Year 10 AP 2 – Psychology

Ormiston Horizon Academy

How to revise Psychology:

✓ **Active Recall** – Test yourself on the key terms
✓ **Mind Maps & Flashcards** – Summarize and visualize information.
✓ **Teach Someone Else** – Explaining helps reinforce your learning.

Practice writing 9-mark key study and theory responses including PEE evaluations

Study= Aim, Method, Results, Conclusion + 2-3 PEE evaluations. (Use GRAVE)

Theory= 4X fully explained points about the theory + 2-3 PEE evaluations

Revision/Structure strips for 9 marks responses and all lessons are on TEAMs Year 10 folder

Revision list:

Content	Memory Unit
Processes of memory	Encoding, storage, retrieval. Different types of memory- Episodic, semantic, procedural How memories are encoded
Structures of memory	The Multistore Model of Memory – sensory, short-term, long-term to include the features of each store (coding, capacity & duration) Primacy and recency effects in recall (Murdock's Serial Position Curve Study)
Memory as an active process	The theory of reconstructive memory including effort after meaning. Bartlett's war of the Ghosts study Factors affecting the accuracy of memory to include- interference, context and false memories

Areas of Study	Perception Unit
Sensation & perception	➢ The difference between sensation and perception
Visual cues and constancies	➢ Monocular including height in the plane, occlusion, relative size, and linear perspective ➢ binocular depth cues including convergence and retinal disparity
Theories of Perception	➢ Gregory's Constructivist Theory of Perception ➢ Gibsons Direct Theory of Perception
Visual illusions	➢ Size constancy, misinterpreted depth cues to include: Muller Lyer illusion, Ponzo Illusion, Ambiguous images (Necker cube, Rubin's Vase) and fictions (Kanizsa triangle)
Factors affecting Perception	➢ Culture ➢ Emotion ➢ Expectation and Perception * Key Study* (Bruner & Minturn) ➢ Motivation and Perception * Key Study* (Gilchrist & Nesburg)

Areas of study	Development
Early Brain Development	Knowledge of brain development, from simple neural structures in the womb, of brain stem, thalamus, cerebellum and cortex, reflecting the development of autonomic functions, sensory processing, movement and cognition. The roles of nature and nurture
Piaget's stage theory and the development of intelligence. **The role of Piaget in education**	**Piaget's Theory of Cognitive Development** including concepts of assimilation and accommodation. **The four stages of development**: sensorimotor, pre-operational, concrete operational and formal operational. Application of these stages in education. Reduction of egocentricity, development of conservation. McGarrigle and Donaldson's 'naughty teddy study' Hughes' 'policeman doll study'.
The effects of learning on development	**Dweck's Mindset Theory of learning:** fixed mindset and growth mindset. The role of praise and self-efficacy beliefs in learning. **Learning styles** including verbalisers and visualisers. **Willingham's Learning Theory** and his criticism of learning styles.

Area of study	Research Methods
Formulation of testable hypotheses	Null & alternative (experimental) hypothesis
Types of variable.	Independent, dependent and extraneous variables
Sampling methods	Target populations, samples and sampling methods and how to select samples using these methods: Random, opportunity, systematic, stratified- strengths and weaknesses
Designing research	Experimental designs, independent groups, repeated measures, matched pairs, including strengths and weaknesses of each experimental design) Experimental methods- laboratory experiments, field & natural Interviews Questionnaires Case studies Observation studies (including categories of behaviour and interobserver reliability). Strengths and weaknesses of each research method and types of research for which they are suitable.
Correlation	Understanding of association between two variables and the use of scatter diagrams to show possible correlational relationships. The strengths and weaknesses of correlations.
Research procedures	The use of standardised procedures, instructions to participants, randomisation, allocation to conditions, counterbalancing and extraneous variables (including explaining the effect of extraneous variables and how to control for them).
Ethical considerations	Students should demonstrate knowledge and understanding of: ethical issues in psychological research as outlined in the British Psychological Society guidelines and ways of dealing with each issue
Quantitative & qualitative data	The difference between qualitative & quantitative
Primary & secondary data	The difference between primary & secondary data
Computation	Recognise and use expressions in decimal and standard form: use ratios, fractions and percentages, estimate results, find arithmetic means and use an appropriate number of significant figures
Interpretation & display	Construct and interpret frequency tables and diagrams, bar charts, histograms and scatter diagrams for correlation
Normal distribution	The characteristics of normal distribution

Useful Websites

You Tube Psychboost (GCSE)

Free GCSE Psychology AQA Revision Content — Study Rocket

GCSE Psychology Revision | Quizlet

GCSE Psychology Revision Resources 9-1 | Learndojo