School Curriculum and Standards Authority

Work Sample

Psychology | General | Year 12

Performance associated with Grade B, representing high 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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Mnemonic Devices

Introduction.

Mnemonic Devices are techniques that a person can use to help improve their ability to encode and recall important information. Narrative chaining is a mnemonic strategy that links unrelated items to create a narrative sequence, and is useful for when a person needs to remember items of information that aren't generally connected. Another two types of mnemonic devices are acronyms and acrostics. Acronyms are when a person ~~que~~ gets the first letter of each ~~phrase or sentence of the words that begin with~~ word to be remembered to create a pronounceable word. An acrostic is when a person makes a phrase or sentence from words that begin with the same letter as the words that need to be recalled. The aim of the investigation was to ~~to~~ observe the effectiveness of a mnemonic device, narrative chaining, against regular memory. It is hypothesised that students in a Year 12 general Psychology class will be able to recover more words from a list of twenty random words when they use narrative chaining, rather than just trying to remember them.

– explains key terms

– omits reference to previous research

– formulates a hypothesis that includes some operationalised variables

METHOD

1. Make a list of 20 random words, and give to participants to look at for 2 minutes.
2. Give each participant a sheet of paper, & when the 2 minutes are up, collect the word lists from the students
3. Set up a series of distractions for the participants. eg, conversation math equations, etc. for another 2 minutes
4. When 2 minutes are up, get participants to write down the words they remember from the list within 2 minutes.
5. Next, set up a list of 5 random words, and show the participant how ~~the~~ narrative chaining works.
6. After that, give ~~the~~ participants another list of 20 random words, and tell them to use narrative chaining to remember words for 2 minutes
7. After 2 minutes are up, set more distractions for the participants

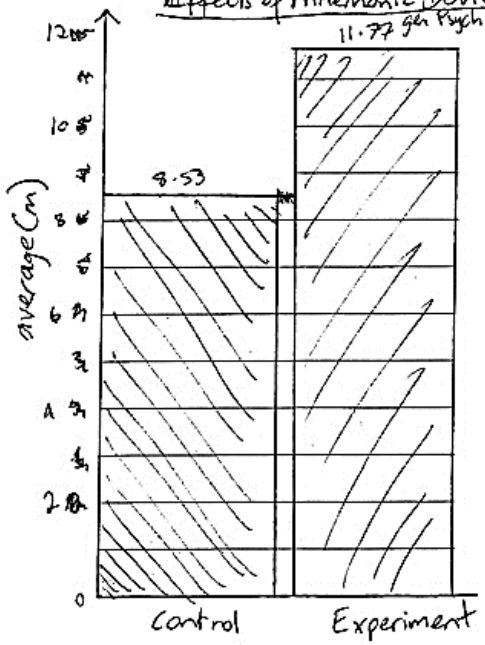
8. Then give students another 2 minutes to write down the words they remember from the list
9. Collect data from both results.

The participants used in this investigation were 36 Year 12 general Psychology students at [redacted] High School. The materials used in this investigation were two lists of twenty random words, a list of 5 words, pens, paper, timer, and the distractions. The data was collected and recorded in a bar graph, showing the total averages of the class for both the controlled group, [redacted] and the experimental group. Some ethical considerations in this investigation are that it only shows results from a general Psychology class of Year 12s [redacted] in Australia, so it should not be generalised for ATAR classes, or different nationalities and ages.

– describes the participants in the investigation

RESULTS

Effects of Mnemonic Devices on Year 12 11.77 gen Psych Students



– presents data as a graph but does not include tabulated results

mean = control: 8.53 s = control: 3.47 range = control: 16-2 = 1
experimental: 11.77 & experimental: experimental: 18-8 =

– processes data using mostly appropriate statistics

DISCUSSION

The results for this investigation showed that when the participants used narrative chaining as a form of mnemonic devices to remember words, they were able to recall more than if they attempted to remember them without a form of mnemonic techniques. The lowest score went from 2 in the control test to 8 in the experimental test. The results support the hypothesis, in that mnemonic devices are a more effective way to remember information. On average, a participant remembered 3 more words when using narrative chaining, rather than nothing. Three variables that were controlled were the number of participants in the investigation, the time given to the participants (2 minute sets), and the amount of words on the list given to the participants (20). One problem with this investigation was that some groups may have only had to remember simple 3 letter words while others may have had to remember a series of 8-10 letter words. This could be overcome by participants receiving the same word lists. Reliability can be assured by three ethical issues addressed were the rights of confidentiality, withdrawal rights and Informed consent. Each student's results were anonymous, with a number ID for if the student wanted to withdraw at any time. The participant also had consent to participate in the investigation. The relevance of this investigation to peers & the community is that mnemonic devices can be used to remember more information in school or at work. This therefore concludes that mnemonic devices are effective for remembering important information

– summarises and explains patterns in the data in relation to the hypothesis

– identifies and describes three relevant ethical considerations