

2.6 Retrieving Memories

Name: _____ Class: _____ Date: _____

Total: 11 marks

Objective

Build the skills to answer exam questions on **retrieval** 提取 and what makes it succeed.

You must be able to:

- distinguish **recall** 回忆 from **recognition** 再认
- explain how **retrieval cues** 提取线索 work
- describe **context-dependent** 情境依赖 and **state-dependent** 状态依赖 memory
- explain the **serial position effect** 系列位置效应

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ Recall and recognition

Recall requires producing the information unaided; **recognition** requires only identifying it among options. Recognition is easier because the cue is supplied.

■ Retrieval cues

A memory is reached through associations. Any feature encoded with it —a word, a smell, a place —can serve as a route back. More and better cues at encoding means more routes at retrieval.

■ Context and state

Recall is better when the **external context** at retrieval matches encoding (same room, same setting), and when the **internal state** matches (mood, arousal). Both are cue effects.

■ Serial position

In a list, the **first** items are recalled well (rehearsed into long-term memory) and the **last** items are recalled well (still in short-term memory). The middle suffers most.

2 Practice

2.1 State the difference between recall and recognition and say which is easier.

[2]

2.2 Explain how a retrieval cue helps. [2]

2.3 A student revises in the room where the exam will be held.

(a) Name the effect being exploited. [1]

(b) State one limitation of relying on it. [1]

3 Exam-style questions

3.1 In a 20-item list, items 9 to 12 are usually recalled [1]

- **A** best of all
 - **B** worst of all
 - **C** the same as the first items
 - **D** the same as the last items
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3.2 Remembering an event more easily when in the same mood as when it happened is [1]

- **A** context-dependent memory
 - **B** state-dependent memory
 - **C** the serial position effect
 - **D** recognition
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3.3 A multiple-choice test yields higher scores than a short-answer test on the same material.

(a) State the reason in terms of retrieval. [1]

(b) Explain why a high multiple-choice score may overstate what the student can use. [2]

4 Go further

- work through the **2.6 Retrieving Memories** lesson on the **Learn** page;
- read the **Cognition** section of the AP Psychology handout on the **Know** page.

Solutions

2.1 recall requires producing the information unaided; recognition requires identifying it among options; recognition is easier.

2.2 a cue is a feature associated with the memory at encoding, providing a route back to it.

2.3 (a) context-dependent memory. (b) the effect is modest, and material encoded with meaning transfers across contexts anyway.

3.1 B. middle items are neither rehearsed into long-term memory nor still in short-term memory.

3.2 B. the internal state acts as a retrieval cue.

3.3 (a) recognition supplies the retrieval cue directly. (b) real use usually requires recall, so a score that depends on supplied cues may not predict unaided performance.