Solutions

Marking: **M1** a correct method, **A1** the correct answer, **B1** an independent mark.

Each answer shows the steps, then the **result**.

2.1

three stores: sensory memory, short-term memory, long-term memory; attention moves information from sensory to short-term memory; rehearsal moves it from short-term to long-term memory / information not rehearsed is lost

2.2

repeating words and counting aloud both use the phonological loop, so they compete for the same part; picturing a map uses the visuospatial sketchpad, a different part, so the tasks do not clash

2.3

Tversky and Kahneman (1974); a wheel that stopped at 10 or 65 was spun, then people estimated the percentage of African countries in the UN; people who saw 10 gave a typical estimate of 25 %, those who saw 65 gave 45 %; a clearly random first number pulled the estimate towards it, which shows anchoring

2.4

award up to [6]: a leading question suggests an answer; memory is reconstructive: the new information is added to the memory; Loftus and Palmer (1974): "smashed" gave higher speed estimates (40.8 against 31.8 mph for "contacted"); a week later more people in the "smashed" group falsely remembered broken glass (32 % against 14 %); so this witness may remember the thief as faster or the crash as more violent than it was; but the study used films, not a real, frightening event, so the effect may differ for a real witness / police should use neutral, open questions

3.1

Mark with the markbands: [13-15] focused on the claim, accurate knowledge, evidence used to build an argument, the concept used to evaluate throughout, a supported conclusion; [10-12] mostly focused, evidence used, some evaluation through the concept; [7-9] relevant knowledge but mostly description; [4-6] limited knowledge, little evaluation; [1-3] little that is relevant. Points that may be included: reconstructive memory: Bartlett (1932) found schemas changed the details of stories; measurement: Bartlett's method was informal, with no standard instructions, so changes are hard to score; Loftus and Palmer (1974): leading questions changed speed estimates and created false memories of broken glass; measurement: speed estimates and "yes/no" glass answers are clear and comparable, but the films lack real emotion; Brown and Kulik (1977): emotional events feel vivid and detailed; Neisser and Harsch (1992): accounts changed a lot after about two and a half years, yet confidence stayed high, measured by comparing two written accounts; confidence is not a measure of accuracy; conclusion: important events feel accurate, but the evidence shows they are often rebuilt; the claim is not supported, especially for details

exercises.lol exercises.com.cn