|  |  |  |  |
| --- | --- | --- | --- |
|  | RAG | RAG | RAG |
| Explain the importance of research into memory. |  |  |  |
| Explain how our understanding of memory has been applied, giving at least one example. |  |  |  |
| Explain how memory research developed from the cognitive approach. |  |  |  |
| Explain the multi-store model of memory. |  |  |  |
| Be able to draw a labelled diagram to show the multi-store model of memory. |  |  |  |
| Describe clearly each of the following:   * + Sensory register   + Short term memory   + Long-term memory |  |  |  |
| Describe the Coding, Capacity, and Duration of each of the three components of the MSM listed above. |  |  |  |
| Explain the strengths and weaknesses of the MSM. |  |  |  |
|  |  |  |  |
| Explain why the MSM view of long term memory is too simplistic. |  |  |  |
| Describe the different types of long term memory:  Episodic Semantic Procedural |  |  |  |
| Explain the working memory model of memory. |  |  |  |
| Be able to draw a labelled diagram to show the working memory model of memory. |  |  |  |
| Describe clearly each of the following features of the working memory model.   * + Central executive   + Phonological loop   + Visuo-spatial sketch pad   + Episodic buffer |  |  |  |
| Describe the coding and capacity of each of the components listed above. |  |  |  |
| Explain the strengths and weaknesses of the WMM. |  |  |  |
|  |  |  |  |
| Describe explanations of forgetting. |  |  |  |
| Be able to identify and explain proactive interference. |  |  |  |
| Be able to identify and explain retroactive interference. |  |  |  |
| Be able to identify and explain retrieval failure theory. |  |  |  |
|  |  |  |  |
| List factors which affect the accuracy of eye-witness testimony (EWT). |  |  |  |
| Explain the effect of misleading information on EWT, including leading questions and post-event discussion. |  |  |  |
| Explain the effect of anxiety on EWT. |  |  |  |
| Explain how the accuracy of EWT can be improved, with reference to the four steps in the cognitive interview (CI). |  |  |  |
| Explain strengths and weaknesses of the CI. |  |  |  |

**Personal Learning Checklist: Memory**