



Queen Margaret University  
EDINBURGH

**SCHOOL OF ARTS, SOCIAL SCIENCES AND MANAGEMENT**

**DIVISION OF PSYCHOLOGY & SOCIOLOGY**

**LEVEL 4 / DIET 2**

**X4062/ Memory: Origins & Structures**

<b><u>DATE: 27/07/2016</u></b>	<b><u>TIME: 9:30</u></b>
<b><u>WRITING TIME: 2 hours 30 minutes</u></b>	<b><u>READING TIME: 5 minutes</u></b>

**INSTRUCTIONS:**

Section A: Students are required to answer ALL Questions in Section A.

Section B: Answer TWO questions from Section B.

Answer all Section A questions in one booklet. Use a separate booklet for each Section B answer.

**PAPER SETTERS:** Dr Stephen Darling, Dr Stuart Wilson

**Section A: Answer ALL questions** (Use one booklet for all Section A answers)

- (1) Describe the principal features of verbal short-term memory. *[10 marks]*
- (2) Give a brief explanation of the 'Episodic Buffer' and briefly explain its role in working memory. *[10 marks]*
- (3) Outline the principal features of Logie's model of working memory? *[10 marks]*
- (4) What are some of the adaptive problems that we might expect to have influenced the way human memory works? *[10 marks]*

**Section B: Answer TWO questions.** (Use a separate booklet for each answer)

*Please note: All questions must be answered with reference to specific research studies.*

- (1) How has research on immediate verbal serial recall ('Digit Span') informed the understanding of the structure and function of working memory? *[30 marks]*
  
- (2) Is the central executive merely a convenient homunculus? Discuss with reference to the multicomponent model of Working Memory. *[30 marks]*
  
- (3) What is the difference between visual working memory and spatial working memory? *[30 marks]*
  
- (4) Are fractionated or unitary models more helpful in characterising aspects of memory? Discuss, with reference to published theoretical models *[30 marks]*
  
- (5) What is to be gained by adopting a functional approach to understanding human memory, as advocated by Nairne and colleagues? Answer with reference to both theoretical issues and empirical evidence. *[30 marks]*
  
- (6) How useful is it to use the box-and-arrow diagrams as metaphors for the mind in cognitive psychology? *[30 marks]*