2.3 Types of Long-Term Memory: Episodic, Semantic and Procedural: 10-minute Pack

AQA 7182 · about 10 minutes

Total Marks

Name: _____ Date: ____ / ____ / _____

Answer ALL questions.

1 Describe semantic memory as a type of long-term memory using the example of knowing the capital city of France. State how it differs from episodic memory.

(Total for Question 1 is 2 marks)

2 A teacher asks a pupil to name the author of a poem they studied last year and to recite the exact classroom discussion that led to that discovery. Which type or types of long-term memory are needed for each task? Explain your answer referring to the pupil's knowledge and experience.

(Total for Question 2 is 3 marks)

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3 Explain one limitation of using single case studies like HM or Clive Wearing to argue that episodic, semantic and procedural memory are separate. Relate your point to generalisability or causation.

(Total for Question 3 is 2 marks)

4 Priya is learning to ride a bicycle. After initial practice she can ride automatically without thinking about each pedalling action, but she cannot precisely recall the first time she rode. Which type of long-term memory is illustrated by Priya's ability to ride and by her inability to recall the first lesson? Explain your answer.

(Total for Question 4 is 2 marks)

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Mark scheme · 2.3 Types of Long-Term Memory: Episodic, Semantic and Procedural: 10-minute Pack

Question 1

states that semantic memory stores factual knowledge, concepts and meanings, not tied to a specific personal event oe — **B1**

gives the example that knowing 'Paris is the capital of France' is semantic knowledge and not linked to a single episode oe — **B1**

Answer: Semantic memory stores general knowledge and facts, for example the information that Paris is the capital of France. This knowledge is not linked to a specific personal experience, unlike episodic memory.

Question 2

identifies that naming the author requires semantic memory (fact knowledge) oe — **M1**

identifies that reciting the exact classroom discussion requires episodic memory (a specific personal event with contextual detail) oe — **A1**

explains why each applies, e.g. author name is general knowledge, discussion recall needs conscious recollection of time/place and participants oe — **A1**

Answer: Naming the author uses semantic memory because it is factual knowledge about the poem. Reciting the classroom discussion uses episodic memory because it requires recalling a specific past event with its context, who said what and where it happened.

Question 3

identifies a limitation such as limited generalisability or inability to infer causal mechanisms from single cases oe — **M1**

explains consequence, e.g. brain damage cases are unique so findings may not apply to the wider population and other factors may have caused the pattern of impairment oe — **A1**

Answer: One limitation is limited generalisability: single cases like HM are unique and may not represent typical brain-behaviour relationships, so we cannot be sure the dissociations apply to most people or that the observed deficits are caused only by the same underlying mechanisms.

Question 4

identifies Priya's ability to ride as procedural memory (skill performed automatically) oe — **B1**

identifies inability to recall the first lesson as failure or weak episodic memory (no conscious recollection of the specific event) oe — **B1**

Answer: Riding the bicycle is an example of procedural memory because it is a motor skill performed automatically. Not recalling the first lesson concerns episodic memory, since episodic memory involves conscious recollection of the specific initial event.

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