|  |  |  |  |
| --- | --- | --- | --- |
| **Topic area:** Memory – how does your memory work? | Done. | EOTT RAG | Revision checklist  RAG. |
| I can explain how information is inputted, encoded and outputted; I can also explain what is meant by storage, processing & retrieval. |  |  |  |
| I can explain features of the sensory register including the iconic & echoic registers and the role of attention. I can explain the duration & capacity of sensory memory & how some information is lost. |  |  |  |
| I can explain features of short term memory, including its capacity, duration and way of encoding information. I can explain the role of rehearsal and how some information can be lost |  |  |  |
| I can explain features of long term memory including its capacity, duration and way of encoding. I can explain how some information can be lost. |  |  |  |
| I can describe what is meant by interference and displacement in forgetting. |  |  |  |
| I can describe Atkinson and Shiffrin’s Multi store Model of Memory. |  |  |  |
| I can explain two strengths and two weaknesses of the Multi store Model of Memory. |  |  |  |
| I can describe the aim, procedure, results and conclusions of the Peterson and Peterson study into the duration of STM. |  |  |  |
| I can explain what is meant by anterograde and retrograde amnesia. |  |  |  |
| I can describe the case study of H.M & explain what time of amnesia he suffered from. |  |  |  |
| I can explain Bartlett’s Theory of Reconstructive Memory including the formation of schemas and their role in influencing memory. |  |  |  |
| I can explain two strengths and two weaknesses of Bartlett’s Theory of Reconstructive Memory. |  |  |  |
| I can describe the aim, procedure, results and conclusions of Bartlett’s War of the Ghosts study. |  |  |  |
| I can explain two strengths and two weaknesses of Bartlett’s War of the Ghosts study. |  |  |  |
| I can explain what is meant by reductionism and which methods are associated with the term. |  |  |  |
| I can explain why reductionism is a desirable practice and also the negatives of using a reductionist approach. |  |  |  |
| I can explain what is meant by holism and which methods are associated with the term. |  |  |  |
| I can explain why holism is considered unscientific & how it is difficult to achieve. |  |  |  |
| I can apply the reductionism/holism debate to memory research and give examples of both approaches from memory. |  |  |  |