**Paper 1 – introductory topics – memory**

**Theories of forgetting – Interference theory**

**Task 1 – try and think of why we forget in these situations**

1. You are watching the TV in the sitting room. You want to get a coffee from the kitchen. You walk in, put the kettle on. But subsequently, your phone rings and it’s your best mate. You go into your bedroom for a chat which lasts more than 20 minutes. After the phone call ends, you return to the sitting room and continue watching the TV, you forget all about the coffee.
2. You are in a new relationship and you take your partner to a café for some lunch. As you ask them what they would like to eat, you accidently call them by your ex-partner’s name. Your new partner gets angry and leaves the restaurant
3. You are in your French exam, trying to remember the past participle of a particular verb, but all you can recall is the equivalent verb in Spanish, which you learned as a child when your family lived in Costa Rica for a year.
4. You have a facebook password and a gmail password, but they are different. You had your gmail account first and your facebook account a little later. Last night, when trying to remember your gmail password, all you can remember is the facebook password.

**Task 2: questions about Proactive and Retroactive interference**

Please read the first half of page 11 in your memory packs, then answer the follow in questions below

1. With interference theory, what is the general idea of why we forget information in LTM?
2. What are the two types of interference called?
3. What is it called when old information interferes with the accurate recall of new information?
4. What it the main cause of this type of forgetting (identified in question 3)
5. Give an example of this type of forgetting
6. What is the term used to identify when we cannot accurately recall older information because of interference of more recently learned information?
7. Give an example of this type of forgetting

**Task 3 – examples of proactive and retroactive interference**

Go back to the examples in task 1, and write next to each one if you believe that it is an example of proactive or retroactive interference in forgetting

**Task 4 – Supporting evidence 1: replication of study by Underwood (1957) demonstrating proactive interference**

Write down as many words as you can remember from each list. Make sure you cover your answers before the next trial

list 1 list 2 list 3 list 4 list 5 list 6 list 7 list 8

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Total number of correctly recalled items from each list | | | | | | | |
| List 1 | List 2 | List 3 | List 4 | List 5 | List 6 | List 7 | List 8 |
|  |  |  |  |  |  |  |  |

1. Is there anything in your findings that support the findings by Underwood (1957)?
2. What criticisms can you make about this replication?

**Task 5. Supporting evidence 2: Retroactive influence and forgetting. Answer to the exam question below**

*Researchers collected a sample of 211 former students of a Dutch elementary school and sent them a map of the surrounding area of the school. The map had the street names removed and replaced with numbers from 1 – 48. Participants were asked to name as many as they could. The researchers found that there was a positive association with how many times the participants had moved outside the area, and the number of names forgotten.*

Explain how this study would support the role of retroactive interference in forgetting (3 marks)

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**Task 6: the role of interference in forgetting. Plan this essay**

Outline and evaluate the role of proactive and retroactive interference in forgetting (6 + 10)

**Outline** – Proactive interference **Outline** - Retroactive interference

**Evaluation** – supporting evidence **Evaluation** – supporting evidence

Underwood 1957 Schmidt et al (200)

**Evaluation** - Further supporting evidence for the role of interference over time – Baddeley and Hitch (1977)

**Evaluation** - The explanations fails to explain

**Evaluation** – Practical applications for students – including finding from McGeoch and McDonald (1931) on the role of similarity and interference