

# REVISION ACTIVITES BOOKLET

AQA  
A Level  
2025 spec

Memory

Sample Copy - Not all pages are included

Marie Buckley

A LEVEL  
PSYCHOLOGY  
TUTOR

Thank you for downloading this resource, I hope you find it useful!

Students are often misinformed regarding the most effective revision methods to use. Research tells us that active recall is the most effective way to revise; without a cognitive struggle, learning is unlikely to take place. Therefore, this revision activities booklet does not provide you with the content; instead, it requires you to recall the information to help remember the key concepts. The booklets are laid out systematically to guide you through all the key terms and concepts needed for each subtopic. These activities primarily focus on AO1 to assist students who may feel overwhelmed in their AQA A-level Psychology studies. The booklet will help you build stronger schemas of the knowledge necessary for success in the course.

### **Revision advice**

When completing your revision, it is best to do so in short 25-minute bursts, followed by a 5-minute break. During the focused 25-minute activity, it would be advisable to put away any digital devices to avoid distractions.

### **Suggested way of using the Revision Activities booklet**

- I would encourage you to attempt to complete one topic per revision session. Start by working through the booklet without referring to any notes to see what you can remember. Once you have recalled everything you can remember, use a different colour pen to complete the activity again. This way, you will know that everything in the second colour is what you need to focus on for revision.
- The most successful students I have worked with are able to complete this booklet without any notes by the time of their final AQA A-level Psychology exams. Since this is a digital booklet, you can print off as many blank copies as you need!

By keeping organised and approaching the A-level Psychology course systematically, you can ensure that you don't overlook any content, and it will greatly enhance your preparation for the crucial exams.

Good luck!

*Marie*

**Other resources** for AQA A-level Psychology which you may find useful are:

- PowerPoint Lessons
- A\* Evaluation booklets
- Cornell Notes booklets
- Topic Summaries
- Revision Activities booklets
- Essay Planning booklet
- Topic Essays

## Topic Checklist

	Specification	Booklet completed	Can recall without notes
4	The multi-store model of memory: sensory register, short-term memory and long-term memory.		
5	Features of each store: coding, capacity and duration.		
6	The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. Features of the model: coding and capacity.		
7	Explanations for forgetting: proactive and retroactive interference.		
8	Explanations for forgetting: retrieval failure due to absence of cues.		
9-10	Factors affecting the accuracy of eyewitness testimony: leading questions and post-event discussion.		
11	Factors affecting the accuracy of eyewitness testimony: anxiety.		
12	Improving the accuracy of eyewitness testimony, including the use of the cognitive interview		

**Activity 1** The multi-store model of memory: sensory register, short-term memory and long-term memory.

**Task:** Label the Multi-store Model of Memory (Atkinson & Shiffrin, 1968)



What is meant by displacement?

What is meant by decay?

**Task:** Complete the table below.

	Coding	Capacity	Duration
Sensory store			
Short-term store			
Long-term store			

**Task:** Bullet point two strengths and limitations below.

Strengths	Limitations

## Activity 2 Features of each store: coding, capacity and duration.

**Task:** Complete the boxes below.

### Coding

Baddeley (1966) STM & LTM		
Procedure	Findings	Evaluation

### Capacity

Jacobs (1887) STM		
Procedure	Findings	Evaluation

Miller (1965) STM		
Procedure	Findings	Evaluation

What is meant by chunking?

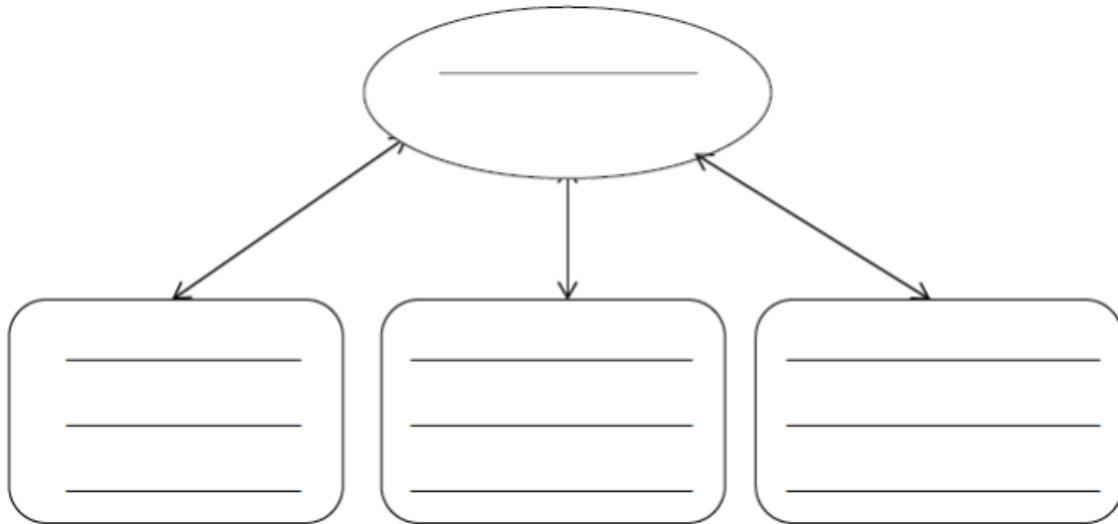
### Duration

Peterson & Peterson (1959) STM		
Procedure	Findings	Evaluation

Bahrick et al (1975) LTM		
Procedure	Findings	Evaluation

**Activity 3** The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. Features of the model: coding and capacity.

**Task:** Label the Working Memory Model (Baddeley & Hitch, 1974)



Component	Features of the component
Central Executive	
Phonological Loop	
Visual spatial sketchpad	
Episodic buffer	

**Task:** Bullet point two strengths and limitations below.

Strengths	Limitations



Marie is the current Head of Psychology at a Top 10 School in the UK and also a private tutor. She is a qualified teacher with an MSc Psychology, MBA and LLB (Hons) Law degree. She has authored for the Psychology Review magazine and has presented at A Level student conferences. She loves helping students achieve their potential by creating high quality resources - that work!

For free study advice and more resources visit  
[www.alevelpsychologytutor.co.uk](http://www.alevelpsychologytutor.co.uk)

Marie



**A LEVEL  
PSYCHOLOGY  
TUTOR**

[www.alevelpsychologytutor.co.uk](http://www.alevelpsychologytutor.co.uk)