

Applying memory concepts & theories

| You are learning how to... | In the context of... |
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| <ul style="list-style-type: none"> Apply psychological concepts and ideas to explain real world behaviour | <ul style="list-style-type: none"> Explanations of remembering and forgetting |

Use ideas from the topics you have studied to explain what is happening in each of these situations. Don't stop when you think you have identified a relevant concept or theory; what you need to do is *retell* each scenario using the psychological concept(s) or theory as a basis. Make sure you indicate *why* the person's memory has functioned as it has.

Sarah is revising Psychology. She starts with Social Influence. For each topic she revises she tries to identify situations she has been in where the processes she is studying have applied to her. For example, whilst revising obedience she thinks about times she has obeyed her teachers and whilst revising conformity she thinks about the ways she conforms to her friends. Then she moves on to revising memory. This time she goes through her class notes repeatedly. When she tests herself later she finds she can recall much more social than cognitive psychology.

Max is doing a history project on ordinary people in the 20th century. He has asked his great-grandfather, John, to describe things he remembers from his life. John recalls many incidents from his late teens and twenties, but none from his early childhood and relatively few from his thirties onwards. Max is intrigued that, whilst John was a soldier in the Second World War, he doesn't say very much about his experiences at this time.

Mel is compiling her CV so she can apply for jobs. Under 'other skills' she notes that she can touch-type. It occurs to her that she cannot remember where she learned to do this.

Alex has just witnessed an accident. A motorist knocked a cyclist off his bike, then drove off. Alex got a good look at the motorist's number plate. She is repeating it to herself whilst she searches her bag for a pen and paper. Another witness rushes up and says, "Has anyone dialed nine nine nine? I think I saw his number – it had a T and a P in it, I think and it was oh-four or possibly five-four..." Alex looks at him crossly and says, "Shut UP!"

Francine's grandmother, to whom she was very close, died a year ago. Today, Francine was walking through the ground floor of the department store in town. She suddenly had a very vivid memory of visiting her grandmother – it was so powerful that, for a moment, she forgot where she was. The memory was accompanied by a feeling of great happiness. Francine stopped in her tracks. She realized she had just walked past the counter for the brand of perfume her grandmother had always worn.

Jay has woken up with a hangover. He went out to a club last night and drank far too much. He can't remember getting home. During the course of the day he keeps getting brief memories of the night's events. He thinks he remembers arguing with people and possibly dancing on a table but he can't be sure. Later, his friend Mark phones. "You were a right idiot last night. Do you remember what you did?" Jay feels really bad.

You are revising for your psychology exam. You have been given a series of everyday scenarios and are trying to identify concepts and theories from within cognitive psychology that can be used to explain them. Your teacher has instructed you not just to identify some relevant ideas from your course, but to retell each scenario using the psychology as a basis.