



QUALIFI

SUCCESS THROUGH LEARNING
RECOGNISED WORLDWIDE

QUALIFI ASSESSMENT DOCUMENT

Qualification	Level 4 Diploma in Psychology
Qualification No (RQF)	610/2149/0
Unit Name	PSYCH404: Processes of Human Memory
Unit Reference	A/650/5560
No of Credits	20 Credits

Introduction

Prior to attempting this coursework assignment, Learners must familiarise themselves with the following policies:

- Centre Specification
- Can be found at
- Qualifi Quality Assurance Standards
- Qualifi Quality Policy Statement

Plagiarism and Collusion

In submitting the assignment Learner's must complete a statement of authenticity confirming that the work submitted for all tasks is their own. The statement should also include the word count.

Your accredited study centre will direct you to the appropriate software that checks the level of similarity. Qualifi recommends the use of <https://www.turnitin.com> as a part of the assessment.

Plagiarism and collusion are treated very seriously. Plagiarism involves presenting work, excerpts, ideas or passages of another author without appropriate referencing and attribution.

Collusion occurs when two or more learners submit work which is so alike in ideas, content, wording and/or structure that the similarity goes beyond what might have been mere coincidence

Please familiarise yourself on Qualifi's Malpractice and Maladministration policy, where you can find further information

Referencing

A professional approach to work is expected from all learners. Learners must therefore identify and acknowledge ALL sources/methodologies/applications used.

The learner must use an appropriate referencing system to achieve this. Marks are not awarded for the use of English; however, the learner must express ideas clearly and ensure that appropriate terminology is used to convey accuracy in meaning.

Qualifi recommends using Harvard Style of Referencing throughout your work.

Appendices

You may include appendices to support your work, however appendices must only contain additional supporting information, and must be clearly referenced in your assignment.

You may also include tables, graphs, diagrams, Gantt chart and flowcharts that support the main report should be incorporated into the back of the assignment report that is submitted.

Any published secondary information such as annual reports and company literature, should be referenced in the main text of the assignment, in accordance of Harvard Style Referencing, and referenced at the end of the assignment.

Confidentiality

Where a Learner is using organisational information that deals with sensitive material or issues, they must seek the advice and permission from that organisation about its inclusion.

Where confidentiality is an issue, Learners are advised to anonymise their assignment report so that it cannot be attributed to that particular organisation.

Word Count Policy

Learners must comply with the required word count, within a margin of +10%. These rules exclude the index, headings, tables, images, footnotes, appendices and information contained within references and bibliographies.

When an assessment task requires learners to produce presentation slides with supporting notes, the word count applies to the supporting notes only.

Submission of Assignments

All work to be submitted on the due date as per Centre's advice.

All work must be submitted in a single electronic document (.doc file), or via Turnitin, where applicable.

This should go to the tutor and Centre Manager/Programme Director, plus one hard copy posted to the Centre Manager (if required)

Marking and grades

Qualifi uses a standard marking rubric for all assignments, and you can find the details at the end of this document.

Unless stated elsewhere, Learners must answer all questions in this document.

UNIT PSYCH405: Processes of Human Memory

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Understand the multi- store model of memory, sensory register and short- and long-term memory.	1.1 Define: • multi-store model of memory • sensory register • short-term memory • long-term memory 1.2 Evaluate the strengths and limitations of the multi-store model of memory.
2. Understand the working memory model.	2.1 Discuss one research study that supports the working memory model. 2.2 Evaluate the strengths and weaknesses of the working memory model.
3. Understand types of long-term memory.	3.1 Explain what is meant by the terms 'episodic memory' and 'semantic memory' 3.2 Explain what is meant by the term 'procedural memory'. 3.3 Distinguish between episodic and procedural memory. 3.4 Analyse different types of long-term memory.
4. Understand explanations for forgetting.	4.1 Define what is meant by the terms 'proactive interference' and 'retroactive interference'. 4.2 Explain the way in which interference may cause forgetting. 4.3 Analyse the way in which retrieval failure due to the absence of cues leads to forgetting. 4.4 Evaluate the factors affecting the accuracy of eyewitness testimony.

UNIT PSYCH405: Processes of Human Memory

Formative Assessment

Write a 600-word essay evaluating the strengths and limitations of two key memory models (i.e., multi-store and working)

Your essay should:

- identify and define the key components of each model (i.e., sensory register, long- and short-term)
- identify and explain the strengths and limitations of each model
- explain the process through which a short-term memory becomes a long-term memory
- define and incorporate the use of key terms: episodic memory, procedural memory, semantic memory

Formatting:

600 -700 words

- Justified alignment
- Single spaced
- 12 pt Times New Roman font
- Use an appropriate referencing system for formatting and citation

Summative Assessment

Write a 2000-word essay which either defends or refutes two of the following statements (select one from each column):

Column A: Memory - Select 1	Column B: Forgetting - Select 1
The Working Memory Model is limited in its application to understanding human memory.	Interference theory poses challenges as an explanation of forgetting.
Atkinson-Shiffrin memory model (1968) is superior to Baddeley's model of working memory (1974).	Forgetting plays a significant role in the reliability of eyewitness testimony.
Long- and short- term memory may not be separate systems.	Retroactive interference makes memory recall more difficult than proactive interference.

In your essay, you must:

- Address one statement from Column A and one statement from Column B separately; dedicate at least 1000 words for each statement.
- Arrive at a thesis which indicates your stance, either in agreement or disagreement with each selected statement.
- Support or refute the statement by incorporating and citing at least three scholarly references (2 per statement)
- Discuss the following key terms, as needed: episodic memory, semantic memory, procedural memory, proactive and retroactive interference, retrieval failure, cues

Formatting:

- 2000-3000 words
- Justified alignment
- Single spaced
- 12 pt Times New Roman font
- Use an appropriate referencing system for formatting and citation

	Distinguished	Excellent	Good	Proficient	Basic	Marginal	Unacceptable
Criteria	80+	70	60	50	40	30	0
Content (alignment with assessment criteria)	Extensive evaluation and synthesis of ideas; includes substantial original thinking	Comprehensive critical evaluation and synthesis of ideas; includes coherent original thinking	Adequate evaluation and synthesis of key ideas beyond basic descriptions; includes original thinking	Describes main ideas with evidence of evaluation; includes some original thinking	Describes some of the main ideas but omits some concepts; limited evidence of evaluation; confused original thinking	Largely incomplete description of main issues; misses key concepts; no original thinking	Inadequate information or containing information not relevant to the topic
Application of Theory and Literature	In-depth, detailed and relevant application of theory; expertly integrates literature to support ideas and concept	Clear and relevant application of theory; fully integrates literature to support ideas and concepts	Appropriate application of theory; integrates literature to support ideas and concepts	Adequate application of theory; uses literature to support ideas and concepts	Limited application of theory; refers to literature but may not use it consistently	Confused application of theory; does not use literature for support	Little or no evidence of application of theory and relevant literature
Knowledge and Understanding	Extensive depth of understanding and exploration beyond key principles and concepts	Comprehensive knowledge and depth of understanding key principles and concepts	Sound understanding of principles and concepts	Basic Knowledge and understanding of key concepts and principles	Limited and superficial knowledge and understanding of key concepts and principles	Confused or inadequate knowledge and understanding of key concepts and principles	Little or no evidence of knowledge or understanding of key concepts and principles
Presentation and Writing Skills	Logical, coherent and polished presentation exceeding expectations at this level; free from errors in mechanics and syntax	Logical, coherent presentation demonstrating mastery; free from errors in mechanics and syntax	Logical structure to presentation; makes few errors in mechanics and syntax which do not prohibit meaning	Orderly presentation; minor errors in mechanics and syntax	Somewhat weak presentation; errors in mechanics and syntax may interfere with meaning	Confused presentation; errors in mechanics and syntax often interfere with meaning	Illogical presentation lacking cohesion; contains significant errors that interfere with meaning
Referencing	Advanced use of in-text citation and references	Mastery of in-text citation and referencing	Appropriate use of in-text citation and referencing	Adequate use of in-text citation and referencing	Limited use of in-text citation and referencing	Inadequate use of citation and referencing	Little or no evidence of appropriate referencing or use of sources

Instructor's Comments

Directions:

1. For each of the criteria listed in the first column, circle one box in the corresponding column to the right which best reflects the student's work on this particular assessment activity (e.g., project, presentation, essay).
2. Provide specific feedback to a student about each of the criteria scores he/she earned by writing comments and suggestions for improvement in the last row titled "Instructor's comments."
3. To arrive at a mark, total the boxes and divide by 5 to arrive at final mark. Note all unit grading is shown on the qualification transcript.

Example:

	Distinction	Merit	Pass	Fail
Range	70-100	60-69	40-59	0-39

Criteria	Score
Content	50
Application of Theory and Literature	40
Knowledge and Understanding	50
Presentation/Writing Skills	40
Referencing	40
Total Score	220/5 = 44, Pass



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