Queen Margaret University

EDINBURGH

SCHOOL OF ARTS, SOCIAL SCIENCES AND MANAGEMENT

DIVISION OF PSYCHOLOGY & SOCIOLOGY

LEVEL 4 / DIET 1

X4073/ Memory: Origins & Structures

DATE: 25/04/2019	TIME: 14:00
WRITING TIME: 2 hours 30 minutes	READING TIME: 5 minutes

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    (1)   Briefly explain why the 'Modal Model' was superseded?

[10 marks]

    (2)   Describe Baddeley's Working Memory model, giving a description of all the main components and their functions.

[10 marks]

    (3)   Why, according to Engle (2010), is 'complex span' thought to be a better measure of working memory that 'simple span'?

[10 marks]

    (4)   Describe some of the proximate mechanisms that have been proposed by researchers to be implicated in the "survival processing" recall advantage.

[10 marks]

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

(1)   What are the key characteristics of the Phonological Loop, and give details of the evidence supporting these characteristics.

[30 marks]

(2)   What are the key features of the 'Episodic Buffer' proposed by Baddeley (2000), and how have ideas about the Episodic Buffer changed since the original proposal?   *[30 marks]*

(3)   Compare and contrast two alternative models of working memory.   *[30 marks]*

(4)   Evaluate the relationship of long-term memory and short-term memory, explaining why it became necessary to introduce the concept of 'working memory'.   *[30 marks]*

(5)   Critically evaluate the "adaptive memory" research program initiated by James Nairne.

[30 marks]

(6)   Critically assess the usefulness of cognitive models in the study of memory. In doing so please refer to at least one approach to memory based on cognitive models, and at least one with a different basis such as psychometrics or neurophysiology.

[30 marks]