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|  | 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: |

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| 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- |  |

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| 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.** |

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| 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 |

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|  | **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. |

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|  | **Episodic** | **Procedural** | **Semantic** |
| DESCRIBE |  |  |  |
| LinksTo 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!!!! |

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

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| 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. |