

# 17.1 Memory systems, processes and forgetting: evidence and transfer

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

**Total: 8 marks****KEY WORDS** working memory • proactive interference

## Objective

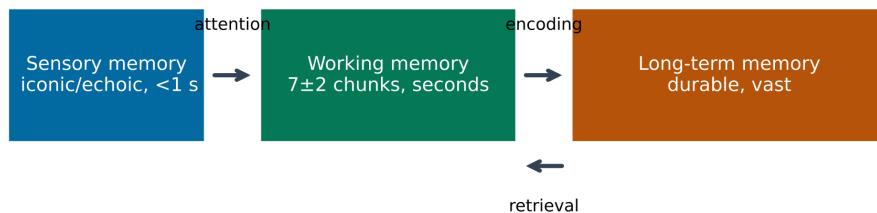
Order the memory stores by duration and capacity; Distinguish memory types by content and awareness; Explain forgetting through interference and retrieval failure. Original practice and authored marking guidance.

## 1 Key knowledge and worked examples

**working memory** : The limited active system holding and manipulating a few chunks for seconds. **proactive interference** : Older learning disrupting the retention of newer material.

Sensory stores briefly retain modality-specific input. Working memory maintains and processes a limited amount; chunking changes the effective units. Long-term explicit memory includes episodic events and semantic knowledge; implicit effects include skills and priming. Forgetting may involve interference or retrieval failure, so a failed free-recall test cannot uniquely identify decay. The familiar seven-plus-or-minus-two span is a historical estimate under particular tasks, not a universal working-memory capacity.

### Memory stores ordered by duration and capacity



**Worked case.** Old account passwords make a new password harder to recall. Later

the new password disrupts recall of the old one. Name each direction.

Old interfering with new is proactive interference; new interfering with old is retroactive interference. Name the target and the interfering material before applying the label. The case does not show that either memory has been erased.

## 2 Practice

**2.1** A letter array masked 250 ms after presentation is poorly reported. The store revealed by this masking sensitivity is: [1]

A. semantic memory B. working memory C. sensory memory D. procedural memory E. episodic memory

**2.2** After switching from one textbook to a similar new one, old definitions keep intruding on the new ones. This is: [1]

A. retroactive interference B. proactive interference C. encoding specificity D. spontaneous recovery E. priming

**2.3** Revisit the worked case. State one conclusion its evidence supports and one stronger conclusion it does not support. Explain the difference. [2]

## 3 Exam-style questions

**3.1** A person improves at a motor task but cannot recall the training session. What distinction fits, and why is one case not proof of a fully isolated system? Give the interpretation, supporting reasoning, a relevant alternative or limitation, and an appropriate check. [4]