

Exercise walk-through

2.3

Introduction to Memory

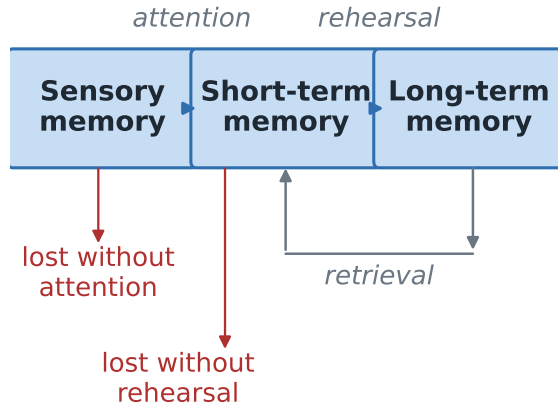
AP Psychology

Three models of the same journey

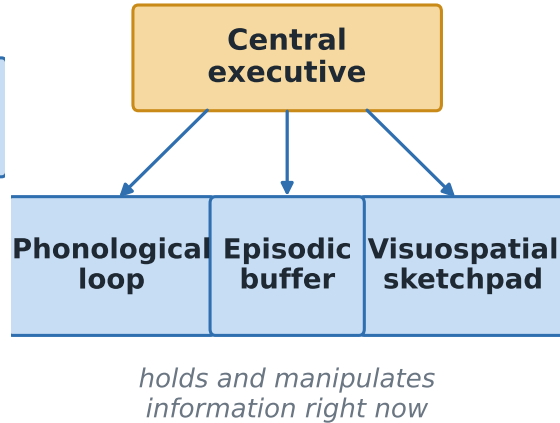
Three models of one journey: multi-store, working memory, and levels of processing.

Three models of the same journey, in detail

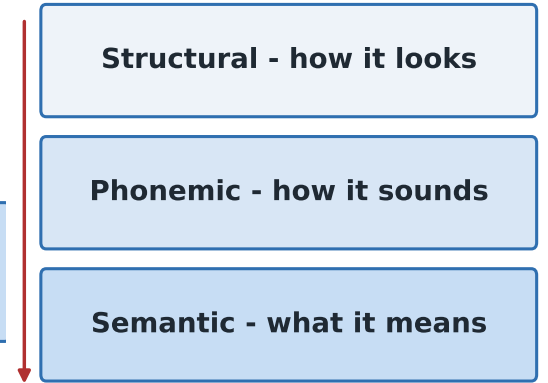
Multi-store model



Working memory model



Levels of processing



The three examinable memory models: information flows through stores, is actively held in working memory, and is remembered better when processed deeply

Memory models explain different features

Reading and remembering a route

Noor briefly sees directions on a screen, repeats the street names while planning the turns, and recalls the route the next day. She also links one street name to a familiar place.

Which model helps discuss interacting stores over time? Which helps discuss actively holding words while using a mental map? Which predicts a benefit from thinking about meaning?

Stores and active processing

The **multi-store model** distinguishes **sensory memory**, **short-term memory** and **long-term memory**. **Iconic** and **echoic** refer to visual and auditory sensory stores. Noor's brief view, current holding and next-day recall illustrate different time demands.

The **working memory model** explains active processing. The **phonological loop** supports holding the street names; the **visuospatial sketchpad** supports the mental route; the **central executive** coordinates attention between them.

These are models, not a direct view of a memory travelling through literal boxes. The scenario supports application, not proof of a model.

The depth of encoding

The same street name, three study tasks

Notice its printed shape. Decide whether it rhymes with another word. Explain how its meaning connects with a place you already know.

The **levels of processing model** distinguishes processing of appearance, sound and meaning. The first is shallowest; processing meaning is deepest in this account.

It predicts an advantage from meaningful encoding, rather than simply seeing the word longer or repeating it more often.

Choose the model that explains the feature asked about: storage over time, active processing, or the depth of encoding.

Exercises 2.1·2.2

2.1 Name the three memory processes and state what each does. [3]

2.2 State the approximate capacity and duration of short-term memory. [2]

Exercises 2.1-2.2

2.1 Name the three memory processes and state what each does. [3]

2.1

- encoding – getting information in; storage – holding it; retrieval – getting it back out
-

2.2 State the approximate capacity and duration of short-term memory. [2]

2.2

- about seven items; about twenty seconds without rehearsal

Exercise 2.3 (a)

2.3 A person rides a bicycle after ten years without being able to describe how.

(a) Name the type of memory involved.

[1]

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(a)

- implicit (procedural) memory

Exercise 2.3 (b)

2.3 A person rides a bicycle after ten years without being able to describe how.

(b) State how it differs from explicit memory.

[1]

Exercise 2.3 (b)

2.3 A person rides a bicycle after ten years without being able to describe how.

(b) State how it differs from explicit memory.

[1]

(b)

- it appears in performance without conscious recall, whereas explicit memory is consciously retrieved

Exercises 3.1-3.2

3.1 Working memory differs from short-term memory mainly because it

[1]

☐

A lasts longer

B manipulates information as well as holding it

C has unlimited capacity

D is unconscious

3.2 Sensory memory is best described as

[1]

☐

A small capacity, long duration

B large capacity, very brief duration

C unlimited capacity, unlimited duration

D conscious and effortful

Exercises 3.1-3.2

3.1 Working memory differs from short-term memory mainly because it

[1]

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A lasts longer

B manipulates information as well as holding it

C has unlimited capacity

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3.1 B

- working memory is an active workspace, not only a store

3.2 Sensory memory is best described as

[1]

☐

A small capacity, long duration

B large capacity, very brief duration

C unlimited capacity, unlimited duration

D conscious and effortful

3.2 B

- sensory memory holds a great deal for under a second

Exercise 3.3 (a)

3.3 A student can recognise a correct answer but cannot produce it unaided.

(a) State which process has failed.

[1]

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(a)

- retrieval

Exercise 3.3 (b)

3.3 A student can recognise a correct answer but cannot produce it unaided.

(b) Explain how the test format changes the difficulty.

[2]

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3.3 A student can recognise a correct answer but cannot produce it unaided.

(b) Explain how the test format changes the difficulty. [2]

(b)

- recognition supplies the cue directly, while recall requires generating it, which needs a stronger retrieval path