# 2.3 Types of Long-Term Memory: Episodic, Semantic and Procedural: 30-minute Pack

AQA 7182 · about 30 minutes

Total Marks

Name: _____ Date: ____ / ____ / _____

**Answer ALL questions.**

**1** Identify two ways in which semantic memory can develop from episodic memory, and give a brief example for each way showing the transition from a personal experience to general knowledge.

**(Total for Question 1 is 3 marks)**

**2** Outline three practical applications that arise from distinguishing episodic, semantic and procedural memory. For each application explain briefly how the memory distinction informs practice.

**(Total for Question 2 is 6 marks)**


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**3** Discuss the different types of long-term memory: episodic, semantic and procedural. In your answer, refer to theoretical distinctions, supporting evidence including case studies such as HM or Clive Wearing, and evaluate the strengths and limitations of treating long-term memory as subdivided in this way.

**(Total for Question 3 is 16 marks)**


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# Mark scheme · 2.3 Types of Long-Term Memory: Episodic, Semantic and Procedural: 30-minute Pack

## Question 1

identifies a way such as repeated recall and abstraction from episodes leading to general facts oe — **M1**

gives an example, e.g. repeated visits to museums lead someone to learn general facts about art movements rather than remembering a single visit oe — **A1**

identifies a second way such as consolidation over time where specific episodes lose contextual detail and form semantic knowledge oe — **A1**

**Answer: One way is repeated recall and abstraction: after several family holidays to Rome a person extracts general facts about Roman history, turning episode details into semantic knowledge. A second way is consolidation over time, where memory for a particular lecture becomes general knowledge about a topic as the contextual details fade, leaving a fact rather than the original episode.**

## Question 2

identifies a practical application such as cognitive rehabilitation for brain injury patients oe — **M1**

explains how the distinction informs practice, e.g. therapy can focus on training procedural skills separately while using environmental cues to support episodic recall oe — **A1**

identifies a second application such as educational methods that separate factual learning and skill practice oe — **M1**

explains how this informs practice, e.g. teaching can use repeated practice for procedural skills and rehearsal/semantic organisation for factual knowledge oe — **A1**

offers an additional linked benefit or example, e.g. using technology to cue episodic recall or structuring curricula to move from episodic examples to abstract semantic rules oe — **M1**

explains the benefit, e.g. cueing supports daily functioning in memory-impaired patients and abstraction supports transfer in education oe — **A1**

**Answer: One application is cognitive rehabilitation: clinicians can train preserved procedural skills to support independence while using prompts and structured routines to compensate for episodic deficits. A second is education: teachers can separate practice of skills (procedural) from teaching factual knowledge (semantic), for example using drills to build automatic procedures and concept maps to organise semantic knowledge.**

## Question 3

**Level 4** Knowledge of the types of long-term memory is detailed and accurate. Discussion is thorough and balanced, integrating theoretical distinctions with empirical evidence including case studies. Evaluation addresses methodological issues, alternative explanations and real-world relevance. Answer is well focused, coherent and uses specialist terminology effectively. — **13-16**

**Level 3** Knowledge is clear with most relevant points included. Discussion includes both supporting evidence and some evaluation, but may be less thorough or less well integrated. Reference to case study evidence and theory is present and applied. The answer is organised and uses appropriate terminology. — **9-12**

**Level 2** Knowledge of memory types is present but limited or partially inaccurate. Discussion is superficial with few evaluative points. Case study or empirical evidence may be mentioned but not integrated. Answer lacks full development and specialist terms are used inconsistently. — **5-8**

**Level 1** Very limited knowledge and understanding. Discussion is brief or list-like with little or no evaluation. Little or no relevant evidence is used. Specialist terminology is largely absent or misused. — **1-4**

**Level 0** No creditable content. — **0**

**Indicative content:**

- AO1: Definitions of the three types: episodic memory stores personal events with time and place context and requires conscious recollection; semantic memory stores facts, concepts and word meanings, divorced from a specific learning episode; procedural memory stores skills and actions, often performed automatically without conscious recall.
- AO1: Tulving's theoretical proposal that LTM is not unitary but contains distinct subsystems with different functions and retrieval characteristics.
- AO1: Neuropsychological evidence such as HM and Clive Wearing showing preserved procedural abilities alongside severe impairment of episodic memory, and sometimes semantic deficits, supporting functional dissociation.
- AO3: Strengths include converging evidence from case studies, experimental dissociations and neuroimaging suggesting different neural substrates for episodic versus procedural memory, making the subdivision useful for theory and clinical practice.
- AO3: Limitations include problems of generalisability from single case studies, methodological issues such as small samples and lack of control, and evidence that episodic and semantic memory interact and can transform into one another over time, challenging strict modularity.
- AO3: Alternative explanations and nuance: some researchers argue for interactions between systems or hierarchical relationships, and that semantic memory may derive from repeated episodic memories, so the boundaries are not absolute.
- AO3: Practical implications and applications, for example rehabilitation following brain injury where understanding preserved procedural memory can guide therapy, and educational strategies that separate skill practice from factual learning.
- AO3: Evaluation of evidence quality: case studies are detailed but low in external validity; experimental and neuroimaging studies add support but can be correlational and do not prove causation. Consideration of lifespan and cultural factors may affect the expression of different memory types.


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