

# PSYB2- Cognitive psychology

## Topic 1: models of memory

Specification ref:	3.2.3 Remembering and forgetting.	Time allocation	6 hours	
Specification content:	Models of memory including the distinguishing features of each of the following: the multi-store model (Atkinson & Shiffrin); working memory model; levels of processing.			
Assessment objectives Learning outcomes	A01 – knowledge & understanding	A02 – application, analysis & evaluation	A03 – methods, statistics & ethics (how science works)	Links with other topics
All students will be able to:	<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>Assumptions of the cognitive approach</b> relate to the approaches section of PSYB1 and to the cognitive model of atypical behaviour in PSYB2. <b>All A03 material</b> relates to research methods section of PSYB1.
Most students will be able to:	<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..	Learning skills
Some students will be able to (G&T):	<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.	
Resources/activities				

# PSYB2- Cognitive psychology

## Topic 2: types of memory

Specification ref:	3.2.3 Remembering and forgetting	Time allocation	2 hours	
Specification content:	Types of long term memory: episodic; semantic; procedural. Autobiographical memory.			
Assessment objectives	A01 – knowledge & understanding	AO2 – application, analysis & evaluation	AO3 – methods, statistics & ethics (how science works)	Links with other topics
Learning outcomes				
All students will be able to:	<b>Outline</b> the characteristics of episodic, semantic and procedural memory. <b>Describe</b> case study evidence relating to the distinction between different types of LTM (e.g. Blakemore, 1988). <b>Outline</b> the nature of autobiographical memory.	<b>Distinguish</b> between episodic, semantic and procedural memories; autobiographical and other memories.	<b>Define</b> the concepts of internal validity and (external) ecological validity. <b>Outline</b> the case study methodology.	<b>All AO3 material</b> relates to research methods section of PSYB1.
Most students will be able to:	<b>Describe</b> the components of autobiographical memory (e.g. personal memories, autobiographical facts, generic personal memories). <b>Describe</b> research evidence relating to autobiographical memory e.g. accuracy (Field, 1981); ‘flashbulb’ memories (Brown & Kulik, 1977).	<b>Analyse</b> examples of memories in terms of the types of LTM represented. <b>Interpret</b> research findings in terms of what they tell us about the existence of different types of memory & the nature of autobiographical memory. <b>Explain</b> difficulties presented by investigating autobiographical memory.	<b>Assess</b> the validity of studies of memory by referring to internal validity/controls and ecological validity. <b>Assess</b> the strengths and weaknesses of laboratory experiments and case studies as methods of investigating memory.	
Some students will be able to (G&T):	<b>Explain</b> the relationship between episodic, semantic and procedural memories and autobiographical memory.	<b>Evaluate</b> the usefulness of distinguishing between different types of memory.	<b>Evaluate</b> laboratory experiments and case studies as ways of investigating human behaviour.	<b>Learning skills</b>
Resources/activities				

# PSYB2- topic area

## Topic 3: explanations of forgetting

Specification ref:	3.2.3 Remembering and forgetting	Time allocation	4 hours	
Specification content:	Explanations of forgetting, including decay, interference, retrieval failure (absence of context and cues), displacement, lack of consolidation and motivated forgetting, including repression.			
Assessment objectives Learning outcomes	A01 – knowledge & understanding	A02 – application, analysis & evaluation	A03 – methods, statistics & ethics (how science works)	Links with other topics
All students will be able to:	<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>Repression</b> relates to the psychoanalytical model of atypical behaviour in PSYB2 and the approaches section of PSYB1. <b>All A03 material</b> relates to research methods section of PSYB1.
Most students will be able to:	<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).	Learning skills
Some students will be able to (G&T):	<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.	
Resources/activities				