

A-Level Psychology

Cognitive Psychology - Spec Cheat Sheet · Paper 1

Edexcel Psychology (9PS0)

Paper 1

14 spec points

Every specification point for **Cognitive Psychology**, in spec order - tick each one off as you revise. Codes match the official Edexcel specification. Nothing here is optional.

Content: Memory models and processes

- 2.1.1** The multi-store model of memory (Atkinson and Shiffrin, 1968): sensory register, short-term memory and long-term memory as separate stores, and the processes that move information between them (attention, maintenance rehearsal, retrieval).
- 2.1.2** Features of each store - coding, capacity and duration - for the sensory register, short-term memory and long-term memory.
- 2.1.3** The working memory model (Baddeley and Hitch, 1974): the central executive, phonological loop (phonological store and articulatory control process), visuospatial sketchpad and the episodic buffer (added by Baddeley, 2000).
- 2.1.4** Types of long-term memory (Tulving, 1972): episodic memory, semantic memory and procedural memory, and the distinctions between them.
- 2.1.5** The reconstructive nature of memory, including the concept of schemas and the effect of schemas on the accuracy of recall (Bartlett, 1932).

Cognitive processing and the brain

- 2.2.1** Individual differences in memory, including the effect of autism on memory processing.
- 2.2.2** Developmental psychology - how memory develops from childhood, including the effect of age on the accuracy of eyewitness recall and on the cognitive interview.
- 2.2.3** The role of the brain in memory, including the function of brain areas such as the hippocampus, and the use of brain-scanning techniques to study memory processes.

Studies

- 2.3.1** Classic study: Baddeley (1966b) - the influence of acoustic and semantic similarity on learning and recall in short-term and long-term memory: aim, procedure, findings, conclusions and evaluation.
- 2.3.2** One contemporary study, for example Sebastián and Hernández-Gil (2012) - the developmental pattern of the phonological loop (digit span) in children, or another suitable study.

Key question

- 2.4.1** How cognitive psychology can be used to explain a key question of relevance to today's society, for example the reliability of eyewitness testimony in convictions, drawing on theory and research.

Practical investigation

- 2.5.1** Design and conduct a practical investigation into memory using an experimental method, with a directional or non-directional hypothesis, an appropriate experimental design and operationalised independent and dependent variables.

- 2.5.2** Analyse quantitative data using measures of central tendency and dispersion, suitable graphs, and an appropriate inferential statistical test (for example the Mann–Whitney U test or Wilcoxon signed-ranks test) to test for significance at the $p \leq 0.05$ level.
- 2.5.3** Draw conclusions from the practical investigation and evaluate its methodology, including reliability, validity, sampling and ethical considerations.