

Cognitive Practical Short Test – 14 marks – 18 minutes

ADAPT your own answers – focus on where you've been generic (not linking directly to the practical)

1. State the aim of your practical investigation. (1)

To replicate Baddeley's study into STM encoding and see if his conclusion that STM encoding is acoustic is supported.

2. Give the experimental hypothesis from your practical investigation. (2)

PREDICTION - FULLY OPERATIONALISED IV AND DV - CHIMED

There will be more acoustically similar 1-syllable words (from a list of 10) remembered than acoustically different 1-syllable words (from a list of 10)

3. Describe how you selected participants for your practical investigation. (1)

We asked people available in our Sixth Form (opportunity sample) whether they would be happy to participate in a study into how short-term memory remembered different types of word.

4. Give **one** strength and **one** weakness of the procedure of your practical investigation. (4)

Strength

*We used the same standardised procedure and materials for all participants – **the 2 word lists (AS and AD), instructions and debrief were the same.** This meant that all participants had the same experience, increasing the validity of the results.*

Weakness

***In our practical on the recall of AS and AD words,** we only used 10 participants from the same Sixth Form. This was a very small sample, and therefore the results will not be generalisable to other Sixth Forms, or the 16-19 population.*

5. Explain **one** control that you used in your practical investigation. (2)

We controlled for individual differences by using a repeated measures design. All of our participants were tested on the AS and AD word list conditions. This meant that differences between participants in terms of memory ability did not impact the final results.

6. Explain **one** conclusion from your practical investigation. (2)

Our statistical test showed that there was no statistically significant difference between the recall of the two word lists (AS and AD). This meant that we had to accept our null hypothesis – and conclude that there was no difference between AS and AD words in terms of how easily they were recalled in STM.

7. Explain **one** improvement you could make to your practical investigation. (2)

Because we used a RM design – and pts were tested on both word lists, we could have prevented any order effects by using counterbalancing. This would have involved $\frac{1}{2}$ the pts doing AS then AD words, and the other half AD then AS words.