



# CAMBRIDGE

International Education

Cambridge IGCSE™ Psychology 0266

## Lesson 9: Memory and forgetting 1.3 Atkinson and Shiffrin's multistore model (MSM) of memory

<b>Learning objective</b>	To gain knowledge and understanding of the multistore model of memory
<b>Lesson objectives</b>	<p>By the end of the lesson, learners will be able to:</p> <ul style="list-style-type: none"><li>• Explain the argument for the multistore model of memory</li><li>• Describe the named study about serial position effect (Murdock)</li><li>• Explain the argument against the multistore model of memory</li></ul>
<b>Vocabulary</b>	n/a
<b>Previous learning</b>	Learners have studied the serial position effect and the multistore model of memory. They have also learned about the levels of processing model of memory in the previous sub-topic.

### Plan

Activities		Resources
<b>Beginning (5 mins)</b>	Ask learners to complete the peer assessment vocabulary revision task.	
<b>Middle (50 mins)</b>	<ul style="list-style-type: none"><li>• Share the named study summary with learners. Learners can complete the mind map / notes activity to consolidate their knowledge of the study.</li><li>• Example questions are provided, focusing discussion on what the MSM can explain (transference and retrieval of information between the stores) and what it cannot explain (the different ways of processing the information between the stores LoP model).</li><li>• Use dialogic questioning to discuss the results and conclusion with the class:<ul style="list-style-type: none"><li>○ Invite learners to build on each others' ideas by using key phrases, such as: 'Can you add', 'Do you think?', 'Do you agree?'.</li><li>○ Encourage learners to build on each others' ideas by using key phrases, such as: 'it's also', 'that makes me think', 'I mean'.</li></ul></li></ul>	

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	<ul style="list-style-type: none"><li>○ Learners may also question, disagree with or challenge an idea by using phrases, such as: 'I disagree', 'But', 'Are you sure?', 'I have a different idea'.</li><li>● Using the table, discuss the arguments for and against the multistore model of memory. Learners use the scaffolded sentence starters to complete their notes.</li></ul>	
<b>End (5 mins)</b>	Learners can check their understanding of both models by applying them to the novel 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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