Name:
Tutor Group:
Topic: 3. Memory (page 8 – 29)

IGCSE

Psychology Revision

Workbook

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Hello,

We hope you find this revision booklet helpful as you prepare for your Psychology assessments and final exams.

Here at BISAD we teach the OxfordAQA International GCSE Psychology course. Below is an over of the assessment criteria.
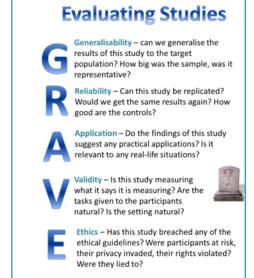
2.2 Assessments

Paper 1: Cognition and behaviour	Paper 2: Social context and behaviour
What's assessed	**What's assessed**
Memory	Communication
Perception	Social influences
Biopsychology	Mental health
Research methods	Research methods
How it's assessed	**How it's assessed**
Written exam: 2 hours	Written examination: 2 hours
100 marks	100 marks
50% of GCSE	50% of GCSE
Questions	**Questions**
Section A: Memory – 25 marks	**Section A:** Communication – 25 marks
Section B: Perception – 25 marks	**Section B:** Social Influences – 25 marks
Section C: Biopsychology – 25 marks	**Section C:** Mental health – 25 marks
Section D: Research methods – 25 marks	**Section D:** Research methods – 25 marks
Multiple choice, structured, short answer and extended writing responses	Multiple choice, structured, short answer and extended writing responses

In this booklet you will find the following:

- The learning objectives for each unit
- A keyword list for each unit
- A summary of key notes for each unit and space to add your own
- Key studies
- Some past papers questions and space to complete them.

IGCSE Psychology Command Terms

Command Term	Definition
Calculate	Work out the value of something.
Compare	Identify similarities and/or differences.
Complete	Finish a task by adding to given information.
Criticise	Assess worth against explicit expectations.
Define	Give a definition of.
Describe	Give an account of.
Discuss	Present key points about different ideas or strengths and weaknesses of an idea.
Draw	Present a possible conclusion
Estimate	Assign an approximate value.
Evaluate	Judge from available evidence.
Explain	Set out purposes or reasons.
Explain how	Give a detailed account of a process or way of doing something
Explain why	Give a detailed account of reasons in relation to a particular situation
Give	Produce an answer from recall or from given information.
Identify	Name or otherwise characterise
Interpret	Translate information into recognisable form
Justify	Support a case with evidence
Label	Provide appropriate names on a diagram.
Name	Identify using a recognised technical term
Outline	Set out main characteristics
Sketch	Roughly draw or plot.
State	Express in clear terms
Suggest	Present a possible case/solution
Write	Provide information in verbatim form

Evaluating Studies

Generalisability – can we generalise the results of this study to the target population? How big was the sample, was it representative?

Reliability – Can this study be replicated? Would we get the same results again? How good are the controls?

Application – Do the findings of this study suggest any practical applications? Is it relevant to any real-life situations?

Validity – Is this study measuring what it says it is measuring? Are the tasks given to the participants natural? Is the setting natural?

Ethics – Has this study breached any of the ethical guidelines? Were participants at risk, their privacy invaded, their rights violated? Were they lied to?

Evaluating Theories

S – Supporting Evidence
O – Opposing research
D – Different Theories
A – Applications

Memory

Learning objectives:	I've made revision notes on this	'RAG' this objective 1st Attempt	'RAG' this objective 2nd Attempt
Understand the processes of memory: encoding, storage, and retrieval.		☹ 😐 🙂	☹ 😐 🙂
Understand how memories are encoded and stored.		☹ 😐 🙂	☹ 😐 🙂
Understand the different types of memory: episodic, semantic and procedural		☹ 😐 🙂	☹ 😐 🙂
Understand and be able to evaluate the multi-store model of memory and the sensory register, short-term and long-term memory stores.		☹ 😐 🙂	☹ 😐 🙂
Understand the features of each memory store		☹ 😐 🙂	☹ 😐 🙂
Understand primacy and recency effects and the effects of serial position.		☹ 😐 🙂	☹ 😐 🙂
Understand and be able to evaluate Murdock's serial position curve study		☹ 😐 🙂	☹ 😐 🙂
Understand key concepts from research methods and data handling topic.		☹ 😐 🙂	☹ 😐 🙂
Understand and be able to evaluate the working memory model.		☹ 😐 🙂	☹ 😐 🙂
Understand and be able to evaluate the main components of the working memory model, including the central executive, phonological loop, visuo-spatial sketchpad and episodic buffer.		☹ 😐 🙂	☹ 😐 🙂
Understand the features of each component.		☹ 😐 🙂	☹ 😐 🙂
Understand and evaluate dual processing tasks.		☹ 😐 🙂	☹ 😐 🙂
Understand and be able to evaluate the theory of reconstructive memory.		☹ 😐 🙂	☹ 😐 🙂
Understand and be able to evaluate Bartlett's War of the Ghosts study		☹ 😐 🙂	☹ 😐 🙂
Understand the concept of 'effort after meaning'.		☹ 😐 🙂	☹ 😐 🙂
Understand key concepts from research methods topic.		☹ 😐 🙂	☹ 😐 🙂
Understand factors such as interference, context and false memories and the effect they have on the accuracy of memory.		☹ 😐 🙂	☹ 😐 🙂
Understand key concepts from research methods topic		☹ 😐 🙂	☹ 😐 🙂

Memory Keywords:

Keyword	Definition
Encoding	
Storage	
Retrieval	
Recall	
Sensory Register	
Short-term memory store (STM)	
Long-term memory store (LTM)	
Capacity	
Coding	
Duration	
Multi-store model of memory	
Primacy effect	
Recency effect	
Serial Position	
Serial position curve	
Working memory model (WMM)	
Dual processing tasks	
Reconstructive Memory	

Effort after meaning	
False memory	

The processes of memory

Our memory is a bit like a computer. There are three basic processes involved with using computers: we input information into the computer (encoding), we keep it there until we need it (storage), and we get it back when we want it (retrieval). Our memory works in a similar way:

• We encode information into our memory.

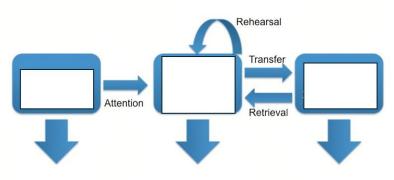• We store it there until we need it.

• We then retrieve it when we want it.

Different types of memory

Type or memory	Definition	Example
Episodic		
Semantic		
Procedural		

The multistore model of memory (MSM):

Complete the flow diagram...

The multi-store model of memory
(Atkinson & Shiffrin, 1968)

Rehearsal

Transfer

Attention

Retrieval

Information lost (forgetting)

Summarise the key learning points for the MSM:

Memory Store	Coding	Capacity	Duration

Primacy and Recency effect:

In your own words describe what is meant by these two key terms.

Evaluation of the MSM:

Use the space in the bottom of the table to summarise the strengths and weaknesses. Use keywords to do so (reliability, validity, etc)

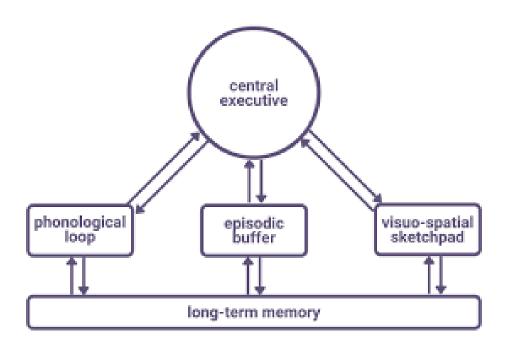| Strengths	Limitations
• MSM shows STM and LTM as separate stores, an idea which is supported by the serial position curve and by the fact that each store relies on different brain areas. • MSM shows STM and LTM as separate stores, an idea which is supported by the serial position curve and by the fact that each store relies on different brain areas.	• A problem with MSM is that it does not account for the use of visual encoding in either short-term or long-term memory. However, people are able to take in and store visual information such as faces and maps. • The concept of rehearsal is also over-simplistic. People appear to be able to take in information without rehearsing it, and there are occasions when a lot of rehearsal fails to encode information to LTM. • MSM doesn't show the different types of LTM - another way in which the model is over-simplistic. • The tasks used in research to support MSM are usually very artificial. Word lists, for example, do not show us memory in real-life and this lowers the validity of the support.

Support for the MSM:

KEY STUDY – Murdock's serial position curve study (1962)

Aim	
Method	
Results	
Conclusion	

Evaluation	
Strengths	**Weaknesses**

Which letters from G.R.A.V.E can you apply to the evaluation of Murdock's serial position curve study?

Focus	Points with Evidence and Explanation (PEE Format)
G	
R	
A	
V	
E	

Working Memory Model (WMM):

Explain the following keywords:

Working memory model (WMM)	
Central Executive	
Phonological loop	
Visuo-spacial sketchpad (VSS)	
Phonological store (PS)	
Articulatory loop (AL)	
Episodic Buffer (EB)	

Evaluation of the WMM:

KEY STUDY – Baddeley and Hitch's dual processing tasks study (1976)

Aim	
Method	
Results	
Conclusion	

Evaluation	
Strengths	**Weaknesses**

Support for Baddeley and Hitch's findings:

Which letters from G.R.A.V.E can you apply to the evaluation of Baddeley and Hitch's dual processing studies?

Focus	Points with Evidence and Explanation (PEE Format)
G	
R	
A	
V	
E	

Theory of Reconstructive Memory:

Bartlett introduced the world to the theory of Reconstructive Memory in the 1950's.

He said that we change our memories to fit in with what we already know about the world, even if we think we are recalling exactly what happened. For example, an eye-witness to a crime may recall that a bank robber was wearing all black, even if they weren't, due to seeing this common outfit in movies and on TV bank robberies.

Bartlett believed that this happens if you are trying to recall information and you cannot remember the small details, your mind will fill in the gaps with details that make sense and fit in with the rest of the information.

Bartlett believed that memory and memory recall is an <u>active</u> process that involves something called *effort after meaning*.

This leads to us changing our memories, so they become more sensible to us (reconstructive memory). Unfortunately, this involves drawing assumptions and making guesses about the world therefore it can lead to **inaccurate** memory recall.

KEY STUDY – Baddeley and Hitch's dual processing tasks study (1976)

Use a highlighter to emphasize keywords.

KEY STUDY – Bartlett's War of the Ghosts (1932)

AIM:
to see if people alter the information in an unfamiliar story, so that it makes more sense to them.

METHOD:
- 20 British Students from Cambridge University studying English (7 women, 13 men).
- Each participant was asked to read 'War of the Ghosts' twice through to themselves.
- They were then asked to retell the story to another person.
- The second person then retold the story to another person, and so on.
- A record was made of the story that each person told, allowing Bartlett to note the changes made from one person to the next.

RESULTS:
- All mention of ghosts disappeared despite Bartlett emphasising the title of the story to the first participant.
- Unfamiliar names were changed into familiar ones.
- Despite the complex nature of the story, the final version was a clear story of a fight and death.
- After the story was passed on ten times:
  - the passages became much shorter
  - there were lots of omissions
  - details had changed
  - the order of events had changed.

CONCLUSION:
Bartlett concluded that our memory is not an exact copy of what we hear, and it is distorted by what we already know.

Why is this study important?

Why is this study so important?

Which letters from G.R.A.V.E can you apply to the evaluation of Bartlett's War of the Ghosts study?

Focus	Points with Evidence and Explanation (PEE Format)
G	
R	
A	
V	
E	

Factors affecting the accuracy of memory:

Factor	Definition	Example
Interference	This is when an individual has difficulty recalling a memory because new or old memories get in the way. This is when one set of information competes with another because they are similar – leading to forgetting.	
Context	Context is the general setting and environment. This is when forgetting occurs due to recall taking place in a different environment to encoding and storage of the memory.	
False Memories	Where an individual remembers information/a memory that has never happened.	

Evaluate factors that affect memory:

Explain how these studies lack **ecological validity**......

Explain how these studies can be criticized for lack of **standardized procedures**......