|  |  |  |  |
| --- | --- | --- | --- |
|  | 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**