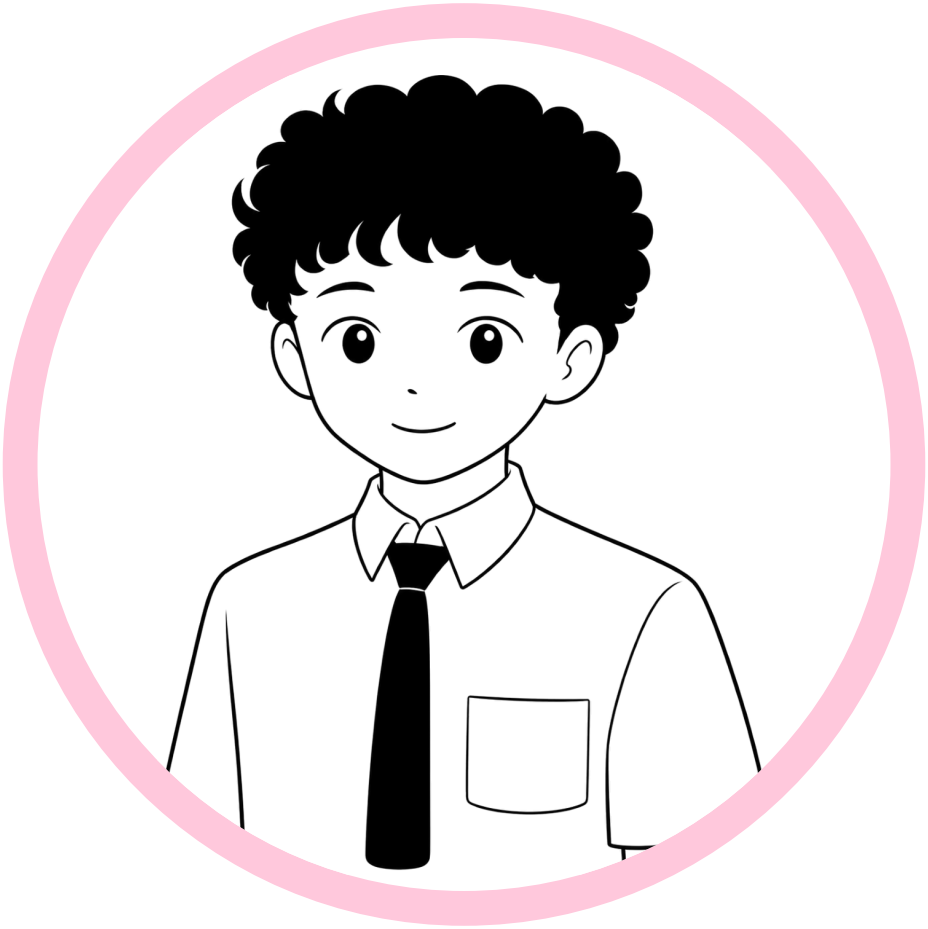
AQA A-LEVEL PSYCHOLOGY · 7182

PSYCHOLOGY



EXAM QUESTION PACK

3.1.2 FORGETTING

SCORE	PERCENTAGE
/68	%

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Q1.

Toby and Sarah both studied AS Psychology at the same school. Toby's class was taught in the school lecture theatre while Sarah's class had their lessons in a science classroom. Both students sat their final psychology exam in the school lecture theatre.

Which student is likely to perform worse in their final psychology exam? Use your knowledge of explanations of forgetting to justify your answer.

(Total 4 marks)

Q2.

Aaron was upset as he left the Spanish exam. In the unfamiliar room and full of nerves, his mind had gone completely blank. He was regretting studying both French and Spanish because he was sure he had mixed up lots of the words.

(a) Outline **one** explanation of forgetting. How might this explanation account for Aaron's poor performance in the Spanish exam?

(4)

(b) Briefly evaluate the explanation of forgetting you have outlined in your answer to **part (a)**.

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(4)

(Total 8 marks)

Q3.

Describe and evaluate interference as an explanation for forgetting.

(Total 12 marks)

Q4.

Read the item and then answer the question that follows.

> Martin is studying for his modern language exams. He revises French followed by Spanish on the same night and then gets confused between the two: for example, he remembers the French word for ‘chair’ instead of the Spanish word for ‘chair’. Sometimes, his mum helps to test Martin’s vocabulary. When he is unable to remember a word, his mum tells him the first letter, then he can often recall it correctly.

Discuss **two** explanations for forgetting. Refer to Martin’s experiences in your answer.

(Total 12 marks)

Q5.

Describe interference as an explanation for forgetting.

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(Total 6 marks)

Q6.

Read the item and then answer the questions that follow.

An experiment was carried out to test the effects of learning similar and dissimilar information on participants' ability to remember.

In **Stage 1** of the experiment, 10 participants in **Group A**, the 'similar' condition, were given a list of 20 place names in the UK. They were given two minutes to learn the list. 10 different participants in **Group B**, the 'dissimilar' condition, were given the same list of 20 place names in the UK. They were also given two minutes to learn the list.

In **Stage 2** of the experiment, participants in **Group A** were given a different list of 20 more place names in the UK, and were given a further two minutes to learn it. Participants in **Group B** were given a list of 20 boys' names, and were given a further two minutes to learn it.

In **Stage 3** of the experiment, all participants were given five minutes to recall as many of the 20 place names in the UK, from the list in **Stage 1**, as they could. The raw data from the two groups is below.

Number of place names recalled from the list in Stage 1

Group A	Group B
5	11
6	10
4	11
7	13
8	12
4	14
5	15
4	11
6	14

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7	14

(a) What is the most appropriate measure of central tendency for calculating the average of the scores, from the table, in each of the **two** groups? Justify your answer.

(2)

(b) Calculate the measure of central tendency you have identified in your answer to **part (a)** for **Group A** and **Group B.** Show your calculations for each group.

(4)

(c) In **Stage 3** of the experiment, several participants in **Group A**, the 'similar' condition, recalled words from the **Stage 2** list rather than the **Stage 1** list.

Use your knowledge of forgetting to explain why this may have occurred.

(2)

(Total 8 marks)

Q7.

Outline retrieval failure as an explanation for forgetting.

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(Total 3 marks)

Q8.

A researcher studied the effect of context on memory. He used an independent groups design. He tested participants in one of two conditions.

In **Condition 1**, a group of 20 schoolchildren learned a list of 40 words in a classroom. This group then recalled the words in the same classroom.

In **Condition 2**, a different group of 20 schoolchildren learned the same list of 40 words in a classroom. This group then recalled the words in the school hall.

The researcher recorded the results and compared the mean number of words recalled in each condition.

(a) Identify the independent variable in this study.

(1)

(b) Use your knowledge of retrieval failure to explain the likely outcome of this study.

(3)

(c) In this study, participants were randomly allocated to one of the two conditions. Explain how this might have been carried out.

(2)

(d) In this study, the researcher used an independent groups design. The researcher decided to repeat the study with different participants and to use a matched pairs design.

Explain how these participants could be matched and then allocated to the conditions.

(2)

(Total 8 marks)

Q9.

(a) In the context of explanations of forgetting, what is meant by *interference*?

(2)

(b) Choose **one** study in which the effects of interference were investigated. Briefly outline what the participants had to do in the study.

(2)

(c) Briefly discuss **one** limitation of interference as an explanation of forgetting.

(3)

(Total 7 marks)

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