

Abstract

Hong Kong List Learning Test (HKLLT; Chan & Kwok, 1998), with random and blocked conditions, was employed in this study to examine the benefits of external organization over spontaneous organization. Despite comparable learning ability in random condition, younger adults and children have a greater improvement than elderly with external semantic cues in blocked condition. Results also demonstrated that the number of intrusion errors committed by elderly in blocked condition was significantly greater than younger people, and negatively correlated with learning. It was discussed in account of inhibitory deficit hypothesis.