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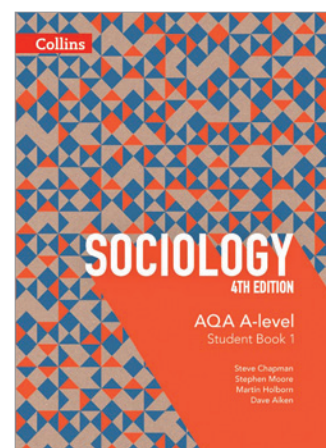
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TOPIC 1 EDUCATION
THE ROLE OF EDUCATION IN SOCIETY **1.1**

FOCUS ON SKILLS



Values, education and Operation Trojan Horse

In 2014 it was alleged that there was a plot by Muslims to take over several Birmingham schools and to make sure they were run on Islamic lines. The 'plot' was investigated by Ofsted, which judged several of the Birmingham schools to be 'inadequate'. For example, they found that 'extremist' Islamic speakers were invited into some schools, that there was too little opportunity to learn about non-Islamic cultures, and that some female staff members thought they were spoken to in an intimidating way.

However, not everyone agreed that there was evidence of an Islamic takeover, or that the investigation was fair. The following report is from The Guardian newspaper. It discusses the response of 20 experts to the Ofsted investigation and challenges the impartiality of Ofsted, given that a year earlier some of the schools in question had been judged 'outstanding'. These experts thought it was Ofsted, not the Birmingham schools, that was undermining 'British values'.

An ideology "at odds with traditional British values" has taken hold at the schools inspectorate Ofsted, a group of leading educationists and Muslim leaders have warned. Led by Sir Tim Brighouse, a former chief education officer in Birmingham, the 20 experts – unhappy at the way Ofsted has conducted inspections into schools allegedly infiltrated by conservative Muslims – say in a letter to the Guardian that it is at risk of compromising political independence by producing "tarnished reports".

Their intervention comes days before Ofsted publishes results of an inspection of 21 schools ordered by education secretary Michael Gove, after claims that conservative Muslims were trying to infiltrate the

governing bodies of Birmingham schools in a plot dubbed Operation Trojan Horse.

On Tuesday, further evidence also emerged of abrupt shifts in Ofsted's inspection results, with a leaked inspection report showing that a second secondary school in the city that had been previously rated as good or outstanding in November 2013 is expected to be downgraded to inadequate when its new report is published next week. Describing the mass inspection as "a landmark in the history of education in these islands", Brighouse and the other signatories argue: "First-hand accounts of the Ofsted inspections that have emerged are disturbing. They suggest that inspectors were poorly prepared and had an agenda that calls into question Ofsted's claim to be objective and professional in its appraisal of standards in schools serving predominantly Muslim pupils.

"It is beyond belief that schools which were judged less than a year ago to be outstanding are now widely reported as 'inadequate', despite having the same curriculum, the same students, the same leadership team and the same governing body. This is uncharted territory, with Ofsted being guided by an ideology at odds with the traditional British values which schools are meant to espouse, particularly fairness, justice and respect for others."

Adams, R. (2014). The Guardian, 3 June 2014

Questions

- 1. Understand.** What impression is given by the idea of 'infiltration'?
- 2. Interpret.** What view of the inspection process is implied by this article?
- 3. Analyse.** Analyse the reasons why the experts in the article questioned the view that the Ofsted investigation into Trojan Horse was objective and fair.
- 4. Analyse.** On the basis of the evidence here, analyse whether functionalists would see the Birmingham schools involved as successfully carrying out their functions for British society.
- 5. Evaluate.** With reference to the Trojan Horse allegations, evaluate whether education can ever pass on a shared culture in a multicultural society where there are strongly held differences in religious beliefs.

Correspondence theory

Bowles and Gintis (1976) argue that education is controlled by capitalists and serves their interests. From a study of high school children in the USA they argue that there is a close relationship between schooling and work, because schooling is used to prepare children to work in capitalist businesses. The correspondence principle states that education corresponds to employment.

Capitalism requires a hardworking, docile and obedient workforce which will not challenge the decisions of management. Bowles and Gintis believes that education prepares such a workforce through the hidden curriculum, or the hidden, informal messages and lessons that come from the way schooling is organised. It works in the following ways:

- Conformist pupils are awarded higher grades than those who challenge authority or think creatively.
- Schools teach acceptance of hierarchy since teachers give the orders and pupils obey, just as workers obey managers in the workplace.
- Pupils are motivated by the external rewards of exam success just as workers are motivated by wages, since neither pupils nor workers experience satisfaction in learning or work because it is directed by others and they have little control over it.
- Both work and education are fragmented, or broken into small pieces, so that workers and pupils have little overall understanding of production or society. This keeps them divided and, in the case of workers prevents them from setting up their own businesses in competition with their employers.

Like Bourdieu, Bowles and Gintis see the idea of meritocracy as a myth – people are conned into believing that success or failure is based on merit, whereas in reality their class background determines how well they do in education. Their research suggests that intelligence (as measured in IQ tests) has less effect on grades than class background. However, because people believe that the education system is meritocratic this makes it seem fair and encourages people to accept educational failure and low wages.

Criticisms of the Marxist perspective

Marxism in general, and Bowles and Gintis in particular, have been criticised a number of ways. They tend to emphasise class inequality in education and pay little or no attention to inequality based on gender or ethnicity. The idea that education corresponds to work has been criticised by Brown et al. (1997), who believe that much work now requires teamwork rather than obedience of authority. Reynolds (1984) believes some education

encourages critical thinking, for example, Sociology. Some neo-Marxists such as Willis believe that the hidden curriculum is not always accepted (see below). They claim that it is debatable whether education is really controlled by the ruling class. Elected local education authorities and teachers have some independence and do not have to follow the wishes of capitalists all the time. Some of the evidence used to support Marxism is dated and may not be representative. For example, Bowles and Gintis conducted their research in 1976 in the USA, and it may not be applicable in Britain in the 21st century.

BUILD CONNECTIONS

The question of whether education provides a route for greater social mobility and therefore leads to a more open class system is crucial in a number of debates around class stratification. The easier it is to move up the class system through success in education the more open and meritocratic the system is.

Partly as a result of such criticisms, a variety of neo-Marxist (or new Marxist) approaches to education have been developed.

Neo-Marxist perspectives on education

An example of neo-Marxism applied to education is the work of Henry Giroux (1984). He disagrees with the conventional Marxist approach of Bowles and Gintis because he does not believe that working-class pupils passively accept everything they are taught, but actively shape their own education and sometimes resist the discipline imposed on them by the school. Schools are sites of ideological struggle by different classes and by different ethnic, religious and cultural groups struggling to ensure that education provides the things they wish for. Capitalists have more power than any other single group but they don't have all the power. The most influential neo-Marxist study of education is a study of a group of boys (or 'lads') in a Midlands comprehensive school in the 1970s. Paul Willis (1977) conducted the study using interviews and participant observation in the school. The group of boys studied formed a group that took up an anti-school stance, which opposed the norms and values supported by the school. The 'lads' saw themselves as superior to teachers and conformist pupils who they called 'ear' 'decs'. They were not interested in getting academic qualifications. At school their main aim was to do as little work as possible while entertaining themselves by 'having a laff' through bad behaviour. Their anti-school culture

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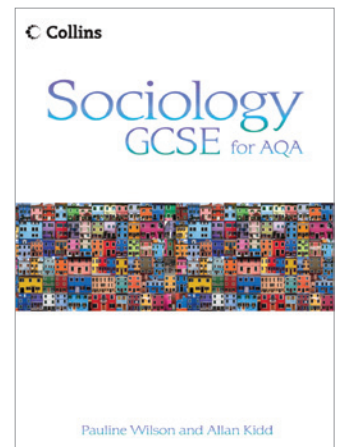
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Each topic begins with a key question and clear objectives to focus students' learning

TOPIC 14 How can material factors affect achievement?

OBJECTIVE
Examine the influence of material deprivation on achievement

One question that is asked is, "How can the home environment affect educational achievement?" A range of explanations has been put forward in answer to this question, based on individuals' home background or environment.

The material environment and material deprivation

In spite of 'free schooling', there is still an obvious connection between the material conditions of the home and educational achievement.

The Child Poverty Action Group has stressed the costs of things like school uniforms, sports kits and special materials, which may result in poorer children being kept away from school or being sent home. There is a stigma attached to children who are treated in this way.

Living conditions also have an effect. Poor housing, overcrowding, lack of privacy or quiet places to do homework adversely affect performance at school (Douglas, 1967). These conditions are more likely to apply to working-class children. In addition, research has revealed that absenteeism is higher among such children.

Many working-class areas, especially in the inner cities, may lack pre-school facilities, such as nursery schools and playgroups, although the introduction of the Sure Start programme may have had some impact here.

Halsey, Heath and Ridge (1990) showed that a higher percentage of working-class children than middle-class children left school at the first possible opportunity. Again, many of the policies introduced by New Labour to combat social exclusion, such as ESNs and Aim Higher, were designed to change this situation.

DISCUSSION ACTIVITY

What causes underachievement?

For each of the factors listed, explain how they could lead to educational underachievement:

- lack of new school uniform or sports kit
- lack of privacy or quiet place in the home
- poor diet, e.g. no breakfast before arriving in school
- poor attendance through illness
- not having attended a nursery school.

On the other hand, middle-class children may have a head start as their higher social class position and income may lead to better-quality housing and a greater availability of books and study facilities at home, for example their own room, access to the internet, or the ability to afford private tuition.

Social class and pre-school children

Read the extract, then answer the questions that follow.

Research for the Department for Education and Skills conducted in 2002 by Leon Feinstein of University College London claimed that, even by 2 years of age, pre-school children showed different aptitudes for completing simple 'educational' tasks and that the differences depended on income and class background. He estimated that a rise in home income of £100 a week was equal to a 3% improvement in the tests. Poorer parents, Feinstein noted, tended to be more passive and less engaged with the world around them – and to use a narrower vocabulary with their pre-school children. Children who do badly at pre-school level are least likely to have school success.

Source: Williams (2002)

WRITTEN ACTIVITY

- 1 Identify the factors that affected pre-school children's achievement levels.
- 2 Explain how the use of a 'narrower vocabulary' might influence a pre-school child's achievement.
- 3 Explain how doing badly at pre-school level might influence future school success.

ASSESSING MATERIAL DEPRIVATION

STRETCH AND CHALLENGE ACTIVITY

Try to put forward some criticisms of material deprivation as an explanation for different achievement levels.

CHECK YOUR UNDERSTANDING

Identify and briefly explain two possible ways in which material deprivation could influence educational achievement.

KEY POINT

The concept of material deprivation suggests that children from more privileged backgrounds in general have better material facilities in the home.

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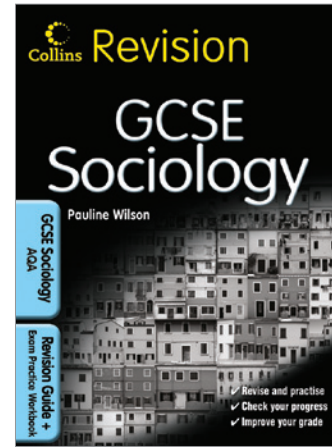
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The sociological approach

Key points

- In Section 4 of Paper 1 you may be asked to distinguish between the sociological approach and that of psychology, biology or journalism.
- In practice, this is likely to mean that you should be able to:
 - explain what sociology is and what sociologists study
 - identify differences between sociology and psychology, biology and journalism.

Defining sociology

It is often helpful to begin your answer by **explaining the key terms** you are using. When explaining what sociology is, you should include the following important elements:

- Sociology explores the **social factors** that shape human behaviour and the way that society influences our daily lives.
- Sociology is often defined as the **study of society**. 'A society' can be defined as a group of people who share a culture or a way of life.

What sociologists study

It is helpful when answering this type of question to **break down your ideas** into a structure that is easy to follow. In studying society, sociologists focus on its social structures and social processes and social issues, creating a table, such as the following, with the **definition** and **key aspects** you wish to include can be helpful when planning your answer.

Social structures	Social processes	Social issues
The different groups and institutions that make up society.	The means by which something takes place in society.	Issues and problems that affect individuals, groups and communities in their daily lives.
Gender	Primary socialisation Gender socialisation	The quality of parenting Teenage parenthood
The education system	Secondary socialisation Labelling The development of subcultures	Educational underachievement
The legal system	Formal and informal social control	Knife crime Teenage crime Fear of crime
The social stratification system	Discrimination	Poverty The causes and effects of inequality

Sociology and other approaches

Sociologists, psychologists and biologists study people and human behaviour (or what people do). They base their explanations on evidence from their research. When you identify the differences between the subjects in your answers, be sure to **compare** the subjects rather than just writing a list of definitions for each subject. You will get additional marks if you also point out the similarities you have spotted!

Comparing sociology and psychology

- Psychologists focus on individual behaviour. They study topics such as the way motivation and memory work, mental illness and the causes of stress. Psychologists also examine differences between individuals in their intelligence, aggression or personality.
- Sociologists study the social influences on human life by focusing on group (rather than individual) behaviour, social structures and the social processes that influence us.

Comparing sociology and biology

- In studying human behaviour, biologists look for biological causes or biological characteristics within the individual. For example, criminal behaviour is seen as linked to the genes that an individual has inherited.
- Sociologists view behaviour as social rather than biological. People behave as they do because they are part of, and interact within, a social group.

Comparing sociology and journalism

- Sociologists and news journalists sometimes ask similar questions about contemporary social issues. For example, they might examine the reasons behind riots in cities, the lives of teenage parents or the emergence of 'ladettes'. They carry out research in order to understand such issues.
- Sociologists' research is more thorough, partly because of time factors.

Good Points

The student has focused on the set question by identifying a relevant difference between the two approaches. It does not merely rephrase the question by, for example, attempting to explain the difference.

The answer gets to the point straight away.

Tasks

Match the terms in the first column with the correct meaning in the second column.

Term	Meaning
1. Sociology	a) A group of people who share a culture.
2. Society	b) Examples include socialisation, social control and social change.
3. Social structures	c) The study of human social life, groups and society.
4. Social processes	d) Issues and problems that affect individuals, groups and communities in their daily lives such as violence, crime and poverty.
5. Social issues	e) The groups and institutions that make up society such as families, the education system and the social stratification system.

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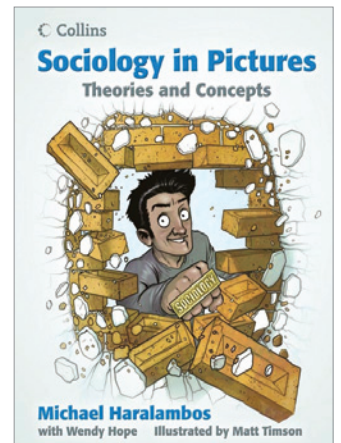
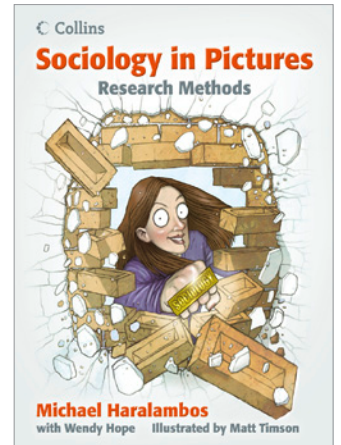
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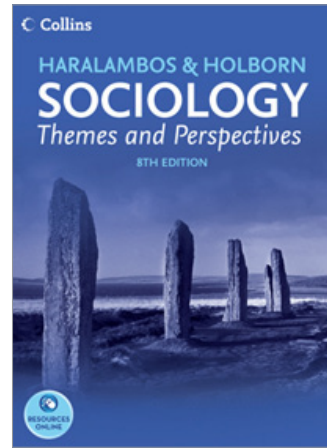
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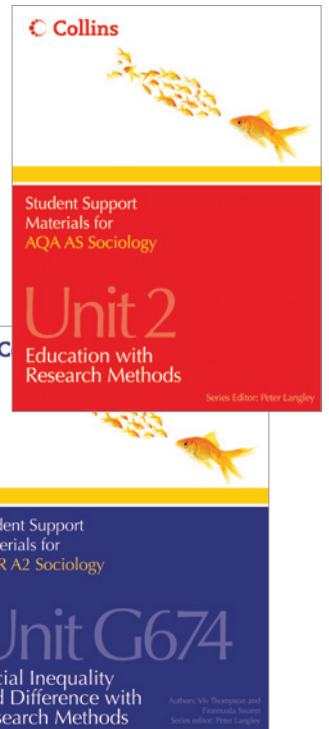
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The social distribution of crime and deviance

Essential notes
Young people may commit a range of crimes, but a group of crimes collectively known as **juvenile delinquency** have been singled out by some sociologists. Young people may commit these crimes, which generally do not involve financial reward. Because of boredom, a search for excitement and, sometimes, malice. The crimes, usually committed by **subcultures** or gangs, include truancy, shoplifting, anti-social behaviour such as harassing members of the community, hooliganism, vandalism, territorial gang violence and drug-taking.

Fig 1
Offenders as a percentage of the population by age (2006, England and Wales)

Essential notes
It is important to understand that most theories of crime are aimed at explaining male criminality. Some feminist sociologists argue that this 'malestream' criminology reflects **patriarchal inequality**. However, it also reflects the reality that, in 2008, there were 4.474 women in prison out of a total prison population of more than 83 000 – a mere 5.4%.

Distribution of crime and deviance by social group

The following table summarises some of the patterns in the relationship between ethnicity and crime.

	White	Black	Black	Asian	Chinese or other	Not stated	Total
General population aged 16 to over (2001)	91.3	1.3	2.2	4.4	0.9	0.0	100
Stop and search ^a	68.1	2.5	13.1	8.1	1.2	7.0	100
Arrested ^b	79.3	2.8	14.1	5.1	1.8	6.0	100
Convicted ^c	82.0	4.3	14.0	1.4	1.6	5.0	100
Home offences ^d	84.8	3.5	9.8	3.9	0.4	2.5	100
Violence against the person ^e	73.5	14.0	8.0	4.4			100
Carotid artery laceration ^f	83.6	2.5	6.3	4.6	1.2	1.8	100
Sexual offences ^g	81.0	3.5	11.0	3.0	0.4	2.5	100
Prison ^h	79.1	2.9	16.6	5.3	1.2	6.2	100

Localities
Urban areas, especially inner-city areas and council estates, have higher rates of crime than suburbs or rural areas. Refer to the following bar chart. Therefore, inner-city and council estate residents (the urban poor), especially the elderly, are more likely than other social groups to be the victims of crime.

Social class
Robert Reiner notes that there is a working-class bias in the prison population. Prior to being imprisoned, 74% were either unemployed or employed at the lowest occupational levels. Sam Hoggish and Tim Newburn's study of youth detention centres found that only 8% of persistent offenders came from middle-class backgrounds. Offences can also be differentiated by social class. Middle-class offenders tend to be associated with **white-collar crime**, fraud and tax evasion; working-class offenders are found guilty mainly of burglary and street crime.

Table 4
Percentage of ethnic groups at different stages of the criminal justice process compared to the ethnic breakdown of the general population, England and Wales 2001-06

Notes
a. Figures may not add up to 100% due to rounding.
b. In the past statistics recorded by the police under section 1 of the Police and Criminal Evidence Act 1984 and other legislation.
c. Excludes offenders.
d. The data in these rows is based on ethnic appearance, and so does not include the category 'Mixed ethnicity (the data in the rest of the table is based on self-declared ethnicity).
e. Information on ethnicity is missing in 19% of cases; therefore, percentages are based on known ethnicity.
f. Commonwealth.
g. Commonwealth.
h. Seasoned.

Examiners' notes
All the factors – age, gender, ethnicity, locality and social class – may prompt essay questions that require you to explain why certain groups seem to commit more crime than others. Be aware that you can combine some of these factors. For example, female criminality is more likely to be committed by working-class girls, whereas most black teenagers who commit crime in inner-city areas come from deprived backgrounds.

Essential notes provide supporting commentary to aid students' understanding

Hints and tips from the examiners identify common mistakes and offer advice on how to maximise marks

Sample pages from *Collins Student Support Materials for AQA Sociology A2 Unit 4: Crime and Deviance with Theory and Methods*

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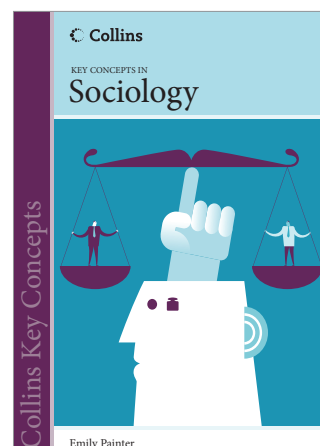
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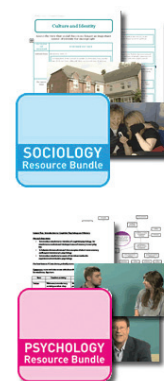


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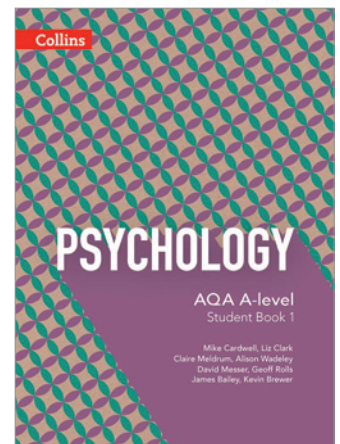
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Research studies boxes highlight studies relevant to the topic

TOPIC 2 RESEARCH METHODS
PSYCHOLOGICAL RESEARCH METHODS 2.1

KEY CONCEPTS

➤ **Correlation** – This term refers to a method of research in which the researcher investigates a possible association between two variables, called co-variables. Data from such research is displayed on a scattergram. Correlational analysis involves measuring the extent of the relationship between the variables by working out the correlation coefficient. The process could be used, for example, to investigate the relationship between levels of obesity and the incidence of coronary heart disease. Unlike experiments, correlations do not show a cause and effect relationship between the variables.

➤ **Co-variables** – These are the variables investigated in a correlation. They are not referred to as the independent and dependent variables because the study is investigating the relationship between them, not trying to show a cause and effect relationship.

The direction and strength of a relationship can be expressed using a statistic known as the **correlation coefficient**. This will have a value ranging from +1 (a perfect positive correlation) to -1 (a perfect negative correlation) with zero indicating no correlation (relationship).

KEY CONCEPTS

➤ **Correlation coefficient** – This is a descriptive statistic with a numerical value on a scale between -1 and +1. It demonstrates the strength and direction of any relationship that exists between two sets of data. The sign of the coefficient tells us if the relationship is positive or negative. The numerical part describes the magnitude of the relationship from 0 (no relationship) to 1 (a perfect relationship).

Perfect correlations are rarely seen in psychological research. It is more likely that you will see values such as +0.9 or +0.6. The signs indicate that these correlations are in different directions and the numbers indicate the strength of the relationship. In this case the negative one is stronger than the positive one as it is closer to ±1. You can see how these are expressed visually in Chapter 3 (see Figure 2.14). An example of correlational research is provided by Stevens (2014) – see the Research study, ‘Affect regulation styles in avoidant and anxious attachment’.

It is very important not to confuse experiments with correlational research. The direct manipulation of the IV in a true experiment allows researchers to infer that they have brought about a cause that precedes an effect. Correlational studies contain no such manipulation.

The correlations were as follows:

Type of attachment	Alexithymia subscale	
	Describing emotions	Identifying emotions
Avoidant	.54	.48
Anxious	.37	.57

➤ All the correlation coefficients were highly significant (a statistical measure of the credibility of the relationship).

Conclusions:

Higher levels of both anxious and avoidant attachment type predict greater problems with describing and identifying one’s own emotions. More avoidant types report more difficulty with describing emotions than more anxious types do, and the reverse is true for identifying emotions. More avoidant types report more difficulty in describing emotions than in identifying them, and for more anxious types the reverse is true.

Instead they involve collection of pre-existing data or measurement of variables using scales. The data samples consist of pairs of scores, e.g. hours of sleep the previous night and fatigue the following day, which are then analysed to assess how closely they correlate. They might well show a strong negative correlation, but we cannot infer that greater fatigue is caused by low sleep hours since they might both have been caused by a third variable such as high anxiety. Had we conducted an experiment, in which we had deliberately ensured that some of our participants slept longer than others and controlled relevant extraneous variables such as their anxiety level, we would have more justification for claiming that reduced sleep causes fatigue.

Now by the activity on Adorno and colleagues’ California F scale.

RESEARCH STUDY

Affect regulation styles in avoidant and anxious attachment: a correlational research study by Stevens (2014)

Aim:

Ainsworth et al. (1978) suggested that there are four major categories of attachment: secure, anxious, avoidant and fearful (see Topic 5, Chapter 3). The type of attachment that infants have to their parents may be associated with how emotionally aware they are in later life, and this may have implications for their psychological health. To test this, Stevens concentrated on anxious and avoidant attachment types and their relationship with alexithymia, a condition in which individuals find it difficult to recognise emotions in themselves and others.

Procedure:

Stevens recruited a self-selected sample of 96 undergraduate psychologists attending a university in the USA. They completed a number of online scales, including measures of anxious and avoidant attachment and alexithymia, in exchange for course credits.

Findings:

- Avoidant and anxious attachment were positively and significantly correlated with alexithymia in general (+.59 and +.46 respectively).
- Both types of attachment were also positively correlated with alexithymia subscales measuring the ability to describe one’s own emotions and to identify emotions.

ACTIVITY: EVALUATING THE CALIFORNIA F SCALE (ADORNO et al. 1950)

Adorno et al. (1950) developed the California F scale, which they claimed measured a personality type called authoritarianism. They believed that the scale could be used to indicate how submissive people would be to authority. Read about this scale and some of its limitations in Topic 3.

One way to test the validity (meaningfulness) of a scale is to see how scores on it correlate with scores on other measures.

Eysenck (1954) claimed that the F scale was not a valid test of authoritarianism because scores on it correlated with right-wing political tendencies and educational level. He argued that items in the F scale were therefore more likely to be measuring these things than the proposed personality type called authoritarianism.

1. How might Eysenck have measured right-wing political tendencies and educational level? What type of data would this be?
2. What direction of relationship did he claim for: (a) authoritarianism and right-wing political bias? (b) authoritarianism and educational level?
3. Suggest a measure of obedience that could be used to test whether authoritarianism scale scores correlate positively with tendency to obey authority.

Answers are given in the ‘Answers to activities’ section.

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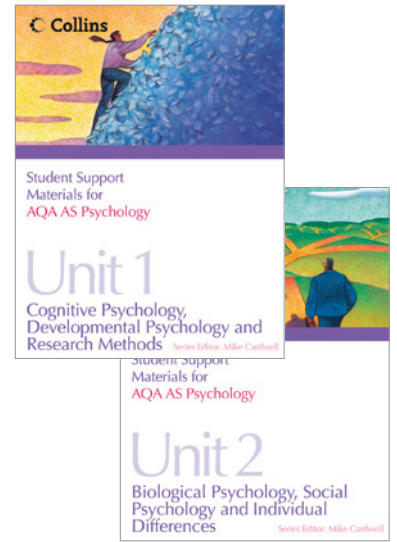
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Cognitive psychology: models of memory

The multi-store model (MSM)

Description of the multi-store model

Atkinson and Shiffrin's (1968) multi-store model (MSM) proposes that memory consists of a series of interconnected stores. These are known as:

- the sensory information store (SIS)
- short-term memory (STM)
- long-term memory (LTM)

The sensory stores in the MSM differ in the following ways:

- **Encoding** - Information to be remembered has to be converted (recorded) into a different form for each store. They may need additional encoding before passing to another store.
- **Capacity** - This refers to how much information there is in each type of memory. Each one has a different storage capacity.
- **Duration** - This refers to how long information lasts in each type of memory. Each store has a different 'expiry date'.

Researchers have investigated the range of these characteristics for each of the stores and their findings are recorded in the following pages.

Information can enter into the sensory system through any of the senses and is initially held in the sensory image. The store can hold several items simultaneously, but images fade within a few seconds unless they are attended and recorded so that they can pass into the STM.

The STM can hold information (1 or 2 items) for up to 30 seconds, after which it is thought that the sensory trace decays or else is displaced by new, incoming information. **Rehearsal** (repetition) of information in STM enables its duration and enables it to be passed to LTM.

The LTM has potentially unlimited storage capacity and lifespan. There are a number of ways in which information can be lost from here, including decay, distortion or failure to locate and retrieve it.

Figure 1 shows how the stores are connected.

Research evidence for separate STM and LTM

Murdoch (1962) presented participants with a list of words, one at a time, which they then recalled in any order (free recall). Murdoch counted the frequency with which each word was recalled and concluded that:

- Words at the beginning and the end of the list were recalled more often than those in the middle. The more efficient recall of the beginning and end parts of the list was called the **primacy and recency effect** respectively.
- The middle words had been rehearsed so the primacy effect was due to items being retrieved from the LTM while the recency effect was due to retrieval of items that were still in the STM.

This can be illustrated with a **serial position graph** (see Fig. 2).

Experimenting on the serial position effect

Glanzer and Cunitz (1966) elaborated on Murdoch's procedure by treating it as a control condition and adding a second experimental condition in which, before recalling the list of words, participants had to carry out an interference task by counting backwards for 20 seconds. The results are shown in Fig. 2.

- Participants who were allowed to rehearse recall produced the classic U-shaped serial position curve described by Murdoch.
- Participants who were given the interference task, however, produced the primacy effect but not the recency effect. This was thought to be because the interference task had prevented them from using STM for the later items.

This conclusion is now universally accepted, though, as researchers such as Crowder (1983) have argued that, rather than being held in a separate STM, recent items are simply more distinctive, hence their more efficient recall.

Physiological evidence for a separate STM and LTM

Milner (1967) reviewed evidence of STM and LTM problems associated with brain damage resulting from accidents, surgery or alcohol abuse. One of her most famous clinical case studies was Henry Molaison (H.M.), who had suffered from years of epilepsy following a childhood bicycle accident. Brain surgery to his ventricles helped to control the epilepsy but impaired his memory.

- His STM appeared to be unaffected, but he was no longer able to lay down new long-term memories, a condition known as **anterograde amnesia**.
- People he met and recalled, family and everyday events encountered after the surgery were perceptually new to him.
- This was taken as evidence that the mechanism allowing STM to transfer information into LTM was not functioning.

H.M.'s case is unique and his brain surgery extensive, but, because the condition of his brain was so clearly understood, much has been learned from him about the neural basis of memory through comparison with people with lesser lesions.

Essential notes

Examining questions sometimes ask 'how' a study was carried out (i.e. the methodological details of the study) and sometimes what the study showed (i.e. the findings). This is an important distinction, and not one to be ignored when constructing your response.

Fig. 2 Graph showing the results of Glanzer and Cunitz's (1966) free recall experiment

Essential notes

Korsakoff's syndrome is a condition related to alcohol abuse which supports the MSM. STM seems to be unaffected, but there are other problems with LTM.

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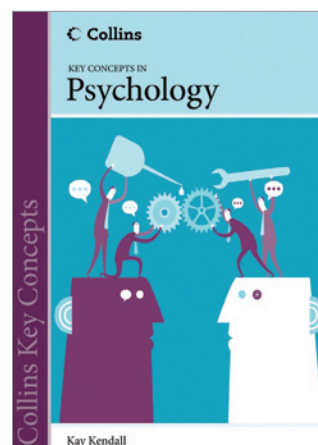
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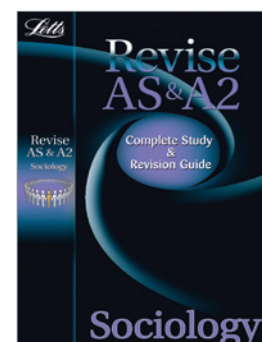
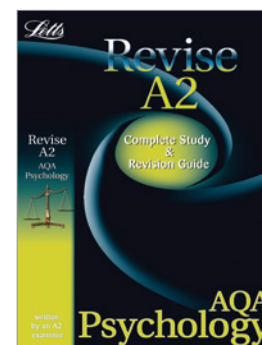
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