



Work Sample

Psychology | General | Year 12

Performance associated with Grade A, representing excellent achievement

Assessment type

Investigation

Task title

Memory

Summary of task

Students were asked to investigate whether narrative chaining as a mnemonic device can be used to improve an individual's ability to recall a list of words. Students were asked to write a scientific report in class under test conditions. They were asked to bring their data and a page of notes to complete their report.

They were provided with a task sheet with instructions on how to complete the report.

Students were given one week to conduct the investigation and collect the data and two lessons for the report writing.

A grade is based on the student's **overall performance for the pair of units**, as judged by the teacher with reference to a set of pre-determined standards. These standards are defined by grade descriptions.

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~~Memory~~ Mnemonic devices are memory devices that help learners remember larger pieces of information that may be difficult to retrieve such as lists, definitions and steps. Mnemonic devices are a way of remembering shortcuts which helps us to associate information we want to remember with images, words or sentences.

– comprehensively explains key term 'mnemonic devices'

In 1969, Bower and Clark, researched on mnemonic devices and their ways of helping people ~~for~~ improve their memory. Their study shows that ~~is~~ ~~diff~~ there are no differences in immediate recall scores of both groups was noted. Later when the experimental group was asked to recall as many words as possible, using narrative chaining, recalled an average of 93% words compared to the control group, which only recalled an average of 13% words.

– describes relevant research in detail

Narrative chaining is useful in particular, if the words are needed to be recalled in order. Narrative chaining involves making up short stories in order to remember the objects/words. Unlike repetition, narrative chaining organises the words into a meaningful context/story.

– comprehensively explains key term 'narrative chaining'

2 mnemonic devices include chunking and acronyms.

Chunking refers to breaking down larger information into smaller organised chunks. This is useful as ~~per~~ the short-term memory can hold up to 7 ± 2 (5-9 items).

– describes two other mnemonic devices in detail



Acronyms are words formed from the first letter or groups of letters in name or phrase. Acrostic are ~~phrases~~ series of lines which the letters form.

These 2 ~~test~~ mnemonic techniques are the most popular used by students, to ~~remember~~ remember information easier.

Aim: The aim of this study is to investigate the effectiveness of narrative chaining on memory.

Hypothesis: It is hypothesised that in a group of 32 participants aged 16-17 yrs old from High School. Participants who use narrative chaining to recall words from a list will remember higher number percentage of words when asked to write down as many words as possible through narrative chaining compared to participants who use maintenance rehearsal or other memorising techniques.

– formulates an operational hypothesis

Method:

1. Gather your materials for the experiment (Eg. List of 20 words & List of 5 ~~as~~ example words etc.)
2. Explain to the participants what narrative chaining is and how it works.
3. Start a trial test by using the example 5 words. (2 mins memorising words, 2 min ^{distracter task} ~~recalling~~ / 2 mins recall.)
4. Do example ~~the~~ ~~as~~ distraction test.
5. Move on to the List of 20 words

– clearly describes the method used to test the experimental group of students using narrative chaining, but does not explain how the control group will be tested



6. Time ~~for~~ ^{the participants} for 2 mins to ~~try~~ and memorise words
7. Time participants to ~~do~~ complete distractor task. (2 mins)
8. Time participants for another 2 mins to recall as many words as ~~can~~ ^{they} can.
9. Gather results, analyse and compare.

Description of participants: There are 32 participants at ^{Senior High}, ages were 16-17 years old. ~~There~~ Their social/economic were middle to high class. Most of their nationality were middle eastern and Australian.

– clearly describes the participants in the investigation

Materials: Timer, paper, pen, participants, list of example words ~~and~~ and list of 20 words.

How data was recorded: Data was recorded in a controlled environment in class room. The scores were collected confidentially as each students were given ^{their} own numbers.

– describes how anonymity will be maintained throughout the investigation

3 ethics: Withdrawal Rights, ~~and~~ Informed consent and Deception.

Withdrawal rights: ~~The~~ Withdrawal rights refers to the right that participants are allowed to be ~~withdrawn~~ taken out of the study without any pressure or negative consequences. Their results will be taken out of the study.



Informed consent: Informed consent refers to the right that of participation in the study/experiment. If you are under 18 years of age, you must get permission from your guardian or parent.

– identifies and describes three relevant ethical considerations and discusses how some of these will be managed

Deception: Deception is used in some cases, giving participant information about an experiment might influence their behaviour which may affect the results and therefore it will affect the accuracy of results.

Results: ~~The controlled group~~

→ controlled group:

mean: 8 words

range: min = 2 max = 16

standard deviation: 3.47

– organises data logically for the control and experimental groups and presents it without using a table

→ Experimental group

mean: 11.77 words

range: min = 8, max = 18

standard deviation: 2.2

These results show that the experimental group scored higher in recalling using narrative chaining than the controlled group which recalled an average of 8 words. This ~~shows~~ shows that narrative chaining is effective on improving memory.

– describes trends in data

The hypothesis is supported as stated, the experimental group will recall more words

using narrative chaining than the controlled group who used other memorising techniques.

- relates findings to the hypothesis

Variables being controlled:

- Distractor task
- 32 participants
- 20 words
- 2 mins for memorising words & 2 mins for recall
but recall words ~~wasn't~~

- identifies three variables that were controlled

1 problem: Participants weren't tested in absolute silence 2nd time round.

1 way problem could be overcome: Teacher should test everyone just like the first time, in silence, so students would focus more.

Ensured accuracy: This experiment ensured accuracy by keeping the variables that were controlled in first round same as second round.

Relevance to peers, community & you:

The narrative chaining technique is applicable to children with disabilities who may not remember their times tables or students in high school who need a way to remember information.

Hypothesis is supported as the results ~~are~~
~~supported~~ suggest participants who use
narrative chaining technique ~~recalled~~
more words than participants who used



Work Sample

Annotations

another memory technique. ~~This is supported~~
~~through~~ Findings also support previous
research (Bower & Clark 1969) using
narrative technique ~~and~~ helps to recall
more words and can also be concluded
that using narrative chaining remembering
information is a positive effect on
memory. As the results were statistically
significant, the results can be generalised
to the High School
Students population.

– relates the results
of the investigation to
the research
described in the
introduction