

Psychology

W/C	Exam	Topic	Suggested revision strategy	Suggested outcome from revision time this week (what a parent / carer can expect to see)
26 th Feb	Paper 1	Criminal Psychology	<ul style="list-style-type: none"> • <u>Theories of criminal behaviour</u> – without notes, create a mindmap of each theory (SLT and Eysenck). Use notes to add purple pen. Repeat at the end of the week. Key focus = understanding the neuropsychology of Eysenck's theory. • <u>Core studies</u> – create flashcards for the aim, method, results, conclusions and criticisms (AMRCC) of both Cooper and Mackie's <u>and</u> Heaven's studies. Key focus = knowledge of details – e.g., numbers in each sample, research method being used, key evaluative terms, etc. 	<ul style="list-style-type: none"> • Detailed mindmaps with purple pen added to show checking of knowledge • Clear use of key terms, focused on the neurological aspects of Eysenck's theory in particular (synaptic transmission, dopamine, the central nervous system, the reticular activating system [RAS], the cerebral cortex, the autonomic nervous system, and the limbic system). • A set of flashcards that contain clear details of the AMRCC for each core study. Useful flashcards often have questions on one side and clear answers on the other (e.g., 'How many people did Cooper and Mackie study?'). Students should sort cards into 'I know this' and 'I don't know this' to prevent them from spending too long on knowledge that is already secure.
4 th March	Paper 2	Social Influence	<ul style="list-style-type: none"> • <u>Core studies</u> - Create a handout of both Bickman et al <u>and</u> the NatCen studies, giving enough details for a non-specialist in psychology. Ask someone at home to read it and have a learning conversation about the study. • Write paragraphs to explain two advantages and two disadvantages of each study. Use the SEW structure – Signpost your strength / weakness, give an Example from the study, and say Why it is a strength or weakness. Key focus – developing AO3 skills; writing fuller evaluation paragraphs, making clearly linked evaluations (rather than generic arguments). 	<ul style="list-style-type: none"> • Accurate and clear written and verbal explanations of the two core studies – students should feel confident with their understanding of each study. • Structured evaluation paragraphs of each study – an SEW paragraph structure should be evident ('A strength of Bickman is...' 'For example, in the study...' 'This is a strength because...'). • A clear and detailed glossary of key terms, developed using the revision guide and/or student notes. These can be used for self-testing, or turned into a matching game.

			<ul style="list-style-type: none"> • <u>Key concepts</u> - Create a glossary of key terms from the whole social influence topic. Use your notes, and aim for a 2-mark definition for each key term (e.g., add an example to gain the second mark). Stretch your understanding by cutting them out to make a matching game. <p>Key focus = improved recall of key terms and improved short-answer exam skills.</p>	
11 th March	Paper 1	Development	<ul style="list-style-type: none"> • <u>Theories of development</u> - write down definitions of Piaget's key concepts from his theory (object permanence, conservation, assimilation and accommodation). Make these into cards to test yourself. Make a set of cards for each stage of development (sensori-motor, pre-operational, concrete operational and formal operational). Match the key concepts to each stage. • Create two summary sheets for the two learning theories (Dweck and Willingham). Include pictures to represent Dweck's ideas about fixed and growth mindset. Include bullet points for the criticisms of each theory. <p>Key focus = key term confidence – have clear and accurate definitions of the key terms related to each theory.</p> <ul style="list-style-type: none"> • <u>Core studies</u> – without notes, create a basic storyboard for each of the core studies (Piaget and Blackwell et al). Focus on AMRCC details. <p>Key focus = accurate recall of details of the studies – how much can you complete without notes? How can using images help with recall?</p>	<ul style="list-style-type: none"> • Accurate key term knowledge – students should be using their notes or revision guides to check or clarify any terms they do not yet recall. • Repeated testing using cards, matching and sorting cards to reinforce learning in different ways. • Checking of knowledge by writing out without notes.
18 th March	Paper 2	Memory	<ul style="list-style-type: none"> • <u>Theories of memory</u> – using blank paper or a mini white board, draw out the multi-store model of memory. Be sure to include details of how information moves from store to store. Annotate fully with details of the encoding, 	<ul style="list-style-type: none"> • Repeated retrieval (with less purple pen with each time the activity is completed). Students should get faster at recalling key terms and facts about the model. • Concise summaries of the AMRCCs for the two

			<p>capacity, duration and forgetting from each store. Purple pen any missing details. Repeat three times through the week.</p> <p>Key focus = quick recall of key detail, reduced reliance on notes as the week goes on (less purple pen every time you recall!).</p> <ul style="list-style-type: none"> • <u>Core studies</u> – create a comparison table for the Wilson et al and Braun et al studies, aiming to summarise the AMRCCs in only <i>one</i> sentence each. Ask someone at home to test you on each point – randomly select one of the AMRCC details to be tested on. <p>Key focus = creating concise summaries for use in 13-mark essay questions.</p>	<p>core studies. Students should be able to rapidly recall these details – they can be tested easily using their comparison table, randomly checking their recall of any of the AMRCCs.</p>
25 th March	Paper 1	Psychological problems	<ul style="list-style-type: none"> • <u>Introduction to mental health (key concepts)</u> – divide a piece of paper into three, and summarise the main components of this section (1: ways of defining mental health; 2: the current prevalence of mental health problems; 3: the incidence of significant mental health problems over time). <p>Key focus = breadth of knowledge (lots of details to learn here), checking your understanding of the trends and patterns, and knowing what the classification systems are).</p> <ul style="list-style-type: none"> • <u>Core study</u> – devise flashcards for the Daniel et al study, summarising the key elements (AMRCC). Test yourself on these at least three times across this week. <p>Key focus = understanding of neurological aspects of this study, and results linked to cognitive performance and blood flow.</p> <ul style="list-style-type: none"> • <u>Theories of schizophrenia / depression</u> - draw a table with four columns. In one section, summarise <i>in no more than 5 bullet points each</i> 	<ul style="list-style-type: none"> • Summaries that contain simple sentences and images. Using class notes to check details are accurate. • Three rounds of testing for the Daniel et al study. • Using the Core Studies 1 booklet to ensure details are accurate in each flashcard. • A complete summary table for the theories of schizophrenia and depression. Students should read through the details of a theory in its entirety before summarising it to ensure no key elements are missing. Students should also refer to their evaluations to check which key criticism they are expected to know for each theory.

			<p>the biological explanation for schizophrenia (dopamine and neural structure / function), in the second, Social Drift theory, in the third, the ABC model and in the fourth, the Social Rank theory for depression. <i>One of each of these bullet points must include a criticism.</i></p> <p>Key focus – concise and clear summaries of each theory.</p>	
1 st April	Paper 1 and 2	Research methods	<p>Attempt as many of the following as possible across the space of the week...</p> <ul style="list-style-type: none"> • Create a mind map with all of the research methods on. Use green and red pen to add strengths and weaknesses for each method. • Create your own experiment and write a hypothesis, outline the IV, DV and any extraneous variables. • Write a paragraph to explain the difference between a lab, field and natural experiment. • Outline the ethical issues, and how you would deal with them. • Make up a data set of at least 10 numbers. Calculate the mean, median, mode and range of the numbers. • A psychology teacher wants to find out if revision is better for students with or without students listening to music. Plan a study to investigate this and include details of experimental design, sampling, ethical considerations, and controls. • Using graph paper, draw a normal distribution curve. Label the mean, median and mode. 	<ul style="list-style-type: none"> • Clear notes / mindmaps, etc., on methodological issues, as outlined on left. • Students will be able to create their own scenarios and apply their knowledge of research methodology to these scenarios.
8 th April	Paper 1 and 2		<ul style="list-style-type: none"> • Complete past paper questions to consolidate revision in preparation for first exam. <p>Key focus = complete all questions – no questions should be left blank. Use purple pen to ensure all Qs have been completed. Aim to do Qs under timed conditions - complete a full paper (90</p>	<ul style="list-style-type: none"> • Completion of exam papers / sections of papers under timed conditions. • No questions left blank. • Copies of all papers are on Teams (Files – General – Class Materials – Core Resources –

			minutes) or a section (24 minutes for Sections A, B and C, 18 minutes for Section D).	Exam Papers)
15 th April	Paper 2	Sleep and dreaming	<ul style="list-style-type: none"> • <u>Theories of dreaming</u> – using blank paper or a mini white board, draw a brain and the key regions involved in the activation synthesis theory. Purple pen to add / correct information. • Write a short paragraph to explain why Freud’s theory may be considered more holistic than the reductionist approach of the activation synthesis theory. Aim to use the SEW structure to ensure your paragraph is evaluative. <p>Key focus = recall of neurological aspects of sleep and dreaming. Recapping of issues & debates (reductionism / holism).</p> <ul style="list-style-type: none"> • <u>Application</u> – using blank paper or a mini white board, summarise the key stages involved in relaxation techniques and sleep hygiene education. Recap the role of the nervous system and hypothalamus in sleep and insomnia. • Key focus = clear understanding of each neurological aspect involved in relaxation, sleep hygiene and insomnia. 	<ul style="list-style-type: none"> • Accurately labelled and annotated drawings of the brain. Use of purple pen to add / correct information. • Clearly written paragraph with reference to reductionism / holism debate. SEW structure should be evident. • Clear explanation of relaxation and sleep hygiene, with reference to neurology (nervous system and hypothalamus. Confidence in using key terms.