



# Memory 3: forgetting

Module PSYB2

Section B - Cognitive Psychology

3.2.3 remembering and forgetting

## What we will be learning about

Why do we forget things? How can it be that information we know we had in our memory yesterday doesn't seem to be there today? The study of memory cannot be complete without some consideration of the processes of forgetting. In this topic we will learn about the many explanations psychologists have of why people forget things. We will look at how we need different explanations to account for forgetting from short and long-term memories and the debate over what happens to the information we forget – is it gone completely or is it still lurking somewhere in our minds, capable of being unlocked with the right key? We will also encounter the idea that at least some of the forgetting we do is deliberate.

## What you could be tested on

	A01 – knowledge & understanding	A02 – application, analysis & evaluation	A03 – methods, statistics & ethics (how science works)
<b>You must be able to...</b>	<b>Define</b> forgetting <b>Outline</b> the main features of the following explanations of forgetting: displacement; decay; interference; retrieval failure (absence of context & cues); lack of consolidation; motivated forgetting/repression. <b>Outline</b> research studies and findings relating to the above explanations of forgetting.	<b>Distinguish</b> between forgetting as the loss of information and as retrieval failure. <b>Analyse</b> examples of forgetting in terms of the processes taking place.	<b>Design</b> , with support, a basic experiment to test a theory of forgetting.
<b>You should be able to...</b>	<b>Describe</b> in detail at least one study relating to each of the above explanations of forgetting.	<b>Interpret</b> research findings in terms of what they tell us about forgetting. <b>Assess</b> the extent to which research studies support or challenge different explanations of forgetting.	<b>Design</b> an experiment to test a theory of forgetting, including all main features (IV, DV, controls, hypothesis).
<b>You could be able to...</b>	<b>Explain</b> the links (where present) between models of memory and explanations of forgetting.	<b>Evaluate</b> explanations of forgetting singly and comparatively.	<b>Evaluate</b> the methods used by cognitive psychologists.