

Solutions

Each answer shows the steps, then the **result**.

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

3.4

(a)

- **Context-dependent** memory (1); **mood-congruent** memory (1). (State-dependent memory is also acceptable for the second if the answer refers to the internal state.)

(b)

- Retrieval works by **cues**: whatever is present at encoding — surroundings, sounds, mood — is encoded alongside the material (1); when those cues are present again they

act as a route back to the memory, so recall improves, and memory failure is often a failure to find the route rather than a loss of the trace (1)

(c)

- The **tip-of-the-tongue** phenomenon (1). The information is clearly still **stored** — she has partial access to it — so the failure is one of **retrieval**, which shows the two are separable processes (1)

(d)

- Revise in conditions similar to the exam room, or reinstate the study context mentally before recalling, because matching the cues present at encoding makes retrieval more likely (1)