

Essay on what makes a good eyewitness

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Essay Title: Discuss the factors that make a good eyewitness

Memory is a vital aspect of our lives because remembering something has the ability to help

Good point - can you expand on this further by explaining

how or hinder situations. An example of memory failure is the 2007 railroad switch crash where
Good to see the inclusion of an example - but can you provide some further specific details (e.g., which crash) and explain how it links with the information in the previous sentence.

two trains collided due to forgetting. So how successful our memories are can lead to the

outcome of a situation. This could be if an accident happens (for example) or in a criminal

act. And this could be because trying to remember a criminal event would allow the person

committing the crime (usually a robbery) to be caught. This then means that the event will be

eliminated from happening again in the future by that person.

Remember to indent the first line of new paragraphs

The memory process can effect the memory ability of a person who sees a crime (EWT). This

is where individuals witness a crime there is many things that can affect this ability to recall

what happened. The memory process goes, encoding, storage, retrieval. EW can be affected

by how the interview is conducted how questions are asked. Psychologists also say that the

type of line up can influence a persons recall. These stages are all important beciasse if

memory is meddled with at encodng (for example) things at retrieval will be faulty. In the US

Good to see a link to real-world implications. However, this would be better suited at the beginning of the essay to explain the importance of understanding memory processes during and after witnessing a crime.

200 convicted individuals have been shown to be innocent through DNA tests who were

originally convicted on the basis of an eyewitness. This shows the importance of

understanding what happens when someone witnesses an event and how this can impact their

memory of that event. Loftus says that people do not always recall the correct face of a suspect which could lead to

an a innocent suspect being convicted. In 1976, the British's government Delvin report tried to

explain why honest eyewitnesses can be mistaken. There are many reasons why false

identifications happen. *For example,* Such as a long delay between the event and having to remember the

person, or the fact that the person witnessing the event was intoxicated when they witnessed

the event, or the age of the person witnessing the event, or the person feels confident in their

response despite being wrong, or the time of the day the event took place (night or day), or whether the gender of the suspect matches to the person viewing the event, or if the person doing the crime had a weapon or was aggressive, or the person is given additional information about the event after the event and this could be correct or not correct and can come from lots of different source like other witnesses, the media, first responders, talking to friends/family about the event etc, or if the line up they see is live or pictures or all together or separate people one at a time.

Need to include citations and examples from empirical research studies to back-up arguments

Sp.

Confirmation bias is 'a tendency for eyewitnesses memory to be distorted by prior expectations' Eysenck 2005.

Please ensure to include any quotes within quotation marks as opposed to apostrophes, and ensure the page number from where the quote was taken is included

Longterm and short term memory make up retention for information we are shown/see. Short term is limited. long term is held for longer and is made up of lots of different parts (semantic, episodic and so on). Episodic is schemas of the meaning of things and semantic is our own personal memory experience of everything we have experienced. When an event

Need to include citations to back-up statements

happens it is a one time event and there is no option for going back to see the event happen again so whatever is taken in at the time of seeing the event is what can go on to be processed by the two types of memory (Eysenck and Keane). Whatever ends up in memory is what is

relied on when the person has to recognise a suspect. ~~Many have said that wrongful convictions have been found due to inaccurate EW error.~~

Reduce the gap between these two paragraphs

Deliberately/intentionally making a criminal event happen is an ethical issue but a study done by Loftus & Palmer proves that changing the word when questioning someone can make them think they saw broken glass. Even if there was no broken glass.

It is very good to see the inclusion of empirical research studies to back-up arguments. Just need to ensure that the details of the study are fully described - i.e., what was the aim, design, procedure, and what can be concluded from the findings?

So making suggestible comments; can affect memory. For example if you someone asked you if the person was wearing glasses it might make you think the person was wearing glasses even if you can't remember if they were wearing glasses or not. Police should make sure line ups are big enough to make sure that an innocent person is not wrongly picked by the eyewitness. Cognitive interviews can be conducted to get people back into the situation they witnessed to see if they can draw out any more information about what happened. But studies have shown that people can still be susceptible to misinformation even if they've been warned before hand not to be influenced by misleading information.

There are lots of theories that explain why people can't recognise suspects like how we identify faces and if they are of the same race as us. Bartlett's war of the ghosts story also shows that distortions can happen in memory and we reconstruct details to fit with what we expect for example people generally think that a bank robber would be a male possibly wearing a mask/balaclava, have a weapon, demand or break into the safe and have a "getaway car". Although not many people would have experienced a bank robbery in their everyday life to know this; from watching movies and TV which usually depict this scenario people might think this is the case. So these aspects could influence what they actually saw happening.

Reference List *Good to see a reference list included. Just remember to start this on a new page, place the title in the centre of the page, ensure to adhere to APA formatting, and ideally include more references.*

Loftus and Palmer (1974) Reconstruction of automobile destruction: An example of the interaction between language and memory. Journal of verbal learning and verbal behavior.

Michael Eysenck & Mark Keane. (2015). Cognitive psychology: A student's handbook. Psychology press.

Eysenck, M. W., & Keane, M. T. (2000). Cognitive psychology: A student's handbook.

Loftus, E F (1975). Leading questions and the eyewitness report. 560-572.

Also, just remember that references should be single line spaced, all lines after the first line of each reference should be indented, and the reference list should be in alphabetical order based on first author surname.

Finally, all citation presented in the main body of work should be referenced here

Essay on what makes a good eyewitness

GRADEMARK REPORT

FINAL GRADE

GENERAL COMMENTS

Instructor

42/100

PAGE 1

Text Comment. Good point - can you expand on this further by explaining how

Text Comment. Good to see the inclusion of an example - but can you provide some further specific details (e.g., which crash) and explain how it links with the information in the previous sentence.



Comment 1

Again good to see the inclusion of examples - just need to work on sentence structure here. Start the sentence with 'For example' and remember to include the comma:

"For example,"



Comment 2

Good to see that after you provide the example you explain how this relates to the point. Just need to work on developing an academic writing style. For example instead of saying 'so', use the word 'Therefore' instead.

Text Comment. Need to include citations to back-up statements



Comment 3

It is good to see multiple points included - just remember that grammatically the word 'And' should not be used to start a sentence.



Comment 4

Good to see an example included but again just need to explain why this would usually be a robbery

Good to see an example included but again just need to explain why this would usually be a robbery. Are there any other criminal events that a person may witness?



Comment 5

It is good to see an attempt at applying this to real world settings - just need to work on sentence structure here. I think here you mean that if an eyewitnesses memory is accurate then a criminal could be brought off the streets, which could reduce the likelihood of them committing a similar crime again in the future. Also, ensure the sentence is explicit regarding what you mean by the 'event.'



Comment 6

Just be careful here:

Affect means to influence or to produce a change in something.

Effect is a noun, and it means the result of a change.



Comment 7

Remember to provide the full term for an acronym the first time it is provided. Also, it would be worth providing an explanation here to link the term 'eyewitness testimony (EWT)' to the information in the previous sentence.

Text Comment. Remember to indent the first line of new paragraphs



Comment 8

Explain what 'This' is - as you have started a new sentence, the reader will not know to what 'this' is referring.



Comment 9

It is good to see an explanation provided here - just ensure to finish off the explanation by providing details of what the testimony sections is referring - e.g., "and then individuals provide a description of the event to law officials, which becomes known as their testimony".



Comment 10

It is good to see a reference to memory processes in this essay, as memory is key to understanding what makes a good eyewitness. However, what would strengthen this further is an explanation of the memory processes.



Comment 11

A full stop is required here and then a new sentence should be started, as within this section there are two separate elements being discussed.



Comment 12

Just be careful with grammar here - this should say 'are' because the sentence suggests there is more than one element.



Comment 13

Try to use a more academically professional term here - e.g., 'aspects'



Comment 14

Again, just ensure you have already provided the full term before providing the acronym.



Comment 15

Try to use a more academically professional term here - e.g., "The memory process involves..."



Comment 16

It is good to see the three main processes involved in memory included in this section - what would strengthen this further is an explanation as to what is involved at each of these three stages in order to enable the reader to explicitly understand how/where/why memory can potentially fail when witnessing a crime



Comment 17

Good to see acknowledgement that many aspects can affect recall of a criminal event - what would strengthen this further is providing the reader with some examples of these specific elements and an explanation of **how** they affect recall.

Text Comment. Need to include citations to back-up statements



Comment 18

Good to see an example included. However, you also need to explain to what interview you are referring.



Comment 19

Again, just be clear and explicit as to what questions you are referring.



Comment 20

Be specific here as to who exactly has suggested this - i.e., provide citations.

Text Comment. and

QM

Sp.

Spelling error



Comment 21

Again, just remember to be explicit when starting a new sentence. The reader will not automatically know here to what "these" stages are referring.



Comment 22

Good to see another example. However, what you also need to do here is explain what different types of line-ups there are and how these different line-ups can influence a person's memory ability and recall of a criminal event.

Text Comment. person's



Comment 23

Try to explain here what is meant by "things" with an academically professional term.



Comment 24

Can you expand on this point further - i.e., it is not that retrieval is faulty, instead the person may be unable to retrieve information due to a lack of encoding or lack of appropriate storage of information.



Comment 25

Need to provide further detail here to explain how memory can be "meddled with"

QM

Sp.

Spelling error

Text Comment. Good to see a link to real-world implications. However, this would be better suited at the beginning of the essay to explain the importance of understanding memory processes during and after witnessing a crime



Comment 26

Just be careful with sentence structure here - this section would be better suited to come directly after the "200 convicted individuals" section.



Comment 27

It is good to see that you have provided a linking sentence here to emphasise the point from the previous sentence. However, this second part does not really add to the argument because the DNA testing to find that people are actually innocent does not show how a person's memory can be

impacted by the event.



Comment 28

comma required here



Comment 29

Try to use a more academically professional term here - e.g., say "suggests", instead of "says".



Comment 30

Good to see a citation provided to back-up the argument. However, the citation should always be accompanied by the date.

Text Comment. British government's

Text Comment. an

Strikethrough.

Strikethrough.

Text Comment. For example,

Strikethrough.

PAGE 2

Text Comment. Need to include citations and examples from empirical research studies to back-up arguments



Sp.

Spelling error



Comment 34

It is excellent to see so many examples of factors that can influence an eyewitnesses memory included here. However, each of these separate aspects should be fully discussed and explained in depth and detail, with specific examples of empirical research studies that have examined these factors. Also, just need to be careful as the sentence is far too long and reads as a list. Break each element down into its constituent parts and provide a thorough and comprehensive explanation of each.

Sp.

Spelling error

**Comment 35**

Good to see a definition provided. However, the information presented here doesn't really fit logically within the structure of the essay and it is unclear what exactly is the point being made. Furthermore, as it stands, this short one and a half line sentence is not sufficient as a paragraph - consider either developing the paragraph to fully explain the point presented or amalgamate this with another relevant paragraph.

Text Comment. Please ensure to include any quotes within quotation marks as opposed to apostrophes, and ensure the page number from where the quote was taken is included

**Comment 36**

Good to see a date included, but remember to place these within parentheses.

**Comment 37**

Just ensure to be consistent here with presentation - ideally these should say Long-term and short-term

Text Comment. Need to include citations to back-up statements

**Comment 38**

comma here instead of full stop

Text Comment. memory

**Comment 39**

Explain in what manner it is limited - i.e., amount of capacity, duration, etc.

**Comment 40**

Good to see examples of the different elements within long-term memory. What would strengthen this further is an explanation of all the sub-types (as opposed to examples of only a few) and how they link to the essay question - i.e., is one of the sub-types susceptible to greater interference than the others when witnessing a criminal event?

**Comment 41**

Good to see an attempt at explaining these. However, they should be the other way around - episodic memory includes the personal experiences of episodes in our lives, while semantic memory relates to our understanding of the meaning associated with aspects in the world.



Comment 42

full stop then start a new sentence here



Comment 43

Try to use a more academically professional term here - e.g., say "Therefore," instead of "So"



Comment 44

Good to see a citation included to back-up this statement. Just remember to include the date and use the ampersand when the citation is presented in parentheses.



Comment 45

Explain explicitly here to which two types of memory you are referring? Short-term, then on to long-term. If so, then what you can also do to strengthen the argument is explain this process.

Text Comment. This has already been covered in one of the sections above. Therefore, no need to include again.

Strikethrough.

Text Comment. Reduce the gap between these two paragraphs



Comment 47

Good to the inclusion of broader considerations regarding issues with research into this topic area. What would strengthen this further is an explanation as to why this is an ethical issue.



Comment 48

Try to develop more academically professional terminology here - i.e., "However, a study conducted by...."



Comment 49

write out "and" when the citation is part of the sentence and make sure to include the date



Comment 50

Just be careful with word choice here. We cannot prove theories, instead we can find evidence to support theories.



Comment 51

Need to more details of these elements here in order for the reader to understand what was involved

in the study and how it links with the argument presented at the beginning of the paragraph.



Comment 52

No need to start a new sentence here, as the information presented is a continuation from the previous sentence.

Text Comment. saw

Strikethrough.

Text Comment. It is very good to see the inclusion of empirical research studies to back-up arguments. Just need to ensure that the details of the study are fully described - i.e., what was the aim, design, procedure, and what can be concluded from the findings?

PAGE 3



Comment 54

comma required after example,



Comment 55

no need for semi colon here as the information in the sentence is continuing



Comment 56

Try not to start a new paragraph with "so" or "therefore" as this suggests there is still something required to be said in relation to information presented in a previous paragraph. In this instance it is advised to combine this paragraph with the one above that discusses the work of Loftus and Palmer in relation to suggestibility.

Text Comment. affect

Strikethrough.

Strikethrough.



Comment 59

comma



Comment 60

Just be explicit here - what person? The suspect?



Comment 61

Just be careful here - do not use contractions in your work - say "cannot" instead of "can't"

Text Comment. were

Strikethrough.

Text Comment. This is a good suggestion - just ensure to explain why and back-up the statement with a citation and an example from empirical research.



Comment 63

Good to see cognitive interviews being mentioned. Just need further detail here - who conducts them, what do they involve, how do they differ to other types of interviews, etc.?

Text Comment. conducted

Strikethrough.

Text Comment. However,

Text Comment. provide a specific citation here

Strikethrough.



Comment 66

Good to see misinformation mentioned. However, you need to ensure the introduction of this logically links from the previous sentence. As it stands, going from the cognitive interview information to misinformation is not explicitly clear. Ideally, the effects of misinformation should be discussed fully in a paragraph of its own with an explanation of how it affects EWT.

Text Comment. they have

Strikethrough.



Comment 68

comma then say "such as" instead of "like"



Comment 69

It is good to see consideration of theories being included. However, to strengthen this further, you

would need to include comprehensive details of specific theories and explain how they relate to answering the essay question.

Text Comment. cannot

Strikethrough.



Comment 71

Explain a theory in relation to this here.



Comment 72

Good to see a variety of example - just ensure to explain how/why this would influence EWT.

Text Comment. Bartlett's



Comment 73

Good to see a citation and example to back-up arguments - just ensure to include the date and explain what this research involved - i.e., what is the war of the ghosts story?



Comment 74

full stop then start a new sentence



Comment 75

comma

Text Comment. Explain why and provide citations to back-up this argument.



Comment 76

comma

Text Comment. television shows,

Text Comment. comma

Strikethrough.



Comment 78

Again, be explicit as to what "these" are

Again, be explicit as to what these are.

Text Comment. Therefore,

Strikethrough.

Text Comment. Good to see a reference list included. Just remember to start this on a new page, place the title in the centre of the page, ensure to adhere to APA formatting, and ideally include more references.



Comment 80

Initials, ampersand, and correct punctuation required



Comment 81

Journal titles should be presented in italics and the volume number and page numbers should also be included.



Comment 82

Only initials of first names required. Appropriate punctuation between authors required



Comment 83

Title of the book and not the publishers should be in italics. Also, need to include details of the edition.



Comment 84

This should be presented in italics

Text Comment. Edition and publisher information required



Comment 85

Don't forget about all the necessary punctuation:

Loftus, E. F. (1975).

Text Comment. Journal and volume number required here

Text Comment. Also, just remember that references should be single line spaced, all lines after the first line of each reference should be indented, and the reference list should be in alphabetical order based on first author surname.

Text Comment. Finally, all citation presented in the main body of work should be referenced here

LITERATURE

Satisfactory /
3rd Pass

Engagement with literature skills; including reading referencing, academic conventions and academic honesty.

FAIL	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.
MARGINAL FAIL	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.
SATISFACTORY / 3RD PASS	Engagement with a limited range of mostly relevant and credible sources but with some reliance on information gained through class contact. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.
GOOD / 2:2 PASS	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts rather than other sources. Referencing may show minor inaccuracies or inconsistencies.
VERY GOOD / 2:1 PASS	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Generally sound referencing, with no/very few inaccuracies or inconsistencies.
EXCELLENT / LOW FIRST	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.
EXCEPTIONAL / HIGH FIRST	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.

K&U

Satisfactory /
3rd Pass

Knowledge and understanding; Knowledge of the basic underlying concepts and principles of a subject.

FAIL	Major gaps in knowledge and understanding of the basic underlying concepts and principles of the subject matter. Inclusion of irrelevant material. Substantial inaccuracies.
MARGINAL FAIL	Gaps in knowledge of the basic underlying concepts and principles, with flawed or superficial understanding. Some significant inaccuracies and/or irrelevant material.
SATISFACTORY / 3RD PASS	Limited knowledge and understanding of the basic underlying concepts and principles within the subject area. Some elements may be missing.
GOOD / 2:2 PASS	Knowledge of the basic underlying concepts and principles is accurate with a good understanding of the field of study but lacks depth and/or breadth.
VERY GOOD / 2:1 PASS	Competent knowledge of the basic underlying concepts and principles. Exhibits very good understanding.

EXCELLENT / LOW FIRST	Excellent knowledge and understanding of the basic underlying concepts and principles of the subject.
EXCEPTIONAL / HIGH FIRST	Exceptional, detailed knowledge and understanding of the basic underlying concepts and principles

C&I

Marginal Fail

Cognitive and Intellectual Skills; Evaluate underlying concepts and principles of a subject and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements.

FAIL	Wholly or almost wholly descriptive work. Little or no evaluation of the underlying concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Minimal or no use of evidence to back up views.
MARGINAL FAIL	Largely descriptive work, with superficial evaluation of the underlying concepts and principles. Weak interpretation of data, flawed development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.
SATISFACTORY / 3RD PASS	Limited attempt at evaluation of the underlying concepts and principles, tending towards description. Can interpret qualitative and quantitative data but with some errors. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation.
GOOD / 2:2 PASS	Good evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data, with minor errors. An emerging ability to use evidence to support the argument. Mostly valid arguments and logical judgements.
VERY GOOD / 2:1 PASS	Sound evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately. Ability to devise arguments using evidence to make mostly appropriate and valid judgements.
EXCELLENT / LOW FIRST	Excellent evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately and with some insight. Excellent ability to devise arguments using evidence and make appropriate and valid judgements.
EXCEPTIONAL / HIGH FIRST	Exceptional evaluation of the underlying concepts and principles based evidence. Outstanding interpretation of qualitative and quantitative data. Exceptional ability to devise arguments using evidence and make wholly appropriate and valid judgements.

PRACTICAL

Satisfactory / 3rd Pass

Practical skills; Different approaches to solving problems in particular contexts.

FAIL	Limited or no use of taught, basic methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Very weak evidence of different approaches to problem-solving in particular contexts.
MARGINAL FAIL	Rudimentary application of taught, basic methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the

application. Weak evidence of different approaches to problem-solving in particular contexts.

SATISFACTORY / 3RD PASS	An adequate awareness and mostly appropriate application of basic methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Can identify problems in particular contexts and propose basic alternative approaches or solutions though there may be errors.
GOOD / 2:2 PASS	A good and appropriate application of basic methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Good evidence of different approaches to problem-solving in particular contexts and proposes mostly appropriate solutions.
VERY GOOD / 2:1 PASS	A very good application of a range of basic methods, materials, tools and/or techniques. Very good consideration of the context of the application. Very good evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.
EXCELLENT / LOW FIRST	An advanced application of a range of taught, basic methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Excellent evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.
EXCEPTIONAL / HIGH FIRST	Exceptional levels of application and deployment skills in particular practical contexts. Outstanding identification of problems in particular contexts and formulation of wholly appropriate, thoughtful solutions / different approaches.

TRANSFERABLE

**Satisfactory /
3rd Pass**

Transferable Skills for Life and Professional practice; Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments; the qualities needed for employment requiring the exercise of some personal responsibility within a structured and managed environment.

FAIL	Work is poorly structured, disorganised, inaccurate and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively individual or as part of a group. Little or no evidence of the skills for employment requiring the exercise of some personal responsibility.
MARGINAL FAIL	Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to individual or group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of some personal responsibility.
SATISFACTORY / 3RD PASS	Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence and/or accuracy in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of some personal responsibility, with some areas of minor weakness.
GOOD / 2:2 PASS	Mostly coherent, organised and accurate work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with

clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of some personal responsibility, with some areas of strength and some of minor weakness.

VERY GOOD / 2:1
PASS

Work is accurate, coherent, fluent, well-structured and organised. Can work effectively independently and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of some personal responsibility, with just occasional minor weakness.

EXCELLENT / LOW
FIRST

Work is coherent, very fluent and is presented professionally. Can work effectively independently and/or as part of a team, with an excellent contribution to group activities. Demonstrates excellent skills for employment requiring the exercise of some personal responsibility with an appetite for further development.

EXCEPTIONAL / HIGH
FIRST

Work is accurate, exceptionally coherent, very fluent and presented well. Can work effectively independently and/or as part of a team, with an exceptional contribution to group activities. Demonstrates exceptional skills for employment requiring the exercise of some personal responsibility with an appetite for further development.