

Exam workbook



Name:

Teacher:



How to use this exam booklet

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Revision sessions

<u>Day</u>	<u>Time</u>

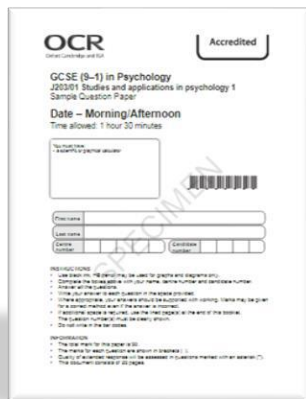


Half term revision sessions

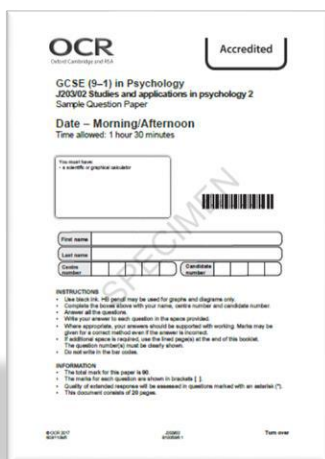
TBC

<u>Half term</u>	<u>Day/time</u>

Layout of your GCSE Psychology exam



<u>Paper 1</u>	<u>Exam info</u>
<ul style="list-style-type: none"> • Criminal psychology (24 marks) • Development (24 marks) • Psychological problems (24 marks) • Research methods focus on designing an investigation (18 marks) 	<p>Marks = 90</p> <p>Time = 1 hour 30 minutes</p> <p>Weighing = 50% of your GCSE</p>



<u>Paper 2</u>	<u>Exam info</u>
<ul style="list-style-type: none"> • Social influence (24 marks) • Memory (24 marks) • Sleep and dreaming (24 marks). • The research methods relate to a novel source (18 marks) 	<p>Marks = 90</p> <p>Time = 1 hour 30 minutes</p> <p>Weighing = 50% of your GCSE</p>

Exam dates

<u>Paper 1</u>	<u>Paper 2</u>



Assessment style



1 (a) Identify the method used to gather data in Tandoc et al.'s (2015) study into Facebook use.

- A experiment
- B interview
- C observation
- D questionnaire

Your answer [1]

- Multi-choice questions (9 on each paper)

Eysenck devised a Criminal Personality Theory.

(a) State what is meant by extroversion in relation to criminal behaviour.

.....

..... [2]

- Range of low - high tariff questions (1-13mk)

School reports

A teacher wrote the following:

Hannah understands that her talents and abilities can be developed through effort and persistence. She tries to improve by working hard at all times.

Lucia believes her basic ability, intelligence and talents are unchangeable traits. She tries to be clever all the time.

Dweck proposed that individuals have either a fixed or a growth mindset.

(a) Using the source, identify which girl Dweck would suggest has a fixed mindset.

..... [1]

- Source based questions (i.e. STEM questions)

19* Use your knowledge and understanding from across the psychology course to explain how far you agree with the following viewpoint:

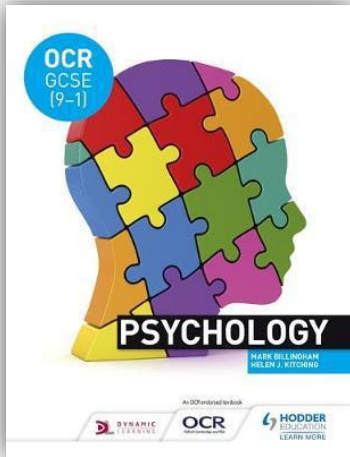
"Often it is not so much the kind of person a human is as the kind of situation in which he/ she finds themselves that determines how they will act."

In your answer you should refer to learning theories of development and at least one different area of psychology you have studied.

.....

- One 13 mark extended response with a synoptic element (this will always be in section C in both papers)

What should I revise?



Use your digital textbook and unit workbook to help you revise!

- Criminal psychology – pages 3-26
- Development – pages 27-53
- Psychological problems – pages 54-91
- Social influence – pages 92-120
- Memory – pages 121-146
- Sleep and dreaming – pages 147 – 169
- Research methods – pages 170 - 209

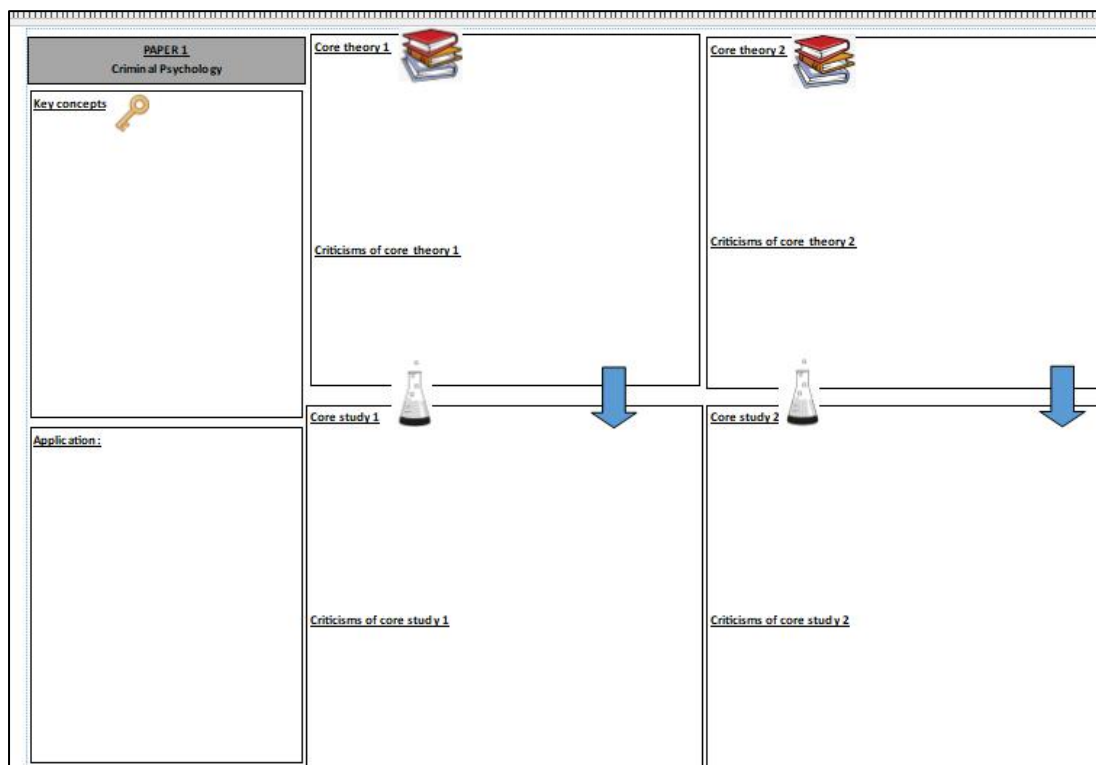
Where should I start?

Every unit is set out in the following way:

- Key concepts linked to unit
- Core theory 1
- Core study 1 (linked to core theory 1)
- Core theory 2
- Core study 2 (linked to core theory 2)
- Application (i.e. how does the unit apply to everyday life)



Make sure you familiarise yourself with the above information per unit. To help you, you could create an A3 template for unit to summarise information per topic.



Unit information



Criminal Behaviour

- Key concepts – different types of crime, explanations of why criminal/anti-social behaviour occurs, how crime is measured.
- Core theory - The Social Learning Theory of Criminality - **Cooper and Mackie (1986)**
- Alternative theory - Eysenck's Criminal Personality Theory **Heaven (1996)**
- Application – The changing nature of punishment the effects of punishment, including prison and alternatives to imprisonment, rehabilitation, and reducing criminal/anti-social behaviour and increasing pro-social behaviour

Cooper and Mackie – Study in to video games and aggression in children
Heaven – Study in to delinquency, extroversion, psychoticism and self esteem.



Development

- Key concepts - Stages of development, including brain development and IQ as a measure of intelligence.
- Core theory - Piaget's Theory of Cognitive Development, and **Piaget (1952)**
- Alternative theory - The effects of learning on development including Dweck's fixed and growth mindset Theory and Willingham's myth of learning styles Theory. **Blackwell et al (2007)**.
- Application – The changing role of education – how do the theories apply to education.

Piaget – Study in to the conservation of number
Blackwell – Study in to fixed and growth mindsets



Psychological Problems

- Key concepts - An introduction to mental health Prevalence of mental health, how the incidence of significant mental health problems changes over time, the effects of significant mental health problems on individuals and society.
- Core and alternative - Students must study clinical schizophrenia and depression and know and understand: characteristics of each according to the International Classification of Disease (ICD) One **biological** and one **psychological** explanation for each. **Daniel (1991)** Tandoć (2015)**
- Applications – The development of treatments - interventions or therapies for each and how these improve mental health.

Daniel – The effect of amphetamine on regional cerebral blood flow during cognitive activation in schizophrenia.
Tandoć – Study in to facebook use, envy and depression in college students.



Memory

- Key concepts - The stages of information processing, types of forgetting, how the brain works to store memories.
- Core theory – The structure and process of the Multi-store Model of Memory, short term memory – long term memory including duration and capacity and types of encoding, **Wilson (2008)**
- Alternative theory – The theory of reconstructive memory, **Braun et al (2002)**.
- Application – Techniques used for recall, use of cues, repetition, the development of neuropsychology for measuring different memory functions including the Wechsler memory scale.

Wilson – Prominent and persistent loss of past awareness in amnesia
Braun – Study in to how advertising can change our memories of the past



Social Influence

Key concepts – conformity, collective and crowd behaviour, obedience.

Situational and dispositional explanations - How the influence of other people (individuals and groups), social factors and dispositional factors (for example personality) explain: Conformity to majority influence, The behaviour of crowds and the individuals within them and the effect of collective behaviour, including pro and anti-social behaviour, obeying the orders of authority figures. **Bickman (1974) and Natcen (2011)**.

Application – Changing attitudes - how minority and majority influence affects social change in relation to mental health stigma and discrimination. .

Bickman – Study in to obedience and the social power of a uniform
Natcen – study in to the August riots in England with reference to anti social collective behaviour and dispositional factors



Sleep and Dreaming

Key concepts - Functions, features and benefits of sleep, stages of sleep cycle and causes of sleep disorders

Core theory - The Freudian theory of dreaming Freud (1918) dream analysis of the "wolfman".

Alternative theory - Activation Synthesis Theory Williams et al (1992).

Application – Development of treatments for insomnia



Research Methods

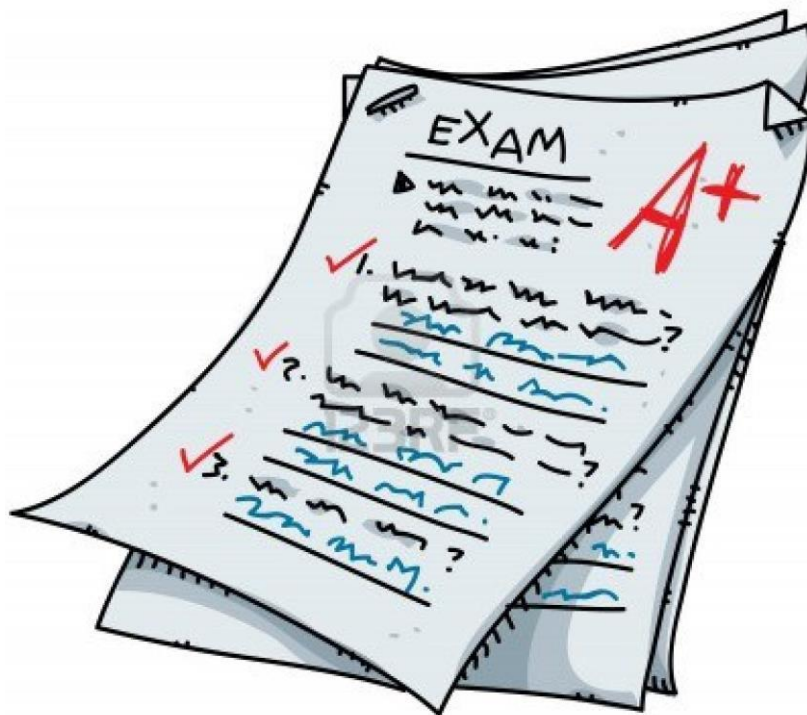
- A minimum of 20% of the overall marks in both components are for the assessment of Research Methods.
- The following research methods content will be assessed throughout the whole qualification.

Planning Research:	Doing Research:	Analysing Research:
<ul style="list-style-type: none"> • Hypotheses • Variables • Experimental Designs • Populations and Sampling • Ethical Guidelines. 	<ul style="list-style-type: none"> • Experiments • Interviews • Questionnaires • Observations • Case studies • Correlations. 	<ul style="list-style-type: none"> • Types of data • Descriptive data • Tables, charts and graphs • Reliability and validity • Sources of bias



Paper 1

revision



Units

- Criminal psychology (24 marks)
- Development (24 marks)
- Psychological problems (24 marks)
- Research methods focus on designing an investigation (18 marks)

Unit: Criminal psychology (Paper 1)



Key concepts

1. Outline one way in which crime can be measured [2 marks]
2. Using an example, explain what is meant by the idea that crime is a social construct [3 marks]
3. In a survey of 300 people, 95 percent reported they had been a victim of acquisitive crime, 16 per cent reported they had been a victim of violent crime and 7 per cent reported they had been a victim of sexual crime .
 - a) what percentage of people had not been a victim of acquisitive crime? [1 marks]
 - b) How many people had been a victim of a sexual crime? [2 marks]
 - c) how many people had been a victim of violent crime? Express your answer as a fraction in its lowest form and show your workings [2 marks]
4. Explain one disadvantage of using official statistics as a way of measuring crime [2 marks]
5. Explain one disadvantage of using self-report data as a way of measuring crime [2 marks]

Core theory 1: Social learning theory

1. Outline one criticism of the social learning theory of criminality [2 marks]
2. Explain how the social learning theory relates to criminal behaviour [3 marks]
3. Explain how the social learning theory of crime differs to Eysenck's theory of crime [3 marks]

Core theory 2: Eysenck's theory

1. Explain how the central nervous system relates to the criminal personality [3 marks]
2. Describe one criticism of Eysenck's theory of the criminal personality [3 marks]
3. State what is meant by extroversion in relation to criminal behaviour [2 marks]
4. A psychologist wanted to investigate the neuropsychology involved in extraversion. Outline one way she could carry out her investigation [2 marks]
5. Outline the process of synaptic transmission [2 marks]

Core study 1: Cooper and Mackie (1986)

1. a) Give one of the results from Cooper and Mackie's (1986) study into video games and aggression in children [1 mark]
b) Suggest one way in which Cooper and Mackie's study could be improved [2 marks]
2. Describe and evaluate the procedure of Cooper and Mackie's study into the transmission of aggression through imitation and aggressive role model [8 marks]

3. State the Independent variable in Cooper and Mackie's study [1 mark]
4. Give two features of the sample used in Cooper and Mackie's study [2 marks]
5. State the type of experimental design Cooper and Mackie used in their research and explain your answer [2 marks]
6. Give one other feature of the sample used in Cooper and Mackie study (different to your answer in Q4) [1 mark]
7. Outline the conclusion of Cooper and Mackie study [2 marks]
8. What was the aim of Cooper and Mackie research? [2 marks]
9. State the experimental method used in Cooper and Mackie research, and explain your answer? [2 marks]
10. State two criticisms of Cooper and Mackie research [2 marks]
11. Identify the dependent variable in the Cooper and Mackie study? [1 mark]
12. Identify the age range of the participants in the Cooper and Mackie study [1 mark]
13. Explain one way in which Cooper and Mackie standardised their experimental procedure [2 marks]

Core study 2: Heaven (1996)

1. a) State two features of the sample use in Heaven's (1996) study into the criminal personality [2 marks]
b) outline one criticism of the sample used in this study [2 marks]
2. Name two variables that were measured using questionnaires in Heaven's (1996) study [2 marks]
3. State two criticism of Heaven's (1996) study [2 marks]
4. Participants in Heaven's (1996) study into personality and delinquency completed questionnaires which included rating scales.
a) Explain **one** strength of questionnaires as used in this study [2 marks]
b) Explain **one** way that the procedure of Heaven's study could be improved [2 marks]
5. Explain how Heaven study could have been improved [2 marks]
6. Explain how Heaven's study was a longitudinal study [2 marks]
7. Describe the procedure used by Heaven in their study [4 marks]
8. Outline the conclusion of Heaven study [2 marks]

9. What was the aim of Heaven research? [2 marks]

10. What type of experimental method was used in Heaven research? [2 marks]

11. Name two criticisms of Heaven's research [2 marks]

Application to real world: The changing nature of punishment

1. "Leah has been caught shoplifting on a number of occasions. Up until now, she has been let off with a warning, but the police have recognised that this is not stopping her from reoffending."
Using the source, suggest how both rehabilitation and punishment could be used to try to stop Leah reoffending.
2. "Harry has been cautioned on a number of occasions for anti-social behaviour. This has not stopped him from continuing to break the law even though his crimes are minor – such as disturbing the peace, and being drunk and disorderly"
Using the source:
 - a) Explain how punishment could be used to reduce Harry's anti-social behaviour [3 marks]
 - b) Explain how rehabilitation could be used to reduce Harry's anti-social behaviour [3 marks]
3. Describe how restorative justice can help to reduce acquisitive reoffending [3 marks]

13 marker

1. Using your knowledge and understanding from across the psychology course to explain how far you agree with the following viewpoint:
"Behaviours are learned and so can easily be unlearned"
In your answer you should refer to the Social learning Theory of criminal behaviour and at least **one** other areas of psychology where you have studied the effects of learning [13 marks]

Unit: Development (Paper 1)



Key concepts

1. Describe the function of a synapse [3 marks]
2. Identify which developmental stage is named as the time from when a baby is conceived to when it is born.[1 mark]
3. Identify the stage of development in which the density of the synapses in the pre-frontal cortex is at its peak [1 mark]
4. Identify the stage of development in which the cerebral cortex is formed. [1 mark]
5. Outline how the brain develops and changes in **either** childhood **or** adolescence. In your answer you should make reference to brain development and how these changes can affect behaviour [3 marks]

Core theory 1: Piaget's theory of cognitive development

1. Outline one stage of development [2 marks]
2. Explain the difference between assimilation and accommodation in cognitive development [3 marks]
3. Explain how Piaget's ideas have been applied to education with reference to **either** readiness **or** active learning [4 marks]
4. "Chloe likes to play with her teddies. She often has conversations with them and looks after them when they are 'feeling ill'. Aysha enjoys science at school. She likes to think about new ideas and plan experiments to test out her theories."
 - a) Using the source, name the stage of cognitive development Chloe is in according to Piaget's theory [1 mark]
 - b) Name the stage of cognitive development Aysha is in according to Piaget's theory [1 mark]
 - c) Identify the concept that Chloe is demonstrating [1 mark]
5. Outline what Piaget meant by the concept of egocentrism [2 marks]
6. Give one example of how a child may show egocentrism when playing with others [1 mark]
7. Identify which of the following is a feature of the sensori-motor stage of cognitive development
 - a) animism
 - b) conservation
 - c) decentration
 - d) object permanence[1 mark]
8. Explain what Piaget meant when he stated that the stages of development are invariant [2 marks]

Core theory 2: Learning theories (Dweck and Willingham)

1. Identify what Dweck and Willingham's theories have in common [1 mark]
 - a) Cognitive theories
 - b) Evolutionary theories

- c) Learning theories
 - d) Psychodynamic theories
2. Identify what Dweck said children should be praised for [1 mark]
- a) Effort
 - b) Energy
 - c) Engagement
 - d) Enthusiasm
3. Identify what Willingham said was a myth [1 mark]
- a) Assessment styles
 - b) Learning styles
 - c) Management styles
 - d) Teaching styles
4. Describe and evaluate Dweck's ideas on fixed and growth mindset [8 marks]
5. A teacher wrote the following:
"Hannah understands that her talents and abilities can be developed through effort and persistence. She tries to improve by working hard at all times."
"Lucia believes her basic ability, intelligence and talents are unchangeable traits. She tries to be clever all the time. "
Dweck proposed that individuals have either a fixed or a growth mindset.
- (a) Using the source, identify which girl Dweck would suggest has a fixed mindset [1 mark]
 - (b) Outline how the teacher could use praise to develop a growth mindset [2 marks]
6. Willingham criticised the theory that students have different ways of learning. Outline **one** way in which Willingham criticised learning styles [2 marks]
7. Outline how Willingham's theory favours nurture over nature [2 marks]
8. Karen has just qualified as a teacher. One of her students is having difficulties with her studies. The student believes that she is not clever enough to study at A level. Karen is working with her to help her to achieve in her studies.
Using the source:
Explain why it is important that Karen knows about fixed and growth mindsets if she is going to help the student. [3 marks]

Core study 1: Piaget (1952)

- 1. Give one example of a weakness of the sample used in Piaget's (1952) study into the conservation of number [1 mark]
- 2. State the independent variable Piaget's study? [1 mark]
- 3. State the dependent variable Piaget's study? [1 mark]
- 4. Identify and explain the type of experimental design Piaget's use in their research? [2 marks]

5. Explain how Piaget's study could have been improved [2 marks]
6. Describe the procedure used by Piaget's in their study [4 marks]
7. Give one feature of the sample used in Piaget's study [1 mark]
8. Outline the conclusion of Piaget's study [2 marks]
9. What was the aim of Piaget's research? [2 marks]
10. What type of experimental method was used in Piaget's research? [2 marks]
11. Name two criticisms of Piaget's research [2 marks]

Core study 2: Blackwell et al (2007)

1. Evaluate Blackwell et al's (2007) study into fixed and growth mindsets [6 marks]
2. Explain how Blackwell et al's study could have been improved [2 marks]
3. Describe the procedure used by Blackwell et al's in their study [4 marks]
4. Give one feature of the sample used in Blackwell et al's study [1 mark]
5. Outline the conclusion of Blackwell et al's study [2 marks]
6. Explain the aim of Blackwell et al's research? [2 marks]
7. State the experimental method used in Blackwell et al's research? [1 mark]
8. Explain how Blackwell's study is an example of a longitudinal study [2 marks]
9. State two criticisms of Blackwell et al's research [2 marks]

Application to real world: The changing role of education

1. Explain the idea of 'readiness' and apply to one of Piaget's stages in an educational setting [3 marks]
2. Explain Piaget's idea of active learning in the classroom [2 marks]
3. How can teachers encourage growth mind set according to Dweck and Willingham? [2 marks]

13 markers

4. Use your knowledge and understanding from across the psychology course to explain how far you agree with the following viewpoint:
"Often it is not so much the kind of person a human is as the kind of situation in which he/ she finds themselves that determines how they will act."
In your answer you should refer to learning theories of development and at least **one** different area of psychology you have studied [13 marks]

5. State and explain the type of experimental design Daniel et al's use in their research? [2 marks]
6. Explain how Daniel et al's study could have been improved [2 marks]
7. Describe the procedure used by Daniel et al's in their study [5 marks]
8. Give one feature of the sample used in Daniel et al's study [1 mark]
9. Outline the conclusion of Daniel et al's study [2 marks]
10. What was the aim of Daniel et al's research? [2 marks]
11. State and explain the type of experimental method used in Daniel et al's research? [2 marks]
12. Name two criticisms of Daniel et al's research [2 marks]
13. State the dependent variable in Daniel et al's study? [1 mark]

Core study 2: Tandoc et al (2015)

1. Outline **two** criticisms of the results of Tandoc et al's (2015) study into Facebook envy [4 marks]
2. Explain how Tandoc et al's study could have been improved [2 marks]
3. Describe the procedure used by Tandoc et al's in their study [4 marks]
4. Give one feature of the sample used in Tandoc et al's study [1 mark]
5. Outline the conclusion of Tandoc et al's study [2 marks]
6. What was the aim of Tandoc et al's research? [2 marks]
7. State and explain the type of experimental method used in Tandoc et al's research? [2 marks]

Application to real world: The development of treatments

1. Outline one effect of discrimination on individuals after they have been diagnosed with a mental health problem [3 marks]
2. "Rhianna is suffering from depression. She was diagnosed not long after her long-term girlfriend left her to move in with a man they both used to know. The man was somebody that Rhianna used to look up to." Using the source, describe how social rank theory could be used to explain Rhianna's depression [5 marks]
8. Describe how anti-psychotics and anti-depressants are used of treat mental health problems. Refer to neurons and synapses in your answer [6 marks]

13 markers

1. Using your knowledge and understanding from across the psychology course to explain how far you agree with the following viewpoint:

“Depression is more to do with how people think about an event rather than what actually happens to them.”

In your answer you should refer to the ABC model of clinical depression , and at least **one** other area where you have studied cognitive psychology [13 marks]

Unit: Research methods



Designing a study (paper 1)

Example A:

“You have been asked to carry out interviews to investigate addiction to social media. The theory is that people who have fewer interests and hobbies are more likely to be addicted to social media”.

1. Name the type of interview you would use in your investigation [1 mark]
2. Outline one strength of using this type of interview in your investigation [2 marks]
3. Outline one weakness of using this type of interview in your investigation [2 marks]
4. Write one example of a question you would use in your interview [1 mark]
5. Identify the type of question you have used and give one reason why [2 marks]
6. Identify the type of data your investigation would collect [1 mark]
 - a) primary data
 - b) secondary data
7. Outline the procedure you would use in your investigation [4 marks]
8. Name one type of bias you would want to avoid in your investigation and how would you do this [2 marks]
9. Write a debriefing that could be used as part of your investigation [4 marks]

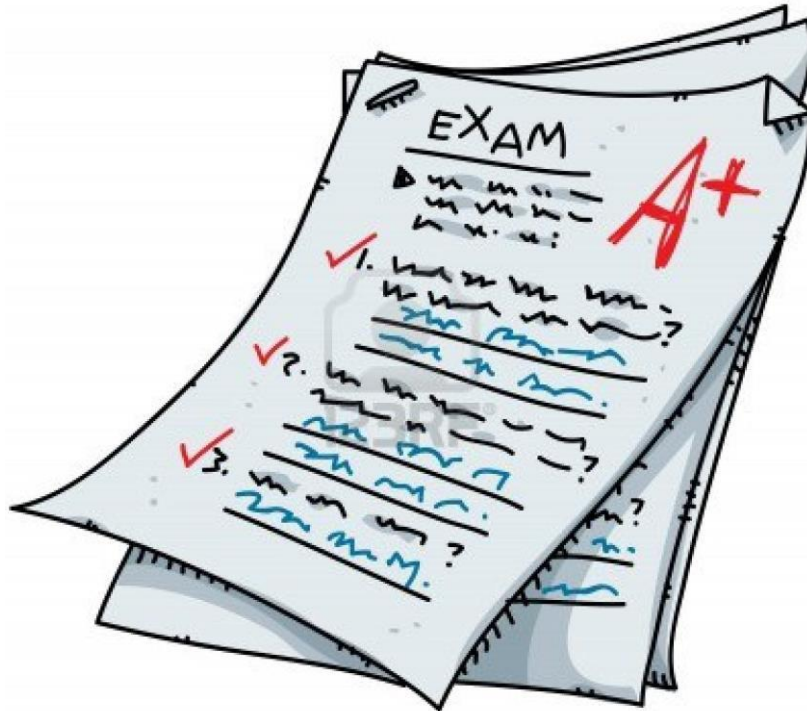
Example B:

You have been asked to carry out an **experiment** to investigate whether noise affects reading speed. The theory is that people will take longer to read a passage from a book when there is a lot of background noise than when it is silent.

1. State an alternative hypothesis for your investigation [2 marks]
2. a) What experimental design would you choose in your investigation? Justify your answer [2 marks]
b) Describe **one** strength of using this experimental design in your investigation [1 mark]
3. Outline the procedure you would use in your investigation [4 marks]
4. Explain how **one** ethical issue may impact on your investigation [3 marks]
5. Explain how **one** measure of central tendency could be used to analyse your data [2 marks]
6. Describe **two** weaknesses of using an experiment for your investigation [4 mark]

Paper 2

revision



Units

- Social influence (24 marks)
- Memory (24 marks)
- Sleep and dreaming (24 marks).
- The research methods relate to a novel source (18 marks)

Unit: Social influence (Paper 2)



Key concepts

1. Explain the difference between pro-social and anti-social behaviour [3 marks]

Core theory 1: Situational factors

1. Describe what is meant by deindividuation in relation to crowd behaviour [3 marks]
2. “Bindiya’s family expect to have a say in who she marries. She would rather be able to make the decision independently, but instead goes along with her family’s.”
Using your knowledge of situational factors, explain why Bindiya allows her family to influence who she marries. [4 marks]
3. “Felix was at a music festival watching his favourite band. He was surrounded by lots of other fans which made him feel as if he was part of a crowd. This may explain why he behaved ‘out of character’ by chanting abuse at the security staff. However, when one of the staff suddenly fell over, he was quick to rush to help along with others”
Using the source:
(a) Identify the phrase that refers to deindividuation.[1 mark]
(b) Give the example of pro-social behaviour [1 mark]
4. Psychologists have identified a number of situational factors associated with social influence.
Draw a line to match each situational factor with its correct example [2 marks]

SITUATIONAL FACTOR	EXAMPLE
Authority	When Asha’s teacher sent for the deputy head she did as she was told because she was scared of the punishment.
Majority influence	Shannon started smoking because she believed that it would make her look cool among her friends.
	Darren voted to go on strike at work because he heard that was what most of his colleagues were going to do.

Core theory 2: Dispositional factors

1. Describe the brain influence on dispositional factors related to social influence [4 marks]
2. Describe the effect of **two** dispositional factors on social behaviour [8 marks]

Core study 1: Bickman (1974)

1. Outline **one** way in which the procedure of Bickman’s study could have been improved [2 marks]
2. State the independent variable in Bickman’s study [1 mark]
3. State and explain the experimental design that Bickman used in their research? [2 marks]
4. Describe the procedure used by Bickman in their study [4 marks]

5. Give one feature of the sample used in Bickman's study [1 mark]
6. Outline the conclusion of Bickman's study [2 marks]
7. What was the aim of Bickman's research? [2 marks]
8. State and explain the type of experimental method used in Bickman's research? [2 marks]
9. Name two criticisms of Bickman's research [2 marks]
10. Explain how Bickman's study could have been improved [2 marks]
11. State the dependant variable in Bickman's study? [1 mark]

Core study 2: Natcen (2011)

1. Explain how Natcen study could have been improved [2 marks]
2. Describe the procedure used by Natcen in their study [4 marks]
3. Give one feature of the sample used in Natcen study [1 mark]
4. Outline the conclusion of Natcen study [2 marks]
5. What was the aim of Natcen research? [2 marks]
6. What type of experimental method was used in Natcen research? [2 marks]
7. Name two criticisms of Natcen research [2 marks]

Application to real world: Changing attitudes

1. Explain how research into social influence can be useful for changing attitudes [6 marks]
2. "Matej and Joanne are concerned about the growing sexism amongst some males at their school. They have heard peers using derogatory words when talking about females. As a result, their teacher suggests that they give a talk to the year group at the next assembly and launch an awareness campaign"
Explain how Matej and Joanne could change attitudes towards sexism at their school [4 marks]

13 marker

1. Using your knowledge and understanding from across the psychology course to explain how far you agree with the following viewpoint:
"It is more valid to study behaviour using natural situations rather than situations which have been set up". In your answer you should refer to the NatCen (2011) study into the August riots in England, and at least **one** other study from psychology [13 marks]

Unit: Memory (Paper 2)



Key concepts

1. Suman had an accident where he fell off his motorbike and hit his head. Luckily he was wearing a helmet, so the damage was not too severe. However, he can't remember the accident at all. Emelia fell from a balcony and hit her head. She has trouble making new memories."
 - a) Using the source name the type of amnesia Suman has [1 mark]
 - b) Using the source name the type of amnesia Emelia has [1 mark]
2. Outline two stages of information processing [4 marks]
3. "Arfan forgets what he came downstairs for until he goes back upstairs again. Carmen forgets some of the names of the people she has just been introduced to because there were too many of them. Darcy forgets the poem she is trying to learn because she has not practised it enough times."

Using the source:

 - a) Name the person who has experienced decay [1 mark]
 - b) Name the person who has experienced displacement [1 mark]
4. "A neuropsychologist has been assigned two new patients. Patient A is unable to recall any memories from before she suffered her brain injury, while Patient B is unable to form any new memories since his brain trauma".

For both patients, identify the type of amnesia and the area of the brain associated with this type of memory loss.

Patient A:

 - a) Type of Amnesia [1 mark]
 - b) Associated Brain Area [1 mark]

Patient B:

 - a) Type of Amnesia [1 mark]
 - b) Associated Brain Area [1 mark]

Core theory 1: Multi-store model of memory

1. Outline two stages of information processing [4 marks]
2. Outline **one** difference between sensory store and long-term memory, according to the multi-store model of memory. [3 marks]

Core theory 2: Reconstructive memory

1. Outline what is meant by a schema in relation to the theory of reconstructive memory [2 marks]
2. Other than schemas, explain one other way in which a memory can be reconstructed [2 marks]

Core study 1: Wilson, Kopelman and Kapur (2008)

1. Identify how many years Clive Wearing was studied for in Wilson, Kopelman and Kapur's (2008) case study. [1 mark]
 - a) 1 year
 - b) 11 years
 - c) 21 years

d) 31 years

2. Identify the type of brain imaging technique reported on in the Wilson, Kopelman and Kapur's study. [1 mark]
 - a) CT
 - b) EEG
 - c) MRI
 - d) PET
3. Identify the cognitive process tested during Wilson, Kopelman and Kapur's study. [1 mark]
 - a) delusions
 - b) disorganised speech
 - c) hallucinations
 - d) thought disturbances
4. Describe the procedure used by Wilson, Kopelman and Kapur's in their study [4 marks]
5. Give one feature of the sample used in Wilson, Kopelman and Kapur's study [1 mark]
6. Outline the conclusion of Wilson, Kopelman and Kapur's study [2 marks]
7. What was the aim of Wilson, Kopelman and Kapur's research? [2 marks]
8. State and explain the experimental method the best reflects the study by Wilson, Kopelman and Kapur [2 marks]
9. Name two criticisms of Wilson, Kopelman and Kapur's research [2 marks]
10. Explain how Wilson, Kopelman and Kapur's study could have been improved [2 marks]

Core study 2: Braun, Ellis and Loftus (2002)

1. Describe the procedure of **either** of the experiments carried out by Braun, Ellis and Loftus (2002) in their study of how advertising can change our memories [5 marks]
2. State the independent variable in Braun, Ellis and Loftus's first study [1 mark]
3. State the independent variable in Braun, Ellis and Loftus's second study [1 mark]
4. State and explain the type of experimental design Braun, Ellis and Loftus's use in their research [2 marks]
5. Explain how Braun, Ellis and Loftus's study could have been improved [2 marks]
6. Give one feature of the sample used in Braun, Ellis and Loftus's study [1 mark]
7. Outline the conclusion of Braun, Ellis and Loftus's study [2 marks]

8. What was the aim of Braun, Ellis and Loftus's research? [2 marks]
9. State and explain the experimental method that was used in Braun, Ellis and Loftus's research? [2 marks]
10. Name two criticisms of Braun, Ellis and Loftus's research [2 marks]
11. Identify the dependant variable in in Braun, Ellis and Loftus's first study? [1 mark]
12. Identify the dependant variable in in Braun, Ellis and Loftus's second study? [1 mark]

Application to real world: Techniques used for recall

1. An advertising company wants to promote a new cereal bar. Using your knowledge of techniques for recall, explain ho they could do this [6 marks]
2. An advertisement company wants to promote a new fizzy drink. Using your knowledge of psychology, explain how they could do this [6 marks]

13 marker

1. Use your knowledge and understanding from across the psychology course to explain how far you agree with the following viewpoint.
"Laboratory experiments are so artificial that we cannot reasonably apply them to real life. The only useful studies in psychology are those conducted outside of a laboratory."
In your answer you should refer to at least **two** different areas of psychology you have studied [13 marks]

Unit: Sleep and dreaming (Paper 2)



Key concepts

1. Outline one benefit of sleep [2 marks]
2. Outline one stage of the sleep cycle [3 marks]
3. Several parts of the brain associated with sleep and dreaming.
Look at the following diagram.
Draw lines to match the part of the brain to its correct definition. [3 marks]

PART OF THE BRAIN	DEFINITION
Limbic system	Part of the brain responsible for producing melatonin
Pineal gland	Part of the brain that operates as a message station
Pons	Part of the brain responsible for visual processing
	Part of the brain that controls basic emotions and drives

4. Using an example, explain what is meant by an exogenous zeitgeber [3 marks]
5. Eric is a 20 year old university student who suffers from sleep onset insomnia
 - a) State what is meant by sleep onset insomnia
 - b) Give one cause of sleep onset insomnia [1 mark]
 - c) Suggest ways in which Eric's insomnia could be treated [6 marks]
6. "Alastair was recently involved in a car accident. During the crash he hit his head hard on the steering wheel. Following the incident, he has been unable to sleep properly".
Using the information above, explain why Alastair finds it difficult to sleep [2 marks]

Core theory 1: Freudian theory of dreaming

1. Evaluate the Freudian theory of dreaming [6 marks]
2. Freudian theory gives one explanation of dreams. Outline the role of repression in dreaming [2 marks]
3. Explain why subjectivity can be considered a problem with Freud's theory [2 marks]

Core theory 2: Activation synthesis theory of dreaming

1. Explain one criticism of the activation synthesis theory of dreaming [3 marks]
2. Describe the Activation Synthesis theory of dreaming [6 marks]

Core study 1: Freud (1918)

1. Describe the procedure used by Freud's in their study [4 marks]
2. Give one feature of the sample used in Freud's study [1 mark]
3. Outline the conclusion of Freud's study [2 marks]

4. What was the aim of Freud's research? [2 marks]
5. State and explain the type of experimental method was used in Freud's research? [2 marks]
6. Name two criticisms of Freud's research [2 marks]
7. Explain how Freud's study could have been improved [2 marks]

Core study 2: Williams et al (1992)

1. Describe the procedure of William's (1992) study into the bizarreness In dreams and fantasies [4 marks]
2. Explain how William's study could have been improved [2 marks]
3. Give one feature of the sample used in William's study [1 mark]
4. Outline the conclusion of William's study [2 marks]
5. What was the aim of William's research? [2 marks]
6. State and explain the experimental method that was used in William's research? [2 marks]

Application to real world: Development of treatments for insomnia

1. "Caitlin is a teenager who finds it difficult to sleep at night and thinks she may be suffering from insomnia. Her father recently read an article on sleep and believes that changing her environment and her routines could help her to get a good night's sleep". Using your knowledge of treating sleep disorders, explain what advice you would give to Caitlin to help her to increase her chances of getting a good night's sleep [6 marks]

13 markers

1. Using your knowledge and understanding from across the psychology course to explain how far you agree with the following viewpoint:
"Freud's approach to explaining dreaming is too subjective"
In your answer you should refer to both Freud's theory of dreaming and his case study of the Wolfman, and to another area of psychology that is considered less subjective [13 marks]

Unit: Research methods



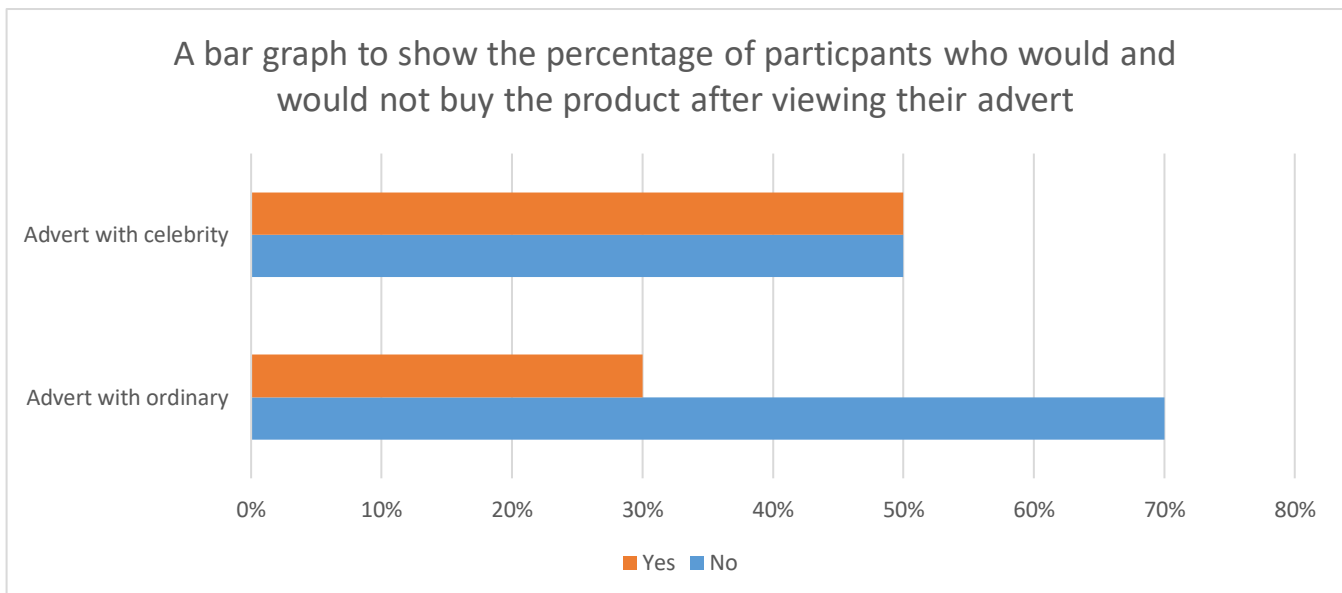
Novel source (Paper 2)

Example A:

“A psychologist carried out an experiment to investigate the effect on perception of two different types of adverts: one that used a celebrity and one that used a celebrity and one that used an ordinary person. The adverts were produced in the same way, used the same script and had the same duration.

The psychologist used a self-selected sample who signed up for the study while doing their supermarket shopping. While in store, they were taken to booth to view one of the two adverts. An independent measures design was used where 30 participants were shown the first advert, and another 30 were shown the second. Afterwards, they were asked whether they would be likely to buy the product, a new brand of crisps, with the choice being ‘yes’ or ‘no.’

The results of the study are shown in the bar chart below .



1. Write a hypothesis for this study [2 marks]
2. Identify the independent variable [1 mark]
3. Explain how **one** extraneous variable was controlled in this study [3 marks]
4. Outline **one** strength of using a self-selected sample in this study [2 marks]
5. Explain one limitation of using independent measures design in this study [3 marks]
6. How many participants in total reported that they would buy the product? [3 marks]
7. What fraction of participants in the condition featuring a celebrity said they would not buy the product? Show your working [2 marks]
8. Evaluate the use of an experiment in this study [5 marks]

Example B:

“A psychologist carried out a study to investigate whether women were more superstitious than men. They used a field experiment where a ladder was positioned against a building so that it took up the whole width of the pavement. This meant that to pass the building, pedestrians either had to walk under the ladder, or go into the road and around the ladder. The psychologist carried out a covert observation to record the proportion of male pedestrians and female pedestrians who did not walk under the ladder. When pedestrians did not pass under the ladder, he judged this as a sign of their superstition. Findings were collected using all of the lone pedestrians that passed the building in a period of two hours”

1. Write a null hypothesis for this study [2 marks]
2. Explain why this study is an example of a field experiment [2 marks]
3. Outline one strength and one weakness of using a covert observation in this study [4 marks]
4. Name the sampling method used in this study [1 mark]
5. Findings showed that of the 52 female pedestrians observed 33 walked around the ladder. Express this proportion as a percentage to three significant figures. Show your workings [3 marks]
6. Evaluate the use of an field experiment in this study [5 marks]

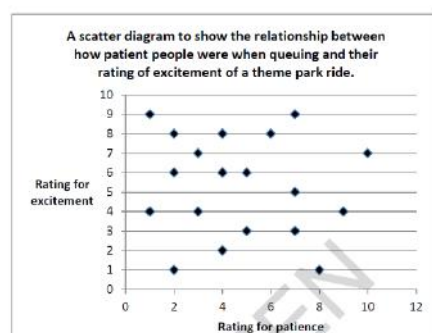
Example C:

“A psychologist investigated the relationship between how patient people were when queuing for a theme park ride and how they rated their experience of it.

She posed as a member of staff so that she could observe people without them knowing. Every 30 minutes, the psychologist selected a person from the queue. She observed that person and measured how patient they appeared to be using a scale of 1 to 10 with 1 being ‘very impatient’ and 10 being ‘very patient’.

Once that person had been on the ride, she explained the aim of her research. If they agreed to be part of the study, she then asked them to rate their experience of the ride on a scale of 1 to 10 with 1 being ‘not exciting at all’ and 10 being ‘very exciting’.”

1. Explain whether the data collected would be quantitative or qualitative data. Justify your answer [2 marks]
2. Outline **one** strength of using a rating scale to measure people’s experience of the ride [2 marks]
3. Evaluate the use of the observation method in this study [5 marks]
4. Outline **one** way in which this study could show gender bias [3 marks]
5. Explain what the psychologist would conclude from this scatter diagram [2 marks]
6. Explain **two** weaknesses of **this** correlational study [4 marks]



Example C

A psychologist carried out an experiment into the conservation of number. He wanted to test the hypothesis that children aged over 7 years of age would be able to conserve number and that children under 7 years of age would not. He used 40 participants in total; 10 in each age group.

His results are shown below:

Age of children	Number of children able to conserve number
5 years	3
6 years	5
7 year	8
8 years	10

Using the source:

(a) State a null hypothesis for this investigation. [2 marks]

(b) Calculate the percentage of children aged 7 years who were able to conserve number. Show your workings. [2 marks]

(c) Calculate the mean number of children from across the age groups who showed the ability to conserve number. Show your workings. [2 marks]

(D) Identify the most appropriate experimental method that could be used to measure the conservation of number in children. Justify your choice [3 marks]

1. Identify one strength of using this experimental method, as mentioned in question D. [2 marks]
2. Identify one criticism of using this experimental method, as mentioned in question D. [2 marks]

Preparing for your exams

Countdown to my exams



6–8 weeks to go

- Start by looking at the specification — make sure you know exactly what material you need to revise and the style of the examination. Use the revision planner on page 4 to familiarise yourself with the topics.
- Organise your notes, making sure you have covered everything on the specification. The revision planner will help you to group your notes into topics.
- Work out a realistic revision plan that will allow you time for relaxation. Set aside days and times for all the subjects that you need to study, and stick to your timetable.
- Set yourself sensible targets. Break your revision down into focused sessions of around 40 minutes, divided by breaks. These Revision Notes organise the basic facts into short, memorable sections to make revising easier.

REVISED

2–6 weeks to go

- Read through the relevant sections of this book and refer to the exam tips, exam summaries, typical mistakes and key terms. Tick off the topics as you feel confident about them. Highlight those topics you find difficult and look at them again in detail.
- Test your understanding of each topic by working through the 'Now test yourself' questions in the book. Look up the answers at the back of the book.
- Make a note of any problem areas as you revise, and ask your teacher to go over these in class.
- Look at past papers. They are one of the best ways to revise and practise your exam skills. Write or prepare planned answers to the exam practice questions provided in this book. Check your answers at the back of the book and try out the extra quick quizzes at www.hoddereducation.co.uk/myrevisionnotesdownloads
- Use the revision activities to try out different revision methods. For example, you can make notes using mind maps, spider diagrams or flash cards.
- Track your progress using the revision planner and give yourself a reward when you have achieved your target.

REVISED

One week to go

- Try to fit in at least one more timed practice of an entire past paper and seek feedback from your teacher, comparing your work closely with the mark scheme.
- Check the revision planner to make sure you haven't missed out any topics. Brush up on any areas of difficulty by talking them over with a friend or getting help from your teacher.
- Attend any revision classes put on by your teacher. Remember, he or she is an expert at preparing people for examinations.

REVISED

The day before the examination

- Flick through these Revision Notes for useful reminders, for example the exam tips, exam summaries, typical mistakes and key terms.
- Check the time and place of your examination.
- Make sure you have everything you need — extra pens and pencils, tissues, bottled water.
- Allow some time to relax and have an early night to ensure you are fresh and alert for the examinations.

REVISED

My exams

GCSE Psychology Paper 1

Date:.....

Time:.....

Location:.....

GCSE Psychology Paper 2

Date:.....

Time:.....

Location:.....

TOP REVISION TIPS



1 Start as early as you can

Cramming at the last minute is stressful and has limited success.



2 Make a plan

Work out how much time you have and how long you can spend on each subject.



3 Create a suitable space

Find a quiet spot away from distractions and keep your things all in one place.



4 Use methods best for you

Choose the most appropriate revision methods and try to use a mixture for best results.



5 Take regular breaks



It is possible to work too hard! Your brain needs a rest to help it process information.

6 Revise with a friend

Talking through what you've learned can help information stick.



7 Use past papers

These are a great way of getting used to the exam format and testing what you've learned.



8 Eat healthily

Certain foods boost your brainpower and will make you remember more.



See the pod at:

<http://www.gcsepod.tv/revision-tips>