



CAMBRIDGE

International Education

Cambridge IGCSE™ Psychology 0266

Lesson 15: Memory and forgetting – Review and assessment

Learning objective	To gain knowledge and understanding of memory and forgetting
Lesson objectives	By the end of the lesson, learners will be able to: <ul style="list-style-type: none">• Consolidate knowledge and understanding of the topics• Know and use a range of revision strategies• Apply knowledge to assessment questions
Vocabulary	n/a
Previous learning	Learners have studied all of the syllabus content for Memory and forgetting.

Plan

Activities		Resources
Beginning (5 mins)	Ask learners to complete the quiz questions.	Specimen Paper 1: www.cambridgeinternational.org/Images/718593-2027-specimen-paper-1.pdf
Middle (50 mins)	<ul style="list-style-type: none">• Check learners' answers and respond to any misunderstanding or questions.• Introduce the revision carousel activity. Learners rotate every 4 or 5 minutes. At each station, include a short task (e.g., match terms to definitions, answer a question, explain a diagram) on the five subtopics (key concepts, levels of processing, multistore model, motivated forgetting and the role of the brain).• Discuss assessment practice as a whole class, using the questions as prompts for introducing the format, style and content of the assessment.• Ask learners to complete the practice question and self or peer assess using the mark scheme provided.	
End (5 mins)	Learners complete the reflective exercise about the revision activities and area for improvement. Collect these to inform review and assessment in the next topic.	

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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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