

EXAMINATIONS 2014 / 2015

ARHOLIADAU 2014 / 2015

Semester 2

FACULTY OF: HUMANITIES

NAME OF COURSE/PROGRAMME:	BA/BSc (Humanities) Portfolio
YEAR OR LEVEL:	Year 2 Level 5
NAME OF MODULE/UNIT/EXAM PAPER:	Cognitive Psychology
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Essay Question Answer one question from this section

Q1. Critically discuss evidence for different types of long-term memory.

There is a wealth of empirical evidence that can be drawn upon for this answer. Therefore, whilst it is expected that key theorists and researchers such as Tulving are likely to be seen in many papers, there may be a variety of research papers used. Whilst the empirical evidence is expected to be seen in all pass answers, stronger answers will address different types of memory (e.g., episodic versus semantic, explicit and implicit) and use the evidence to evaluate the strengths and weaknesses of the theories for these different types of memory. An important element of all answers is that they should focus upon differences in long-term memory and not STM or sensory store etc.

Q2. Critically discuss the evidence for different types of forgetting in different memory stores.

All answers should identify the different types of forgetting theorised for each type of memory store (e.g., decay in STM, proactive and retroactive interference etc., in LTM). Stronger answers will evaluate contrasting evidence within stores, whilst the strongest answers will consider the theories across stores as well as within stores to make arguments about the memory system as a whole.

Q3. Critically discuss, using psychological evidence, whether human and non-human language are *qualitatively* different from each other.

A number of studies looking at both human (e.g., Chomsky) and non-human (e.g., vervet monkeys, honeybees, ape studies) language cover the issue of difference between the two. For higher marks it is vital that the evidence covered is used to deal

with the issue of qualitatively different e.g., not just amount but type of language. Therefore issues of semanticity, sentence structure, etc., must play a key role in the full answering of this question.

Q4. Critically discuss the evidence for and against 'flashbulb memories'.

Must discuss the issues of what defines a flashbulb memory e.g., Brown & Kulik's (1977) definition. Support from Conway et al. (1994) on memory length (11/26 months). Inaccuracy e.g., e.g., Bohannon (1988) and Challenger 'explosion' (bringing in potential schema area & link to Loftus), Ost et al (2002) Princess Diana video. Stronger answers will also address the issue of what flashbulb memories actually are e.g., Finkenauer et al. (1998) argument that definitions by Brown & Kulik can fit any memory criteria.