Knowledge Organiser: Year 10 Psychology; MEMORY

ENCODING
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Encoding: Changing information into a form so it can be held in the brain

Visual encoding: Changing information by how it looks so it can be stored
Acoustic encoding: Changing information by how it sounds so it can be stored
Semantic encoding: Changing information by its meaning so it can be stored
Tactile encoding: memory of what things feel like to touch.
Olfactory encoding: memory for smell

Storage: Holding information in memory so that it can be retrieved later

Retrieval: locating and bringing back information into mind.

TYPES OF RETRIEVAL:
1. Recognition= identifying from options
2. Cued recall = locating information with a clue
3. Free recall = without cues

MULTI-STORE MODEL OF MEMORY

MSM: Three memory stores: different coding, capacity and duration. Information moves through attention and verbal rehearsal.
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Sensory memory: Very Short duration, large capacity. Attention transfers information to STM

STM: Limited duration (30 seconds) and capacity (5-9 items), acoustic coding

Role of rehearsal: Rehearsal keeps information in STM. Repeat rehearsal transfers STM into LTM

LTM: Semantic coding, unlimited capacity and stored up to a lifetime.

EVALUATION
Supporting research: Encoding research (Baddeley) shows qualitative differences between STM and LTM

Simple model: Having one STM and LTM store is too simplistic, e.g. more than one LTM store

Artificial materials: Research uses word lists or consonant syllables so the model lacks validity

DIFFERENT TYPES OF LTM

Episodic memory: Memory for events from your life
Semantic memory: Memory of what things mean
Procedural memory: Memory of how to do things
Declarative: episodic and sematic
Non-declarative: Procedural
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EVALUATION
Specific locations in the brain: Brain scans show different types of LTM relate to different brain locations e.g. procedural memory associated with motor area.

Amnesic patients: Amnesiacs like Clive Wearing supports LTM types as most of his procedural but not episodic memories were intact.

It's not that simple: Distinctive types of LTM are difficult to separate so it may be an oversimplification.

PRIMACY AND RECENCY EFFECTS IN RECALL

Primacy and recency effect: Words at beginning are remembered more (rehearsed into LTM). Words at end are remembered more (rehearsed into STM).

AIM: To see if memory of words is affected by location in a list

METHOD: Participants listened to 20 word lists with 10-40 words on them, recalled words after each list.

RESULTS: Recall related to position of words. Higher recall for the first words (Primacy effect) and last words (Recency effect) than in middle.

CONCLUSION: Shows the serial position effect and supports the MSM stores.
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EVALUATION
Controlled lab study: There was a high level of control so it could be concluded position of words determined recall.

Artificial task: Word lists were used which is only one type of memory, so the study lacks validity.

Supporting research: Some amnesiacs can't store LTM, which shows the primacy effect is related to LTM

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Bartlett's War of the Ghosts study

AIM: To see how memory is reconstructed when recalling an unfamiliar story

METHOD: The War of the Ghosts story was read by one participant and recalled after 15 minutes, the read by another participant and recalled

RESULTS: Participants changed the story to fit cultural expectations, leaving out unfamiliar information

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CONCLUSIONS: We use our knowledge of social situations to reconstruct memory

EVALUATION

Lacks control: Participants were not told accurate recall was important, which could have affected results

Results were biased: Bartlett analysed the recollections himself, so we cannot fully trust the conclusion.

Story was unusual: The story was unusual so may not reflect everyday memory processes

Factors affecting the accuracy of memory

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False memory: Is a memory for something that did not happen but which feels as if it were a true memory

Context: Is the situation in which something happens. Context can act as a cue to recall information thus enhancing the accuracy of memory

Reconstructive memory

The theory: People rebuild memory as an active process

Memory is inaccurate: Memory is not a process of exact reproduction of experiences

Reconstruction: Records pieces of information, recombine to tell the whole story Social and cultural influences: Expectations come from the world/culture we live in, and affect storage and recall

Effort after meaning: We focus on the meaning of events and make an effort afterwards to make sense of fragments of memory

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EVALUATION

More realistic research: Reflects how we use memory in everyday life because it uses a story not word lists

Some memories are accurate: Not all recall is reconstructed as some memories of the story are accurate

Real world application: It explains problems with eyewitness testimony as people do not always recall accurately

Factors affecting the accuracy of memory

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Interference: forgetting may occur if two memories compete with each other. One memory prevents us accessing the other memory. This is especially likely if the two memories are quite similar. The end results is reduced accuracy of what we remember

How do we use Knowledge Organisers in Psychology

How can you use knowledge organisers at home to help us?

- **Retrieval Practice**: Read over a section of the knowledge organiser, cover it up and then write down everything you can remember. Repeat until you remember everything.
- **Flash Cards**: Using the Knowledge Organisers to help on one side of a piece of paper write a question, on the other side write an answer. Ask someone to test you by asking a question and seeing if you know the answer.
- **Mind Maps**: Turn the information from the knowledge organiser into a mind map. Then reread the mind map and on a piece of paper half the size try and recreate the key phrases of the mind map from memory.
- **Sketch it**: Draw an image to represent each fact; this can be done in isolation or as part of the mind map/flash card.
- **Teach it**: Teach someone the information on your knowledge organiser, let them ask you questions and see if you know the answers.

How will we use knowledge organisers in Psychology?

- **Test:** We will do regular low stakes tests to check your ability to retrieve information from memory.
- **Mark our answers**: Once you have done a low stake test you can mark your work using the knowledge organiser.
- **Improve our work**: Once you have finished a piece of work you may be asked to check your knowledge organiser to see if there is any information on it that you could add into an answer.

ASSESSMENT	SECTION ON KNOWLEDGE ORGANISER	DATE	SCORE