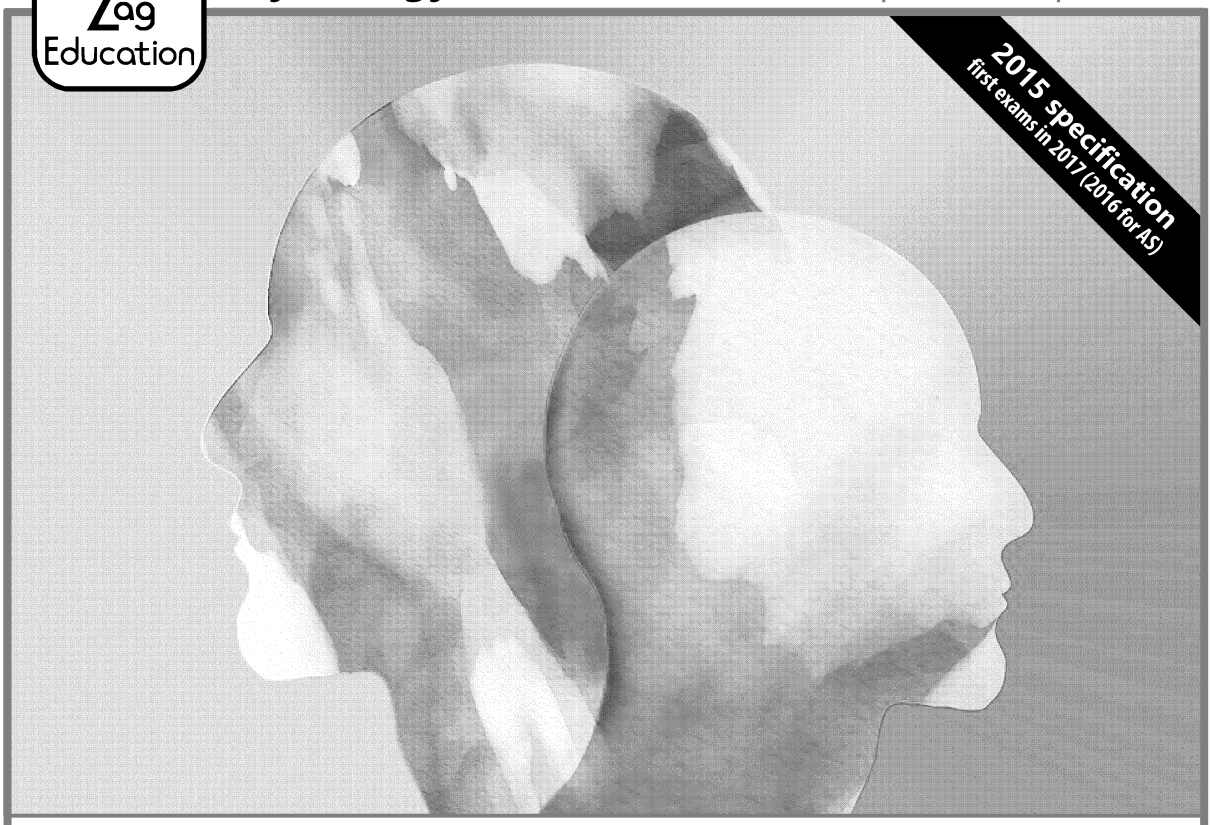
Zig Zag Education

Psychology AS and A Level | Edexcel | 8/9PS0



Starters and Plenaries for AS and A Level Edexcel Psychology

Topic 2: Cognitive Psychology

zigzageducation.co.uk

POD 8347

Contents

Teacher's Introduction

What does this pack contain?
This pack contains starter and plenary activities for Topic 2 of the Edexcel Level 3 Advanced GCE in Psychology (9PS0) specification. It is specifically for the new 2015 specification. The pack is focused on cognitive psychology and has activities which cover the entire topic.

How do I use this resource?
These activities are aimed at providing very quick ways of engaging students in lea
of a lesson. They may also be appropriate for use at midway points. They are des
classroom but some could be set as homework tasks. Activities take very little tim
photocopied.

Tasks are clear and simple, making each activity self-explanatory for ease of use.
for activities to be used in a way which suits the class best. They can be as individ

Most activities are differentiated, with Stretch and Challenge Tasks for the more-a

Answers to each activity are provided at the end of this pack. The answers provid
no means exhaustive or prescriptive. Variations of the answers, or other valid ans

How Activities Link to the Specification and Asse

This table shows how each activity relates to the specification and which assessm
are covered in each activity. Indicated AOs include Stretch and Challenge Tasks.

Activity Number	Topic	Reference to Specification	Activities
1	WMM	2.1.1	Diagram and State Organiser
2	Evidence for the WMM	2.1.1	Picture Links
3	Sensory, Short-term and Long-term Memory	2.1.2	Stimulus Interpret
4	Information Processing	2.1.2	Grid Fill and State Organiser
5	Multi Store Model Evaluation	2.1.2	Graph Interpreta
6	Types of Long-term Memory	2.1.3	Definitions and Exa
7	Schema	2.1.4	Red Herring Gap
8	Reconstructive Memory	2.1.4	Peer Assessme
9	Individual Differences in Processing Speed	2.1.5	Lucky Dip
10	Individual Differences in Schema	2.1.5	Learning Detecti
11	Autobiographical Memory	2.1.5	Elaboration
12	Dyslexia and Children's Memory	2.1.6	True or False
13	Alzheimer's and Memory in Older People	2.1.6	Symptom Interpret
14	Brain Damage Study	2.2.13	Dominoes
15	Baddeley (1966b)	2.3.1	Study Deconstruc

Activity Number	Topic	Reference to Specification	Activities	AO1	AO2	AO3
	Schmolck et al (2002)	2.3.2	Study Post-its	✓		✓
	Steyvers and Hemmer (2012)	2.3.3	Study Post-its	✓		✓
	Sebastián and Hernández-Gill (2012)	2.3.4	Study Post-its	✓		✓
	Ethics in Cognitive Research	2.6	Consent Form			✓
	Practical Issues in the Design and Implementation of Research	2.6	Spot the Mistake			✓
	Reductionism in Cognitive Research	2.6	Format Converter			✓
	Comparisons between Theories of Memory	2.6	Compare and Contrast			✓
	Is Cognitive Research Scientific?	2.6	Cued Debates			✓
	Nature and Nurture in Cognitive Research	2.6	Highlighter			✓
	How Has knowledge of Memory Developed over Time?	2.6	Storyboard			✓
	Memory research and social control	2.6	Criminal Case		✓	✓
	How Can We Use Knowledge of Memory in Real Life?	2.6	Grid Fill		✓	✓
	Socially Sensitive Research	2.6	Cost–benefit Analysis			✓
	All	All	Trivial Pursuit	✓	✓	✓
	All	All	Class Quiz	✓	✓	✓

Activity 1: Working Memory M

Task 1

Cut out the memory stores below and arrange them so that they form the workin
Once you have done this and it has been checked by the teacher, stick it into you
to keep in your folder.

Long-term Memory		
Phonological Loop	**Central Executive**	**Visuospatial Sketchpad**

Task 2

Draw arrows between the stores to show how information flows through the me

Task 3

Draw a square around the parts which form the short-term memory.

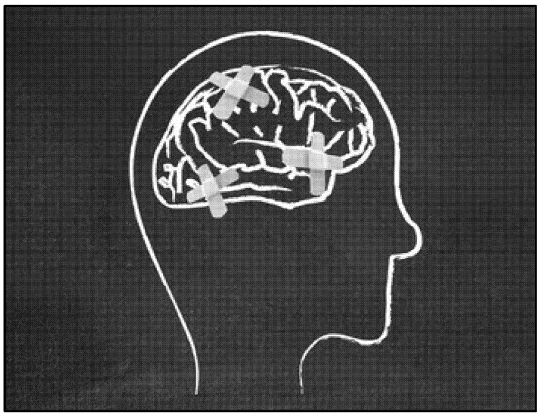
Stretch and Challenge Task

Read the statements below and indicate which store they are describing by writi
store (e.g. CE, PL, VSS, EB) next to each statement. Stick your answers into you
keep in your folder.

a) Represents the inner voice (articulatory process)
b) Has a limited capacity
c) Key component of the working memory
d) Integrates information from all other stores
e) Represents the inner eye
f) Decides where data should be sent
g) Deals with auditory information
h) Used for planning spatial tasks
i) Deals with visual information
j) Data from the sensory memory arrives here first
k) Represents the inner ear (phonological store)
l) Can temporarily store visual and acoustic information

Activity 2: Working Memory Model

Look at the pictures below and explain how each one can be used as evidence for model.



Brain Damage

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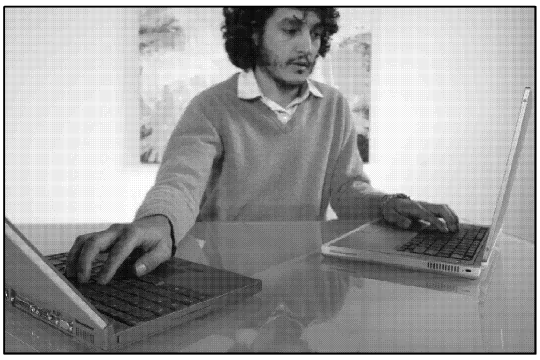

Dual Task Studies

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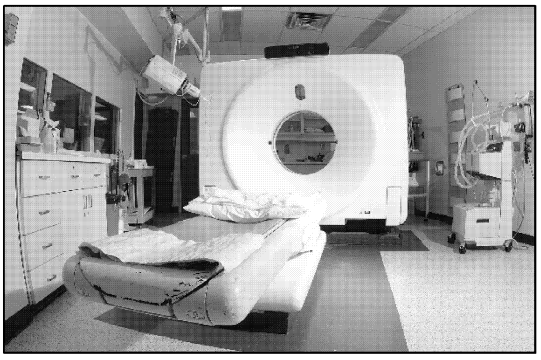

Brain Scans

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Stretch and Challenge Task

Evaluate the quality of each of the sources of evidence.

Activity 3: Sensory, Short-term and Long-t

Read the scenarios below and identify what type of memory each is referring to.

Lucy's PE teacher asked her to take a message to reception. Unfortunately, as t have a pen or paper. The teacher told Lucy the short message and told her to g reception she repeated the message over and over so that she wouldn't forget the receptionist the correct information.

a) The type of memory being referred to is .....

Stretch and Challenge Task

Identify and explain the process that Lucy is using to remember the information

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Benny was interested in film. Before the digital era, films were made up of lots o presented so quickly that they looked as if they were moving. As Benny looked a saw everything and everyone moving really smoothly he realised that this is how

b) The type of memory being referred to is .....

Stretch and Challenge Task

What is the process that Benny is thinking about?

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Carly was talking to her mum about what she wanted for her birthday. This was o the year and she always got very excited about it. Every year the presents got big about what she had for her last birthday so that she could decide on something b

c) The type of memory being referred to is .....

Stretch and Challenge Task

Carly is actually using two memory stores. Describe why this is the case.

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Activity 4: Information Process

Memory Store	Description	Storage Capacity	Storage Duration	
Sensory Memory				
Short-term Memory				
Long-term Memory				

Task 1

Write the following points into the correct box on the grid. Do **NOT** use the descr

Fractions of a second	**Potentially limitless**	**Up to a lifetime**	**Rehearsal**	**S**
Visual and acoustic	**Very limited**	**No encoding**	**7 +/- 2**	**18**

Task 2

The following are statements **describing** the memory stores. Write the letter of e
box on the grid.

a) Stores info for brief period.
b) Includes personal memories, general knowledge and beliefs about the world.
c) Allows visual continuity.
d) Represents psychological past.
e) Temporary storage for incoming info.
f) Represents psychological present.
g) Holds sensory info in an unprocessed form.

Task 3

Read each piece of text describing retrieval processes then identify which memor
each case.

Information may be stored in separate fragments and so when retrieving we ne
to access all parts of it to get the full memory trace. When we can only access o
part of it we have what is known as the 'tip of the tongue' phenomena.

Information may be rehearsed to keep it for long enough so that we can quickly
scan it and recall it (retrieval). Old or weak memory traces are displaced by new
information and so are forgotten.

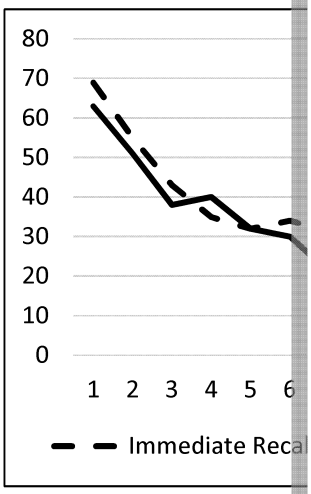
Activity 5: Multi Store Model Evi

Glanzer and Cunitz (1966) conducted a study examining the idea of separate mem

Participants were presented with a list of words and then asked to recall them in a after doing the Peterson and Peterson distraction task for 30 seconds.

Look at the Glanzer and Cunitz results below and then answer the questions.

a) What is the main difference in the recall performance of the two groups?



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b) What is a possible explanation of the difference in the way that the two grou

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c) Do these results provide evidence that supports or challenges the multi store your answer.

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Stretch and Challenge Task

Apply the reductionism debate to the multi store model. Write an evaluative pa than 100 words.

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Activity 6: Types of Long-term M

Write a definition of and give an example for each type of long-term memory.

Episodic Memory

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Example:

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Semantic Memory

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Example:

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Stretch and Challenge Task

It is believed that, when compared to episodic memory, the memory traces in s
and are less vulnerable to being changed by schema or misleading information.
be used in a court case where evidence was being presented from an eyewitnes

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Activity 7: Schema Theory

Fill in the gaps using the words in the box below. But be careful, there are more w
gaps. Identify the red herrings by circling them in red pen.

Schema are _____ structures in the mind that help us to ____
sense of the world. We use schema to _____ our existing kno
help us to _____ events in our future. They are internal worki
develop ideas and _____ so that we can easily predict either v
should behave in certain situations.

For example, you may have a schema for a bank robbery which involves a man v
wielding a gun shouting for everyone to get down and give him the money. How
bank robbery where the man was wielding a knife, your schema would probably
_____ this situation incorrectly as the man wielding a gun bec
schema framework (it's what you _____ to see).

Schema develop with _____. As we experience new things we
schema and then use it in the _____ to help us when we find
similar situation.

So, schema are chunks of knowledge which form expectations which then allow
environment.

mental	**physical**	**organise**	**survive**	**predict**
understand	**future**	**condense**	**learn**	**expectations**
experience	**manipulate**	**expect**	**interpret**	**past**

Stretch and Challenge Task

How might schema be helpful to us?

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How might schema be a hindrance to us?

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Activity 8: Reconstructive Mem

Read the candidate responses to the exam question below. Using the marking cri response a mark out of 4. Try to identify exactly where each mark is awarded. Yo with annotations in the space around the answer to do this.

Question:
Explain Bartlett's theory of reconstructive memory.

Marking Criteria:
Award 1 mark for every valid point which refers to reconstructive memory. Mak different and that there is not repetition. The maximum marks that can be awar

Candidate 1

Reconstructive memory is basically a set of building blocks. Whe the event we take blocks from actual events that happened but there the gaps with information that we get from our schema. These are o experiences and expectations which help us to understand the world the story of what we remember it is partly real events and partly fo from our schema. This means that our reconstructive memories are

Candidate 2

Every time we recall a memory we reconstruct it. We select inf what we have actually perceived and information from our sch knowledge and expectations) to build a memory. This is because perceive everything and so there are gaps in our knowledge or we fill these gaps with what we think should go there. Schemas memories so that they make more sense to us.

Stretch and Challenge Task

Fill in the grid below to give more detailed feedback

Candidate	What was good?	What wasn't good?	
1			
2			

Activity 9: Individual Differences in Proc

Teacher Notes: Cut out the questions below and put them into a container. Allow a question like a lucky dip. They should then try to answer the question. If they ar they can pass it to another student who they think could answer it.

1. Miler suggested that the capacity of short-term memory is 7 +/-2. Why has h rather than just 7?

2. What is meant by processing speed? You cannot use the words speed or pro

3. Describe an observable example where we can see differences in processing

4. In which memory store does most of our processing occur?

5. What part of short-term memory is being used when we measure capacity us

6. How might capacity of short-term memory affect processing speed?

7. Why is the processing speed of young children slower than that of older child

8. Why is the processing speed of the elderly slower than that of younger adults

9. What is meant by digit span?

10. Using **only** your knowledge of processing speed, who would give the most re young child, an adult or an elderly person?

Stretch and Challenge Task

More-able students could be asked to elaborate on the answers given by the oth be asked to write their own questions that could be given to other more-able stu

Activity 10: Individual Differences in

Working in groups, discuss one of the following questions which will be allocated
Choose one person to be the learning detective. This person is not allowed to co
discussion or take notes. They must simply listen. After three minutes the learni
report the content of the discussion back to the rest of the class. During this time
make notes in the table below.

Question	Learning Detective Feedb
How do our personal experiences influence perception?	
Does everyone have the same schema?	
If three people witness an event, do they all remember it in the same way?	
What is the link between schema and episodic memories?	

Stretch and Challenge Task

A couple appeared on a talk show to try to resolve a dispute using a lie detector.
an argument about events that had taken place at a party the previous weekend
husband was flirting with another woman while the man claimed he was just ask
bathroom. Both were asked to take a lie detector. The results were quite surpri
and were telling the truth. Using your knowledge of schema, how is it possible t
completely different but both were telling the truth?

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Activity 11: Autobiographical Me

Palombo et al (2012) used the Survey of Autobiographical Memory (SAM) to inves
differences in the following four types of autobiographical memory.

Task 1

Match the type of memory with the correct definition.

Episodic Memory	In
Semantic Memory	
Spatial Memory	
Prospective Memory	

Task 2

The main findings from the survey are listed below. Try to elaborate on each one b
suggests about memory, why the differences might have occurred or how we coul

1. People scored either high or low on both episodic and semantic. We either h
   overall.

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2. Men had better spatial memory than women.

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3. Depressives scored low on episodic and semantic memories.

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Stretch and Challenge Task

Write one detailed evaluative point for the Palombo study.

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Activity 12: Dyslexia and Children's

Read the statements below and identify if they are true or false. If you have iden
to rewrite the corrected version.

Statement	True or False?	Co
For those with dyslexia, understanding and intelligence is not the problem.		
Those with dyslexia have difficulty with multitasking.		
It is believed that there are issues with the central executive in the working memory.		
Dyslexia is when someone has problems with moving and reading.		
In dyslexia there is difficulty with phonology (sounds).		
There is faster processing speed and issues with storage in the short-term memory.		
Language in those with dyslexia may be negatively affected.		
Dyslexia runs in families and so may be genetic.		
Short-term memory capacity increases as we get older so dyslexia interventions may be more beneficial the later dyslexia is identified.		
Help for dyslexia involves doing tasks which train the phonological part of working memory.		

Stretch and Challenge Task

Why might helping those with dyslexia also benefit society?

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Activity 13: Alzheimer's and Memory in C

Read the story of Raymond below and identify the symptoms of Alzheimer's that
this by highlighting specific parts and drawing arrows into the margins to note the
to identify any symptoms that are not Alzheimer's.

Raymond, a 74-year-old man, had had a headache and a
throat for a few days and decided to walk to the chemis
medicine. On his way back he realised he couldn't think
get home. He looked around and became confused abou
go. He wandered for 40 minutes on what should have b
minute walk before eventually finding his home.

Although this was distressing for Raymond he carried o
normal and didn't tell his loved ones. He took his medic
started to feel better. The next morning Raymond's wife
was shocked to see that half of the bottle of medicine wa
gone. When she confronted Raymond about it he was u
what medicine she was referring to.

That evening Raymond was watching the news and bec
angry. Edna changed the channel as she had done for yc
Raymond had always been so easily aggravated by curr
Raymond snatched the controller back from Edna and p
at the TV. He pressed button after button but was unabl
the correct channel. He became so frustrated he left the r

Some time later Raymond was at a family party and was
to a young man. On the way home Edna asked if he enjo
chat with his nephew Alex as he hadn't seen him for so
Raymond couldn't recall the conversation and kept refe
one he'd had with Alex a few years earlier.

The issues became worse with time and Edna took Rayn
see a doctor. He had a brain scan, which showed a depl
brain matter, and he was diagnosed with Alzheimer's d

Activity 14: Brain Damage Stud

Cut out the dominoes and match the question with the correct answer.

Q. What is the problem with data from brain damage studies?	**A.** To relieve symptoms of epilepsy.
Q. Why is qualitative data not good?	**A.** Loss of memories from before injury.
Q. Why is qualitative data good?	**A.** Hippocampus
Q. What is the hippocampus responsible for?	**A.** An inability to form new memories.
Q. What is retrograde amnesia?	**A.** It is biased and not scientific.

Q. What was r from HM's	
Q. What res method was the HM s	
Q. What type was collect the HM s	
Q. What is ant amnes	
Q. Why did HM surgical pro	

Stretch and Challenge Task

Write four of your own dominoes.

Q.	**A.**
Q.	**A.**

Q.
Q.

Activity 15: Baddeley (1966b

Task 1

Look at the Baddeley study and complete the table below.

	Method	Potential
Research Method		
Design		
Method of Data Collection		

Task 2

Think of your own point of evaluation for the study (this does not have to be research m

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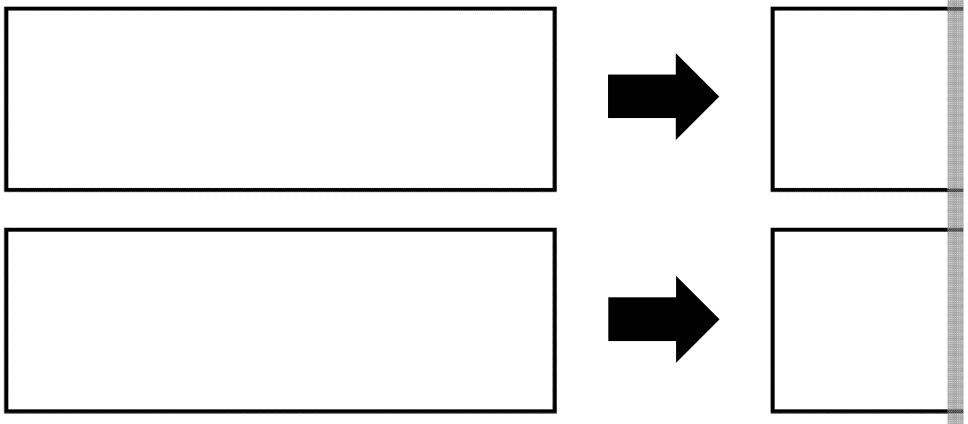
Stretch and Challenge Task

Suggest ways you could improve the study based on the points you have raised.

Problem



Activity 16: Schmolck et al (20

On the board there is a grid like the one below.

Method	R
Conclusion	Ev

Instructions:

- Each group has a different colour of Post-it note (or identify group name on t have different colours).
- In groups, write as many points about the study as you can on your Post-it nc correct section on the board.
- You will have three minutes to do this.
- After three minutes the teacher will read out the points that have been mad is a valid point.
- Each correct point is returned to the team who made it.
- Once all the points have been read out, the team with the most correct Post-

Activity 17: Steyvers and Hemmer

On the board there is a grid like the one below.

Method	R
Conclusion	Ev

Instructions:

- Each group has a different colour of Post-it note (or identify group name on t have different colours).
- In groups, write as many points about the study as you can on your Post-it n correct section on the board.
- You will have three minutes to do this.
- After three minutes the teacher will read out the points that have been mad is a valid point.
- Each correct point is returned to the team who made it.
- Once all the points have been read out, the team with the most correct Post-

Activity 18: Sebastián and Hernández-

On the board there is a grid like the one below.

Method	R
Conclusion	Ev

Instructions:

- Each group has a different colour of Post-it note (or identify group name on t have different colours).
- In groups, write as many points about the study as you can on your Post-it n correct section on the board.
- You will have three minutes to do this.
- After three minutes the teacher will read out the points that have been mad is a valid point.
- Each correct point is returned to the team who made it.
- Once all the points have been read out, the team with the most correct Post-

Activity 19: Ethics in Cognitive Re

Write a consent form for the participants in the Baddeley (1966b) study. Include
ethical guidelines listed below as you can. You can tick them off in the grid as you

Fully Informed Consent		Right to Withdraw	
Debrief		Protection from Harm	
Confidentiality		No Deception	

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Stretch and Challenge Task

Was the Baddeley study completely ethical?

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Activity 20: Practical Issues in the and Implementation of Resear

Read the passage of text and identify any errors you may find using a highlighter. corrections in the space below.

Conducting research in cognitive psychology is problematic and it is not p study to take place. Lots of research in this field uses the experimental me usually done in a laboratory setting. Using this method allows the researc order to establish cause and effect. It also ensures the highest level of cont variables, which increases the validity of the results. When we can elimina be more certain that the results are due to the manipulations of the indepe known as internal validity.

However, if we want our internal validity to be high then we must sacrifi This is because, in order to have strict control over variables, the setting b study will then lack mundane realism and ecological validity. For exampl memory involves activities such as learning lists of words or numbers and accidents, which clearly is not reflective of real life. This becomes a proble wishes to generalise their findings to settings outside of the study. How d behaviours would occur in other settings? It is not possible to know this w participant's natural environment and using memory tasks which resemb usually do in our daily lives.

Clearly, the problem for cognitive research is that we must balance the ne need for realism.

Corrections

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Stretch and Challenge Task

Think about how you would design a memory study in a real-life setting. Note yo

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Activity 21: Reductionism in Cognitive

Read the passage below and try to convert it into another format on a separate pi
can be a spider diagram, picture, graphs, lists, etc. Be as imaginative and as creati

Reductionism is when researchers attempt to study and understand hun
it down in to its constituent parts. An example of this in cognitive psych
the different memory stores (long- and short-term memory). Baddeley a
reductionism even further and reduced the short-term memory into eve
executive, phonological loop, visuospatial sketchpad and episodic buffe

One advantage of using this approach is that it is very scientific. Reduci
simpler terms allows researchers to isolate variables and to study them s
establish cause and effect. Most cognitive research uses laboratory exper
memory in a very controlled way. For example, Baddeley and Hitch (19
study which required participants to complete cognitive tasks simultane
demands on the same component of memory then participants were una
placed demands on separate components then participants were more su
researchers to identify and isolate the smaller component parts of memo
studied individually.

A disadvantage of the reductionist approach is that it fails to acknowled
human behaviour. By reducing memory down to simple models of inpu
the theories omit the potential influence of emotion on memory. There is
psychology which suggests that emotion plays a big role in memory. A p
flashbulb memory states that we have a kind of photographic memory fo
significant emotion. For example, most people can recall where they wer
and how they felt in vivid detail on the day of the 11th September attacks
multi store model and the working memory model fail to include the inf
explanations of how memory works. Research which aims to address the
adopts a holistic perspective.

Stretch and Challenge Task

Describe one additional example of reductionism in cognitive psychology. Explai

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Activity 22: Comparisons between
of Memory

Task 1

List similarities and differences between the working memory model and the mul

Similarities	Di
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Task 2

Which explanation do you think is the best? Explain why you think this.

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Stretch and Challenge Task

Can you suggest any ways in which the explanations of memory could be improv

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Activity 23: Is Cognitive Research S

Divide the group into two teams. One team will argue that cognitive research is s
other team will argue that it isn't.

Below is a set of questions which will assist the students in forming their argumen
cues/questions. Students are also encouraged to raise their own points in additio

They will have two minutes to prepare their points and then five minutes to deba

**Please note that the questions are about psychological research in general and c
other topic areas. Students should be instructed to apply these points to cogniti
this would be to use examples of studies to illustrate the points they make.**

Cues/Questions

Is psychological research truly objective?

Does the use of the hypothetico deductive method make experimental research s

Can we ever create a representative sample?

Does it matter that experimental research lacks ecological validity?

Can we ever completely control for confounding and/or extraneous variables?

Does the consistent replication of studies and results always mean that the findin

Activity 24: Nature and Nurture in Cogni

Read the following passage of text and highlight the parts referring to nature in o
parts referring to nurture in another colour. Colour the boxes below to indicate w
which argument.

Nature

Nurture

Cognitive psychologists believe that we are all born with the ability to p
information and to complete cognitive tasks. However, the way in whic
much based on our experiences. For example, consider episodic memor
to form this type of memory but the content of such memories depends
occur in our own lives. Another example is schema. Again, everyone ha
content of these is determined by our own personal experiences.

The case of HM can also be used to illustrate this issue. HM suffered sig
seizures and so had an operation involving the removal of his hippocam
lobes. This resulted in devastating memory impairment. He was unable
from his short-term memory into his long-term memory and, as such, c
memories. The cause of this was biological – the removal of the hippoca
structure which is significant in human memory. HM also suffered from
to 11 years prior to the operation. The most acute memory loss in the m
to the operation could have been due to the increasing frequency of seiz
medication.

The difficulty in isolating the cause of the amnesia is the lack of a true e
condition. As the effects of this operation were irreversible it was impos
HM's memory was like before the operation. How do we know that the
due to the removal of the hippocampus and not something else, such as
education? Maybe he was always going to have issues with his memory
but the operation just sped it up or exacerbated it.

Stretch and Challenge Task

What is meant by the interactionist approach and how does it apply to cognitive

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Activity 25: How Has Knowledge of Developed over Time?

Starting with the MSM in its original form and ending with the addition of the epi WMM, complete a storyboard showing how the theories of memory have develo evaluations, such as the MSM is too simplistic, as part of the storyboard.

1.	2.
3.	4.
5.	6.

Activity 26: Memory Research and Soc

Read the case below and identify the parts which demonstrate how cognitive rese
of human memory have been used for social control. Do this by highlighting secti
making notes in the space below.

David has been arrested on suspicion of burglary and police officers are
him in the hope to take him to court.

Public appeals for information were made and several witnesses came f
vital information for the case. Each witness was interviewed by speciall
used the cognitive interview technique to try to gain as much accurate i
from each witness.

The case went to court but it was ruled that three of the witnesses woul
first was a young girl of four years. She was deemed as unreliable due t
witness was a 36-year-old schizophrenic man who was prone to halluci
The final witness, a 23-year-old waitress, had spent quite a lot of time ta
witness about what he thought about the event and the judge believed t
affected her testimony.

Three eyewitnesses were permitted to testify as it was felt that their test
reliable. None of them had spoken to any other witnesses and none had
coverage of the case.

One witness was able to testify via a video link. This is because the stres
courtroom would have been too high and she was considered quite vul

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Stretch and Challenge Task

Outline the benefits and drawbacks of social control.

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Activity 27: How Can We Use Know
Memory in Real Life?

It is very important to remember why psychological research is done. The knowle
studies provides us with the ability to make life easier and/or better for those in s
the knowledge we have gained about the causes of psychological illness has helpe
treatments for those who suffer from them. Memory research has helped in man
think of one practical application (use) of the theories of memory in the table belo

Theory	Application 1	How has
Multi Store Model		
Working Memory Model		
Reconstructive Memory		

Stretch and Challenge Task

Try to suggest how the application of cognitive research to real life may cause pr
You can discuss this generically, or use the applications above or another applica

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Activity 28: Socially Sensitive Res

Lots of cognitive research has focused on studying those with memory impairmen with brain damage who have developed amnesia or those with dementia. HM wa years and is cited in around 12,000 journal articles having taken part in numerous tests. The important question is whether it is OK to do this. Conduct a cost–bene type of research, noting your ideas in the table below.

Costs – The negative impact on the participant, their familie

Benefits – The positive outcome for psychological knowledge

Costs	

Based on the points you have made, do you think it is appropriate to conduct rese loss? Explain your answer.

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Stretch and Challenge Task

Explain why fully informed consent is a major ethical concern with this type of re researchers deal with this issue?

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Activity 29: Quiz Card Revisi

Cut out the two cards below and glue them back to back. Write one question for
categories and the answers on the back.

The codes are as follows:

WM – Working Memory
MS – Multi Store Memory
RM – Reconstructive Memory
IDD – Individual Differences and Develo
ST – Studies
ID – Issues and Debates

WM

MSD

RM

IDDD

ST

ID

Answers

WM

MSD

RM

IDDD

ST

ID

Activity 30: Class Quiz

Divide the class into six teams and allocate each one of the following topics.

Working Memory	**Individual Differences and Dev**
Multi Store Memory	**Studies**
Reconstructive Memory	**Issues and Debates**

Each team has two or three minutes to devise five questions about their topic. Th
answer. A spokesperson from each team should read out the questions for the re
Teams could answer by writing the responses down or, to make it even more com
distinctive sound (each team will have a different sound).

Scores could be recorded on a table like the one below. This could be drawn onto
a PowerPoint.

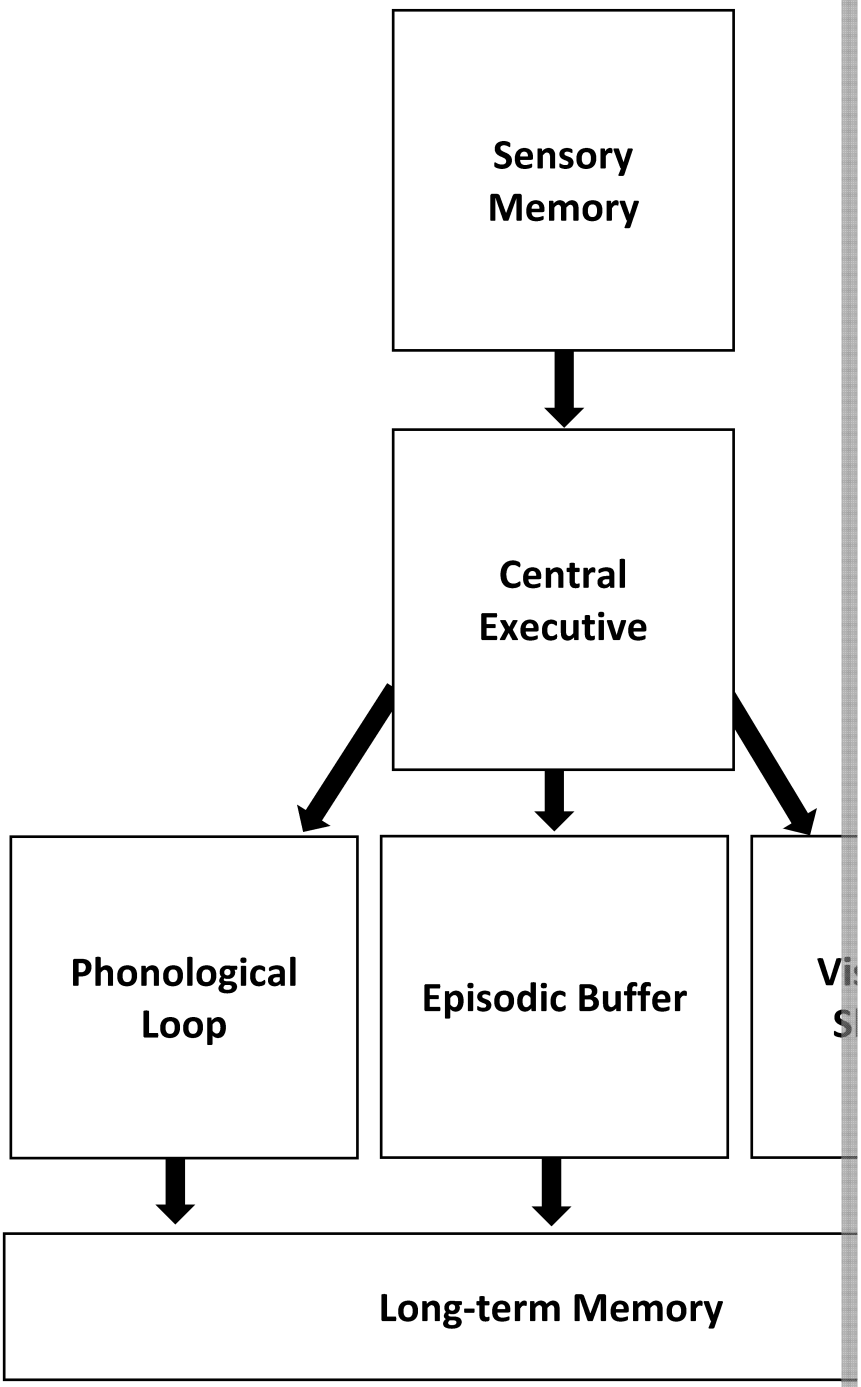
Topic \ Team Name				
Working Memory				
Multi Store Memory				
Reconstructive Memory				
Individual Differences and Developmental				
Studies				
Issues and Debates				

If there are not enough students in the class to make six teams then topics could b

Answers

Activity 1: Working Memory Model

Task 3:



Stretch and Challenge Task:

a)	Represents the inner voice (articulatory process)	PL
b)	Has a limited capacity	PL, VSS, CE, EB
c)	Key component of the working memory	CE
d)	Integrates information from all other stores	EB
e)	Represents the inner eye	VSS
f)	Decides where data should be sent	CE
g)	Deals with auditory information	PL
h)	Used for planning spatial tasks	VSS
i)	Deals with visual information	VSS
j)	Data from the sensory memory arrives here first	CE
k)	Represents the inner ear (phonological store)	PL
l)	Can temporarily store visual and acoustic information	EB

Activity 2: Working Memory Model Evidence

Photo 1:

Evidence for the WMM comes from patients with brain damage. Damage to specific area function of certain aspects of memory. For example, damage to the area containing the v that the patient's ability to perform spatial tasks is impaired.

Stretch and Challenge: Evaluation

We do not know what the cognitive abilities of brain-damaged patients were before the d we cannot reliably or scientifically measure the effects of brain damage on cognitive perfo control condition.

Photo 2:

Dual task studies demonstrate people's ability to do two cognitive tasks simultaneously as separate stores (e.g. the PL and the VSS). If the two tasks require the use of one store the tasks. This is because each store in the WMM has a limited capacity.

Stretch and Challenge: Evaluation

This kind of research lacks ecological validity due to it being conducted in artificial laborato accurately reflect real life and, as such, we are unable to generalise the findings to a real-w

Photo 3:

Brain scans provide evidence for the separate systems in the short-term memory. When pa tasks to do, the corresponding part of the brain lights up on the brain scan. For example, if a different areas of the brain will show activity than when they are doing a verbal task. This sh and visual information is dealt with in different parts of the brain and so supports the workin

Stretch and Challenge: Evaluation

Although this kind of research is highly controlled it is difficult for researchers to complete For example, how can they prevent participants from employing their own cognitive strate is possible that a maths task may be given and that one person processes it in a verbal wa another person may do it visually (by visualising counters or blocks). This would mean tha light up when doing the same task.

Activity 3: Sensory, Short-term and Long-term Memory

a) The type of memory being referred to is: short-term memory

Stretch and Challenge Task:

Lucy is using the process of maintenance rehearsal. This is a strategy we use to maintain i memory to prevent forgetting.

b) The type of memory being referred to is: sensory memory

Stretch and Challenge Task:

Benny is thinking about the duration of sensory memory. Information in this store lasts fo for visual continuity, which is when we see everything moving smoothly. Imagine a flick b for one second then it wouldn't look as if it was moving. Look at each picture for a fractio really quickly and all of a sudden it looks like a moving image. It is the same for our senso

c) The type of memory being referred to is: long-term and short-term memory

Stretch and Challenge Task:

Carly is actually using two memory stores. Describe why this is the case.

Carly is using long-term memory because she has retrieved a memory from her past. Sinc and now she is using her short-term memory as STM represents the psychological present information from LTM and brought it into STM to think about it.

Activity 4: Information Processing

Task 1 and Task 2:

Memory Store	Description	Storage Capacity	Storage Duration	
Sensory Memory	c g	Very limited	Fractions of a second	N
Short-term Memory	a e f	7 +/- 2	18 seconds	
Long-term Memory	b d	Potentially limitless	Up to a lifetime	

Task 3:

Information may be stored in separate fragments and so when retrieving we need to ac
parts of it to get the full memory trace. When we can only access one part of it we have
known as the 'tip of the tongue' phenomenon.

Information may be rehearsed to keep it for long enough so that we can quickly scan it an
it (retrieval). Old or weak memory traces are displaced by new information and so are for

Activity 5: Multi Store Model Evidence

a) The quality of recall for words at the end of the list is different. In the immediate rec
for the recall after distraction condition, it is poor.

b) In the immediate recall condition, the words at the start of the list are safe in the lon
long enough to be processed (primacy effect). The words at the end are still in the sh
The middle words have been displaced from short-term memory and are forgotten.
be processed into long-term memory.

In the recall after distraction condition, the words at the start of the list are safe in th
had long enough to be processed (primacy effect). The middle words have been disp
the last words and are forgotten. The words at the end have also been displaced fro
distraction task. The distraction task occupies short-term memory and so recall for t

c) This provides evidence to support the multi store model as it shows that short- and lon

Stretch and Challenge Task:

The multi store model is reductionist as it condenses the complexities of human memory
assumes that the short-term memory is a passive system through which information flows
simplistic way. Later research has discovered that the short-term memory actually consist
three subsidiary systems, each with their own capacity and durations. This may bring into
of short-term memory is 7 +/- 2 items. This means that short-term memory is far more ac

Activity 6: Types of Long-term Memory

Episodic Memory
Episodic memory is memory for personal events or episodes in our lives. This is not share
who experienced an event can have a memory of it.

Example: Any personal event, e.g. a favourite birthday, last Christmas, receiving exam gra

Semantic Memory
This is memory for specific facts and information. It is our knowledge store where we can
things as if we had a mental encyclopaedia. Semantic memory may be referred to as shar
access to the knowledge of what the capital city of the USA is.

Example: Any knowledge that is accessible to everyone such as mathematical rules (squar
Potter and other general knowledge.

Stretch and Challenge Task:
Episodic memories are of personal experiences that we have in our lives. Being a witness t
type of memory. Since episodic memories are more prone to distortion by various influen
that they may not be the most reliable of memories. It is possible for a witness's episodic
and manipulated. This means that the testimony of an eyewitness cannot be taken as sole

Activity 7: Schema Theory

Schema are **MENTAL** structures in the mind that help us to **UNDERSTAND** and make sen
to **ORGANISE** our existing knowledge and as templates to help us to **PREDICT** events in
working models which allow us to develop ideas and **EXPECTATIONS** so that we can easi
happen or how we should behave in certain situations.

For example, you may have a schema for a bank robbery which involves a man wearing
shouting for everyone to get down and give him the money. However, if you were in a r
man was wielding a knife, your schema would probably make you **INTERPRET** this situat
wielding a gun because that's what fits with your schema framework (it's what you **EXPE**

Schema develop with **EXPERIENCE**. As we experience new things we store the informati
the **FUTURE** to help us when we find ourselves in the same or a similar situation.

So, schema are chunks of knowledge which form expectations which then allow us mast

mental	physical	organise	survive
understand	**future**	condense	learn
experience	manipulate	**expect**	**interpret**
predict	**expectations**	past	behave

Red her

Stretch and Challenge Task:
- Schema help us to choose the correct or appropriate behaviour for the situation we
sense of what is going on around us so that we can function in the best way possible
- Because we use schema to help interpret the world, we might sometimes perceive th
expectations. In normal day-to-day life this isn't an issue, but when we think about t
testimony it becomes clear that schema may taint the quality of our memories.

Activity 8: Reconstructive Memory

Candidate 1:

The question doe

Reconstructive memory is basically a set of building blocks. When the event we take blocks from actual events that happened but there the gaps with information that we get from our schema **(1)**. These a experiences and expectations which help us to understand the world. the story of what we remember it is partly real events and partly fa from our schema. This means that our reconstructive memories are

Repetition – this has already been said, just in a different way.

Candidate 2:

Every time we recall a memory we reconstruct it **(1)**. *We sel from what we have actually perceived and information from (prior knowledge and expectations) to build a memory* **(1)**. *T we can't perceive everything and so there are gaps in our kn understanding so we fill these gaps with what we think shou Schemas change our memories so that they make more sens*

Stretch and Challenge Task:

Candidate	What was good?	What wasn't good?
1	Good understanding of what reconstructive memories are.	Points were repeated, thus not adding any creditworthy material. Definition of schema does not answer the question and so is not creditworthy.
2	Every sentence has different information and is creditworthy.	

Activity 9: Individual Differences in Processing Speed

1. To account for individual differences in capacity.
2. How quickly we can think about, sort out and manage information in our memory sy
3. One person may take longer to read a passage of text than another.
4. Short-term memory
5. Phonological Loop
6. The smaller the capacity, the slower the processing speed.
7. Younger children have a smaller digit span (short-term memory capacity) and so can children and adults, who have larger digit spans.
8. Ageing can affect digit span; it decreases in older age, meaning that processing speed
9. The number of digits we can hold in our short-term memory at one time (capacity).
10. The adult, because they have a larger digit span and hence a faster processing speed

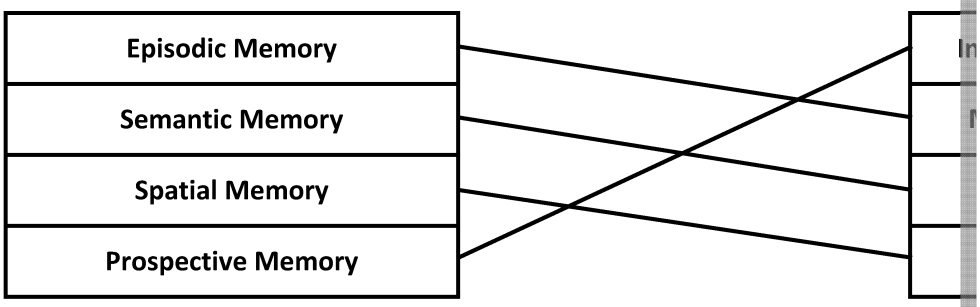
Activity 10: Individual Differences in Schema

Question	Learning Detective Feedbac
How do our personal experiences influence perception?	Our personal experiences allow us to build internal models (sc These are personal to us as they depend on our own experienc those of others. These schema are constantly updated as we e perceive via our senses is supplemented with our personal sch the world easier and more efficient.
Does everyone have the same schema?	Everyone's schema are different. This is because schema are b experiences. They can be similar to another person's but will n
If three people witness an event, do they all remember it in the same way?	As we all have different schema which affect our perception, it may witness an event differently from one another. We all ma our existing knowledge. We reconstruct memories again and a information using our schema. These subtle changes become does this then ultimately everyone's memory will be slightly di
What is the link between schema and episodic memories?	Schema are created based on our experiences. Our experienc therefore, constitute episodic (autobiographical) memory.

Stretch and Challenge Task:
Our expectations and schema determine how we perceive things. If the woman had had p will have schema which result in the expectation that relationships are bad and she will fe what she has actually seen to fit her schema. Consequently she is telling the truth accordi it is not actually what happened.

Activity 11: Autobiographical Memory

Task 1:



Task 2:
1. This shows that there are significant individual differences in memory. Teachers cou the differences between the students in their classes. By acknowledging that people teacher can design activities so that all students can access the information.
2. This suggests a biological cause for this difference. It may be that it arises from evolu gatherers and, therefore, required good geographical and spatial knowledge, whereas location and places were less of a concern. This may have resulted in significant diffe of spatial memory.
3. This may be due to the possibility that depressed individuals have very negative thou could result in less attention being paid to events happening around them, resulting memories. This lack of attention may also apply to facts and information being prese this not being encoded into memory.

Stretch and Challenge Task:
The Palombo study may be subject to social desirability. This is because a self-report meth Memory) was used to gather data. This means that participants could lie or manipulate th they think the researcher wants to hear, what they think the 'correct' answer is or the ans This clearly affects the validity of the data in that the responses may not be true.

Activity 12: Dyslexia and Children's Memory

Statement	True or False?	
For those with dyslexia, understanding and intelligence is not the problem.	T	
Those with dyslexia have difficulty with multitasking.	T	
It is believed that there are issues with the central executive in the working memory.	F	It is believed **phonological**
Dyslexia is when someone has problems with moving and reading.	F	Dyslexia is wh **spelling** and
In dyslexia there is difficulty with phonology (sounds).	T	
There is faster processing speed and issues with storage in the short-term memory.	F	There is **slow** with storage
Language in those with dyslexia may be negatively affected.	T	
Dyslexia runs in families and so may be genetic.	T	
Short-term memory capacity increases as we get older so dyslexia interventions may be more beneficial the later it is identified.	F	Short-term m get older so more benefic identified.
Help for dyslexia involves doing tasks which train the phonological part of working memory.	T	

Stretch and Challenge Task:
If we help those with dyslexia to increase academic attainment then this will result in a be population. This will help to increase the economy of the country as these individuals will society as part of the workforce.

Activity 13: Alzheimer's and Memory in Older People

Key:
Bold = A symptom of Alzheimer's
Italics = Not a symptom of Alzheimer's

The onset of Alzheimer's is usually in older age.

Raymond, a **74-year-old** man, had had a *headache and a* for a few days and decided to walk to the chemist to get On his way back he realised he couldn't think how to go He looked around and became **confused** about where t wandered for 40 minutes on what should have been a 1 walk before eventually finding his home.

Forgetfulness for recent events.

Although this was distressing for Raymond he carried o normal and didn't tell his loved ones. He took his medic started to feel better. The next morning Raymond's wife was shocked to see that half of the bottle of medicine wa gone. When she confronted Raymond about it he was u **what medicine she was referring to.**

Although mood swings and aggression may occur in Alzheimer's, this is not unusual for Raymond.

That evening Raymond was watching the news and bec *angry*. Edna changed the channel as she had done for ye Raymond had always been so easily aggravated by curr Raymond snatched the controller back from Edna and p at the TV. **He pressed button after button but was una the correct channel.** He became so frustrated he left the

Some time later Raymond was at a family party and was to a young man. On the way home Edna asked if he enj chat with his nephew Alex as he hadn't seen him for so **Raymond couldn't recall the conversation and kept re one he'd had with Alex a few years earlier.**

Alzheimer's is developmental and gets worse over time.

The issues became worse with time and Edna took Ra see a doctor. He had a brain scan, which showed a **depl brain matter**, and he was diagnosed with Alzheimer's

Atrophy of brain matter occurs in Alzheimer's.

Activity 14: Brain Damage Studies

1. To relieve symptoms of epilepsy.
2. Hippocampus
3. Learning, emotion and memory.
4. Loss of memories from before injury.
5. An inability to form new memories.
6. Case study
7. Qualitative
8. It is biased and not scientific.
9. It is more in depth and detailed.
10. There is no reliable control condition to compare data to.

Activity 15: Baddeley (1966b)

Task 1:

	Method	Poten
Research Method	Laboratory experiment	• Low ecological validit • High demand charact • High researcher effec
Design	Independent groups	• Individual differences • Researcher bias
Independent Variable	The type of word (acoustically similar or dissimilar and semantically similar or dissimilar)	• Word length must be • Some words may hav

Task 2:

This study has very good internal validity as it is a laboratory experiment. This means that extraneous variables, meaning that any changes in the dependent variable are more likely the independent variable (type of word).

Stretch and Challenge Task:

Problem		Resoluti
Low ecological validity	→	*Design a task which more accurately rej life. The study could also be conducted i would increase extraneous variables an*
Individual differences	→	*The researcher could use the process of allocate participants to conditions. This would minimise the chance of having ur*

Activity 16: Schmolck et al. (2002)

Method	Results
• Six participants with amnesia compared to eight participants without amnesia. • The participants with amnesia either had damage to the hippocampus or the medial temporal lobe and anterolateral temporal cortex (MTL+). • HM had damage to the hippocampus and medial temporal lobe (not the anterolateral temporal cortex). • Participants completed nine tests examining semantic memory. • Participants were asked to define, sort or identify a series of line drawings.	• Patients with damag as well as those in th • Patients with MTL+ the tasks. • HM did not perform • The degree of dama performance (the gr performance).
Conclusion	**Evaluation**
• The hippocampus is not responsible for semantic memory because those with damage to this area performed as well as the control group on the tasks. • The anterolateral cortex is responsible for semantic memory because HM did not perform as badly as those with MTL+.	• Low population valic generalisability. • Evidence from brain • It's difficult to know abilities of those wit the brain damage oc • Brain plasticity is wh new connections to brains of the individ this differently, whic • The tests to assess s realism and ecologic

Activity 17: Steyvers and Hemmer (2012)

Method	Results
• In the prior knowledge control group, there were 22 participants who were asked to list what objects they would expect to see in five different scenes. • In the perception control group, there were 25 participants who were asked to look at 25 photos of the five scenes (five of each) and to list as many objects they could see. • In the experimental condition, there were 49 participants who were asked to recall objects they saw in each of five scenes. • Each photo was presented for either 10 seconds or 2 seconds to differentiate the effects of semantic and episodic memory.	• In the perception co were named more fr town scene). • In the prior knowled were likely to be in t participants more fr office scene). • The findings from tw people have strong particular scene, wh • In the experimental recalled after 10-sec two-second exposur • In the experimental for low probability o probability objects (
Conclusion	***Evaluation***
• When a scene is artificial in nature and has been manipulated in order to trick a participant, there is a higher error rate for high probability objects. • Episodic memory and semantic memory work together in real-life settings to give recall with fewer errors.	• Looking at photos of real life and, therefo • There may be dema participants try harc accurately recall obj • It was a laboratory e of control results in

Activity 18: Sebastián and Hernández-Gill (2012)

Method	Results
• 570 participants were arranged into five age groups (5 years, 6–8 years, 9–11 years, 12–14 years, 15–17 years). • Digit span was tested by presenting digit strings to participants and asking them to recall them in the correct order. • Digit strings got longer on each presentation. • The results were compared to previous research using elderly participants and patients with dementia (Alzheimer's and fronto-temporal dementia).	• Digit span increased age 5 to 5.83 at age • The development of • Development seems • Elderly patients had year-olds and their seven-year-olds. • Those with Alzheim of six-year-olds. • Those with fronto-te digit span to the you • There was no signifi elderly patients and • Spanish digit span is span from age 7. Th
Conclusion	**Evaluation**
• Digit span increases with age. • Development of digit span occurs at around age 7 when children can sub-vocalise. • Spanish digit span is shorter than Anglo-Saxon digit span from age 7 due to sub vocalisation (Spanish numbers have more syllables than Anglo-Saxon numbers). • Digit span declines with older age. • Dementia does not significantly affect digit span.	• Data are reliable as t studies using the sam • High level of control experiment (high int • Recalling digit string normal everyday life • It was conducted in natural setting.

Activity 19: Ethics in Cognitive Research

Thank you for agreeing to take part in this research. This is a study investigating how inf term memory store. You will be asked to look at a list of words and then be asked to rec be asked to do this over four trials using the same list of words each time.

You will in no way be under any stress or in any danger during this experiment, but if at uncomfortable, or do not wish to continue for any other reason, you are free to leave. E you have the right to withdraw your results if you no longer wish your data to contribute

The information you provide will be kept in the strictest confidence and will not be share research.

On your completion of the experiment you will be offered a debrief session where all el This will also be your opportunity to ask any questions you may have regarding the resea

Please could you sign below to show that you consent to taking part in this study.

Sign:

Print Name:

Date:

Stretch and Challenge Task:
This study was not completely ethical as deception was used. This consequently means that informed consent. They were deceived about the fifth and final trial and were led to believe

Activity 20: Practical Issues in the Design and Implementation of Research

Conducting research in cognitive psychology is problematic and it is not possible for the
of research in this field uses the experimental method and is usually done in a **natural** se
the researcher to isolate variables in order to establish **result** and effect. It also ensures
dependent variables which increases the validity of the results. When we can eliminate
uncertain that the results are due to the manipulations of the independent variable. This

However, if we want our internal validity to be high then we must sacrifice the **populati**
order to have strict control over variables the setting becomes very **realistic**. The study
and **population** validity. For example most research into memory involves activities such
numbers and watching videos of car accidents which clearly is not reflective of real life.
researcher wishes to generalise their findings to settings outside of the study. How do w
behaviours would occur in other settings? It is not possible to know this without doing re
natural environment and using **biological** tasks which resemble those that we would usu

Clearly, the problem for cognitive research is that we must balance the need for control

Corrections

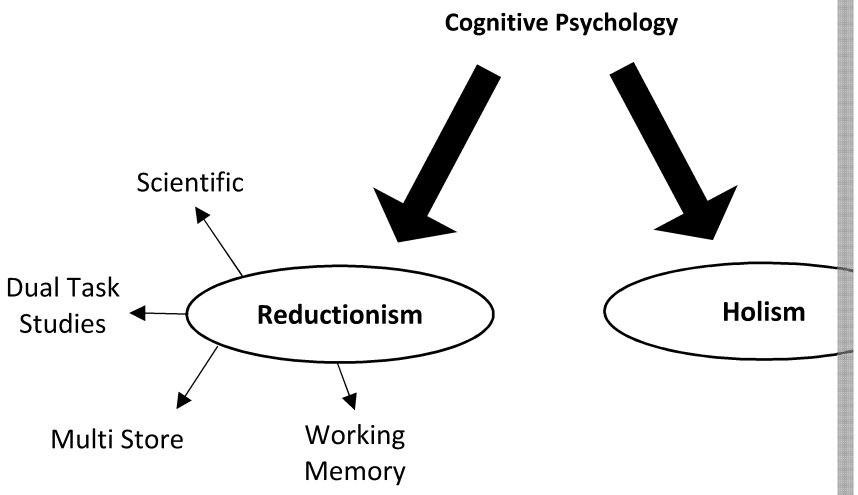
1. Laboratory
2. Cause
3. Extraneous
4. Certain
5. Ecological
6. Artificial
7. Ecological
8. Memory/Cognitive

Stretch and Challenge Task:
Any ideas which involve studying participants in a natural environment and using tasks wh

For example: Participants were shown a list of items on a shopping list. This was then rem
and buy the items from a supermarket. The number of correct items was recorded.

Activity 21: Reductionism in Cognitive Research

Students should be allowed to create notes in a form of their choosing. An example is sho



Stretch and Challenge Task:

Another example of reductionism in cognitive psychology is the case of HM. After an ope to alleviate the symptoms of epilepsy, he suffered severe memory impairment. It was bel hippocampus was very important in memory. Researchers conducted lots of experiments what role the hippocampus had in memory. They would isolate variables to establish cau Schmolck et al (2002) were able to demonstrate that the anterolateral cortex, and not the semantic memory.

Activity 22: Comparisons between Theories of Memory

Task 1:

Similarities	D
• Both models agree that the information flows from sensory, through STM in to LTM. • They both state that information flows backward from LTM to STM during retrieval. • They agree that STM has limited capacity and duration. • They both state that STM encodes acoustically and visually and that LTM encodes semantically. • Both use the computer metaphor to illustrate how memory works.	• WM suggests that ST says. • WM consists of the ce loop, visuospatial sket • MSM states that the c suggests this could jus than the whole of STM • WM shows that the S processing of informa • WM shows how cogni

Task 2:

Although the multi store model provided a good explanation in its time, it has since been s has provided the basis for further investigation and has enabled knowledge and research t working memory model is a much more comprehensive explanation of memory as it accou processing and the multifaceted parts of short-term memory. It is not, however, without p even further.

Stretch and Challenge Task:

These explanations do not fully explain human memory. They do not account for the influ how we perceive, encode and remember things. Reconstructive memory and the theory o ideas which do explain these phenomena. In this way it can be seen that no one theory ca could try to combine these explanations to give a fuller picture of how memory works.

Activity 23: Is Cognitive Research Scientific?

Cues/Questions	***Psychology IS a Science***	***Psy***
Is psychological research truly objective?	*The experimental method allows for the control of variables and for scientific observations of behaviour. Statistical methods of data analysis eliminate subjectivity from interpreting such observations.*	*Humans st objective. themselves being hum approach r*
Does the use of the hypothetico deductive method make experimental research scientific?	*The development and testing of hypotheses is extremely scientific. Using the falsification method allows hypotheses to be tested in the most rigorous ways. The longer a hypothesis remains intact, the stronger the theory that emerges from it.*	*This metho reductionis factors wh behaviour.*
Can we ever create a representative sample?	*The varying sampling methods give varying degrees of representativeness. Stratified sampling provides the most representative samples, which mirror the proportions of the different types of people in society.*	*No sample There will are not rep theories ca research us male stude*
Does it matter that experimental research lacks ecological validity?	*To be truly scientific, extraneous variables should be eliminated as far as is possible. Research must, therefore, be conducted in lab settings. This ensures a high degree of internal validity and researchers can be confident about cause and effect.*	*Any resear cannot be real world. doing it? H isolated to viewed in i*
Can we ever completely control for confounding and/or extraneous variables?	*Research is highly controlled and extraneous variables are eliminated as much as possible. Pilot studies allow researchers to identify possible extraneous variables and to modify in light of this.*	*We can ne variables. differences research w*
Does the consistent replication of studies and results always mean that the findings are true?	*The more that research is replicated and the same conclusions reached, the stronger the theory becomes. This improves the reliability of the results.*	*Consistent improves r mean the r things are likely find t*

Activity 24: Nature and Nurture in Cognitive Research

Nature = **Bold**
Nurture = *Italics*

Cognitive psychologists believe that we are all **born** with the ability to process a complete cognitive tasks. However, the way in which this develops is very much For example, consider episodic memories. **Everyone has the ability to form thi** content of such memories depends very much on *events that occur in our own* schema. Again, **everyone has and uses schema** but the content of these is *dete experiences*.

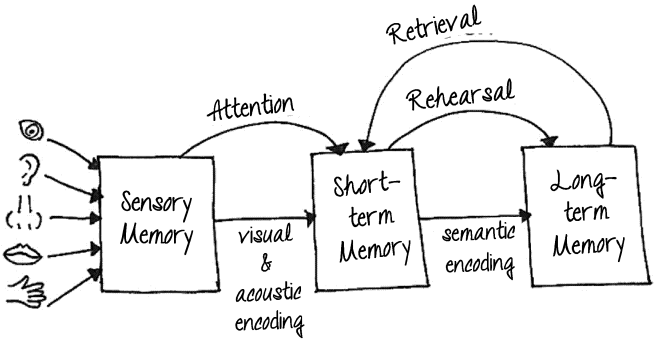
The case of HM can also be used to illustrate this issue. HM suffered significantl so had an operation involving the **removal of his hippocampus** from both temp devastating memory impairment. He was unable to transfer information from h his long-term memory and, as such, could not form new memories. **The cause o removal of the hippocampus**. This is clearly a structure which is significant in hu suffered from retrograde amnesia for up to 11 years prior to the operation. The the most recent years leading up to the operation could have been due to the i **seizures and epilepsy medication**.

The difficulty in isolating the cause of the amnesia is the lack of a true experime effects of this operation were irreversible it was impossible to know exactly wh before the operation. How do we know that the problems he faced were due to **hippocampus** and not something else, such as the *quality of his education*? May have issues with his memory due to his *life experiences* but the operation just sy

Stretch and Challenge Task:
This approach states that human behaviour – in this case, memory – is not a result of eith but, in fact, a combination of the two. We may be born with the ability to use our memor experiences will shape the way in which this develops. This means that we are a result of

Activity 25: How Has Knowledge of Memory Developed over Time?

1.



2.

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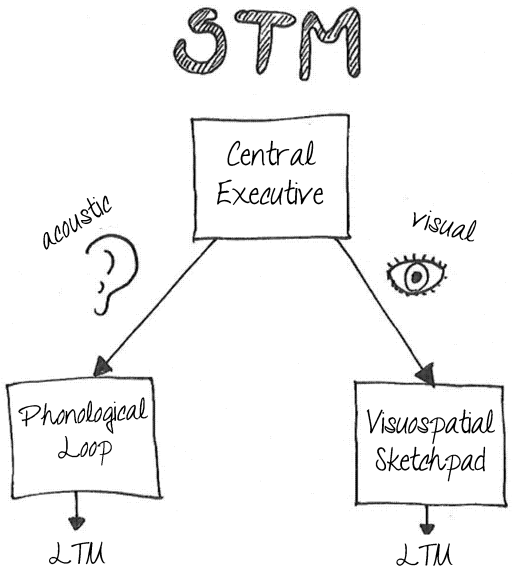
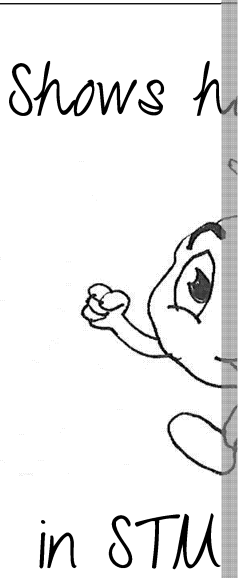
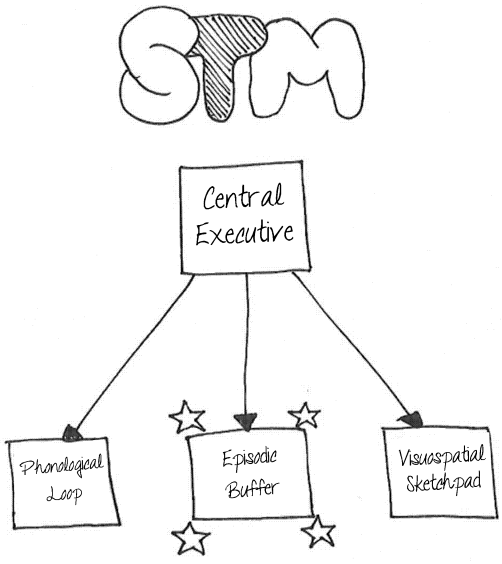


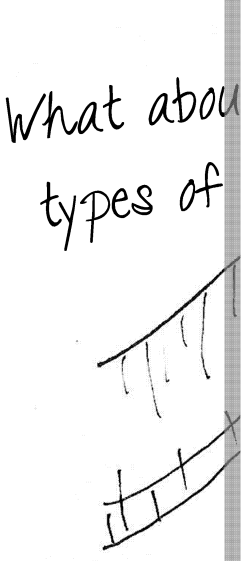
4.



5.



6.



Activity 26: Memory Research and Social Control

David has been arrested on suspicion of burglary and police officers are building a case a to court.

Public appeals for information were made and several witnesses came forward claiming case. Each witness was **interviewed by specially trained officers**. They used the **cognitiv** gain as much accurate information as possible from each witness.

The case went to court but it was ruled that **three of the witnesses would be unable to** four years. She was deemed as unreliable due to her age. The second witness was a 36-y was prone to hallucinations and delusions. The final witness, a 23-year-old waitress, had the second witness about what he thought about the event and the judge believed that testimony.

Three eyewitnesses were permitted to testify as it was felt that their testimonies were had spoken to any other witnesses and none had watched any media coverage of the ca

One witness was **able to testify via a video link**. This is because the stress of being in the high and she was considered quite vulnerable.

The use of the specially trained officers and the cognitive interview are aimed at gaining a from the witness. The quality of information, and indeed the interview itself (there are st follow when conducting interviews), would determine whether it could be used for trial.

The decision to omit three of the eyewitness accounts has been made due to the perceive They have been labelled as unreliable due to various factors. In this way the trial is being

This same point applies to the three witnesses who have been able to testify. They were l and so their testimonies were allowed to be heard. One is even allowed to do this via vide how strictly trials may be controlled.

Stretch and Challenge Task:
It is very important that court cases are controlled based on our knowledge of memory. T miscarriage of justice and allows the defendant and victim a fair trial. However, the omiss problematic in that they may have vital information which may actually be true.

Activity 27: How Can We Use Knowledge of Memory in Real Life?

Theory	Application 1	How has this application im
Multi Store Model	• Revision (rehearsal) • Number plates and phone numbers (capacity of 7 +/-2)	• Students can be taught effective revisi exam results. This will provide a bette society and help to improve the econo • Police can apprehend offenders more number plates is possible.
Working Memory Model	Helping those with dyslexia	As dyslexia may be due to problems with th that focus on developing skills using this st with this issue. Increasing vocabulary and some ways this can be done.
Reconstructive Memory	Eyewitness testimony	Understanding the reconstructive nature o interview strategies to be used in eyewitne the drop in false convictions based solely o

Stretch and Challenge Task:
Using research to help improve society is undeniably effective and an excellent use of the psychological research. Otherwise, what would be the point in psychology? However, as changes the more studies we do. Sometimes we can even show previous ideas to be inco from research which may later be shown to be incorrect, then what might the impacts of the operation on HM, which was intended to alleviate the symptoms of epilepsy, actually memory. This did allow our knowledge to progress, but the impact upon HM was devasta applied (used) but the theory behind it was incorrect.

Activity 28: Socially Sensitive Research

Costs	
• Potential psychological stress for the participant as they may be confused about what is happening. • HM was involved in a huge amount of research – could this have affected his quality of life? • No fully informed consent, thus demeaning the participant. • Participant is seen as a case and not as a human.	• The wealth of inform is vital to progress ps • We now know that t function of memory. • We can apply our kn with memory impair participated in the re • Key findings from de development of strat progression, e.g. vide • Dementia is one of s population living lon economic implicatio increase. Research i individuals but for re resulting from this is

Based on the points you have made, do you think it is appropriate to conduct research o
Explain your answer.
The answer to this question will depend on what is noted in the table above. A conclusion as it can be justified.

Stretch and Challenge Task:
The participants in this research have significant issues with memory. In the case of HM, he from his short-term memory to his long-term memory. This means he cannot make new lo be possible to gain consent? Researchers would need to gain consent from the person wit attorney) for the participant, in the same way that a parent would be asked for consent wh