Welcome to Psychology at the Deanery!

What is Psychology?

_____

_____

Why study Psychology?

Psychology is such a broad subject that it has links to a wide range of other subjects and careers including crime, business, child development, biology, health, education and sport. In fact, as far as careers go, it is difficult to think of any careers where an understanding of people and the skills needed to be a psychology student are not relevant.

Psychology Textbooks:

As well as your classroom booklets we would advise that you get a textbook as well.

If you want to buy a psychology textbook (recommended), make sure it is suitable for AQA. One recommended textbook is '**Psychology A Level Year 1 and AS - The Complete Companion Student Book**' Fourth Edition.

Another is the '**AQA Psychology for A level Year 1 & AS**' First edition.
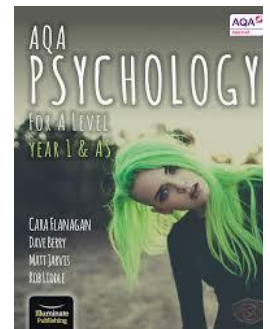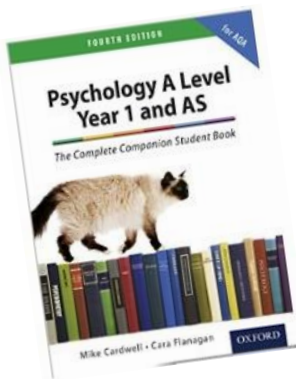
Our Values and Expectations

- Top of the list of expectations is undoubtedly <u>**HARD WORK AND EFFORT**</u>. This includes the effort you put into completing work and getting involved in lessons and

the hours you put into revising outside the classroom. If you **believe in yourself, ALWAYS try your best and ask when you need help**, you will reach your potential!

- **RESPECT your teachers, classmates and classrooms**. Everyone is here to learn and succeed and, in order to do this, there must be a culture of respect. This includes speaking to one another with respect, regardless of differences between people, **attending ALL lessons on time** and treating the rooms we learn in with respect too so that everyone feels safe and able to learn. If you are late, apologise and take your seat quietly.

- If you know you will be off in advance, e-mail me to let me know at _____ or tell me the lesson before. **@**

- It is **YOUR RESPONSIBILITY** to catch up on missed work.

- Hand in **ALL WORK** on time.

- You should aim to **spend time every week going over your notes and producing A REVISION MATERIAL FOR THAT WEEK'S WORK** (e.g. essay plans, flash cards, mind maps, model answers – see later in this booklet for more revision ideas).

- You need to **BE ORGANISED**. We expect everyone to have a **folder, dividers, A4 lined paper, pens, highlighter pens** which are brought to every lesson.

- **EVERY LESSON, you will need to have your folder out on your desk in front of you as we will conduct random folder checks** to make sure all your booklets and revision materials are up-to-date and well organised so don't forget to bring your folder to every lesson.

- You should be aiming to **continuously improve your work and make progress**. As a result, we will ask anyone that does not achieve their

What kind of student do you want to be?

Minimum Target Grade (MTG) in any assessed piece of work to correct / re-sit that work so you can achieve your MTG before you move on.

Below are two real case studies of first year students from last year. Their names have been removed and replaced with a number (student "1" and student "2") for confidentiality reasons.

What sort of comments would you make on these students' college references?

"1" –

"1" (MTG: C)	**"2" (MTG: B)**
Attendance: 99.4% (no lates) **Class Assessments:** All 9 Completed **Average Grade:** A/B 1 was assessed by ALS and found to have both Dyslexia & Dyspraxia in the first few weeks of college. During the year, she attended Man Uni Access Programme and Science Summer School at Man Uni. **Comment from ProMonitor:** *"I would like to commend 1 for the way she is refusing to let her dyslexia get in the way of achieving her goals. She is using all of her study periods to revise…and also has 100% attendance. Each week she sets herself new challenges and is always willing to try new strategies."* **Overall Year 1 Psychology Grade: A** 1 plans to study Psychology at Uni	**Attendance:** 82% (8 lates) **Class Assessments:** 8/9 Completed **Average Grade:** D 2 did not have any additional learning support needs. However, throughout the year there are comments from teachers concerned by his poor attendance, punctuality and lack of effort. **Comment from ProMonitor:** *"Spoke to mum - she was unaware that 2 was not attending lessons as he left the house each day at 7am to attend. I appraised her fully of his attendance history. She thought that his absence last Tuesday (to attend his mate's 18th) was authorised by the college. I said, sadly, not. She will address with him."* **Overall Year 1 Psychology Grade: U** 2 cannot continue with Psych' this year & must do a subject he did not intend to

"2"–

What predicted grades would you give them?

Remember: Predicted grades and references from all of your courses are sent to university/ career destinations even if you ended up dropping that course at the end of the first year.

Year 1 Psychology Specification

On the Year 1 Psychology course, you will sit mock examinations. You should treat these as if they were formal exams as they will decide whether you progress onto the second year and also help form your predicted grade in your UCAS reference. Your marks in Psychology come purely from exams and there is no coursework. Each of your mock exams will be 1 hour 30 minutes long.

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Date and time of Progression Exam:

Topics to revise:

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There are <u>four topics</u> in a <u>2 hour exam</u>. A full breakdown of these topics and everything you need to know in each of these topics is given overleaf. You can also use the more detailed specification overleaf as a revision checklist for you to tick off topics when you are confident and ready to answer questions on that topic.

Specification for the first year (A1)

Social Influence

- Types of conformity: internalisation, identification and compliance. Explanations for conformity: informational social influence and normative social influence, and variables affecting conformity including group size, unanimity and task difficulty as investigated by Asch.
- Conformity to social roles as investigated by Zimbardo.
- Explanations for obedience: agentic state and legitimacy of authority, and situational variables affecting obedience including proximity, location and uniform, as investigated by Milgram. Dispositional explanation for obedience: the Authoritarian Personality.
- Explanations of resistance to social influence, including social support and locus of control.
- Minority influence including reference to consistency, commitment and flexibility.
- The role of social influence processes in social change.

Memory

- The multi-store model of memory: sensory register, short-term memory and long-term memory. Features of each store: coding, capacity and duration.
- Types of long-term memory: episodic, semantic, procedural.
- The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. Features of the model: coding and capacity.
- Explanations for forgetting: proactive and retroactive interference and retrieval failure due to absence of cues.
- Factors affecting the accuracy of eyewitness testimony: misleading information, including leading questions and post-event discussion; anxiety.
- Improving the accuracy of eyewitness testimony, including the use of the cognitive interview.

Attachment

- Caregiver-infant interactions in humans: reciprocity and interactional synchrony. Stages of attachment identified by Schaffer. Multiple attachments and the role of the father.
- Animal studies of attachment: Lorenz and Harlow.
- Explanations of attachment: learning theory and Bowlby's monotropic theory. The concepts of a critical period and an internal working model.
- Ainsworth's 'Strange Situation'. Types of attachment: secure, insecure-avoidant and insecure-resistant. Cultural variations in attachment, including van Ijzendoorn.
- Bowlby's theory of maternal deprivation. Romanian orphan studies: effects of institutionalisation.
- The influence of early attachment on childhood and adult relationships, including the role of an internal working model.

Approaches in Psychology

- Origins of psychology: Wundt, introspection & emergence of psychology as a science. The basic assumptions of the following approaches:
- Learning approaches: the behaviourist approach, including classical conditioning and Pavlov's research, operant conditioning, types of reinforcement and Skinner's research; social learning theory including imitation, identification, modelling, vicarious reinforcement, the role of mediational processes and Bandura's research.
- The cognitive approach: the study of internal mental processes, the role of schema, the use of theoretical and computer models to explain and make inferences about mental processes. The emergence of cognitive neuroscience.
- The biological approach: the influence of genes, biological structures and neurochemistry on behaviour. Genotype and phenotype, genetic basis of behaviour, evolution and behaviour.

Biopsychology

- The divisions of the nervous system: central and peripheral (somatic and autonomic).
- The structure & function of sensory, relay & motor neurons. The process of synaptic transmission, including reference to neurotransmitters, excitation and inhibition.
- The function of the endocrine system: glands and hormones.
- The fight or flight response including the role of adrenaline.

Psychopathology

- Definitions of abnormality, including deviation from social norms, failure to function adequately, statistical infrequency and deviation from ideal mental health.
- The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder (OCD).
- The behavioural approach to explaining and treating phobias: the two-process model, including classical and operant conditioning; systematic desensitisation, including relaxation and use of hierarchy; flooding.
- The cognitive approach to explaining and treating depression: Beck's negative triad and Ellis's ABC model; cognitive behaviour therapy (CBT), including challenging irrational thoughts.
- The biological approach to explaining and treating OCD: genetic and neural explanations; drug therapy.

Research Methods

- Experimental method. Types of experiment, laboratory and field experiments; natural and quasi-experiments.
- Observational techniques. Types of observation: naturalistic and controlled observation; covert and overt observation; participant and non-participant observation.
- Self-report techniques. Questionnaires; interviews, structured and unstructured.
- Correlations. Analysis of the relationship between co-variables. The difference between correlations and experiments.

Scientific Processes:
- Aims: stating aims, the difference between aims and hypotheses.
- Hypotheses: directional and non-directional.
- Sampling: the difference between population and sample; sampling techniques including: random, systematic, stratified, opportunity and volunteer; implications of sampling techniques, including bias and generalisation.
- Pilot studies and the aims of piloting.
- Experimental designs: repeated measures, independent groups, matched pairs.
- Observational design: behavioural categories; event sampling; time sampling.
- Questionnaire construction, inc use of open & closed questions; design of interviews.
- Variables: manipulation and control of variables, including independent, dependent, extraneous, confounding; operationalisation of variables.
- Control: random allocation and counterbalancing, randomisation and standardisation.
- Demand characteristics and investigator effects.

- Ethics, including the role of the British Psychological Society's code of ethics; ethical issues in the design and conduct of psychological studies; dealing with ethical issues in research.
- The role of peer review in the scientific process.
- The implications of psychological research for the economy.

Data Handling and Analysis:
- Quantitative and qualitative data; the distinction between qualitative and quantitative data collection techniques.
- Primary and secondary data, including meta-analysis.
- Descriptive statistics: measures of central tendency – mean, median, mode; calculation of mean, median and mode; measures of dispersion; range and standard deviation; calculation of range; calculation of percentages; positive, negative and zero correlations.
- Presentation and display of quantitative data: graphs, tables, scattergrams, bar charts.
- Distributions: normal and skewed distributions; characteristics of normal and skewed distributions.
- Introduction to statistical testing; the sign test.

IMPORTANT !

In Psychology exams, **THEY CAN ASK YOU ANYTHING** on the topics listed above. They will ask you questions based on stimulus material you have never seen before. Also, mark allocations can vary from as little as one mark all the way through to as many as 12 mark essay questions. As a result, the key is to make sure you **UNDERSTAND** everything we cover in class and **PRACTISE AS MANY DIFFERENT TYPES OF QUESTION AS POSSIBLE** to make sure you have all the **SKILLS** you need to answer whatever they throw at you!

Let's now focus a little on the writing skills you will need to answer exam questions.

Writing Skills

In terms of writing skills, there are three main skills to be aware of in Psychology which you will notice displayed above the board in class too:

(D) **Description** – Describing **and explaining** models/theories/studies. In other words, description is all about presenting and explaining the 'facts'.

(A) **Application** – **Linking** your knowledge of psychology to a stimulus material (e.g. real-life example or study) you see for the first time in the exam.

(E) **Evaluation** – Evaluating the **strengths and weaknesses** of something by explaining its advantages and disadvantages.

Let's now break these writing skills down into more detail…

(D) **Description**

When asking you to describe, exam questions might say:
- "Describe _____"
- "Outline _____"
- "Explain _____"
- "What is meant by _____"

Example of a description/outline answer:
"The multi-store model (MSM) of memory argues that memory is split into three separate structural stores; sensory register, short-term memory (STM) and long-term memory (LTM). The sensory register is constantly receiving sensory information from the environment through the senses, most of which decays rapidly and is forgotten. However, if we pay attention to any of this incoming information, it is encoded and transferred to short term-memory…"

This is just the start of a description but gives you an idea of how this skill looks when written down. It is all about being able to present key facts, figures and ideas from psychology, but also being able to **explain these ideas fully and clearly** (i.e. not just bullet pointing terminology but explaining it too) to show off your **understanding** of the information.

A Application

Application questions will normally start with some information presented in a text box, such as a study or real-life scenario for you to read followed by one or more questions based on that information.

When asking you to apply your knowledge, exam questions might say:
- "With reference to the article above, explain _____"
- "From the information given in the description, _____"
- "Using the information given in Table 2, explain _____"
- "Referring to the article above in your answer, outline _____"

Example of an application answer:

"The multi-store model (MSM) of memory argues that short-term memory (STM) has a limited duration of 18-30 seconds. This may explain why Joe forgot the phone number of the doctor. After Joe had looked at the number, he had a conversation with his friend which would have prevented him rehearsing the number. If the conversation took longer than 30 seconds, the memory would probably have decayed from Joe's STM and been forgotten".

This is just the start of an application answer but gives you an idea of how this skill looks written down. It is all about being able to present your **psychology knowledge** (including key terms and ideas clearly explained), but most importantly here, **being able to clearly and fully link those ideas to the given scenario** (as shown in underlined text above).

E Evaluation

When asking you to evaluate, exam questions might say:
- "Evaluate _____"
- "Explain one strength of _____"
- "Outline two weaknesses of _____"
- "Briefly outline disadvantages _____"

Example of an evaluation answer:

One strength of the multi-store model (MSM) is that there is evidence to support the idea that memory is comprised of different stores. **This means that** research supports the view STM and LTM are distinct and separate. **Evidence for this** comes from KF who suffered damage to his STM but his LTM remained unaffected . **This is positive for the MSM because**, if they were not separate, all types of memory would be damaged equally.

However, one problem with the MSM is that evidence suggests STM may not be unitary. **This means that** the MSM argues there is only one type of STM but this may not be accurate. Evidence for this comes from KF too, because although his STM was damaged for verbal information, his visual STM remained intact. **This is a problem for the MSM because**, if STM was unitary, the damage would have affected all of his STM and not just verbal STM. Therefore, the MSM is insufficient to fully explain STM on its own.

You may notice that these two evaluation points are not simply bullet pointed but are fully explained. This is important. You may also notice there is a structure that both points follow. This is known as the **4 point rule of evaluation** or **'PEEL'** and you will see memory aids for this at the front of the classroom. See below for a breakdown:

The 4 Point Rule of Evaluation (PEEL):

Point: Make a point
      e.g. "One strength/weakness of this is…"

Explain: Explain the point
      e.g. "This means that…"

Evidence/**E**xplain: Back the point up with an explanation or evidence
      e.g. "Evidence for this…" or "For example, …"

Link: Link the point back to the theory/study/question you are evaluating
      e.g. "This is positive/negative for _____ because…"

Now that we've covered the three main writing skills you need to know for the exam, let's have a look at the more specific types of exam question you can be asked in Psychology. For example, you can get questions where you have to describe, apply and evaluate all in one question!

Types of Year 1 Psychology Exam Question

Question Type:	Example:	Advice:
Definition Question:	What is meant by the term 'attachment' *(3 marks)* What is meant by the term 'privation' *(2 marks)*	Definitions will be worth a maximum of 3 marks but could be worth less. **For 3 marks, define** (with different words to avoid just repeating words from the question), **explain** and give an **example.**
Description Question: e.g. Describe, Outline, Identify, Name	*Remember: These questions are only asking for description, not evaluation:* Give two features of the concept of critical period. *(2 marks)* Explain how a cognitive interview might be conducted. *(4 marks)* Outline the fight or flight response. *(6 marks)*	Mark allocations for description questions can vary from 1 mark to **6 marks in any one question**. The **more marks there are, the more detail is required**. Good description makes use of **key terms** and **explains terms and ideas too**. Read the question carefully; 'explain how the cognitive interview might be conducted' specifically requires you to describe how the interview is done rather than define what it is.
Evaluation Question:	*Remember: These questions are only asking for evaluation, not description:* Briefly evaluate Bowlby's theory of maternal deprivation. *(4 marks)* Explain one strength and one limitation of the biological approach in psychology. *(6 marks)* Discuss two limitations of the cognitive approach in psychology. *(6 marks)*	For evaluation questions as well, mark allocations can vary from 1 mark to **6 marks in any one question**. You can be asked for a maximum of 4 marks for one strength/ weakness. As a result, you need to learn the 4 point rule of evaluation ('PEEL') to get enough detail out of each point. You also need to be able to shorten this for less marks for a strength/ weakness (e.g. 2 marks). AO2 questions can focus just on strengths or just on weaknesses so make sure you know both for every model/theory/study.

Description <u>and</u> Evaluation Question:	*These questions are asking for both description and evaluation, usually in that order:* Briefly outline and evaluate the cognitive interview as a technique for improving the accuracy of eye witness testimony. *(4 marks)* Outline and evaluate the working memory model. *(6 marks)* Describe and evaluate **two** studies of social influence *(12 marks)*	If a question is worth more than 6 marks, it must require more than one skills (e.g. description and evaluation). The maximum question size in Year 1 is a **12 mark question** which is often made up of 6 description marks and 6 evaluation marks. 12 markers are usually a little more harshly marked than shorter questions and so you need to be detailed. Aim for **at least 3 full evaluation points for 6 marks** here. If a question is worth **8 marks**, it will again be a half and half split (e.g. 4 description & 4 evaluation marks).
Application Question:	Nadia is passionate about a charity that supports children living in developing countries. However, most of her classmates want to raise money for an animal charity. The class are due to vote for the class charity at the end of the week. Using your knowledge of minority social influence, explain two ways in which Nadia could try to persuade her classmates to vote for her charity. *(6 marks)*	In these questions, you will be given an everyday situation and be asked to use your psychological knowledge to explain that situation. You must make sure you include **BOTH** psychological knowledge (e.g. key terms and ideas fully explained) **AND** link that to the situation (e.g. 'Nadia and her classmates'). You must also make sure the answer you give is appropriate for the situation (e.g. make sure the ideas you're applying actually make sense for that situation).
Difference Question:	Distinguish between proactive and retroactive interference as explanations of forgetting. *(2 marks)* Identify two differences between insecure-resistant and insecure-avoidant. *(2 marks)*	The key here is to actually identify a difference rather than just describing the 2 ideas separately. A useful word to use here is **'whereas'** (e.g. a securely attached infant is moderately distressed when their mother leaves the room **whereas** an insecure infant is extremely distressed or not distressed at all).

Description and Application and Evaluation Question:	Read the item and then answer the question that follows. Thomas has a phobia of clowns. He relates this to a scary experience he had a child. He was at a circus when a clown jumped up from the row behind Thomas and startled him so much that his parents had to leave before the show ended. Thomas was so disturbed that he has not even been able to look at a picture of a clown since, let alone go anywhere near one. Describe and evaluate the two-process model as an explanation of phobias. Refer to the example of Thomas as part of your answer. *(12 marks)*	Questions that require you to describe, apply and evaluate such as this will usually be relatively long questions (e.g. 12 markers) to give you enough time to demonstrate all three skills. When answering these questions, it makes sense to **start with the description** of psychological knowledge (i.e. the theory/study/model referred to in the question) **before then applying** this description to the scenario (e.g. in this case 'Thomas' phobia of clowns'). Finally, it makes sense to **finish by evaluating** this way of describing/explaining (i.e. explaining strengths and weaknesses of the theory/study/model).
Simple Selection / Recognition:	Choose one type of memory that matches each example given in the scenarios below. Write A,B or C in the box next to it. Use each letter only once. *(2 marks)* A Episodic memory B Procedural memory C Semantic memory **Scenario 1:** Justin remembers how to brush his teeth without consciously thinking about it ☐ **Scenario 2:** Justine remembers how awful she felt when she went to the dentist surgery recently ☐	You can be asked in the exam to fill in grids, answer multiple choice questions, label diagrams, sketch a bar chart or comment on graphs. The key to questions like the example here where you have to recognise the right statement is to **read the question carefully**. Students often lose marks because they haven't followed the instructions – for example selecting three answers where only two were required. In such cases you will simply get zero marks.
Research Methods Question:	*You will read an outline of a 'made up' study followed by questions on the methods of that study:* (a) Write a suitable hypothesis for this study. *(3 marks)*	**Some questions require you to apply your knowledge to the study described** (such as question (a) and (b) in the example to the left) where you must link to the study as well as using research methods key terms and ideas. In these questions, you will get a maximum of half

	(b) At the end of the study, the researcher debriefed the participants. Write a suitable debriefing the researcher could read out to participants *(6 marks)* 2, Outline one strength of a repeated measures design. *(3 marks)*	marks if you fail to link your answer to the study provided. Other research methods questions are general questions (like question 2 on the left) which require no linking to a study, just description or evaluation.
Maths Question:	Time taken (secs) for six different participants to complete a task over consecutive attempts: 24, 22, 19, 16, 15, 12. Calculate a mean time for the participants to complete the task. Show your calculations. *(2 marks)* **Table 1 Median accuracy scores for anxious and non –anxious participants.** |	Anxious	Non -Anxious
Median	18	28 | Sketch an appropriate graphical display to show the median accuracy scores in Table 1. *(6 marks)*	Maths questions include, **not just calculating data** such as working out percentages, **but also interpreting data** (e.g. explaining what the data means). When calculating data, it is important to **show your working** when required and **use the correct symbols** (e.g. %). **Bring a calculator** to exams. When interpreting data, it is important to **be precise** (e.g. don't just say aggression, say 'aggression score') and explain fully what the data means, don't just re-state the numbers again. When sketching a graph, you must be precise and clear. You can **bring a ruler** to help with this and make sure you give **precise labels** on the graph and a **title**.

Possibly the most basic and simple exam technique to try and stick to for most questions (apart from the longer questions like 8, 10 or 12 markers)

is to **aim to write <u>at least</u> a sentence per mark**.

At the very least, this should help you include the right amount of detail for shorter questions.

Don't worry if it seems like there are too many question types and advice on these question types to remember now. You will have plenty of opportunities to practice all types of questions as we go through the course and build up to the AS exams. Remember this advice is here though and you can refer back this advice whenever you practice!

The Importance of Time Management

As well as practicing all the types of questions and spending plenty of time revising, do not forget about the importance of time management. The marks available for each question (and the writing space provided on the exam paper) give you an idea about how much detail to include for each question. You will **get roughly a minute a mark** (not including time to read questions and plan your 12 marker). Do not waste important time by writing answers that are inappropriately long or short. Make sure that, as part of your on-going revision, you **practise writing answers to time** (using the minute a mark idea) to develop your time management skills and to ensure you are not caught out on the day.

Maths Skills

Maths makes up **10%** of the Psychology course and there are a number of different maths skills you are expected to be able to demonstrate in the exam. This includes, not just doing calculations, but also interpreting data (e.g. writing what a table of results suggests about a study), drawing and interpreting graphs and charts and writing about different forms of data (e.g. primary and secondary data).

Although only some of this 10% maths skills requirement involves making calculations, it is important that these calculations are practised right from the start of the course. The good news is that many of these calculations will already be very familiar to you from the maths you have done before starting college. Nonetheless, over the page we have put all of this information on calculations together for you to start practising and to refer back to whenever you need...

Calculating Data in Psychology

Our first class test will be a data calculation test. The following information covers the main calculations you need to be able to carry out for this test:

Calculating Measures of Central Tendency:

'Measures of central tendency' is another way of referring to the **'average'** and you need to be able to calculate the three different ways of measuring central tendency:

1) **Mean-** This is calculated by **adding up all the scores in a data set and dividing this total number of scores there were**. This is the only measure of central tendency that includes all of the data/scores in the calculation.

2) **Median**- This is the **middle score**. It is calculated by putting the scores in order and finding the middle value. If there is an even number of scores, the two middle scores are averaged to find the median (e.g. if the middle is between 10 & 11, the median is 10.5).

3) **Mode**- This is the **most common score** within a data set. In some data sets there may be two modes (bi-modal) or no mode if all scores are different. For some data, the mode is the only method you can use. For example, data in categories.

Calculating Measures of Dispersion:

'Measures of dispersion is another way of referring to the **'spread'** of data and you only need to be able to calculate one way of measuring dispersion; the range.

1) **The Range -** This is the simplest calculation way to measure the spread of data. It is obtained by **subtracting the lowest score from the highest score**. A large range indicates a large spread of data whilst a small range indicates a small spread of data.

Calculating Percentages:

There are different ways in which you might be asked to calculate percentages. If given a smaller part of a total number and asked what it would be as a percentage (e.g. 25 out of 50), the formula to follow is:

<u>**PART**</u> **X 100** **=** **%**
TOTAL

> **Tip:** When reporting percentages, don't forget the **%** or you will not get the marks!

If given a total number and asked for a percentage of this total (e.g. 40% of 200):

<u>**TOTAL**</u> **X** **%** **=**
 100

If given a total number and asked what that number would be if it increased or decreased by a given percentage (e.g. 100 made 20% larger):

<u>**TOTAL**</u> **X** **%** **=**   **and then add this number to the original TOTAL**
 100

Converting From One Numerical Form to Another:

Percentages to Fractions:

Put the percentage over 100 and then simplify. For example, 10% becomes $\frac{10}{100}$ which can then be simplified to $\frac{1}{10}$.

Fractions to Percentages:

Divide the top number by the bottom number and multiply by 100. For example, $\frac{1}{10}$ X 100 = 10%.

> **Tip:** Don't forget the **%** or you will not get the marks!

Percentages to Decimals:

Divide the percentage by 100. For example, 40% is converted by 40/100 = 0.40

> **Tip:** Report decimals to **2 decimal places** as above (also called 2 significant figures).

Decimals to Percentages:

Multiply the decimal by 100. For example, 0.40 is converted by 0.40 X 100 = 40%.

You should also have an **awareness of ratio data** (e.g. 3:7). Like fractions, ratios should always be reported in the simplest form possible (e.g. not 3:6 but 1:2).

Symbols:

Be able to understand the following symbols:

<	Less than
≤	Equal to or less than
>	Greater than
≥	Equal to or greater than

Drawing and interpreting graphs:

Drawing Graphs:

- Always use the full space provided.
- Label **all** axes and make sure they are operationalised. For example if the study is investigating the effects of day care on aggression, the labels would be _number of days_ spent in day care and _aggression score_.
- Give your graph a title that links with the study or research given (e.g. Graph to show the effects of days spent in day care on aggression scores)
- Use an appropriate scale, for example is your scale goes from 1-20, don't go all the way up to 50 for no reason!
- Sometimes questions might require more than one label on the same axis. For example investigating the effects of two drugs before and after treatment.

Interpreting Graphs:

- Comment on the all the data in the graph (unless stated otherwise in the question).
- Link your answer back specifically to the question, for example if the question is interested in the effectiveness of a particular therapy, your answer should comment on which is most effective.
- Refer to individual scores or anomalies, as well as an overall pattern you may notice.
- Make sure your answer has enough detail to gain the marks available, following the 'sentence per mark' rule.

Exam Question Command Words

Command words are the words and phrases used in exams that tell you how you should answer the question. Here is a full list provided by AQA (the exam board) to help you if you are unsure with what a question is asking for:

Analyse: Separate information into components and identify their characteristics.

Calculate: Work out the value of something.

Choose: Select from a range of alternatives.

Comment: Present an informed opinion.

Compare: Identify similarities and/or differences.

Consider: Review and respond to given information.

Describe: Give an account of.

Design: Set out how something will be done.

Discuss: Present key points or strengths and weaknesses of an idea or ideas.

Distinguish: Explain ways in which two things differ. Provide detail of characteristic that enable a person to know the difference between …

Evaluate: Judge from available evidence.

Explain: Set out purposes or reasons.

Explain how: Give a detailed account of a process or way of doing something.

Explain why: Give a detailed account of reasons in relation to a particular situation.

Identify: Name or otherwise characterise.

Give: Produce an answer from recall or from given information.

Justify: Provide reasons, reasoned argument to support, possibly provide evidence.

Outline: Set out main characteristics.

Select: Choose or pick out from alternatives.

Suggest: Present a possible case/solution.

Which is: Select from alternatives.

What is meant by: Give a definition.

Employability:
Skills for University and/or Employment

In psychology, we do aim to give you opportunities both inside and outside the classroom to develop your skills for being a success at university and/or employment. It is useful to keep a record of these skills here as **this will help you writing personal statements and job/apprenticeship applications too**:

Skill:	Evidence/Example:
Independent Enquiry	• Developing your own revision techniques using the revision stations • Working ahead over college holidays (e.g. on samples and data).
Teamwork	• Working with others inside and outside the classroom (e.g. to revise).
Communication	• In written work, developing your ability to describe, apply and evaluate • Verbally, asking and answering questions in group work and taking part in class discussion.
Taking Responsibility	• Tracking progress, re-sitting when needed, attending revision sessions, making a revision timetable and working in your own time.
Problem Solving	• In exam questions where you have to apply your knowledge to new scenarios and data or analyse and evaluate theories and/or research.
Reflective Thinking	• Reflecting on feedback and setting targets to improve in your 'Progress Trackers'.
Leadership	• Organising group work and feeding back from group work.

British Values in Psychology

What are British values?

"Democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs"

(Home Office Definition)

British Value:	Promoted in Psychology:
Democracy	• Asking you to suggest topics for revision sessions. • We respond to any areas for improvement you suggest in the student survey.
The Rule of Law	• Clear policies to support & challenge you to succeed (e.g. regular homework, re-sit work below MTG etc). • We celebrate laws that protect people by considering the topic of 'Social Change' in year 1 (e.g. anti-discrimination laws that protect minority groups).
Individual Liberty	• We encourage you to revise in ways that best suit you with our 'Revision Materials Stations'. • We consider issues of Social Influence in Year 1 to look at factors that allow us resist the pressures to conform or obey and maintain individual freedoms.
Mutual Respect and Tolerance	• We make it clear during induction that we expect every student to respect and tolerate all others and respond if these expectations are ever not met. • We discuss social and cultural differences in a range of topics in Year 1 and Year 2.