

Answer all questions.

**SECTION A – Cognitive Psychology**

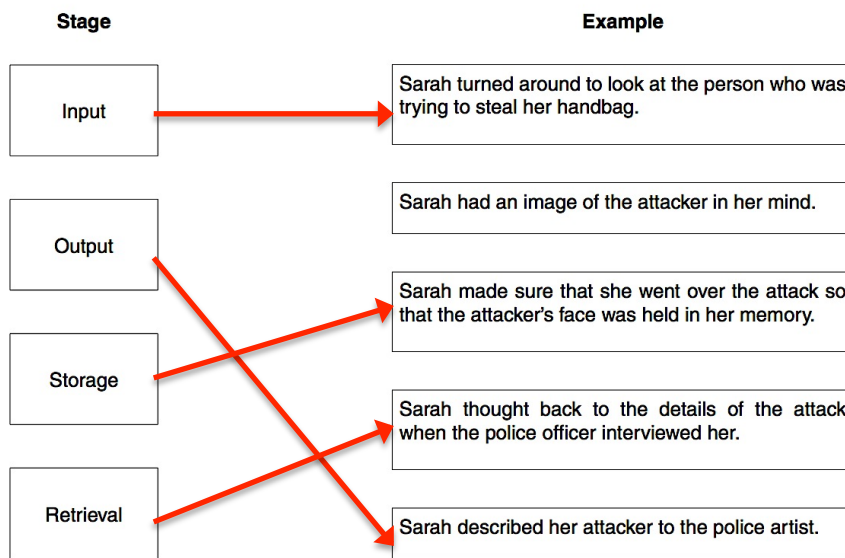
**Memory**

**Need more help?**  
Check out pages 121-122 of your textbook

1 There are a number of stages of information processing.

Draw a line to match each stage with its correct example.

[4]



**Need more help?**  
Check out pages 124-126 of your textbook.

2 The multi-store model states that there are **three** stores in memory.

(a) Name the store that data enters first.

**Sensory Store**

[1]

(b) Name the store that has an unlimited capacity.

**Long Term Memory Store**

[1]

3. Complete the description below explaining **one theory for memory**.

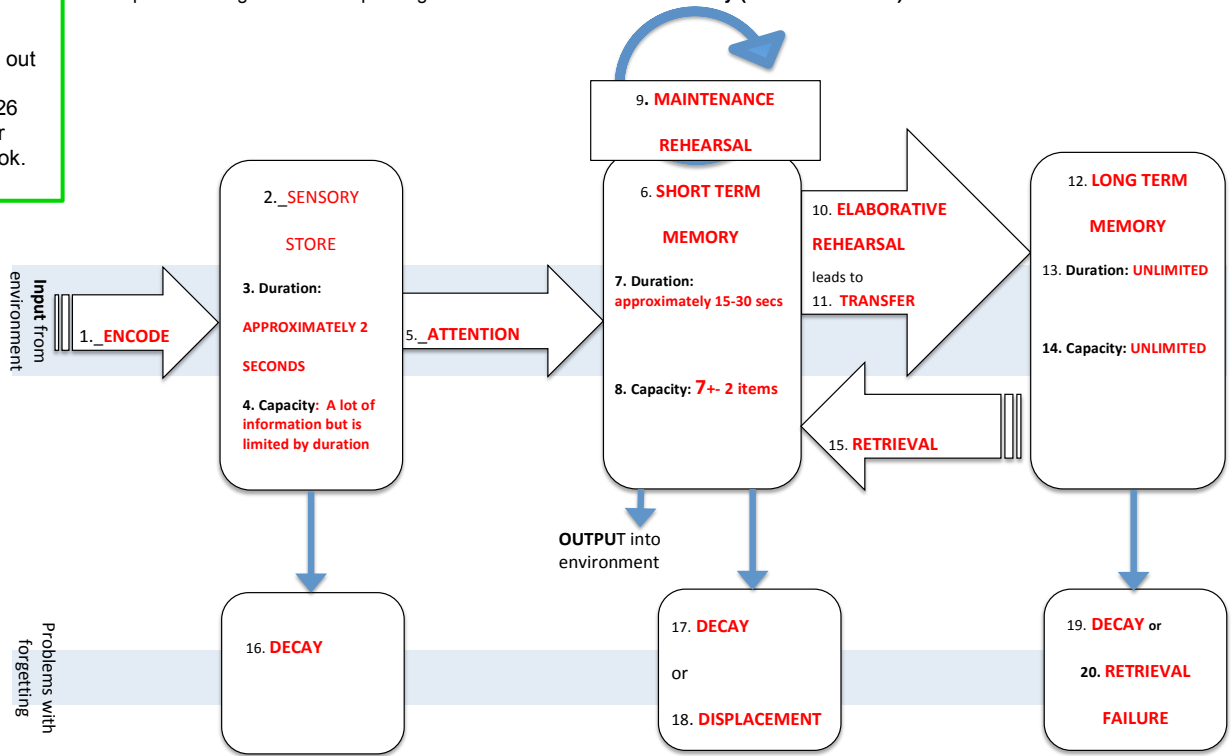
The **Multi-store Model** suggests that the human memory system is made up of a number of **separate** and **distinct** **stores**.

It also believes that memory is limited by **Time** and **Space**  
(duration) (capacity)

[5]

**Need more help?**  
 Check out pages 124-126 of your textbook.

4. Complete the diagram below explaining the **Multi-store Model for memory** (10 marks in total).



5. Evaluate the Multi-store Model by outlining TWO limitations in the way it explains memory.

**Need more help?**  
Check out page 127 of your textbook.

1 Up to 2 marks for each criticism.

1 mark for a brief or basic criticism e.g. 'it ignores the effect of meaning', 'the model is too rigid', 'we may have more than one long term store'

2 marks for a more developed and detailed response e.g. 'the model is too rigid (1) as it overlooks the differences between our memories (1)', 'the model overemphasises the role of rehearsal (1) as some things seem to pass into my LTM with little effort as they have meaning (1)', 'research into the model tends to lack ecological validity (1) so it may only explain how memory works under artificial conditions (1)'

**Marker's Comments – Qu. 5**

Mark as one question so answers can be credited across parts but no more than 2 marks per criticism.

Do not credit the idea that the model oversimplifies memory/STM/LTM unless it is suitably justified – only then can this point be backcredited e.g. 'the model oversimplifies STM (1) as it may be more active than passive (1)'.

Do not credit the idea that the model itself lacks ecological validity – the point is the research supporting it does.

For example, \_\_\_\_\_

6. Why do we forget?

**Need more help?**  
Check out pages 128-129 of your textbook.

Arfan forgets what he came downstairs for until he goes back upstairs again.

Carmen forgets some of the names of the people she has just been introduced to because there were too many of them.

Darcy forgets the poem she is trying to learn because she has not practised it enough times.

Using the source:

(a) Name the person who has experienced decay.

Darcy .....[1]

(b) Name the person who has experienced displacement.

Carmen .....[1]

7. Explain ONE way that techniques for recall can be used in advertising.

**Need more help?**  
Check out pages 141-142 of your textbook and then look at the model response on page 145.

Technique: Cues; repetition; avoiding overload; autobiographical advertising

Explanation (with example):

Advertisers use cues to create a certain context or feeling when advertising their products (1). For example, it might show someone feeling sad and being comforted by eating soup (as it tastes good), so when a person is sad they will want soup. (1)

OR

Advertisers use repetition to build a familiarity with the brand. (1) For example, by repeating a product, slogan or message in an advertisement it is more likely to transfer to LTM and become familiar. (1)

OR

Advertisers avoid overload by making sure that consumers are not exposed to too much information. (1) For example, slogans are kept short and over essential details are included to avoid displacement out of STM. (1)

OR

Advertisers use autobiographical advertising to remind consumers of times in their lives when they were happy, young and free and link this to their product. (1) For example, one Disney ad shows families having fun at Disneyland to appeal to consumers' own memories and link the product to these positive feelings.(1)

8. The neuropsychologist

Need more help?

Read pages 122-123.

A neuropsychologist has been assigned two new patients. Patient A is unable to recall any memories from before she suffered her brain injury, while Patient B is unable to form any new memories since his brain trauma.

For both patients, identify the type of amnesia and the area of the brain associated with this type of memory loss.

Patient A:

Type of Amnesia

Type of Amnesia - Retrograde amnesia.....

Associated Brain Area

Brain Area - Frontal lobe (pre-frontal cortex).....

Patient B:

Type of Amnesia

Type of Amnesia - Anterograde amnesia.....

Associated Brain Area

Brain Area - Hippocampus..... [4]

9. A group of people with amnesia were tested for recall. When they were given 30 images to memorise, they remembered a median of 5 images.

Need more help?

Read pages 194-195 and complete the activities on page 197

Calculate the median expressed as a fraction in its lowest form of the total number of images. Show your workings.

1 mark for workings:  $5/30$  (✓)

To simplify 5 to 1, which means that you would need to divide it by 5. So you also need to divide 30 by 5.

1 mark for answer Median =  $1/6$  (✓)

Median = ..... [2]

Marker's Comments – Qu. 9

1 mark only if not expressed in its lowest form.

10. (a) Identify which of the following shows why Braun et al.'s (2002) study of autobiographical memories may show age bias.

- A only cartoon characters were investigated
- B only childhood memories were investigated
- C only paper advertisements were investigated
- D only university students were investigated

Your answer  D [1]

(b) Identify how Braun et al.'s study lacked ecological validity.

- A participants were made to give adverts more direct attention than normal
- B participants' imagination inflation was measured using numerical scales
- C the character of Ariel did not exist when the participants were younger
- D the character of Mickey Mouse did not look realistic on the poster

Your answer  A [1]

(c) Identify a weakness of using an independent measures design in Braun et al.'s study

- A differences in the ratings of the pleasantness of the advert may be due to demand characteristics
- B differences in the ratings of the pleasantness of the advert may be due to participant variables
- C differences in recall of shaking hands with a character may be due to demand characteristics
- D differences in recall of shaking hands with a character may be due to participant variables

Your answer  D [1]

11. Outline the two tests used in Wilson et al.'s study of Clive Wearing.

Test 1: \_\_\_\_\_ **Neuropsychological tests** \_\_\_\_\_

What did they do? **They tested Clive using IQ tests, tests of verbal fluency, and a digit span test (which tested his STM and LTM).** [2]

Test 2: \_\_\_\_\_ **MRI Scans** \_\_\_\_\_

What did they do? **Clive was given a MRI scan in 1991 and fifteen years later in 2006. The scans were rated by three independent experts.** [2]

**Need more help?**

Read pages 137-140 and complete the activities on page 140.

**Marker's Comments – Qu. 11**

For each part: 1 mark for the correct test and 1 mark for a valid explanation of how the test was carried out.

**Need more help?**

Read pages 131-132.

12. Describe and evaluate the theory of reconstructive memory.

Need more help?

Read pages 134-193 and complete the activities on page 136

(a) Describe the theory (make four points).....

The theory of reconstructive memory suggests that memory is not an accurate reconstruction of past experiences and instead, is based on schemas (1) and is shaped by prior experiences (e.g. a happy camping memory shapes a later camping memory) and expectations (e.g. we expect a person to behave a certain way). (1) Schemas are the mental representations of an object or situation based on prior experience (such as our identification of a cat based on its paws, fur, whiskers and ability to meow). (1) Schemas are not necessarily in chronological order and can be reconstructed based on new information (e.g. if we see a bald cat we might add 'no fur' to our 'cat schema'). (1).....

The theory suggests that we experience confabulation where we make up details or use aspects of other memories to fill in the blanks in our schemas. (1) It also warns that memory can be deliberately altered through leading questions, such as using the verbs 'smashed' or 'bumped' when asking eyewitnesses about a car crash. (1).....

[4 marks]

(b) Evaluate the theory (two criticisms).....

The theory is reductionist and focuses on how we create schemas, however, it fails to explain how these processes happen in the brain. (1) For example, Bartlett describes memory as being an active process in the brain but doesn't explain how memories are processed. (1).....

As scans can only show brain activity not what is being processed (i.e. being able to observe schema), (1) the theory's concept of schema is too vague and hypothetical to be useful. (1).....

Bartlett based his theory on his 'War of the Ghosts' research, which was not standardized and lacked validity due to demand characteristics. (1) Therefore, the research does not offer valid support for the theory. (1).....

The Reconstructive model of memory is complicated and very hard to test, (1) therefore it is difficult to predict how people will recall information. (1).....

[4 marks]

Marker's Comments – Qu. 12 (a)

1 mark for each valid point up to four marks.

Points must be contextualized (examples given) to obtain full marks.

Marker's Comments – Qu. 12 (b)

1 mark for each of the criticism points up to four marks.

Points must be contextualized (examples given) to obtain full marks.