | 7B—Thinking-Problem Solving-Creativity-and Language  
**OBJ:** 1  
**TOP:** Concepts  
**MSC:** Factual | Definitional  
**BNK:** Unit 7B Multiple Choice

32. **ANS:** C  **PTS:** 1  **DIF:** Easy  
**REF:** Page 299 | Section: Cognition | 7B—Thinking-Problem Solving-Creativity-and Language  
**OBJ:** 1  
**TOP:** Concepts  
**MSC:** Factual | Definitional  
**BNK:** Unit 7B Multiple Choice

33. **ANS:** B  **PTS:** 1  **DIF:** Easy  
**REF:** Page 300 | Section: Cognition | 7B—Thinking-Problem Solving-Creativity-and Language  
**OBJ:** 2  
**TOP:** Solving problems  
**MSC:** Factual | Definitional  
**BNK:** Unit 7B Multiple Choice

34. **ANS:** D  **PTS:** 1  **DIF:** Easy  
**REF:** Page 300 | Section: Cognition | 7B—Thinking-Problem Solving-Creativity-and Language  
**OBJ:** 2  
**TOP:** Solving problems  
**MSC:** Factual | Definitional  
**BNK:** Unit 7B Multiple Choice
35. ANS: B  PTS: 1  DIF: Easy  
REF: Page 303 | Section- Cognition: 7B—Thinking-Problem Solving-Creativity-and Language  
OBJ: 3  TOP: Fixation  MSC: Factual | Definitional  
BNK: Unit 7B Multiple Choice

36. ANS: C  PTS: 1  DIF: Easy  
REF: Page 308 | Section- Cognition: 7B—Thinking-Problem Solving-Creativity-and Language  
OBJ: 4  TOP: The fear factor: Do we fear the right things? (Box)  
MSC: Factual | Definitional  
BNK: Unit 7B Multiple Choice

37. ANS: B  PTS: 1  DIF: Easy  
REF: Page 309 | Section- Cognition: 7B—Thinking-Problem Solving-Creativity-and Language  
OBJ: 4  TOP: The fear factor: Do we fear the right things? (Box)  
MSC: Factual | Definitional  
BNK: Unit 7B Multiple Choice

38. ANS: D  PTS: 1  DIF: Easy  
REF: Page 307 | Section- Cognition: 7B—Thinking-Problem Solving-Creativity-and Language  
OBJ: 4  TOP: Overconfidence  MSC: Factual | Definitional  
BNK: Unit 7B Multiple Choice

39. ANS: C  PTS: 1  DIF: Easy  
REF: Page 307 | Section- Cognition: 7B—Thinking-Problem Solving-Creativity-and Language  
OBJ: 4  TOP: Overconfidence  MSC: Conceptual | Application  
BNK: Unit 7B Multiple Choice

40. ANS: E  PTS: 1  DIF: Easy  
REF: Page 307 | Section- Cognition: 7B—Thinking-Problem Solving-Creativity-and Language  
OBJ: 4  TOP: Overconfidence  MSC: Conceptual | Application  
BNK: Unit 7B Multiple Choice

41. ANS: C  PTS: 1  DIF: Easy  
REF: Page 307 | Section- Cognition: 7B—Thinking-Problem Solving-Creativity-and Language  
OBJ: 5  TOP: The belief perseverance phenomenon  
MSC: Factual | Definitional  
BNK: Unit 7B Multiple Choice

42. ANS: D  PTS: 1  DIF: Easy  
REF: Page 308 | Section- Cognition: 7B—Thinking-Problem Solving-Creativity-and Language  
OBJ: 5  TOP: The perils and powers of intuition  
MSC: Factual | Definitional  
BNK: Unit 7B Multiple Choice

43. ANS: E  PTS: 1  DIF: Easy  
REF: Page 311 | Section- Cognition: 7B—Thinking-Problem Solving-Creativity-and Language  
OBJ: 5  TOP: The effects of framing  
MSC: Factual | Definitional  
BNK: Unit 7B Multiple Choice

44. ANS: D  PTS: 1  DIF: Easy  
REF: Page 313 | Section- Cognition: 7B—Thinking-Problem Solving-Creativity-and Language  
OBJ: 6  TOP: Language structure  
MSC: Factual | Definitional  
BNK: Unit 7B Multiple Choice

45. ANS: B  PTS: 1  DIF: Easy  
REF: Page 314 | Section- Cognition: 7B—Thinking-Problem Solving-Creativity-and Language  
OBJ: 6  TOP: Language structure  
MSC: Factual | Definitional  
BNK: Unit 7B Multiple Choice

46. ANS: B  PTS: 1  DIF: Easy  
REF: Page 315 | Section- Cognition: 7B—Thinking-Problem Solving-Creativity-and Language  
OBJ: 7  TOP: When do we learn language?  
MSC: Factual | Definitional  
BNK: Unit 7B Multiple Choice
47. **ANS:** E  
**PTS:** 1  
**DIF:** Easy  
**REF:** Page 316 | Section- Cognition: 7B—Thinking-Problem Solving-Creativity-and Language  
**OBJ:** 7  
**TOP:** When do we learn language?  
**MSC:** Factual | Definitional  
**BNK:** Unit 7B Multiple Choice

48. **ANS:** D  
**PTS:** 1  
**DIF:** Easy  
**REF:** Page 319 | Section- Cognition: 7B—Thinking-Problem Solving-Creativity-and Language  
**OBJ:** 9  
**TOP:** Language influences thinking  
**MSC:** Conceptual  
**BNK:** Unit 7B Multiple Choice

49. **ANS:** D  
**PTS:** 1  
**DIF:** Easy  
**REF:** Page 320 | Section- Cognition: 7B—Thinking-Problem Solving-Creativity-and Language  
**OBJ:** 9  
**TOP:** Language influences thinking  
**MSC:** Factual | Definitional  
**BNK:** Unit 7B Multiple Choice

50. **ANS:** B  
**PTS:** 1  
**DIF:** Easy  
**REF:** Page 321 | Section- Cognition: 7B—Thinking-Problem Solving-Creativity-and Language  
**OBJ:** 9  
**TOP:** Language influences thinking  
**MSC:** Factual | Definitional  
**BNK:** Unit 7B Multiple Choice