

POSSIBLE PSYCHOLOGY QUESTIONS

MEMORY

1. OUTLINE AND EVALUATE THE WORKING MEMORY MODEL

The working memory model was developed by Baddley and Hitch. It consists of the central executive which deals with information-processing tasks and decision making. This is supported by two temporary storage slave systems; the phonological loop and the visuo-spatial sketchpad.

The phonological loop holds verbal information in a speech based format and contains the articulatory control which acts as an 'inner voice' and circulates information and the phonological store which acts as an 'inner ear' as it holds spoken words for a few seconds. Evidence for this store includes Baddley's test where people remembered short words best as it took them less than 1.5 seconds to say the word.

The visuo-spatial sketchpad holds visual and/or special information. In contains the visual cache which stores information about form and colour and the inner scribe which handles spatial information and transferral to the central executive. Evidence for this store includes Baddleys test whereby people had trouble following a beam of light with a pointer while describing the angles of a hollowed out shape as they both required the visuo-spatial sketchpad.

In evaluation, it was commended as it didn't show rehearsal as being the only means of transferral and there was plenty of evidence as even brain scans show different activation when using each component and KF's case study supports the idea that Short term memory has multi store.

However, it only concerns itself with short term memory and doesn't fully explain how short term memory links with long term memory, and some studies have found that you can listen to classical music and still read even though they both would need to use the phonological loop.

2. OUTLINE AND EVALUATE THE MULTI STORE MODEL OF MEMORY.

Atkinson and Shiffrin developed this model. It makes a distinction between the separate stores of sensory, short term and long term memory. It sees short term memory and long term memory as unitary stores in which information is passes between in a linear way and rehearsal is needed.

Sensory memory has a very short duration and so information in this store that is given attention to is passed into short term memory.

Short term memory has a limited capacity of 7 ± 2 chunks as found by Miller through the 'digit-span-technique', it also has a limited duration as Peterson and Peterson found that when remembering 3 letters and counting backwards in threes the longer time the person was counting backwards the less they would remember the letters. Short term memory encodes acoustically as found by Conrad when people found it harder to remember words that sound the same.

Long term memory has an unlimited capacity. It also has an unlimited duration as Bahrick found that even years after collage people were still able to remember the names of their classmates. It encodes semantically as Baddely found people had trouble remembering words that had similar meanings.

In evaluation, the case study of HM supports the idea of differences in capacity, encoding and duration between the stores as he was unable to retain new information but his digit span was normal, also the case study of KF who had an impaired short term memory but an intact long term memory.

However, it is over simplified, doesn't deal with the actual nature of the information and how people can have flash-bulb memories that skip the short term memory rehearsal, the study on Clive Wearing who lost episodic but not procedural memory suggests there's more than one type of long term memory.

3. How do studies demonstrate that short-term memory and long-term memory are different?

A case study of KF showed an impaired STM but an unaffected LTM. Squire studied brain scans and found that different parts of the brain are active during LTM tasks and during STM tasks. It has also been found in studies into the capacity, duration and encoding of each store that these features are different for the different stores such as Peterson and Peterson who found that short term memory has a limited duration while Bahrick found the duration of long term memory to be relatively permanent. However, there could be a suggestion that the stores aren't so separate as, for example, it is easier to remember 'BBC' than some random letters such as 'DHY' because the stores are linked and so short term memory must retrieve the remembering of 'BBC' from the long term memory.

4. Outline and evaluate research into the effects of age of witnesses on accuracy of eyewitness testimony.

There has been research into the effects of both old age and young age on the accuracy of EWT.

As for young children, Poole and Lindsey experimented on children and found that when told to watch a science experiment and then later read a story of the experiment which included both true and extra information many of the young children had incorporated the new information into their account. Flin also found that when questioning both adults and children one day after the event both their recall was fine but after 5 months the children showed poorer recall. Parker and Carranza found that when showing both children and adults 50 pictures of suspects when the suspect was not present many of the children still simply just chose someone. Warren found that children were more likely to be influenced by leading questions than adults.

As for old people, Yarmey found that when asking elderly people about a knife attack 80% forgot to mention the knife. Cohen and Faulkner found that older people were more susceptible to misleading information and made more recall errors. Anastasi and Rhodes found evidence for own age bias as recognition rates were better if the suspects were the same age as the witness.

In evaluation, there is a lack of ecological validity in many of the studies as they were laboratory studies such as Poole and Lindsey's. However, in their defence it could be seen as not lacking ecological validity as the participants (the children) did not know they were taking part in a study so believed it to be real. The problem with studies such as Flin's is that it was a real life situation and so there could have been a lack of control which could have affected the internal validity. In some studies there also could have been ethical issues as subjecting people even to a staged knife attack could potentially be stressful. The final problem is that of individual differences. Some elderly people may have poorer eyesight than young adults so their recall is bound to seem worse but it is simply only because they have not seen the event properly in the first place.

5. Outline and evaluate research into the effect of anxiety on eyewitness testimony.

Loftus found evidence for the weapon focus effect. Participants were innocently sat outside a lab and more participants correctly identified a person who was holding a pen than a person who was holding a knife as the participants would have focused on the weapon and so anxiety was created leading them to remember the person less well. Loftus and Burns found that when showing participants a video of a boy being shot their recall was impaired due to shock and anxiety.

However, sometimes anxiety can be seen to increase accuracy of EWT as Christianson and Hubinette found that victims of genuine bank robberies who were directly threatened and so were more anxious were more accurate in their recall than bystanders. Yuille and Cutshall also found that witnesses who were most distressed at the time of a shooting gave more accurate recalls five months later.

With these studies there could be the problem of ethics. With the study by Loftus there was the problem of informed consent and deception as the participants were not told the full aims of the study and seeing a man holding a bloody knife would have definitely provoked anxiety and stress so they are not protected fully from harm. This study can though be seen as high in ecological validity as the participants did not know they were in a study and so there was no chance of demand characteristics whereas in other studies when a video is shown the accuracy may have been higher than would have in normal situations as participants knew they were later to be questioned on what happened.

6. Outline and evaluate research into the effects of misleading information on eyewitness testimony

Loftus and Palmer did an experiment where all participants were shown a video and when questioned on the speed of the car the verb in the critical question was changed to either 'smashed' 'collided' 'bumped' 'hit' or 'contacted'. Results showed that by changing this verb the estimated speed changed and using 'smashed' made people think the car was going faster. They also asked participants if they saw broken glass and again the people who were told 'smashed' did actually report seeing broken glass when there wasn't any. Loftus et al also did a study showing a film of a car passing a stop sign and not passing a barn. In a questionnaire when asked the speed of the car when 'passing the stop sign' only

3% reported seeing a barn whereas if asked how fast was it travelling when it 'passed the barn' 17% reported seeing a barn which shows that people can absorb misleading information into their actual memory.

List believed that we create a schema of what we believe would happen in a certain scene such as a robbery. When this was tested people were more likely to remember better the things they rated as high probability in their schema. Warren found children were more likely to be influenced by misleading questions than adults.

In evaluation, many of these studies lack ecological validity as they are laboratory studies and many included showing a video of an event rather than the actual event. However, this would also be good as would allow them to be replicated better and if real life events were used there would be the problem of lack of control. Some people have argued about the accuracy of the results as people may not remember simply because they do not place much importance to the events. So Loftus tested this by offering a reward for the right answer in her stop sign/yield sign study but the results still stayed the same.

7. Outline and explain the cognitive interview

The cognitive interview includes CONTEXT REINSTATEMENT – the person mentally recreates an image of the situation including the environment, their feelings etc... (Baddely found that words were remembered better when recalling them in the place they were learnt). RECALL FROM A CHANGED PERSPECTIVE – mentally recreate the situation from different points of view such as describing what another witness would have seen. RECALL IN REVERSE ORDERS – describe events in a different chronological order such as from beginning to end. REPORT EVERYTHING – report all details even those that seem trivial. Other features of the interview include encouraging the witness to relax and speak slowly, offering comments to help clarify witness statements and adapting questions to suit the understanding of individual witnesses.

8. Describe strategies for memory improvement.

Strategies of memory improvement include mnemonics based on visual imagery such as method of loci. Here material that needs to be remembered is associated with items on a regular route that may be taken. The peg word system includes associating the first item with a bun, the second with a shoe etc. and another technique is Acronyms which can be applied by using the initial letter of each word to form an abbreviation. Other methods include chunking into memorable chunks, visualising (paivio found easier to recall concrete nouns than abstract nouns), understanding, active processing and the encoding specificity principle (Baddely and the divers).

ATTACHMENT

9. Outline the stages of attachment

Schaffer and Emerson studied babies in Glasgow. They visited the babies to observe them and question the mother on the baby's behaviour to see if they showed separation anxiety or stranger

distress. Their proposed stages of attachment were: 0-6 months is the ASOCIAL STAGE (do not prefer specific people but have a bias toward human like stimuli) then 6 weeks to 6 months is the INDISCRIMINATE ATTACHMENT STAGE (become more sociable and can tell people apart but still do not prefer one specific person). From 7 months onwards is the SPECIFIC ATTACHMENT STAGE (shows separation anxiety and a month later fear of strangers) and lastly from 10 months onwards they form MULTIPLE ATTACHMENTS. They found that the first attachment was usually to the mother (though a quarter formed joint attachments with mother and father) and did not form it necessarily to the person who fed them.

10. Outline and evaluate learning theory as an explanation of attachment.

The learning theory suggests attachments develop through classical and operant conditioning.

According to classical conditioning food (unconditioned stimulus) will produce pleasure (unconditioned response). The mother gives the food and so becomes associated with the pleasure so she herself becomes a conditioned stimulus.

According to operant conditioning food satisfies the baby's hunger and makes it feel comfortable again. Food therefore becomes a primary reinforcer as it reduces the babies drive to seek food. The mother is associated with the food and so becomes a secondary reinforcer. The baby now becomes attached to and seeks proximity to the mother as she is a source of reward.

In evaluation, Harlow's research used monkeys who were given a wire mother (who provided food) and a soft cloth mother (who did not provide food). When scared the monkeys clung to the cloth mother suggesting the importance of comfort rather than food. Schaffer and Emerson also found that less than half of infants formed their first attachment to the person who fed them but rather to the person who was responsive to their needs. Bowlby's evolutionary theory aims to show that attachments are innate and not formed on the basis of food alone.

11. Outline and evaluate Bowlby's explanation of attachment.

Bowlby's theory states that attachment behaviours in babies and caregivers have evolved through natural selection. The attachment is important for the infant to survive and so they are innately programmed to form an attachment which must take place during a critical period of 0-3 years and is emphasised by social releases such as crying and smiling. The baby will display monotropy and will therefore form an attachment to one primary caregiver, usually the mother. Monotropy suggests that there is one relationship which is more important than all the rest. This first attachment will provide an internal working model that will influence later relationships (continuity hypothesis) as the baby will see themselves as loveable or not and others as trustworthy or not. If a child has not formed an attachment within the critical period or it has been disrupted there could be serious consequences.

In support, Schaffer and Emerson found that the primary attachment figure was usually the mother. Black and Schutte found that good childhood relationships linked with good adult relationships and Hazen and Shaver also found evidence for the continuity hypothesis as they found that if you initially formed bad attachments as children you'd suffer in later love relationships. However, Zimmerman

believed that later relationships were just affected by life events and continuity may be because of the child's characteristics not because of their first attachment forming a template.

12. Outline the different types of attachment

Ainsworth developed the 'strange situation' procedure in which there were controlled observations of infants during planned activities. Ainsworth looked out for how the infant explored the unfamiliar room, how they dealt with separation anxiety, how they reacted to a stranger and their behaviour again on reunion.

Children with secure attachments were happy to explore the room and was stranger friendly when the mum was around. When the mum left they showed separation anxiety and stranger distress but were happy when the mother returned. These mothers were described as being sensitive.

Children with insecure avoidant attachments showed no interest in the mother when exploring the room, showed hardly any separation anxiety, did not show stranger distress but still did not seek comfort from the stranger and were uninterested in the mother when she returned. These mothers were said to reject and ignore the infants.

Children with insecure ambivalent (resistant) attachments did not want to explore the room, showed intense separation anxiety, was uncomfortable and ambivalent towards the stranger and rejected but also sought closeness to mother when she returned. These mothers were said to be inconsistent.

The overall findings were that 66% of babies were securely attached, 22% were insecure avoidant and 12% insecure ambivalent.

When evaluating the strange situation, it is easy to replicate and many studies have found similar results and De Wolff also found that sensitive caregivers had more strongly attached babies. However, it could provoke mild stress and just be measuring the relationship with the mother not the actual attachment type. It could also be argued that the playroom lacks ecological validity but then again it is similar to going to a nursery and it is believed by Kagan that too much emphasis is placed on the mother and not the basic temperament of the child.

13. Outline and evaluate research into cultural variations in attachment.

Much of the research has used the strange situation. Van Ijzendoorn and Kroonenberg carried out a meta-analysis where over 2000 babies were studied in 8 countries. They found that secure attachments were the most common across all cultures; the lowest percent of secure attachments were in China and the highest in Great Britain. Insecure Avoidant attachments were most common in West Germany and Insecure ambivalent being more common in Israel, China and Japan. Variation was found to be 1.5 times greater within cultures than between cultures. A further study is one by Takahashi who observed 60 Japanese infants during the strange situation. They found that no infants were classed as insecure avoidant and many were classed as insecure ambivalent supporting the original Meta-analysis.

In evaluation, the results could have been biased as in some countries like Israel the children are more used to being in day care and so may appear to be insecurely avoidant but really it is just because they are used to leaving their mother. A further weakness includes that there was a limited number of studies in some countries; there could have been a bias as 18 studies were carried out in the US (where the strange situation was developed) and only 1 study in China, Sweden or Great Britain. Additionally 27 studies were done in individualistic cultures and only 5 in collectivist cultures which could make it unrepresentative. Positive aspects include its replication of controlled conditions.

14. Outline and evaluate research into the effects of privation.

Privation is the lack of an attachment.

Koluchova studied twin boys who were beaten by their step mother until found at age 7 and were adopted by a loving home. They seemed to recover fully showing that recovery is possible if good care is offered at a young enough age. However, with this study it is said they could have had each other to form an attachment to and it will never be known what their true potential would have been so they can't fully claim that they have 100% recovered from privation.

A contradicting case study is that of Genie who was found at 13 and had experienced extreme isolation but she never recovered from the effects of privation.

A study by Tizard and Hodges aimed to see if privation could be overcome. Children were in institutions in which they were not allowed to form an attachment. At age 4, some stayed, some returned home and some were adopted. It was found that those who returned home and those who were adopted were similar as they almost all formed close attachments to their parents. All three groups had problems with peers but those who returned home also had problems with siblings and were more argumentative (probably because most returned to the poor conditions in which they were sent to the institution because of in the first place). In conclusion, being adopted into a loving home can help the effects of privation but it cannot fully be overcome as all groups had problems with their peers. Problems with this study include that the adopted children weren't randomly selected and could have just been the more sociable ones so the results would be slightly biased. Another problem is attrition (dropping out) as maybe those who were less adjusted might decide to leave making it again biased.

15. Outline and evaluate research into the effects of institutionalisation.

Michael Rutter et al conducted a study on Romanian Orphans who were adopted by UK families. Conditions in the institutions were poor. The babies were split into three conditions; a third adopted before 6 months, a third adopted between 6 months-2 years and the last third adopted between 2 and 4 years. At the time of adoption many of the children showed severe malnourishment. When followed up at age 6, disinhibited attachments were most common in the late adoptees as they were longer in the institution. At age 11 many of the children still showed disinhibited attachments. In evaluation, it is not sure whether it is the long time of suffering from malnutrition which affected the late adoptees or if it really was the longer time spent without forming an attachment which showed these effects. Attrition was also a problem.

Further studies include one by Stout who found that Romanian orphans who were severely deprived were permanently psychologically damaged. Quinton found that a group of women who were brought up in institutions and suffered from privation had difficulty in being parents. A contradicting study was by Koluchova who found that a loving home could restore the child to normal.

16. Outline and evaluate the effects of day care on aggression

Shea observed children who attended pre-school and found that over a 10 week period aggressive behaviour actually decreased. However, the NICHD found that the more time spent in day care before the age of 4 1/2, the more aggressive the children seemed. And Belsky found that day care did in fact lead to advanced cognitive development however it led to more aggression with peers. Though Smith claims aggression may be being confused with normal rough and tumble play between children. The EPPE project looked at children who had attended different types of pre-schooling and found that high levels of group care before the age of 3 were associated with higher levels of aggression. The type of day care they attend, the age at which they start, the time they spend there each week and the quality of care will determine how much they are affected aggressively.

17. Outline and evaluate research into the effects of day care on peer relations

The effect of day care on peer relationships is generally positive. Field found that the more time children spent in day care, the more friends they had and the more cooperative play they took part in. The EPPE project looked at children who had attended different types of pre-schooling and found that high quality care was associated with greater sociability though they also concluded that high levels of group care before the age of 3 were associated with higher levels of aggression. Dilallo found that children who spent more time in day care were less cooperative in their relations with other children.

Campbell found that the length of time in day care also had an effect. He studied the effects of day care on social development on Swedish children in which some attended family day care and some nursery day care. It was found that those who spent longer days in care were actually less socially skilled and those who attended shorter days were better socially skilled. Those who attended high quality day care had better social skills. They concluded that short days more often before the age of 3 ½ was crucial.

In evaluation, the study by Campbell was carried out in Sweden where day care is well funded so the findings may not be able to be generalised. Additionally, in total the results are affected by the individual temperaments, the individual day care they attend and the time and quality of the care.