1. Describe and evaluate the multi-store model of memory. Refer to evidence in your answer. (16 marks)

2. Describe and evaluate types of long-term memory. (16 marks)

3. Discuss what psychological research has shown about working memory. In your answer, refer to theory and/or evidence. (16 marks)

4. Marcus is studying for his language exams. He revises Spanish followed by Italian one evening and then gets mixed up. For example, he recalled the Spanish words for ‘dog’ instead of the Italian word for ‘dog’. Marcus finds that when he is at home revising with his father, his knowledge and memory are significantly better than when he is in the classroom completing a test in silence.

Discuss two explanations for forgetting and refer to Marcus in your answer. (16 marks)

5. Describe and evaluate how retrieval failure due to the absence of cues leads to forgetting. (16 marks)

6. A man is being questioned by police about an incident he witnessed outside a pub in his local area. An argument took place outside the pub, followed by a violent attack. The police later discovered a knife at the scene. “Did you see the knife the perpetrator was holding”, asked the police. “I don’t remember; however, there probably was a knife”, replied the man. “I was so shocked and scared it’s hard to remember exactly what happened. It’s all my friends have been talking about over the past couple of days, so I’m not sure what I saw”.

Discuss factors that affect the reliability of eyewitness testimony. Refer to the scenario in your answer. (16 marks)

7. Outline and evaluate research into the effects of leading questions on eyewitness testimony. (16 marks)

8. Discuss research into the effects of misleading information on the accuracy of eyewitness testimony. (16 marks)

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

10. Discuss the use of the cognitive interview as a means of improving the accuracy of eyewitness testimony. (16 marks)
Marcus is studying for his language exams. He revises Spanish followed by Italian one evening and then gets mixed up. For example, he recalled the Spanish words for ‘dog’ instead of the Italian word for ‘dog’. Marcus finds that when he is at home revising with his father, his knowledge and memory are significantly better than when he is in the classroom completing a test in silence.

**Discuss two explanations for forgetting and refer to Marcus in your answer. (16 marks)**

One explanation for forgetting is proactive interference. It occurs when old information stored in long-term memory (LTM) interferes with the learning of new information. This usually occurs when the new information is similar to the old information.

Keppel And Underwood (1962) investigated the effect of proactive interference on LTM whereby participants were presented with meaningless three-letter consonant trigrams at different intervals. To prevent rehearsal the participants had to count backwards in threes before recalling. Participants typically remembered the trigrams that were presented first, irrespective of the interval length. The results suggest proactive interference occurred, as memory for the earlier consonants (which had transferred to LTM) interfered with the memory for new consonants, due to the similarity of the information presented.

In Marcus’s case, the Spanish word for dog that he learned first will have been replaced with the newer Italian word for dog which he revised later. It is probable that the two words are similar which explains why he is struggling to recall the Italian word.

Interference research is often criticised for being artificial and lacking ecological validity. Most of the research examining interference is carried out in a laboratory, for example, Keppel and Underwood (1962) and McGeoch and McDonald (1931), while using particularly meaningless stimuli, such as three-letter consonant trigrams or simple word lists. As a result, these findings do not represent everyday examples of interference and are limited in their application to everyday human memory. Despite this criticism, the results do appear to support Marcus’s case, as he is forgetting two very similar pieces of information, in the same way that Keppel and Underwood’s participants were attempting to recall similar three-letter consonant trigrams.

Another type of forgetting occurs when information cannot be retrieved because of insufficient cues to trigger memory.
Tulving and Thomson (1973) proposed the encoding specificity principle and argued that memory is most effective when information that was present at the time of coding is also present at the time of retrieval. Furthermore, they suggested that environmental cues and mental cues aid recall. Environmental cues include the room in which you learn information, and mental cues include your emotional state.

Godden and Baddeley (1975) provided research support for the idea of retrieval failure. They studied the effect of contextual cues on recall to investigate whether memory for words learned and recalled in the same environment are better than memory for words learned and recalled in different environments. Their sample consisted of divers who learned words on land or underwater and then recalled the words in the same or opposite context. They found that words learned underwater were better recalled underwater and words learned on land were better recalled on land. This supports the idea that environmental cues aid recall.

It is no surprise that Marcus finds it easier to recall information when at home because his revision and learning take place at home and therefore the context of being at home aids his recall. It also explains why he struggles with recalling information when completing a test in silence, because the context, the classroom, and the condition, being in silence, are different to the context and condition in which the learning took place.

[~525 Words]

Examiner Style Comments: Mark Band 4

This is a well-structured essay which clearly addressed all of the AO1, AO2 and AO3 elements that this question demands. An accurate and well-detailed account of two types of forgetting are presented, using key terms effectively to demonstrate sound knowledge and understanding. A range of effective evaluation points are used to support or critique the explanations. The application to the scenario with Marcus is clear, coherent and focused on the material provided, culminating in a great response.