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| GC_Logo_RGB.jpg | | | **Learner achievement (please circle)** *NB: All learner achievement is provisional until confirmed at the AVA Awards Board*. | | | | | |
| **Level Achieved:** | | **L3** | | | |
| **Achievement** | | **P** | **M** | | **D** |
| **Profile** | |  | | | |
| **Resubmission?** | | **Y** | | **N** | |
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| **Title of Access to HE Diploma: Health and Human Sciences; Humanities and Social Sciences.** | | | | | | | | |
| **Human Memory** | | **Unit code: CBB 700** | | | | | | |
| **Learner**: | | **Tutor/Assessor: Graham Jelfs** | | | | | | |
| **Using the writing frame below answer the follow sections (Max 2000 words):**  Section 1: Explain, using models the differences between Short- Term and Long-Term memory (A.C. 1.1). You should use research evidence and studies to support your explanations e.g. Atkinson-Shiffin model (A.C. 1.2).  Section 2 : Evaluate at least two other models of memory e.g. Semantic memory or procedural memory (A.C. 2.1)  Section 3: Using your knowledge of memory and forgetting, discuss some ‘real world’ applications and methods of improving memory to aid your learning on this course or problems with eye-witness testimony (A.C.3.1). | | | | | | | | |
| **Date set: 25/09/23** | **Date for submission: Mon Class 06/11/23, Wed Class 08/11/23 for the start of class that week.** | | | | | | | |
| **Extension date**  **(if agreed):** | **Signed by Course Leader to agree extension:** | | | | | | | |
| **Internal Moderation: Yes / No**  **Date:** | **Signed by internal moderator:** | | |  | | | | |
| **Learner declaration:**   The explanations and evaluations in this work have been developed and written by me.   I have not submitted material copied from the Internet, text books or other sources in place of my own thinking and writing.   When I have referred to the work of others I have done so to discuss, comment on or argue their ideas.   I have kept quotation and paraphrasing to an absolute minimum and only to support points I have made.   I understand that referencing the names of authors whose ideas I have used without including my own interpretation of those ideas, does not meet the assessment criteria and cannot attract the Pass, Merit or Distinction grades.   I have not copied the work of my peers. | | | | | | | | |
| **Learner comments:** *(please use this space to comment on any aspect of the assignment when handing in your work)* | | | | | | | | |
| **Signature:** | | | **Date:** | | | | | |

**TO THE LEARNER: Please attach this assignment brief to any written work you are handing in for assessment, or submit the brief as instructed.**

**YOUR WORK CANNOT BE ASSESSED UNLESS YOU HAVE SIGNED AND SUBMITTED THIS FORM**

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| **Level 3** | **Unit title: Human Memory** | |
| **Learning outcomes** | | **Assessment criteria** |
| *This is what you will learn on the unit.* | | *This is what you must be able to demonstrate that you can do in your assignment in order to achieve the unit.* |
| **The learner will:** | | **The learner can:** |
| 1. Understand the structure of human memory. | | * 1. Explain the structure of the multi store model of memory.   2. Evaluate evidence to support the multi store model of memory. |
| 2. Understand different types of memory. | | 2.1. Explain different types of memory, e.g. semantic, procedural and episodic. |
| 3. Understand theories of forgetting. | | 3.1. Compare and contrast theories of forgetting e.g. real world applications, such as eye witness testimony and limited capacity. |

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| **Level 3 units only:**  Learners achieve a Pass if they meet all Level 3 Assessment Criteria for a unit. You will achieve a Merit or Distinction by meeting the following Grade Descriptors. Your tutor will give you feedback for all three grades. | | |
| **Grade Descriptor** | **Merit** | **Distinction** |
| **GD1:**  **Understanding of the subject** | The student, student’s work or performance: demonstrates **very good** understanding of the different perspectives or approaches associated with the area of study. | The student, student’s work or performance: demonstrates **excellent** understanding of the different perspectives or approaches associated with the area of study. |
| **GD2: Application of knowledge** | The student, student’s work or performance: makes use of relevant ideas and facts with **very good** levels of insight, analysis and accuracy. | The student, student’s work or performance: makes use of relevant ideas and facts with **excellent** levels of insight, analysis and accuracy. |
| **GD7: Quality** | The student, student’s work or performance: taken as a whole, demonstrates a **very good** response to the demands of the brief/assignment. | The student, student’s work or performance: taken as a whole, demonstrates an **excellent** response to the demands of the brief/assignment. |

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| **Grade Guidance:** Learners must carefully read the guidance below which is linked to the components above |
| **MERIT:**  **GD1: Understanding of the subject**   * You will produce a focussed response to the questions in the tasks and you will use your further reading to support your responses. * The tasks require you to consider different approaches - though you may favour one approach or side of an argument, a Merit response will consider both sides, demonstrating an understanding of why an approach would be taken and the strengths and weaknesses of it. * The specialist language used in psychology will be present and used mainly appropriately in your explanations.   **GD2: Application of knowledge**   * Your work will focus on integrating relevant insights with specific details from studies which are relevant to the line of argument you are pursuing. * Your use of facts and ideas will be accurate, this means that where you have incorporated information from your wider reading then you will have selected information that links into the arguments you are pursuing correctly and will not skim over information that would weaken your point. * Material to help you with this assignment is in the reading pack given (Gross, 2015). You may want to look at other resources linked form the VLE.   **GD7: Quality**   * You will generally write concisely, grammatically, use a clear structure with a logical development and form a conclusion which refers to the body of the argument. * Your answers should be relevant, clearly linked to the tasks set and be supported by appropriate references to the literature. * You will have generally used accurate citation and referencing using the Harvard System of Referencing. * You will be within 10% of the word limit on most of the tasks. |
| **DISTINCTION:**  **GD1: Understanding of the subject**   * Your work will show insight into the complexity of potential explanations for human behaviour and cognition. This means that your conclusions will be analytical and correctly weighted in terms of what is discernible and what areas of psychological functioning still remain uncertain and require further exploration. * Your work will demonstrate a confident grasp of specialist language used in psychology, deploying terms appropriately and accurately in your explanations and analysis.   **GD2: Application of knowledge**   * Your work will use accurate, relevant, examples to support your explanations and your analysis of the different aspects of the issues will be detailed and appropriate to the level of certainty possible. * In task 3, will be clear that you have considered the relative benefits and the theoretical reasons for using techniques for developing and improving your memory and learning for this course. * The material discussed with extend beyond the reading pack given and will include independent research.   **GD7: Quality**   * You will demonstrate that you have read and engaged with the recommended reading and other sources of information, that you are able to discuss the issues without paraphrasing textual sources too closely and, where appropriate, are citing your sources accurately according to the Harvard System of Referencing. * Your writing will be evaluative throughout and combine the literature in a logical and fluent style. * You will be within 10% of the word limit on all of the tasks. |

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| **Part A: Feedback on credit level** | | | | | | |
| **AC** | **Credit achieved (L3)** | **Location of evidence** | **Tutor/Assessor comments on assessment criteria**  *(you could also indicate on the work itself where each AC is met)* | | | |
| 1.1  1.2 |  | Task 1 | Explain Multi- Store memory  Evaluate evidence to support Multi-Store Model | | | |
| 2.1 |  | Task 2 | Explain Different types of memory | | | |
| 3.1 |  | Task 3 | Compare and contrast different theories of forgetting and consider real world applications, such as eye-witness testimony or methods of retaining knowledge in education setting | | | |
| Level achieved |  | Tutor/Assessor’s signature: | |  | Date: |  |

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| **Resubmission** (if applicable) *If any of the assessment criteria for this assignment have not been met at Level 3, a resubmission may be permitted. Resubmission must follow the QAA guidelines and be permitted only once.* | | | | | | | | |
| Requirements for resubmission/new Task set: | | | | | | | | |
| **Date Set:** |  | | | **Date due:** |  | **Date Submitted:** | |  |
| Feedback on resubmission: | | | | | | | | |
| **Level achieved**  **after resubmission:** | |  | **Tutor/Assessor’s signature:** | |  | **Date:** |  | |

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| **Part B: Feedback**  **on grading** (Applicable only if all assessment criteria achieved at Level 3) | | |
| **Grade Descriptor** | **Tutor/Assessor comments against grade descriptors** | **Grade indicator**  **(P/M/D)**  *Please enter the final grade on page 1 based on this grade profile e.g. PPM=P* |
| **GD1: Understanding of the subject** |  |  |
| **GD2: Application of knowledge** |  |  |
| **GD7: Quality** |  |  |
| **Tutor/Assessor’s reason for final grade decision (if applicable):** | | |
| **Areas for development** *(how will the learner be able to use and improve on what they have learnt on this unit and the skills that they have used in their further studies?)* | | |

**Type directly on to the document and remove these instructions when you have completed each section**

**Introduction (A.C. 1.1)**

Describe what the Multi-Store model of memory is.

**Difference between Short-Term and Long-Term Memory (A.C. 1.1 & 1.2)**

Explain using models the differences between Short- Term and Long-Term memory using studies to support your evidence. You might want to look at the Semantic Model of memory and the Level of Processing models.

Evaluate at least two models of memory to show why none of these models give a complete explanation of the working of human memory.

**Discussion of How to Improve Memory (A.C. 2.1)**

Compare and contrast at least two theories of forgetting.

Using your knowledge of memory and forgetting discuss some methods of improving memory that might help you on this course or explain difficulties with eye witness testimony.

**Reference List**

**(Always list in alphabetical order by author surname – do not break up into type of source)**

Use standard Harvard format (examples below)

**Book**

Jelfs, G.K. (2017) *A Teacher’s Tale: Life on Access*. Vanity Publishing: London.

**Internet Source**:

Jelfs, G.K. (2018) My Thoughts on a Wasted Life. Available at: URL (Accessed: date).

**Journal**

Jelfs, G.K. (2016) ‘Lecturer Stress; a case study.’ *Journal of Adult Education* 2, pp. 9-16.