

24.1 Encoding depth and retrieval routes: evidence and transfer

Name: _____ Class: _____ Date: _____

Total: 8 marks

KEY WORDS levels of processing • transfer-appropriate processing

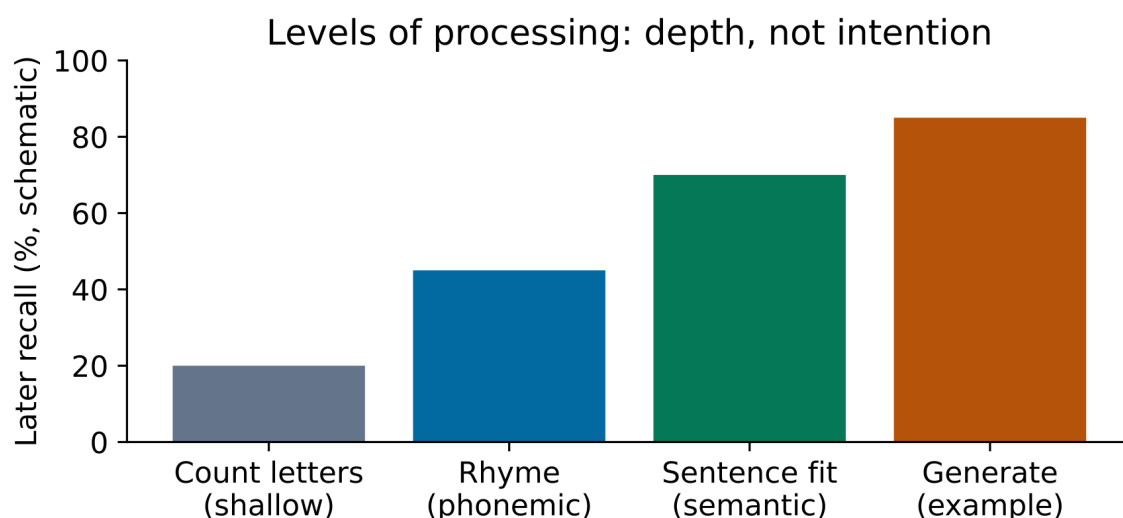
Objective

Rank encoding tasks by depth with levels of processing; Predict recall from encoding-retrieval match; Distinguish elaborative from maintenance rehearsal. Original practice and authored marking guidance.

1 Key knowledge and worked examples

levels of processing : The account in which memory strength follows the depth of encoding analysis. **transfer-appropriate processing** : Encoding helps most when its form matches the retrieval test.

Semantic elaboration often supports later meaning-based recall because it creates useful relationships and retrieval routes. Maintenance repetition can keep information active without the same elaboration. Transfer-appropriate processing asks whether encoding operations fit the later test. Therefore depth is not an unconditional ranking of all possible tasks. Context match can provide cues; it is one influence among many, not a guarantee of recall.



Worked case. One group judges meaning and another judges rhyme. On a rhyme-recognition test, the rhyme group performs better. Does this disprove every benefit

of semantic encoding?

No. The result is consistent with an encoding–test match. It qualifies a claim that deeper meaning processing always wins. Compare both groups on meaning-based and rhyme-based tests to examine the interaction between encoding and retrieval demand. Keep exposure and time comparable.

2 Practice

2.1 Which study task produces the best later free recall of a word list? [1]

A. counting the letters in each word B. repeating each word aloud ten times C. judging whether each word fits a sentence frame D. rewriting each word in capitals E. reading the list twice quickly

2.2 A rhyme-encoding task outperforms semantic encoding when the test is: [1]

A. free recall B. semantic categorisation C. rhyme recognition D. sentence completion E. definition matching

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 Design a two-by-two classroom study that distinguishes an encoding advantage from a matching advantage, then predict the informative pattern. Give the interpretation, supporting reasoning, a relevant alternative or limitation, and an appropriate check. [4]