Teacher Resource Bank

GCE Psychology B

Candidate Exemplar Work: PSYB2

CANDIDATE EXEMPLAR WORK

PSYB2 – Poor Answer

3 (a) The table below lists some features of the multi-store model of memory.

Table 2: Features of the multi-store model of memory

	Feature of Store		
Name of Store	Capacity	Duration	Coding
(i)	Unlimited	(iii)	Mainly semantic
Short-term memory	(ii)	30 seconds or less	(iv)

In your answer book, write down the words or phrase that have been missed out from the table (i), (ii), (iii) and (iv). *(4 marks)*

> (i) LTM
> (ii) Limited
> (iii) Long time
> (iv)

Examiner's comments *The candidate provides correct features for (i), (ii), and (iii) but has omitted (iv). This answer scores 3 marks.*

3 (b) (i) Name and outline **one** explanation for forgetting from short-term memory. *(2 marks)*

> One explanation for forgetting from short-term memory is retrieval failure. This is where information cannot be remembered because there are no retrieval cues - the information cannot be accessed.

Examiner's comments *The candidate has unfortunately provided an explanation for forgetting from long-term memory and hence scores no marks.*

3 (b) (ii) Suggest one criticism of the explanation for forgetting you have used in your answer to (b)(i). *(1 mark)*

> One criticism of retrieval failure is that we might not have actually forgotten the memory; we just don't have the correct cues to 'jog' our memory.

Examiner's comments *Although (b)(i) requested an explanation for forgetting from short-term memory, the candidate still receives credit here for a criticism of retrieval failure. The question lends itself to this response being legitimate. It also avoids double-penalising the candidate, which is always avoided if possible.*

3 (c)   Episodic, semantic and procedural are types of long-term memory. In your answer book, write down whether each of the following statements is an example of episodic, semantic or procedural memory.

(i)   John can remember information for the theory part of the driving test;
(ii)   John can remember where the driving test centre is;
(iii)   John can remember how to change gear, without really thinking about it.
(3 marks)

(i)   Semantic
(ii)   Episodic
(iii)   Procedural

Examiner's comments *The candidate correctly identifies (i) as semantic knowledge and (iii) as procedural knowledge, but has incorrectly identified (ii) as episodic rather than semantic knowledge. This answer scores 2 marks.*

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3 (d)   Describe and evaluate the working memory model.   *(10 marks)*

The working memory model has many parts:

(1)   The central executive - it controls the other parts.
(2)   Phonological loop
*   (a)   Articulatory loop - inner ear*
*   (b)   Phonological store - inner voice*
(3)   Visuo-spatial scratchpad - inner eye

This model of memory is different to the other models of memory eg, multi-store model. The multi-store model of memory consists of three parts:

(1)   sensory memory
(2)   Short-term memory
(3)   Long-term memory

The information is passed onto long-term memory by rehearsal and information is retrieved from long-term memory to short-term memory.

The working memory model is better than the multi-store model because it tells us a lot more about the STM.

Examiner's comments *The candidate has provided rather a list-based response to this question. In terms of knowledge of features of the working memory model, the features identified are correct but the expansion/description is muddled. For example, the candidate has incorrectly described the articulatory loop as the inner ear and the phonological store as the inner voice. In referring to the multi-store model, although correct, the candidate has failed to **use** the model in evaluating the working memory model. The multi-store model is simply described which is not*

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required by the question and hence scores no marks. The candidate just gains some AO2 credit however, for making reference to the multi-store model in terms of comparison regarding short-term memory. There is no reference to evidence in the response. This answer scores 4 marks (AO1 = 3, AO2 = 1).

The awarding of 4 marks is justified by the mark bands:

*4 – 7 marks   **Average answers**   The answer gives a reasonably accurate and organised description. There is reasonable evaluation, although it may lack some clarity, coherence and detail. There might be some irrelevance or lack of focus.*

The awarding of 4 marks is justified by the quality of written communication in this band:

*4 – 7 marks   **Average answers**   The answer has some structure with some appropriate use of paragraphs and sentences. There are some errors of spelling and punctuation.*

Although the candidate has produced quite a list-based response, the response as a whole does not qualify for Band 3 (Poor answers) and so correctly remains at the bottom of Band 2.

PSYB2 – Good Answer

3 (a)   The table below lists some features of the multi-store model of memory.

Table 2: Features of the multi-store model of memory

	Feature of Store		
Name of Store	Capacity	Duration	Coding
(i)	Unlimited	(iii)	Mainly semantic
Short-term memory	(ii)	30 seconds or less	(iv)

In your answer book, write down the words or phrase that have been missed out from the table (i), (ii), (iii) and (iv).   *(4 marks)*

(i) Long term memory (LTM)
(ii) 7 plus or minus 2 items
(iii) Infinite
(iv) Mainly acoustic

Examiner's comments *The candidate provides correct features for each of (i), (ii), (iii) and (iv). This answer scores 4 marks.*

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3 (b) (i)   Name and outline **one** explanation for forgetting from short-term memory.
(2 marks)

One explanation for forgetting from short-term memory is displacement. This is when new information that is inputted into short-term memory pushes out information already there, like a book being pushed off the end of a bookshelf when more books are added.

Examiner's comments *The candidate correctly identifies displacement as an explanation for forgetting from short-term memory. There is accurate expansion of this explanation for full marks. This answer scores 2 marks.*

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3 (b) (ii) Suggest one criticism of the explanation for forgetting you have used in your answer to (b)(i).   *(1 mark)*

One criticism of displacement theory is by Glanzer and Cunitz (1966) who stated that it was not just displacement that was a major reason for forgetting, but that other factors such as decay played an important role in short-term memory.

Examiner's comments *The candidate has chosen to use other research (Glanzer and Cunitz, 1966) in criticism of displacement theory which is equally appropriate and creditworthy. This answer scores 1 mark.*

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3 (c) Episodic, semantic and procedural are types of long-term memory. In your answer book, write down whether each of the following statements is an example of episodic, semantic or procedural memory.

 (i) John can remember information for the theory part of the driving test;
 (ii) John can remember where the driving test centre is;
 (iii) John can remember how to change gear, without really thinking about it. *(3 marks)*

 (i) Semantic memory
 (ii) Semantic memory
 (iii) Procedural memory

Examiner's comments *The candidate has correctly identified each of the three statements in relation to whether they are an example of episodic, semantic or procedural memory. This answer scores 3 marks.*

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3 (d) Describe and evaluate the working memory model. *(10 marks)*

Baddeley and Hitch (1974) proposed the working memory model. It consists of various parts eg, the central executive which controls the other two slave systems: the phonological loop. The phonological loop is made up of two further sub-systems (i) the articulatory control system (inner voice) which acts as a verbal rehearsal system and, (ii) the phonological store (inner ear), which holds speech in a phonological memory trace. The other slave system that is controlled by the central executive is the visuospatial sketchpad. This system is like the inner eye, it holds visual and spatial information.

Paulesu et al (1983) wanted to investigate the phonological loop. He monitored blood flow in participants' brains using a PET scan. The participants were asked to store either letters or mentally rehearse the sounds of the letters. He found that there were different patterns of blood flow in the brain for these two tasks which supports the idea that the phonological loop has two sub-systems.

The working memory model has advantages over the multi-store model (Atkinson and Shiffrin) because it gives further explanation as to how short-term memory works. However, psychologists are still unsure as to the exact nature and operations of the central executive.

Examiner's comments *The candidate correctly identifies and describes each of the major components of the working memory model. There is appropriate reference to Paulesu et al (1983) as evidence to support the idea that the phonological loop has two slave systems. The candidate gains some AO1 credit for providing some detail about what the study involved.*

There are appropriate comparisons made for AO2 marks with the multi-store model in terms of furthering our understanding of short-term memory as well as the remaining uncertainty with the role of the central executive. However, the candidate could also have gained AO2 marks by providing more general evaluations of the working memory model, eg recognition of the ability to perform simultaneous tasks. This answer scores 8 marks (AO1 = 5, AO2 = 3).

The awarding of 8 marks is justified by the mark bands:

*8 – 10 marks   **Good answers**   The answer gives an accurate, well-organised and detailed description, with clear, coherent and detailed evaluation. It is well focused with little or no misunderstanding.*

The awarding of 8 marks is justified by the quality of written communication within this band:

*8 – 10 marks   **Good answers**   The answer is well-structured with effective use of paragraphs and sentences. There are very few errors of spelling and punctuation.*

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