

# 2.6 Retrieving Memories

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_ **Total: 18 marks**

**KEY WORDS** context-dependent 情境依赖 • context-dependent memory 情境依存记忆  
• recall 回忆 • retrieval 提取 • recognition 再认

## 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 | B |
| C | D |

- A best of all
- B worst of all
- C the same as the first items
- D the same as the last items

**3.2** Remembering an event more easily when in the same mood as when it happened is [1]

|   |   |
|---|---|
| A | B |
| C | D |

- A context-dependent memory
- B state-dependent memory
- C the serial position effect
- D recognition

**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]

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**3.4 Applied research task.** Divers learned a word list either on land or underwater, and were later tested either on land or underwater. Those tested in the same environment in which they had learned recalled about 40% more than those tested in the other environment. In a second study, participants who had been made mildly sad recalled more sad memories than happy ones.

- (a) Name the effect shown by the diving study and the effect shown by the second study.[2]

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- (b) Explain what both effects show about how retrieval works. [2]

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- (c) A student cannot recall a name but is certain she knows it and can say what letter it begins with. Name this experience and explain what it shows about the difference between storage and retrieval. [2]

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- (d) State **one** practical recommendation a student could take from the diving study, and explain it. [1]

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