



CAMBRIDGE

International Education

Cambridge IGCSE™ Psychology 0266

Lesson 7: Memory and forgetting 1.3 Atkinson and Shiffrin's multistore model (MSM) of memory

Learning objective	To gain knowledge and understanding of the multistore model of memory
Lesson objectives	By the end of the lesson, learners will be able to: <ul style="list-style-type: none">• Explain the serial position effect• Define the primacy and recency effect• Apply knowledge of the experimental method to novel scenarios
Vocabulary	Primacy effect: when information presented at the beginning is better remembered than information presented at a later stage Recency effect: when information presented at a recent stage is better remembered than information presented at an earlier stage
Previous learning	Learners have studied the multistore model of memory including the three memory stores, input, capacity, duration and access.

Plan

Activities		Resources
Beginning (5 mins)	Ask learners to watch the serial position effect video link and then write down as many objects as they can recall.	Serial position effect experiment: www.youtube.com/watch?v=4RpiDnol1Fo
Middle (50 mins)	<ul style="list-style-type: none">• Ask learners to check their recall lists and discuss whether they remembered most from the beginning, middle or end.• Explain the serial position effect to learners and address any questions or misconceptions.• Share the serial position curve graph to give a visual idea of the effect to learners.• Share the definitions of the primacy and recency effect with learners. Learners can copy these into their own glossaries / notes.	

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- Learners work in pairs to define features of experiments, checking answers against the grid provided.

End (5 mins)

Learners use the check your understanding quiz to self-assess their knowledge of the experimental method in this scenario.

Reflection and evaluation

Reflection:

Summary evaluation:

What two things went really well? (Consider both teaching and learning.)

- 1.
- 2.

What two things would have improved the lesson? (Consider both teaching and learning.)

- 1.
- 2.

What have I learned from this lesson about the class or individuals that will inform my next lesson?

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