MEMORY

PRACTICE EXAM QUESTIONS

This booklet has a variety of A01, A02 and A03 exam questions. Identify which question is which A0 down the side of the q's

You should aim to complete at least 3 questions a week, Highlight / tick them off as you go.

You should attach the answers to the booklet

Also use the reflection sheet at the back to reflect on what you are working well at and what areas you need to improve—this could come from the Assessment tracker or just from feedback that I give you

Mark schemes and model answers can be found on the Blog as well as the digital text books

For each question think:

- What is the command word?

- What A0 is the question referring to?

- What is the question wanting me to do?

- How many marks and how will they be awarded?

- What structure do I need to use?

- Any criteria I should be using?

Coding, capacity and duration questions

1. Explain what is meant by the term *coding* in relation to memory. (2 marks)

2. Explain what is meant by coding in short-term memory (STM). (2 marks)

3. Explain what is mean by the term *capacity* in relation to memory. (2 marks)

4. Explain what is meant by capacity of short-term memory (STM). (2 marks)

5. Explain what is meant by the term *duration* in relation to memory. (2 marks)

6. Explain what is meant by duration of long-term memory (LTM). (2 marks)

7. Explain how the findings of **one or more** research studies show that short-term memory (STM) and long-term memory (LTM) are different. (4 marks)

8. Outline **one** research study into the coding of short-term memory (STM). In your answer include what the researchers did and what they found. (4 marks)

9. Outline **one** research study into the coding of long-term memory (LTM). In your answer include what the researchers did and what they found. (4 marks)

10. Outline **one** research study into the capacity of short-term memory (STM). In your answer include what the researchers did and what they found. (4 marks)

11. Outline **one** way in which psychologists have investigated the duration of short-term memory (STM). In your answer, refer to the stimulus materials used, what the participants were asked to do and how duration was measured. (4 marks)

12. Describe research into the coding of short-term memory (STM). (6 marks)

13. Describe research into the coding of long-term memory (LTM). (6 marks)

14. Describe research into the capacity of short-term memory (STM). (6 marks)

15. Describe research into the duration of short-term memory (STM). (6 marks)

16. Describe research into the duration of long-term memory (LTM). (6 marks)

17. Finn and Amber were discussing their days at primary school. 'I can still remember the names of most of the kids in my class, you know.' Finn said. 'I'm not sure I can', replied Amber, 'But I think I would recognise them if I saw them.' Describe research into the duration of long-term memory (LTM). Refer to Finn and Amber's conversation in your answer. (6 marks)

18. Outline and evaluate research related to the features of long-term memory (coding, capacity and duration). (12 marks *AS*, 16 marks *AL*)
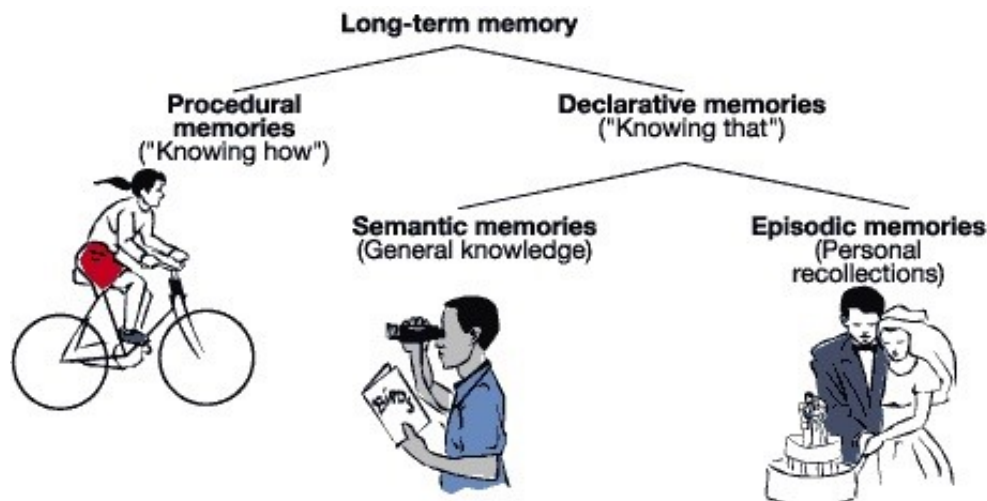
MSM exam questions

1. In the context of the multi-store model of memory, explain what is meant by the terms *sensory register*, *short-term memory* and *long-term memory*. (2 marks + 2 marks + 2 marks)

2. The multi-store model proposes that there are two major memory stores: short-term memory (STM) and long-term memory (LTM). Outline **two** differences between STM and LTM. (2 marks + 2 marks)

3. Briefly outline the main features of the multi-store model of memory. (4 marks)

4. Outline **one** strength of the multi-store model of memory. (2 marks)

5. Rory thought it was about time he contacted his dentist. He looked up the telephone number on the Internet, having forgotten to bring his phone with him. Unfortunately, before he could dial the number, his sister decided to start a conversation with him. When he finally got to the phone, he'd forgotten the number.

   Use your knowledge of the multi-store model to explain why Rory could not remember his dentist's phone number. (3 marks)
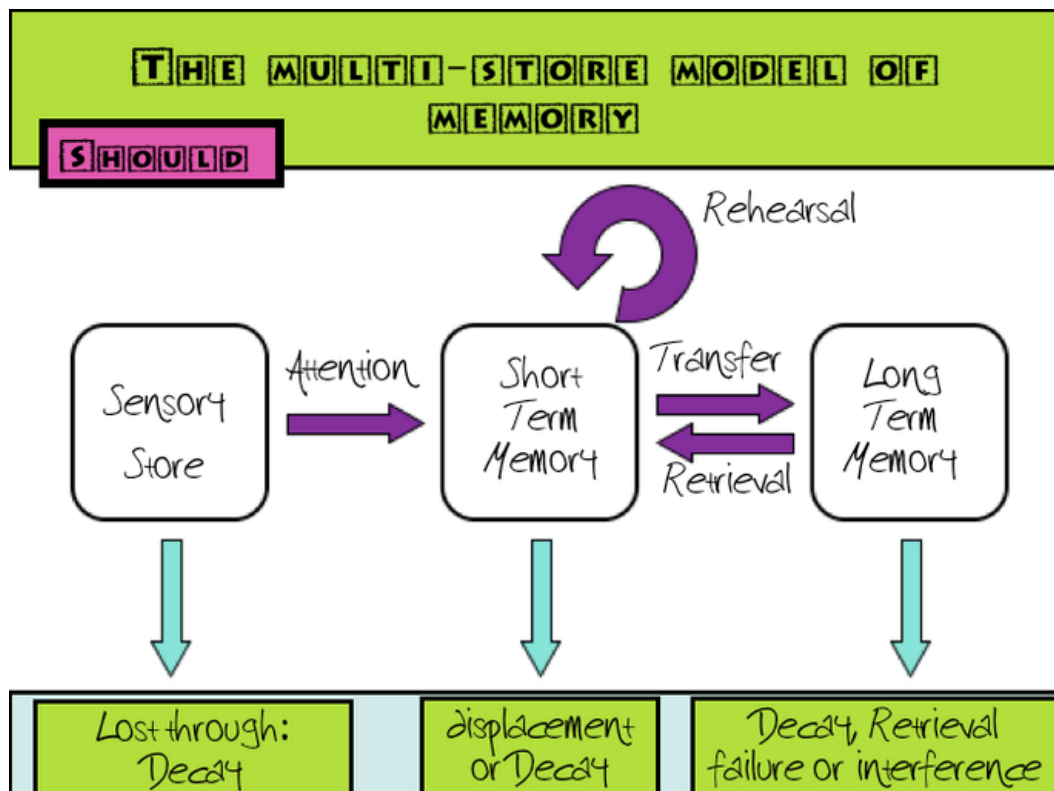
Types of LTM exam questions

1. Give **one** example of an episodic memory, **one** example of a semantic memory and **one** example of a procedural memory. (3 marks)
2. Explain **one** difference between semantic memory and episodic memory. (2 marks)
3. Explain **one** difference between procedural memory and episodic memory. (2 marks)
4. Many psychologists believe that there are different types of long-term memory. Describe research into different types of long-term memory. In your answer, refer to what the researchers did and what they found. (6 marks)
5. Kirsty and Helen were talking about a friend of theirs who was a famous guitar player. 'Did you hear about Lin-Lin?' said Hyacinth. 'She's had a serious injury to her brain and now she can't remember what someone said to her an hour ago. Although apparently she can still play the guitar.'
   Discuss research into **at least two** types of long-term memory. Refer to Kirsty and Helen's conversation in your answer. (12 marks *AS*, 16 marks *AL*)

Long-term memory

Procedural memories ("Knowing how")

Declarative memories ("Knowing that")

Semantic memories (General knowledge)

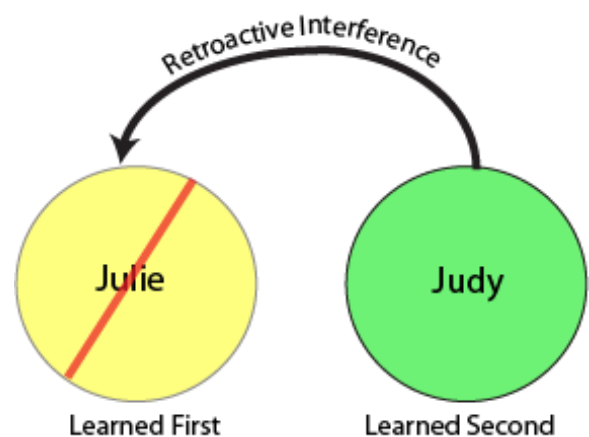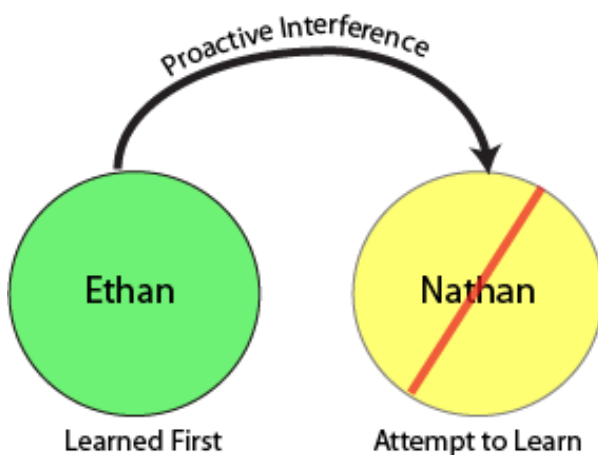Episodic memories (Personal recollections)

WMM exam questions

1. In relation to the working memory model, explain what is meant by the terms *phonological loop* and *visuo-spatial sketchpad*. (2 marks + 2 marks)
2. Psychologists conducted a lab experiment to test the working memory model. One group of participants had to carry out a visual task and a verbal task at the same time. Another group had to carry out two visual tasks at the same time. The results showed that the participants who carried out two visual tasks performed worse than the participants who carried out the visual and verbal tasks.Using your knowledge of the working memory model, explain this finding. (2 marks)
3. Briefly outline **two** features of the working memory model. (2 marks)
4. Outline **one or more** research studies that have investigated the working memory model. In your answer, refer to what the researchers did and what they found. (4 marks)
5. Explain **one** strength of the working memory model. (2 marks)
6. Evaluate the working memory model. (6 marks or 10 marks)
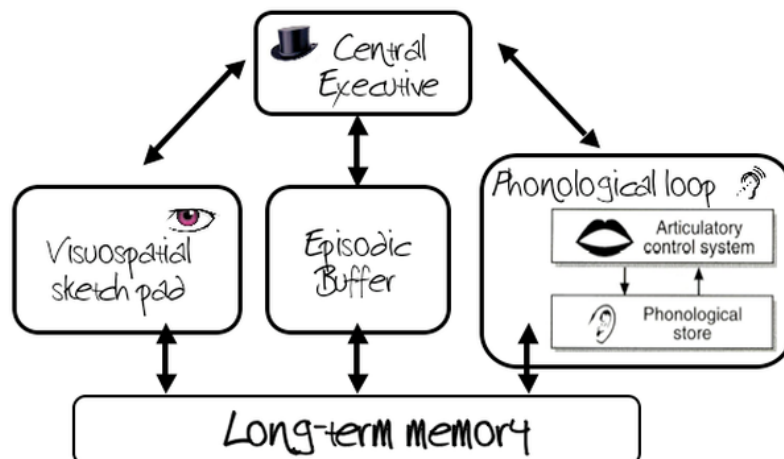
Explanations of Forgetting: Interference

1. Outline proactive **and** retroactive interference as explanations for forgetting. (4 marks)
2. Outline **one** study that investigated interference as an explanation for forgetting. Include in your answer what the researchers did and what they found. (4 marks)
3. Outline **two** limitations of interference as an explanation for forgetting. (4 marks)
4. Evaluate research into the interference explanation for forgetting. (6 marks or 10 marks)
5. Two students were discussing revision strategies in the college canteen. One said, 'I always make sure I revise similar subjects at different times'. The other replied, 'Yes, so do I. I get biology and chemistry mixed up if I revise them on the same day'. Discuss interference as an explanation for forgetting. Refer to the students' conversation in your answer. (12 marks *AS*, 16 marks *AL*)

Proactive Interference

Ethan
Learned First

Nathan
Attempt to Learn

Retroactive Interference

Julie
Learned First

Judy
Learned Second

Explanations of Forgetting: Retrieval failure

1. Outline **two** limitations of the retrieval failure explanation for forgetting. (4 marks)
2. Evaluate research into the retrieval failure explanation for forgetting. (6 marks or 10 marks)
3. Discuss how retrieval failure can be used to explain forgetting. Refer to evidence in your answer. (12 marks *AS*, 16 marks *AL*)
4. Two students were discussing revision strategies. One said, 'I think we should be able to take our exams in the same rooms where we learn the subjects'. The other replied, 'Surely any benefit you might get from that would be too small to make a difference?' Describe and evaluate the retrieval failure explanation for forgetting. Refer to the students' conversation in your answer. (12 marks *AS*, 16 marks *AL*)
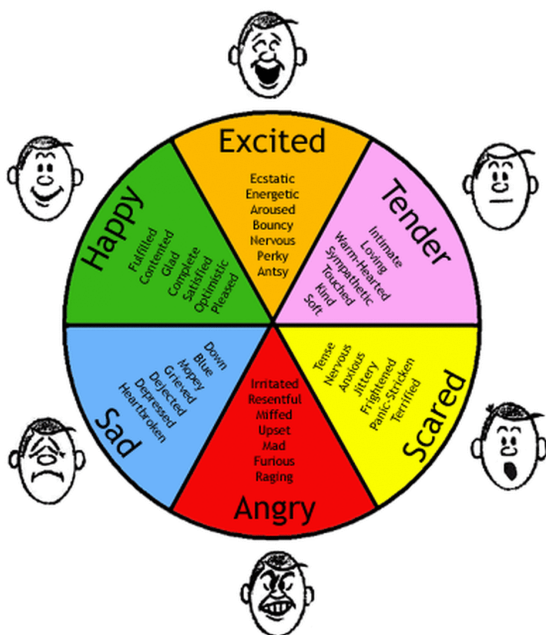
Factors affecting accuracy of EWT Misleading Information

1. Explain what is meant by the term *eyewitness testimony*. Refer to an example in your answer. (3 marks)
2. Explain what is meant by the term *misleading information*. (3 marks)
3. Explain what is meant by the term *leading question*. (2 marks)
4. Briefly outline **one** study that has investigated leading questions as a factor affecting the accuracy of eyewitness testimony. Include in your answer what the researchers *did* and what they *found*. (4 marks)
5. Outline leading questions as a factor affecting the accuracy of eyewitness testimony. (4 marks)
6. Briefly outline **one** study that has investigated post-event discussion as a factor affecting the accuracy of eyewitness testimony. Include in your answer what the researchers *did* and what they *found*. (4 marks)
7. Outline post-event discussion as a factor affecting the accuracy of eyewitness testimony. (4 marks)
8. Evaluate research into misleading information as a factor affecting the accuracy of eyewitness testimony. (6 marks or 10 marks)
9. Two students were chatting after class. One said: 'I think it's very worrying how peoples' memories of things they have witnessed can be so easily changed.' The other replied: 'I don't think it's that easy. Surely people remember stuff pretty accurately most of the time?' Discuss misleading information as a factor affecting the accuracy of eyewitness testimony. Refer to the two students' conversation in your answer. (12 marks *AS*, 16 marks *AL*)
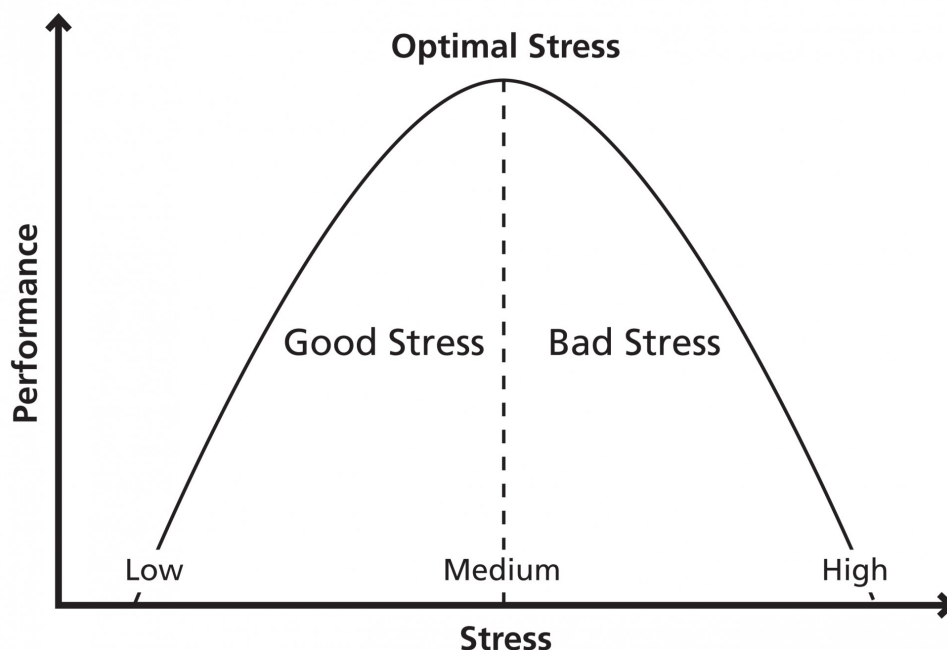

Eyewitness Testimony

Anxiety

One day outside a large sixth-form college, two cars travelling at high speed came to a sudden stop. A man got out of one car with a gun and shot the driver of the other car through the windscreen. This was seen by a large number of students, teachers and passers-by. Two months later, a student decided to investigate the accuracy of the eyewitnesses' memories for the incident.

1. Explain how anxiety might have affected eyewitness testimony of this event. Refer to **at least one** psychological research study in your answer. (4 marks)
2. Describe what research has shown about anxiety and eyewitness testimony. (4 marks)
3. Evaluate anxiety as a factor affecting the accuracy of eyewitness testimony. (6 marks or 10 marks)

The Yerkes-Dodson Law

Improving EWT: Cognitive Interview

1. There are four main techniques used as part of the cognitive interview. Name all **four**. (4 marks)

2. One day outside a large sixth-form college, two cars travelling at high speed came to a sudden stop. A man got out of one car with a gun and shot the driver of the other car through the windscreen. This was seen by a large number of students, teachers and passers-by. Two months later, a student decided to investigate the accuracy of the eyewitnesses' memories for the incident. Outline how the student could have investigated this event using a cognitive interview. Include **two** examples of what the witnesses would have been asked to do. (6 marks)

3. Oliver was waiting at the railway station platform for his train on a cold, dark and wet evening. An argument broke out between two other men on the platform, ending with one of them being stabbed. The police later interviewed Oliver using a cognitive interview. They asked him to report everything he could remember about the incident, even if it seemed unimportant to him. Apart from 'report everything', explain how the police could use the cognitive interview to investigate what Oliver witnessed. Refer to Oliver's experience in your answer. (6 marks)

4. Evaluate the cognitive interview as a way of improving the accuracy of eyewitness testimony. (6 marks or 10 marks)

STEP 1	Report Every Detail
STEP 2	Recreate The Context
STEP 3	Recall In Different Order
STEP 4	Recall From Different Perspectives

Reflection on your progress

Topic / Question	MARK / GRADE	STRENGTHS: What do I need to keep on doing	IMPROVEMENTS / TARGETS: make them SMART and add to PP