

## Psychology Bridging Work – Task 6 – Introducing Memory?



### Psychology – The science of the mind and behaviour



This task is designed to give you an idea of the content in the social influence unit, and to bridge the gap from GCSE to A-level. None of the tasks on this sheet go beyond what would be expected of a GCSE Psychology student.



#### Specification:

Explanations for forgetting: proactive and retroactive interference and retrieval failure due to absence of cues.

#### Key Concept

**Context** – is the situation in which something happens, Context can act as a cue to recall information thus enhancing the accuracy of memory.

#### Key Concept

**Cues** – things that serve as a reminder. They may meaningfully link to the material to be remembered or may not be meaningfully linked, such as environmental cues (a room) or cues relate to your mental state (being sad).

#### Key Concept

**Retrieval failure** – occurs due to the absence of cues. An explanation for forgetting based on the idea that the issue relates to being able to retrieve a memory that is there (available) but not accessible. Retrieval depends on using cues.

One key study into retrieval failure is Godden and Baddeley (1975):

Eighteen members of a diving club were recruited as participants. They were asked to listen to a list of 36 words either on the beach (dry), or underwater (wet). This led to four groups:

- Group 1 – learned dry, tested dry
- Group 2 – learned wet, tested dry
- Group 3 – learned dry, tested wet
- Group 4 – learned wet, tested wet

They found that the two groups who learned and recalled their words in the same environment remembered more words on average than the two groups who learned and recalled in different places.

With this in mind, answer the questions on the next page:

1. Imagine that you are a psychologist and you are interested to see if changing the context of learning and recall affect's a person's memory. You specifically want to find out how this would affect someone's revision for their A-level exams. Use your knowledge of psychology to describe:

- How the study would be carried out (use an approach similar to Godden and Baddeley).

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- How you would measure the effect of changing the context (use the knowledge you gained on IVs and DVs in task 4 to help you with this).

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- The results you would expect to find in line with the results of past research into context.

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**Extension work** – try it at home! Write up a list of 36 unrelated words (or around the same size) then test family or friends. In one case have them learn and recall the list in the same room of the house and in the other have them learn and recall in different rooms.