Memory level 5 mark scheme

1. **Outline** and **evaluate** the findings of one piece of research into the duration of memory (4 marks)

\*This is similar to the question in the social influence mini-mock\*

**It is asking you to:**

“Outline” for 2 marks for **ao1**

“evaluate” for 2 marks for **a03**

**Outline?**

You can’t just outline anything though firstly it is the **findings** only and the findings of a study into **duration**

So you can only include Bahrick, Peterson and Peterson or Sperling.

**Evaluation?**

You need to do **ONE** evaluation point of whatever research study you selected from the ones above.

-It’s only worth 2 so you don’t need a detailed PEEL just one basic PEEL.

1. **Outline** research into the **capacity** of **STM** (4 marks)

**It is asking you to:**

“Outline” only so is worth 4 marks for **ao1** so pure description

“outline what though?”- outline of **research** so you need to give detail on procedures and findings, conclusions if just doing **ONE** study.

So what studies can you include? -You can only outline studies on the **capacity of STM**

So can only be **Jacobs** and nothing else.

1. **Evaluate research** into the **coding** of memory (3 marks)

**It is asking you to:**

“Evaluate”-this is a pure **a03** evaluation question so no description **AT ALL**.

-It’s worth 3 so one good peel or two points in less detail, don’t attempt to do more than 2 though.

So what research can you include?

As it is coding you can only use **Baddeley’s study.**

1. Describe **one** way in which psychologists have investigated the duration of short-term memory. In your answer, you should include details of stimulus materials used, what participants were asked to do and how duration was measured. **(Total 4 marks)**

**It is asking you to:**

This is a different way of simply asking **“outline the procedures of one study in the duration of STM”** but it is asking the same thing.

So you can only use Peterson and Peterson as it says **duration of STM**.

-It is asking **HOW** and for materials so you only need to include the **procedures** and NOT the findings.

**From the mark scheme**

“It is likely that candidates will refer to the experiment by Peterson and Peterson (1959). They presented participants with a consonant trigram. Although Peterson and Peterson is the most likely study, answers need not refer to an identifiable study to receive credit.”

For example-Rehearsal was prevented by asking them to count backwards in threes from a specified number. After intervals of 3, 6, 9, 12, 15 or 18 seconds participants were asked to stop counting and to repeat the trigram. The % of trigrams correctly recalled was recorded for each time interval.  
Duration has also been investigated in a similar way using single words or sets of words.  
Research relating to word length effect in the phonological loop would be credit-worthy. Any acceptable way of investigating duration of STM should be credited.  
1 mark for a brief answer, eg reference to trigrams in a duration study.  
3 further marks for elaboration.  
For full marks all three elements should be covered.”

**Qu 5-**

Toby and Sarah both studied AS Psychology at the same school. Toby’s class was taught in the school lecture theatre while Sarah’s class had their lessons in a science classroom. Both students sat their final psychology exam in the school lecture theatre.

1. Which student is likely to perform worse in their final psychology exam? Use your knowledge of explanations of forgetting to justify your answer.

**(4 marks)**

**It is asking you to:**

This is pure application as it doesn’t ask you to outline research simply to use research to justify your answer.

Ao2=4

BUT for full marks you must mention **research** when justifying your answer and obviously needs to be research into the **appropriate explanation of forgetting**.

**From the mark scheme**

**1 mark** for stating **who** will perform worse.

**Plus**

**Up to 3 marks** for the explanation of the difference in performance including research.

**3 marks** for a clear and detailed explanation of why Sarah would perform worse / Toby would perform better with reference to research.

**2 marks** for a less detailed explanation of why Sarah would perform worse / Toby would perform better with link to research.

**1 mark** for a muddled or limited explanation of why Sarah would perform worse / Toby would perform better with no explanation of research.

**Possible content for explanation:**

-Sarah learnt and recalled in a different environment / context

 -the cues present when learning the psychology material in the classroom would not have been present at recall in the lecture theatre for Sarah

 -the absence of the cues meant that Sarah did not have any triggers to aid her recall and this caused retrieval failure

 -using research evidence to support the explanation of why Sarah’s performance is likely to be worse, e.g. Godden & Baddeley (1975) or Abernethy (1940)

-better students might refer to the encoding specificity principle.

1. Briefly evaluate the explanation of forgetting you used in part a)

**It is asking you to:**

“Evaluate” -**Ao3- 3 marks**

This is a pure evaluation question and is worth 3 so **one** full PEEL or 2 points in less detail but **NO MORE** than 2 evaluation points.

**Evaluate?**

Even if you have used the wrong explanation of forgetting in part a) as long as you correct evaluate the explanation you can still gain these 3 marks.

So you should be evaluating context-dependent forgetting.

Possible evaluation would be supporting evidence (Godden and Baddeley) or issues with ecological validity.

Qu 6.

(a) In the context of explanations of forgetting, what is meant by *interference*?

**It is asking you to:**

“what is meant” means explain to pure ao1=2

It is asking you to explain interference theory ONLY

You must explain the basic concept rather than just going straight to the types of interference

**Remember**- “Interference occurs during **CODING** and not retrieval and when retrieving the forgetting is apparent.

Also-There are two types – **retroactive** where recent information learned disrupts recall of previously stored information (1) and **proactive** where what we have already stored disrupts current learning (1). Credit explanation if embedded within an example. One mark for naming two types only.

(b)     Choose **one** study in which the effects of interference were investigated. Briefly outline what the participants had to do in the study.

**(2)**

**It is asking you to:**

“Choose “ and “outline” this is pure ao1 =2

Choose a study into **interference** so Godden or Underwood

**“what they had to do”-**this means it is asking for **method only**

**Mark scheme says-**

Up to 2 marks for a description of the procedure / method of a relevant study. This must include detail of the conditions / variables / task.

Likely studies: Schmidt et al 2000 (street names and house moves) Baddeley & Hitch 1977 (rugby players, injury and number of teams played), Keppel and Underwood 1962 (trigrams), Jenkins and Dallenbach 1924 (recall after period of being awake / asleep).

Essay plans

This means outline **and** evaluate

**Discuss** types of **long-term memories** (8 marks)

A03-two PEEL’s looking at strengths and weaknesses of LTM

Ao1= name and briefly explain the 3 types of LTM

Ao1=3

Ao3= 5

**3 PEEL’s needed here**

You are evaluating the STUDIES so can include areas such as reliability, ecological validity, why do different studies show different things?

Ao1=6

Ao3=10

**Outline** and **evaluate** **research** into the effects of **anxiety** on the **accuracy of eyewitness testimony** (16 marks)

**Outlining what?**

**Research**- study or theory

**Anxiety-**Loftus pen and knife

**OR Y**ullie

A woman is being questioned by a police officer about a heated argument she witnessed on an evening out with friends. The argument took place in a bar and ended with a violent assault. A knife was discovered later by police in the car park of the bar.

‘Did you see the knife the attacker was holding?’, asked the police officer.

‘I’m not sure there was a knife – yes, there probably was,’ replied the woman. ‘I was so scared at the time that it’s hard to remember, and my friends and I have talked about what happened so many times since that I’m almost not sure what I did see.’

**Discuss research** into **two or more** factors that affect the reliability of **eyewitness testimony**. **Refer** to the information above in your answer.

Refer means link to the scenario for 4 marks.

\*Do not link to the scenario when outlining the study or you get no ao1 marks\*

When writing your scenario points:

P-The scenario refers to anxiety as a factor effecting EWT

Q-‘I was so scared”

E-This suggests that she was feeling really anxiety in the situation and as mention research by Yullie says that this will make the women very accurate in her recall of the attacker.

It says two or more so make sure you do at least 2 PQE points for full marks.

You are outlining and evaluating what?

Research=studies or theories

Into EWT= any of the studies on misleading info or anxiety

**BUT**

As it’s scenarios pick the studies to describe that relate to the factors in the scenario

Discuss = outline and evaluate

Refer=link to scenario

So Ao1=6

Ao2= 4

Ao3= 6