|  |  |  |  |
| --- | --- | --- | --- |
|  | Capacity | Duration | Coding |
| Sensory Register | S\_\_\_\_\_\_\_\_\_\_\_\_\_  Procedure:   * 4 x 3 grid of letters shown for ½ sec. * Whole grid vs 1 row recall   Findings:   * % recall for 1 row was higher then whole grid. Not knowing which row would need recalling suggests the whole had entered SR thus capacity is large. | S\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Procedure:  Findings: | N/A |
| Short term memory | J\_\_\_\_\_\_\_\_\_\_\_\_\_  Procedure:  Findings: | P\_\_\_\_\_\_\_\_\_\_ and P\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Procedure:  Findings: | B\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Procedure:  Findings: |
| Long term memory | K\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Procedure:  Findings: | B\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Procedure:  Findings: | B\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Procedure:  Findings: |

|  |  |  |
| --- | --- | --- |
| General strength of the nature of memory research | General weakness of the nature of memory research | Practical application |
| P-  E-  E-  L- | P-  E-  E-  L- |  |

|  |  |
| --- | --- |
| Multistore model | Working memory model |
| Draw the model | Draw the model |
| Explain how the information flows from the environment through to LTM and talk about the capacity/coding/duration of each store at the same time. | **Name and explain exactly what each store of the model does in detail AND talk about the limited capacities of each.** |

|  |  |
| --- | --- |
| Evaluation of the models (write a PEEL in each box) | |
| **P-** There is evidence to suggest that both the STM store and the LTM store should not be considered unitary stores. | P- The WMM compares favourably to the MSM. It attempts to explain **how** memory functions, as opposed to simply describing the structure of memory. |
| **P –** There is research that supports the separate stores identified in the Multi-store model | P- The WMM can be criticised because there is a lack of clarity over the central executive and the exact role it plays in the model. |
| P-The MSM can be criticised for failing to explain why in our day to day lives a lot of information can transfer to LTM without prolonged rehearsal. | P- There is evidence to support the limited capacity and separate nature of the slave systems, demonstrated by research into dual-task performance |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Interference theory** | | **Cue-dependent forgetting** | |
|  | **General description of whole theory** | | **General description of whole theory** | |
|  | Pro-active interference | Retro-active interference | Context dependent forgetting | State dependent forgetting |
| **D**  **E**  **S**  **C**  **R**  **I**  **B**  **e** |  |  |  |  |
| **S**  **U**  **P**  **P**  **O**  **R**  **T**  **I**  **N**  **G** | Underwood | Schmidt | Godden and Baddeley | Carter and Cassidy |
| **O**  **T**  **H**  **E**  **R** | P- The explanations are limited due to the focus on interference of very similar types of information | | **P-Baddeley (1997)** argued that these studies do not reflect real-life, and therefore the strength of the explanations should be questioned. | |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Episodic** | **Procedural** | **Semantic** |
| D  E  S  C  R  I  B  E |  |  |  |
| Links  To brain |  |  |  |
| P-There is evidence from Tulving (1989) to suggest that when a person uses episodic memory, they use a different **region in the brain** compared with when they use semantic memory | | | |
| Supporting evidence from case studies | | | |
| P-Critics challenge the need of distinguishing between types of LTM.  SCROLL DOWN TO END OF SHEETS!!!! | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| Eyewitness testimony-ao1 | | | |
| **Misleading information** | | **Anxiety** | |
| Leading questions | Post event discussion | Loftus (1979)  Procedures  Findings | Yullie (1986)  Procedures  Findings |
| Loftus and Palmer (1974)  Procedures  Findings | Gabbert (2003)  Procedures  Findings |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Evaluation of research into eyewitness testimony | | | | | | | |
| Leading questions | | | Post event discussion | | Anxiety | | |
| P- The reliability of research in this area can be praised as many laboratory studies have found similar findings when participants are faced with leading questions. | | | P-The mundane realism of these research findings are under scrutiny due to the controlled nature of the research. | | P-There is a lack of consistency in the findings of the research into anxiety. | | |
| P- There is an issue with the validity of Loftus and Palmer’s research. | | | P-A strength of the research into post-event discussion is the consistency of the findings | | P- | | |
| P- Research into misleading information has led to some important **practical applications.** | | | Research into post-event discussion has many **practical applications.** | | P-Research into the effect of anxiety has had important **real world applications.** | | |
|  | Cognitive interview | | | | | |
|  | (RO) | (RE) | | (CP) | | (RC) |
| **D**  **E**  **S**  **C**  **R**  **I**  **B**  **e** |  |  | |  | |  |
| **H**  **O**  **W**  **Is**  **It**  **Done?** |  |  | |  | |  |
| **P-** There is supporting evidence for the effectiveness of the cognitive interview.  E- For example, **Kohnken et al (1999)** carried out a **meta-analysis** of 53 studies investigating the Enhanced Cognitive Interview (ECI), and found, on average, a 34% increase in the amount of correct information generated compared with standard police interviews. | | | | | | |
| **P-** The research findings about the effectiveness of the CI are reliable.  E- **Geisleman et al (1985)** assessed whether the Cognitive Interview is more effective than standard police interviews ……. | | | | | | |
| P- The use of the cognitive interview has some limitations.  E- It tends to take longer and requires more training than the standard interview. Some critics also suggest that some of the procedures are more valuable than others. | | | | | | |