

2.7 Forgetting and Other Memory Challenges

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS misinformation effect 错误信息效应 • interference 干扰 • encoding failure 编码失败
• proactive 前摄 • retroactive 倒摄

Objective

Build the skills to answer exam questions on **forgetting** 遗忘 and memory error.

You must be able to:

- distinguish **encoding failure**, **storage decay** and **retrieval failure**
- contrast **proactive** 前摄 and **retroactive** 倒摄 interference
- describe the **misinformation effect** 错误信息效应
- explain why **eyewitness** 目击者 confidence is a weak guide to accuracy

1 Worked examples

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

■ Three kinds of forgetting

Encoding failure: it never entered memory. **Storage decay:** it faded over time.

Retrieval failure: it is there but cannot be reached — the tip-of-the-tongue state proves this happens.

■ Two interferences

Proactive interference: old learning disrupts new (an old password intrudes).

Retroactive interference: new learning disrupts old (this year's timetable replaces last year's).

■ The misinformation effect

Information encountered **after** an event can be incorporated into the memory of it. A leading question — “how fast were the cars going when they smashed?” — changes what witnesses later report seeing.

■ Confidence and accuracy

Repeated retelling and confirming feedback raise confidence without raising accuracy. A confident witness may be wrong, and confidence therefore cannot be used to verify a memory.

2 Practice

2.1 State the three main causes of forgetting. [3]

2.2 Explain the difference between proactive and retroactive interference. [2]

2.3 Witnesses are asked how fast cars were going when they “smashed into” each other.

(a) Name the effect this wording may produce. [1]

(b) State what it shows about memory. [1]

3 Exam-style questions

3.1 The tip-of-the-tongue experience is best evidence for [1]

- | | |
|---|---|
| A | B |
| C | D |
- A** encoding failure
 - B** storage decay
 - C** retrieval failure
 - D** the misinformation effect

3.2 A student’s old locker combination keeps intruding on the new one. This is [1]

- | | |
|---|---|
| A | B |
| C | D |
- A** proactive interference
 - B** retroactive interference
 - C** encoding failure
 - D** consolidation

3.3 An eyewitness becomes more confident after being told another witness agrees.

(a) State what has changed and what has not. [2]

(b) State one procedural safeguard against this. [1]
