# 2.6 Explanations for Forgetting: Retrieval Failure and Cue-Dependency: 10-minute Pack

AQA 7182 · about 10 minutes

Total Marks

Name: _____ Date: ____ / ____ / _____

**Answer ALL questions.**

**1** State one ethical consideration when investigating state-dependent memory using drugs or alcohol, and give a brief safeguard researchers should use.

**(Total for Question 1 is 1 mark)**

**2** Goodwin et al. (1969) tested state-dependent memory using alcohol. Outline the key finding of that study.

**(Total for Question 2 is 4 marks)**

**3** Identify one methodological strength of Godden and Baddeley's experimental design that supports a causal interpretation of context effects.

**(Total for Question 3 is 1 mark)**


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**4** Briefly suggest one testable prediction that follows from retrieval failure theory that a researcher could investigate in a classroom setting.

**(Total for Question 4 is 1 mark)**

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**5** Outline one real-world application of retrieval failure research to study strategies, and explain why this application is useful for students preparing for exams.

**(Total for Question 5 is 1 mark)**


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# Mark scheme · 2.6 Explanations for Forgetting: Retrieval Failure and Cue-Dependency: 10-minute Pack

## Question 1

states an ethical issue and a safeguard, e.g. risk of harm from intoxication and safeguard of medical screening, informed consent and post-study monitoring oe **B1**

**Answer: An ethical issue is the risk of harm from administering drugs or alcohol; researchers should medically screen participants, obtain informed consent and monitor and debrief participants, ensuring safety and the right to withdraw.**

## Question 2

states the manipulation: some participants learned material while intoxicated and others while sober oe **M1**

states the testing conditions included being intoxicated or sober at retrieval oe **M1**

reports the main result: recall was better when participants were in the same state at encoding and retrieval (intoxicated-intoxicated or sober-sober) oe **A1**

notes the implication that internal physiological state can act as a retrieval cue leading to state-dependent memory oe **A1**

**Answer: Participants who learned material while intoxicated recalled it better when tested intoxicated than when sober, and vice versa for those who learned sober, showing state at encoding can act as a retrieval cue.**

## Question 3

identifies a strength, e.g. the use of controlled manipulation of encoding and retrieval contexts and random allocation which supports causal inference oe **B1**

**Answer: A strength is the controlled manipulation of learning and test environments with participants allocated to matching or mismatching conditions, allowing a causal conclusion that context influences recall.**

## Question 4

suggests a clear, testable prediction linking matched/mismatched cues to recall, e.g. students who revise with the same background noise as the exam will recall more than students who revise in silence then sit the exam with noise oe **B1**

**Answer: For example, predict that students who practise answering questions in a room decorated like the exam hall will recall more of the material in the actual exam than students who only revise in a very different environment.**

## Question 5

identifies a real-world application, e.g. the suggestion to use mental reinstatement of context or to vary study locations to create multiple cues oe **B1**

**Answer: One application is teaching students to use mental reinstatement of the study context and to revise in varied locations so information is linked to multiple cues, making recall more likely in different test settings.**


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