GCSE Psychology – ‘Do Now’

Retrieval Practice Booklet

Memory



Name…………………………………………….

**Task 1 – Processes: Encoding, storage and retrieval**

Define the keywords and explain how memories are encoded in the following ways, maybe you could think of an example to help you remember:

Semantic encoding:

Acoustic encoding:

Visual encoding:

Encoding:

Match the keyword to the correct definition below:

Encoding

The information is kept in your brain for a period of time.

Information has to be located and brought back out of long-term memory and placed temporarily in your short-term memory

Storage

Information must be translated into a form that it can be held in your brain.

Retrieval

Exam question: Jenna is revising for a psychology test. She has been struggling recently and doesn’t understand why. Jenna has been reading out loud her psychology notes, but they do not always make sense her to. What type of encoding has Jenna been using and suggest what Jenna must do to ensure her revising is effective? (4 marks)

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**Task 2 - Processes: A study of encoding – Baddeley (1966)**

Exam question: Describe and evaluate one study that has investigated how memories are encoded (9 marks)

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**Rate your retrieval success:  Red / Amber / Green**

**Task 3 - Processes: Different types of long-term memory**

Define the following types of long-term memory, write your own example as well to help you remember the different types.

Episodic memory:

Can you work out which type of long-term memory is being described below?

Procedural memory:

Semantic memory:

1. Remembering that 2+2=4 ………………………………………………
2. Remembering how to tie your shoelaces …………………………………………………
3. Remembering what you did on your last birthday ……………………………………………………

Exam question: Evaluate the theory that there are different types of long-term memory (4 marks)

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**Task 4 - Structures: The multi-store model of memory**

Fill in the boxes to outline the multi-store model of memory. In each box make sure you include the name of the part of the model, the encoding, duration and capacity of each memory store as well as labelling the arrows to explain how information moves through the model.

Fill out the table below, make sure you write what the strength or weakness is in the first box.

|  |  |  |
| --- | --- | --- |
| **Point** | **Evidence**  | **Explanation** |
| One strength of the multi-store model is… |  |  |
| One weakness of the multi-store model is….. |  |  |

**Rate your retrieval success:  Red / Amber / Green**

**Task 5 – Structures: Primacy and recency effects in recall – Murdock (1962)**

Fill in the empty graph to show the primacy and recency effect that Murdock found. Don’t forget to label the axis! Can you reword the aim slightly so that it reads as a title for the graph instead of an aim?

What were participants asked to do?

Sample used?

Conclusion?

**Task 6 – Active process: Bartlett’s War of the Ghosts study (1932)**

Now fill in the evaluation table for this study!

|  |  |  |  |
| --- | --- | --- | --- |
| **Strength or weakness?** | **Point**  | **Evidence**  | **Explanation**  |
|  |  |  |  |
|  |  |  |  |

**Rate your retrieval success:  Red / Amber / Green**

**Task 7 – Active process: The theory of reconstructive memory**

Brain storm everything you can remember about the ‘Theory of reconstructive memory’ – make sure you only take a couple of minutes as there are more tasks to help you with this theory!

Exam question: Describe the theory of reconstructive memory (4 marks) – tip: Reread what you have written above and pick out 4 important points and put them into sentences… job done!

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Now fill in the evaluation table for this study!

|  |  |  |  |
| --- | --- | --- | --- |
| **Strength or weakness?** | **Point**  | **Evidence**  | **Explanation**  |
|  |  |  |  |
|  |  |  |  |

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**Task 8 – Accuracy of memory: Interference**

Answer the questions below:

What does the word ‘interference’ mean? How does this link to forgetting?

What does this tell us about interference and memory?

Draw a bar chart to show the results of this study. Don’t forget a title and to label the axes!

Describe what participants were asked to do, can you remember the 5 different lists given?

What was the aim of McGeoch and McDonald’s study into interference?

Now fill in the evaluation table for this study!

|  |  |  |  |
| --- | --- | --- | --- |
| **Strength or weakness?** | **Point**  | **Evidence**  | **Explanation**  |
|  |  |  |  |
|  |  |  |  |

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**Task 9 – Accuracy of memory: Context**

Imagine that you are a psychologist and you are interested to see if changing the context of learning and recall affects a person’s memory. Use your knowledge of psychology to describe:

* How the study would be carried out
* How you would measure the effects of changing the context
* The results that you would expect to find in line with the results of past research into context (5 marks)

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**Task 10 – Accuracy of memory: False memories**

Brain storm everything you can remember about the ‘Loftus and Pickrell’s study into false memories’ – make sure you only take a couple of minutes as there are more tasks to help you with this study!

Describe and evaluate Loftus and Pickrell’s study into false memories (9 marks)

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