



# Memory 1: models of memory

Module PSYB2

Section B - Cognitive Psychology

3.2.3 remembering and forgetting

## What we will be learning about

It's hard to think of anything we do that doesn't rely in some way on our memory. The fact that you are able to read this now means that, at some point you had to take in and store a huge amount of information – about the world, the meanings of words, the shapes of letters, the relationship between letters and sounds – and later make use of it in order to translate the marks on this page into ideas in your mind. Imagine what your life would be like if you had no memory! In this topic we will learn about how psychologists think about memory, how they conduct experiments to gather evidence about the way it works, and various theories about the way memory is structured and how it processes information.

## 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>Outline</b> the major structures (STM, LTM) and processes (registration, storage & retrieval) of memory. <b>Describe</b> the main features of the following models: the multistore model; levels of processing; working memory. <b>Outline</b> research studies and findings relating to the above models	<b>Distinguish</b> between STM and LTM in terms of their main characteristics. <b>Analyse</b> examples to identify different memory processes (e.g. semantic/structural processing) and structures (e.g. STM/LTM).	<b>Outline</b> the experimental method. <b>Define</b> IV and DV. <b>State hypotheses</b> for experimental studies of memory. <b>Apply</b> descriptive statistics to summarise data gathered about memory.
<b>You should be able to...</b>	<b>Outline</b> one or more assumptions of the cognitive approach to psychology. <b>Describe</b> in detail at least one study relating to each of the above models of memory.	<b>Compare</b> different models of memory. <b>Interpret</b> research findings in terms of what they tell us about memory. <b>Assess</b> the extent to which research findings support or challenge different models of memory.	<b>Explain</b> the need for controls in experiments. <b>Analyse</b> experiments in order to identify IV, DV, controls. <b>Describe</b> data summaries referring to measures of both central tendency and dispersion. <b>Interpret</b> data from central tendencies in terms of aims/hypotheses..
<b>You could be able to...</b>	<b>Explain</b> the key contributions of different models to our current understanding of memory.	<b>Evaluate</b> models of memory.	<b>Interpret</b> data from measures of dispersion in terms of aims/hypotheses.