

WEEK BY WEEK REVISION SCHEDULE (2025)

Paper 1 – 8th May (morning) 1 hour 45 minutes

Paper 2 – 15th May (afternoon) 1 hour 20 minutes

WEEK	TOPICS	RE-VISIT WORK	SUGGESTED ACTIVITIES
WEEK 1	<p>DEVELOPMENT</p> <p>Development</p> <p>Studies</p> <p>Issues and debates</p>	<ul style="list-style-type: none"> • Early brain development • Piaget’s theory of cognitive development • Dweck’s mindset theory • Willingham’s learning theory • Piaget and Inhelder • Gunderson et al. • Morality issues 	<ul style="list-style-type: none"> • Create a labelled timeline to represent how the brain develops in the womb, including the development of the forebrain, midbrain, hindbrain, cerebellum and medulla. • Take an A3 sheet of paper and split it into four quarters. Create a mind-map in each quarter for a stage of Piaget’s theory of cognitive development. • Create a poster about the importance of growth mindset for learning. Include examples a comparison to a fixed mindset. • Write a blog post for a new parent to summarise Gunderson’s findings about the impact of parental praise. • Using paper or cardboard, create a 3D model of the three mountains stimulus used in Piaget and Inhelder’s study to recreate the procedure.
WEEK 2	<p>MEMORY</p> <p>Memory</p> <p>Studies</p> <p>Issues and debates</p>	<ul style="list-style-type: none"> • Structure and process of memory and information processing • Features of short-term and long-term memory • Retrograde and anterograde amnesia 	<ul style="list-style-type: none"> • Draw an annotated diagram to visually represent the multi-store model of memory, including the sensory register, short-term memory, and long-term memory. • On one revision card, write down everything you know about short-term

		<ul style="list-style-type: none"> ● The theory of reconstructive memory ● The multi-store model of memory ● Bartlett ● Peterson and Peterson ● Reductionism and holism 	<p>memory. On a second revision card, write down everything you know about long-term memory.</p> <ul style="list-style-type: none"> ● Read ‘the war of the ghosts’ story online and then try to write down as much of the story as you can, like Bartlett’s participants did. Then, using the theory of reconstructive memory, explain your results. ● Explain the difference between retrograde and anterograde amnesia, giving examples of how the symptoms could impact an individual. ● Summarise the aims, procedures, results and conclusions of Peterson and Peterson’s study in one sentence each.
<p>WEEK 3</p>	<p>PSYCHOLOGICAL PROBLEMS</p> <p>Psychological problems</p> <p>Studies</p> <p>Issues and debates</p>	<ul style="list-style-type: none"> ● Depression: <ul style="list-style-type: none"> - Symptoms - Features - Incidence over time - Impact on individuals and society - Genetic theory - Cognitive theory - CBT - Drug treatment ● Addiction: <ul style="list-style-type: none"> - Symptoms - Features - Incidence over time - Impact on individuals and society - Genetic theory - Learning theory - CBT - Drug treatment ● Caspi et al. ● Young ● Nature and nurture 	<ul style="list-style-type: none"> ● Split a sheet of paper into four quarters and write in each: symptoms of depression, features of depression, symptoms of addiction and features of addiction. ● Cut out a net for a cuboid to create a medicine packet and write a fact about drug treatment on each of the six sides. Create one for drug treatment for depression and another for drug treatment for addiction. ● Which theory of depression do you think is best? Write at least three sentences to justify your decision. ● Write an information leaflet about CBT, aimed at someone who has joined a waiting list. Include information about what the patient should expect. ● Prepare at least two arguments for both sides of the debate: psychological problems are caused by nature factors more than nurture factors.

<p>WEEK 4</p>	<p>THE BRAIN AND NEUROPSYCHOLOGY</p> <p>The brain and neuropsychology</p> <p>Studies</p> <p>Issues and debates</p>	<ul style="list-style-type: none"> ● Structure and function of the brain ● Lateralisation of function in the hemispheres ● Neurons and synapses ● Visual agnosia ● Prosopagnosia ● Pre-frontal cortex damage ● Damasio et al. ● Sperry ● How psychology has changed over time 	<ul style="list-style-type: none"> ● Draw and annotate a diagram of the brain, labelling the four lobes and the cerebellum. ● Use small colourful sweets like jellybeans and strawberry laces to create a model of a neuron, on top of a piece of paper. Then label the model with the components of a neuron, such as the axon. ● Watch a YouTube clip of someone with visual agnosia and note down the symptoms. Do the same for prosopagnosia. ● Re-read your notes about Sperry's research and then try to summarise the main information about the study in under 100 words. ● Take a hemisphere lateralisation test online and then explain the differences between the left and right hemispheres.
<p>WEEK 5</p>	<p>SOCIAL INFLUENCE</p> <p>Social influence</p> <p>Studies</p> <p>Issues and debates</p>	<ul style="list-style-type: none"> ● Key terms: <ul style="list-style-type: none"> - Obedience - Conformity - Deindividuation - Bystander effect ● Personal and situational factors affecting bystander intervention. ● Personal and situational factors affecting conformity to majority influence. ● Personal and situational factors affecting obedience. ● Crowd behaviour, including pro- and anti-social behaviour ● Ways to prevent blind obedience ● Piliavin et al. 	<ul style="list-style-type: none"> ● Create revision cards for the definitions of obedience, conformity, deindividuation and the bystander effect. ● Write all the factors affecting social influence you have learned onto small pieces of paper, jumble them up and then sort them into their categories: personal/situation and affecting bystander intervention/conformity/obedience. ● Design a leaflet explaining at least three ways to prevent blind obedience. ● Write a letter addressed to Haney, Banks and Zimbardo to explain why their study was unethical.

		<ul style="list-style-type: none"> ● Haney, Banks and Zimbardo ● Social and cultural issues 	<ul style="list-style-type: none"> ● Draw a storyboard with captions to represent the procedure used by Piliavin et al.
WEEK 6	ISSUES AND DEBATES Development Memory Psychological problems The brain and neuropsychology Social influence	<ul style="list-style-type: none"> ● Morality issues ● Reductionism and holism ● Nature and nurture ● How psychology has changed over time ● Social and cultural issues 	<ul style="list-style-type: none"> ● Research the 'Heinz dilemma' story and explain how a young child might respond, using your knowledge of morality. ● Explain why the multi-store model of memory is reductionist. Explain why the theory of reconstructive memory is holistic. ● Write a list of theories and concepts from across the course and sort them into two categories: nature and nurture. ● Create a timeline to represent how psychological understanding of the brain has developed over time. ● Select an issue from history or the news and try to explain it using your understanding of social influence.
WEEK 7	OPTIONAL UNIT 1 Topic Studies	<ul style="list-style-type: none"> ● See specification: 6.1 and 6.2. <p>OR</p> <ul style="list-style-type: none"> ● See specification: 7.1 and 7.2. <p>OR</p> <ul style="list-style-type: none"> ● See specification: 8.1 and 8.2. <p>OR</p> <ul style="list-style-type: none"> ● See specification: 9.1 and 9.2. <p>OR</p> <ul style="list-style-type: none"> ● See specification: 10.1 and 10.2. 	<ul style="list-style-type: none"> ● Create a set of quiz cards for the content of this topic and ask someone to test you. ● Summarise the aims, procedures, results, and conclusion of the two studies on two revision cards. ● Create a mind map of the main concepts in this topic. ● Write the name of the unit at the top of a piece of paper and note down all the sub-topics you can remember. Re-visit your notes and add any missing sub-topics with a different colour pen. ● Write down one strength and one weakness of each study.

<p>WEEK 8</p>	<p>OPTIONAL UNIT 2</p> <p>Topic</p> <p>Studies</p>	<ul style="list-style-type: none"> • See specification: 6.1 and 6.2. <p>OR</p> <ul style="list-style-type: none"> • See specification: 7.1 and 7.2. <p>OR</p> <ul style="list-style-type: none"> • See specification: 8.1 and 8.2. <p>OR</p> <ul style="list-style-type: none"> • See specification: 9.1 and 9.2. <p>OR</p> <ul style="list-style-type: none"> • See specification: 10.1 and 10.2. 	<ul style="list-style-type: none"> • Play a game of Pictionary – select a theory/concept/study from this unit and draw it whilst someone else tries to guess what it is. • Write a newspaper article to summarise one of the studies from this unit and what society can learn from it. • Select ten key terms from this unit and write a set of revision cards for them, with the key term on one side and its definition/explanation on the other, then quiz yourself. • Look at a past or sample exam paper section for this unit. Write plans for each of the questions. • Write each sub-topic onto a post-it note and place them in order from easiest to most difficult – then start your revision session by focusing on the most difficult sub-topic.
<p>WEEK 9</p>	<p>RESEARCH METHODS</p> <p>Designing psychological research</p>	<ul style="list-style-type: none"> • Variables • Control of extraneous variables • Alternative and null hypotheses • Sampling methods • Experimental designs • Reliability and validity • Ethical issues • Laboratory experiments • Field experiments • Natural experiments • Interviews • Questionnaires • Correlations • Case studies • Observations 	<ul style="list-style-type: none"> • Write the names and definitions of the eight research methods onto eight revision cards. On the other side, write down at least one strength and at least one weakness. • Select a study from the course and identify the independent, dependent and extraneous variables. • Using a bag of coloured sweets, practice using random and stratified sampling techniques, then identify a strength and a weakness of each technique. • Design your own questionnaire about social influence, including at least three open questions and at least three closed questions. • Design your own experiment to test memory and identify the alternative

			hypothesis, null hypothesis, sampling technique and experimental design.
WEEK 10	RESEARCH METHODS Data analysis Issues and debates	<ul style="list-style-type: none"> ● Arithmetic and numerical computation ● Using calculations ● Graphs ● Primary and secondary data ● Qualitative and quantitative data ● Ethical issues across topics 1, 2, 3, 4 and 5 	<ul style="list-style-type: none"> ● Create a poster to present the main differences between bar charts, histograms and scatter graphs. ● Make up a data set of 12 numbers and then calculate the mean, median, mode and range. ● Split a piece of paper into four quarters, and write the definitions for primary, secondary, qualitative and quantitative data in each section. ● Write a letter to a newly qualified psychologist, with some top tips for making sure their research is ethical. ● Create a list of all of the studies you've covered in the course, then colour-code them ethical or unethical. Think about how you would justify your decisions.