

<b>Subject</b>	<b>Psychology</b>
<b>Paper</b>	<p style="text-align: center;"><b>Paper 1 Introductory topics in Psychology</b> Social Influence, Memory, Attachment, Psychopathology</p> <p style="text-align: center;"><b>Paper 2 Psychology in context</b> Approaches, Biopsychology, Research methods</p> <p style="text-align: center;"><b>Paper 3 Issues and Options in psychology</b> Issues, debates and approaches, Schizophrenia, Gender, Forensic</p>
<b>Work/skills/activities being covered in lesson leading to exams</b>	<ul style="list-style-type: none"> <li>• Week 1 (18<sup>th</sup> March) Completion of Forensic Psychology and Statistical testing along with consolidation of topics</li> <li>• Week 2 (25<sup>th</sup> March) Focus within lesson on research methods and the year 2 content – applying knowledge to exam questions and ensuring students keep developing their timings and exam skill. Focus on Attachment and the research required for recall. Walking-talking mocks being completed at the end of the week in lesson.</li> <li>• Week 3 (14<sup>th</sup> April) Focus within lesson on biological approach and the interleaving of knowledge between approaches, biopsychology, OCD, schizophrenia and gender. Walking-talking mocks being completed.</li> <li>• Week 4 (22<sup>nd</sup> April) Focus within lesson on exam questions (A02 specifically) and how students should be effectively applying their knowledge to examples within an exam paper. Walking-talking mocks being completed</li> <li>• Week 5 (29<sup>th</sup> April) Focus within lesson on exam question (mixture of A01/2/3) and how students can navigate past tricky questions to ensure maximum marks</li> <li>• Week 6 (7<sup>th</sup> May) Focus on any last-minute areas of confusion based around exam skill and recall of knowledge</li> </ul>
<b>Areas to revise as a priority leading to exams</b>	<ul style="list-style-type: none"> <li>• Research methods – revise statistical testing and designing a study. Students should continue to practice writing abstracts, consent forms, hypothesis and whether results are significant or not.</li> <li>• Cultural variations of attachment – students should revise the different statistics from research findings and the types of attachment present in different cultures</li> <li>• Biological explanations – Students should focus on the biological approach and its links to OCD, schizophrenia and genetic explanations, including medication and treatments.</li> <li>• Students to plan essays in advance of the exam to ensure they are confident in A01/A03 PEECL structure and counter arguments.</li> <li>• Research into anxiety and Eye Witness Testimony</li> </ul>
<b>Suggested methods of revision</b>	<ul style="list-style-type: none"> <li>• Flashcards for key terminology in psychology</li> <li>• Complete ‘brain vomits’ to check knowledge and fill in any gaps of unknown content. Prioritise spending time revising the unknown content.</li> <li>• Going over past mocks and notes from Year 12/3 work</li> <li>• Use of resources on Teams, e.g. lesson slides and video support links</li> <li>• Use of Uplearn – students should use the key knowledge and exam papers</li> <li>• Past essays with marked feedback – re-write areas of development and make suggested improvements. Hand them in to be further marked.</li> <li>• Past papers available on AQA website. Practice the prescribed unseen questions and past papers and check against mark scheme.</li> </ul>
<b>Specific independent focus over Easter</b>	<ul style="list-style-type: none"> <li>• Uplearn sections and exam papers</li> <li>• Mind maps – free recall of knowledge to identify any gaps. Students then to focus their revision on the unknown areas</li> <li>• Exam paper packs to be completed and checked against mark schemes</li> <li>• Independent learning booklets to be completed to aid consolidation</li> </ul>