![A logo with blue and green lines

Description automatically generated]()**TASK 1**

**YEAR 12 ATAR PSYCHOLOGY**

**SEMESTER 1 2024**

**UNIT 3**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Syllabus points**

* Research Methods: Planning and conducting psychological research
* Memory and learning

**Conditions**

* Reading time: 5 minutes
* Working time: 50 minutes

**Task Weighting**

* 7 %

**Structure of this paper**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Section | Number of questions available | Number of questions to be attempted | Suggested working time  (minutes) | Marks | Score |
| Section One:  Research Methods | 1 | 1 | 10 | 10 |  |
| Section Two:  Short Answer | 4 | 4 | 30 | 29 |  |
| Section Three:  Extended Response | 3 | 3 | 15 | 9 |  |
|  |  |  | **Total** | 48 |  |

**Section One: Research Methods (10 marks)**

This section has **one** question. Write your answers in the spaces provided.

Suggested working time: 10 minutes

**Question One (10 marks)**

Wanda has noticed that her two 10-year-old twin sons Billy & Tommy spend too much time watching television. Wanda is concerned that too much television may impact upon their test scores at school. Wanda decides to test this theory by banning Tommy from television during the school week for an entire semester. At the end of the semester Wanda compares their Science Exam from Semester 1 with their Science Exam from Semester 2.

1. i) Identify whether this research is experimental or non-experimental. (1 marks)

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1. Provide **two (2)** reasons for your response. (2 marks)

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The local university would like to replicate this study with a greater number of children. They asked for volunteers from 10 local primary schools that include male and female 10-year-old students. The school ethics board states that if they were using students test scores then informed consent must be obtained by all participants partaking in research studies.

1. Define the concept of informed consent and explain how a researcher should ensure informed consent is attained. (3 marks)

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1. Write an operational hypothesis for the study ran by the university. (4 marks)

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**END OF SECTION ONE**

**Section Two: Short Answer**   **(29 marks)**

This section has **three** questions. Write your answers in the spaces provided.

Suggested working time: 30 minutes.

Question One (13 marks)

a) In the democratic legal system, eyewitness accounts are highly influential in determining the guilt or innocence of the accused. Elizabeth Loftus and John Palmer conducted memory experiments in 1974 to determine the accuracy of eyewitness accounts by showing participants a video of a car crash and asking them to recall what they saw a week later.

1. As participants watched the video, describe how information is encoded and stored in their memory using the Atkinson and Shiffrin Multi-store memory model (1968). (7 marks)

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1. What does ‘encoding’ mean in relation to memory? (1mark)

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1. ii. How does the **multi-store memory model** explain the participants’ ability to recall the video one week later? (2 marks)

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b). Describe the **Working Memory Model** proposed by Baddeley and Hitch (1974). (4 marks)

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Question Two (6 marks)

Name and describe briefly the three main ways in which memory researchers measure how much information people remember.

One: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Two: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Three: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Question Three (9 marks)

a) Differentiate **semantic** from **episodic** memory and give an example of each. (4 marks)

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b) Simon’s dad had a stroke that affected his memory. His dad could remember how to play the piano, drive his car and can swim in the pool. But he could not remember where he kept his piano books and his home address. What type of memory could he access? (1 mark)

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c) Identify the most applicable theory of forgetting illustrated by each scenario. (5 marks)

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| **Scenario** | **Theory of Forgetting** |
| Students were asked to memorize twenty trigrams (meaningless 3-consonant syllables like TKD, GHS) in 30 minutes. They could recall between 16-20 after 1 hour but could only recall 1 or 2 after a month. |  |
| You have just learned a seven-digit phone number when you are given another number to memorize. Your short-term memory doesn’t have the capacity to store both information. In order to recall the new phone number, you’ll have to forget the first one |  |
| Your Mum asked you to clean your room in the morning but by evening you still have not cleaned your room because you had other ‘more important’ things to do. |  |
| Maria wrote her shopping list while sitting on the kitchen table but realized that she forgot her list when she arrived at the supermarket. While standing in front of the deli she could vaguely remember that she needed to buy some ham. |  |
| Joe studied for a multiple choice test but found that similar wordings among the choices made it difficult to select the correct answer. |  |

Question ONE (13 marks)

a) In the democratic legal system, eyewitness accounts are highly influential in determining the guilt or innocence of the accused. Elizabeth Loftus and John Palmer conducted memory experiments in 1974 to determine the accuracy of eyewitness accounts by showing participants the same video of a car crash and asking them to recall what they saw 1 week later.

i. As participants watched the video, describe how information is encoded and stored in their memory using the Atkinson and Shiffrin Multi-store memory model (1968). (7 marks)

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| --- | --- |
| **Description** | **Marks** |
| Their sensory memory encoded all the echoic/auditory and iconic/visual information from the video (1) for a few seconds (1) | 1-2 |
| Information that they focused their attention on was stored and transferred to short term memory. | 1 |
| Short term memory holds the information for up to 30 seconds (1), where it is actively processed and rehearsed for current use (1) | 1-2 |
| Rehearsed information was transferred to long term memory (1) and stored for an indefinite period (1) | 1-2 |
| **Total** | **7 marks** |

What does ‘encoding’ mean in relation to memory? (1mark)

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| **Description** | **Marks** |
| CONVERTING INFORMATION FORM THE SENSES THAT CAN BE PROCESSED BY THE BRAIN (1) | 1 |
| **Total** | **1 marks** |

ii. How does the Multi-store memory model explain participants’ ability to recall the video one week later? (2 marks)

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| --- | --- |
| **Description** | **Marks** |
| Relevant Echoic/Auditory and iconic/visual information from long term memory is located (1)  and brought into consciousness for active processing by STM (1) | 1-2 |
| **Total** | **2 marks** |

Question TWO (6 marks)

Name and describe briefly the three main ways in which memory researchers measure how much information people remember.

One: RECOGNITION (1)

Recognising previous information that was previously learnt after encountering again. (1)

Two: RECALL (1)

Accessing information without retrieval cues. (1)

Three: RELEARNING (1)

Learning information again that you have previously learnt. (1)

b) Describe the Working Memory Model proposed by Baddeley and Hitch (1974). **(4 marks)**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Central executive (CE) decides which information is relevant/ should be focused on (1) as well as integrates stored information accessed from LTM and current information stored in the two slave systems (1) | 1-2 |
| Phonological loop stores and gives meaning to the sounds and words spoken in the video (1) | 1 |
| Visuospatial sketchpad stores and gives meaning to the images seen in the video (1) | 1 |
| **Total** | **4 marks** |

Question THREE (9 marks)

a) Differentiate semantic from episodic memory and give an example of each. (4 marks)

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| **Description** | **Marks** |
| Semantic memory refers to knowledge of facts and information based on spoken or written material (what, where, when). | 1 |
| Example of semantic memory: Home address, Prime Minister of Australia (or similar ‘encyclopaedic knowledge’) | 1 |
| Episodic memory refers to personal representation of specific experiences that had strong/extreme sensational and emotional connections. | 1 |
| Example of episodic memory: most memorable birthday, most embarrassing moment (or similar unique experiences) | 1 |
| Other Relevant Responses accepted |  |
| **Total** | **4 marks** |

b) Simon’s dad had a stroke that affected his memory. His dad could remember how to play the piano, drive his car and can swim in the pool. But he would forget where he kept his piano books and his home address. What type of memory could he access? (1 mark)

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| --- | --- |
| **Description** | **Marks** |
| Procedural / Implicit Memory | 1 |
| **Total** | **1 mark** |

c) Identify the most applicable theory of forgetting illustrated by each scenario. **(4 marks)**

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| --- | --- |
| **Scenario** | **Theory of Forgetting** |
| Students were asked to memorize twenty trigrams (meaningless 3-consonant syllables like TKD, GHS) in 30 minutes. They could recall between 16-20 after 1 hour but could only recall 1 or 2 after a month. | DECAY (1) |
| You have just learned a seven-digit phone number when you are given another number to memorize. Your short-term memory doesn’t have the capacity to store both information. In order to recall the new phone number, you’ll have to forget the first one | DISPLACEMENT (1) |
| Your Mom asked you to clean your room in the morning but by evening you still have not cleaned your room because you had other ‘more important’ things to do. | MOTIVATED FORGETTING (1) |
| Maria wrote her shopping list while sitting on the kitchen table but realized that she forgot her list when she arrived at the supermarket. While standing in front of the deli she could vaguely remember that she needed to buy some ham. | RETRIEVAL FAILURE (1) |
| Joe studied for a multiple choice test but found that similar wordings among the choices made it difficult to select the correct answer. | INTERFERENCE (1) |