

# Paper 1 Curriculum Map

## TOPIC: MEMORY

Calendar	Big Question/Theme	Small Questions	Assessment Opportunities and Criteria. Teacher Feedback point (TFP)	Homework
<b>TERM 1</b>	<b>To investigate the multi-store model of memory.</b>	<ul style="list-style-type: none"> <li>The multi-store model of memory: sensory register, short-term memory and long-term memory.</li> <li>Features of each store: coding, capacity and duration</li> </ul>	<p><b>Short examination style questions (MCQ, structured questions, STEM questions).</b></p> <p><b>Exam practice: 12 mark WCOS Summative assessment.</b></p>	<p>Analysis, synthesis and consolidation with firefly pages.</p> <p>Short examination questions 4 and 8 mark examination question.</p> <p>Extended reading and analysis</p> <p>Complete missing gaps chart for encoding, capacity and duration.</p> <p>Completion of burger evaluation.</p> <p>Project and research methods questions exploring the MSM.</p>
	<b>To examine the types of long-term memory.</b>	<ul style="list-style-type: none"> <li>Types of long-term memory: episodic, semantic, procedural.</li> </ul>	<p><b>Short examination style questions (MCQ, structured questions, STEM questions).</b></p> <p><b>6 mark short question: WCOS Summative assessment.</b></p>	<p>Analysis, synthesis and consolidation with firefly pages.</p> <p>Application of knowledge to two case studies</p>

				<p>Completion of burger evaluation.</p> <p>Short examination questions.</p> <p>Extended reading and analysis</p>
	<b>To investigate the working memory model.</b>	<ul style="list-style-type: none"> <li>The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer.</li> <li>Features of the model: coding and capacity.</li> </ul>	<p><b>Short examination style questions (4 mark and 12 mark) (MCQ, structured questions, STEM questions).</b></p> <p><b>12 mark short question: WCOS Summative assessment.</b></p>	<p>Analysis, synthesis and consolidation with firefly pages.</p> <p>Short examination questions.</p> <p>Extended reading and analysis</p>
	<b>To assess explanations for forgetting.</b>	<ul style="list-style-type: none"> <li>Explanations for forgetting: proactive and retroactive interference.</li> <li>Explanations for forgetting: Retrieval failure due to absence of cues.</li> </ul>	<p><b>Short examination style questions (MCQ, structured questions, STEM questions).</b></p>	<p>Analysis, synthesis and consolidation with firefly pages.</p> <p>Short examination questions.</p> <p>Data collection and analysis.</p> <p>Application of research methods to memory.</p>
	<b>To explore factors that affect the accuracy of eyewitness testimony.</b>	<ul style="list-style-type: none"> <li>Factors affecting the accuracy of eyewitness testimony: misleading information, including leading questions and post-event discussion; anxiety.</li> </ul>	<p><b>Short examination style questions (MCQ, structured questions, STEM questions).</b></p> <p><b>8 mark short essay: WCOS Summative assessment.</b></p>	<p>Analysis, synthesis and consolidation with firefly pages.</p> <p>Short examination questions.</p> <p>Extended reading and analysis</p>

				Application of Yerkes Dodson law
	<b>To investigate methods of improving the accuracy of eyewitness testimony.</b>	<ul style="list-style-type: none"> <li>Improving the accuracy of eyewitness testimony, including the use of the cognitive interview.</li> </ul>	<b>Short examination style questions (MCQ, structured questions, STEM questions).</b> <b>Series of shorter examination questions: WCOS Summative assessment.</b>	Analysis, synthesis and consolidation with firefly pages.  Short examination questions.  Extended reading and analysis  Creation of mind map.