

# 70%

- a) ....of what the average student learns is forgotten within 7 days
- b) ....is the average grade required for an A grade at A level
- c) ....of students do better than they thought they would
- d) .... of marks in A Level exams are given for 'knowing' and 'applying'

## Which 2 are true ?



# Taking control of getting your brain ready





# In the next hour !

- **The comparative nature of A Level Grades and focussing on you**
- **The process of learning**
- **The basis of human memory – intention, repetition, meaning**
- **Effective revision structure**
  - Organise your knowledge
  - Thinking about meaning
  - Test yourself
- **Using exam board information**
- **Managing your time**
- **The question of motivation**



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PART OF THE FOUR STONES



WORCESTER SIXTH FORM COLLEGE



CHRISTOPHER WHITEHEAD LANGUAGE COLLEGE AND SIXTH FORM

U

E

D

C

B

A

A\*



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U E D C B A A\*



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LANGUAGE COLLEGE AND SIXTH FORM

U

E

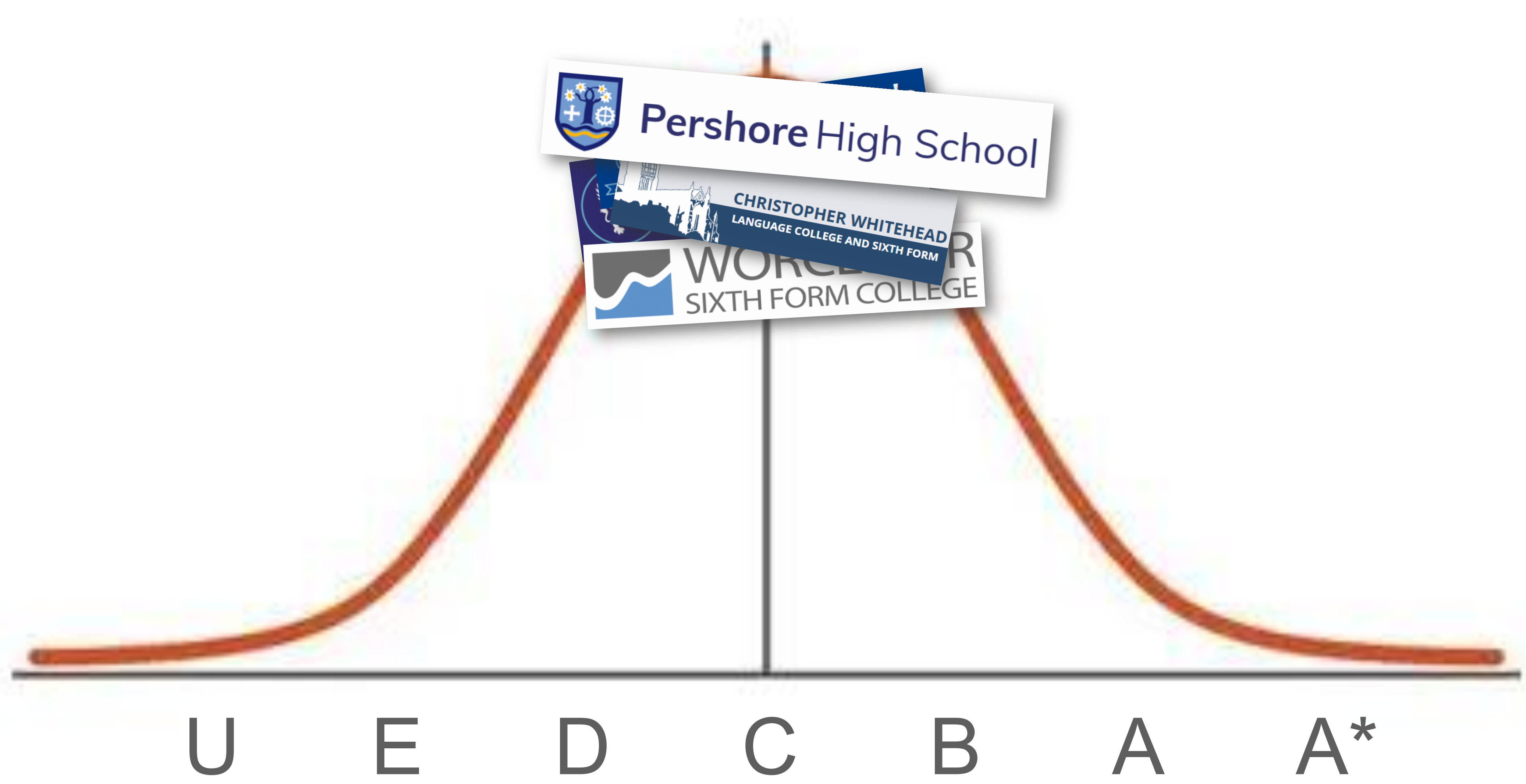
D

C


B

A

A\*

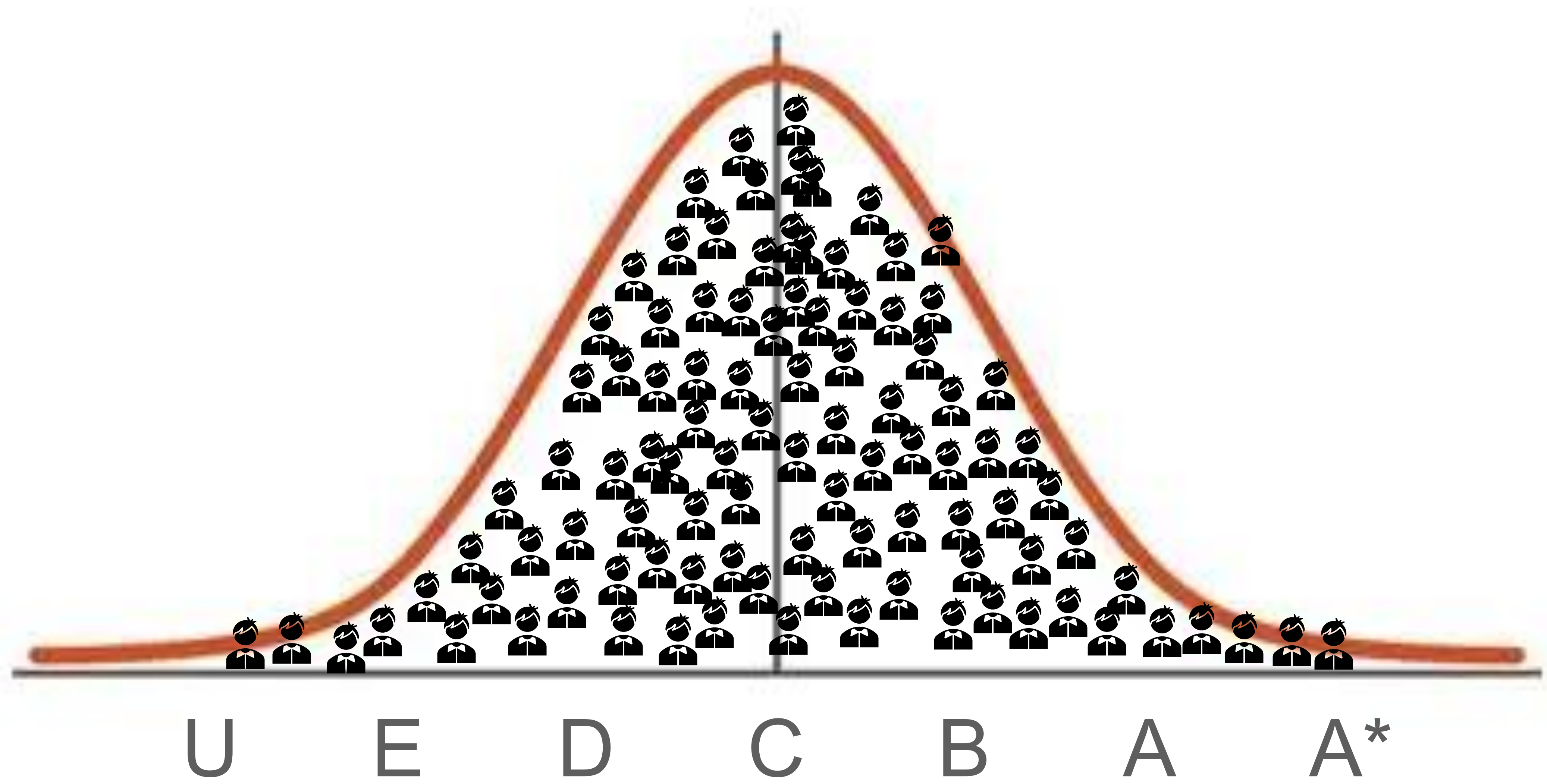


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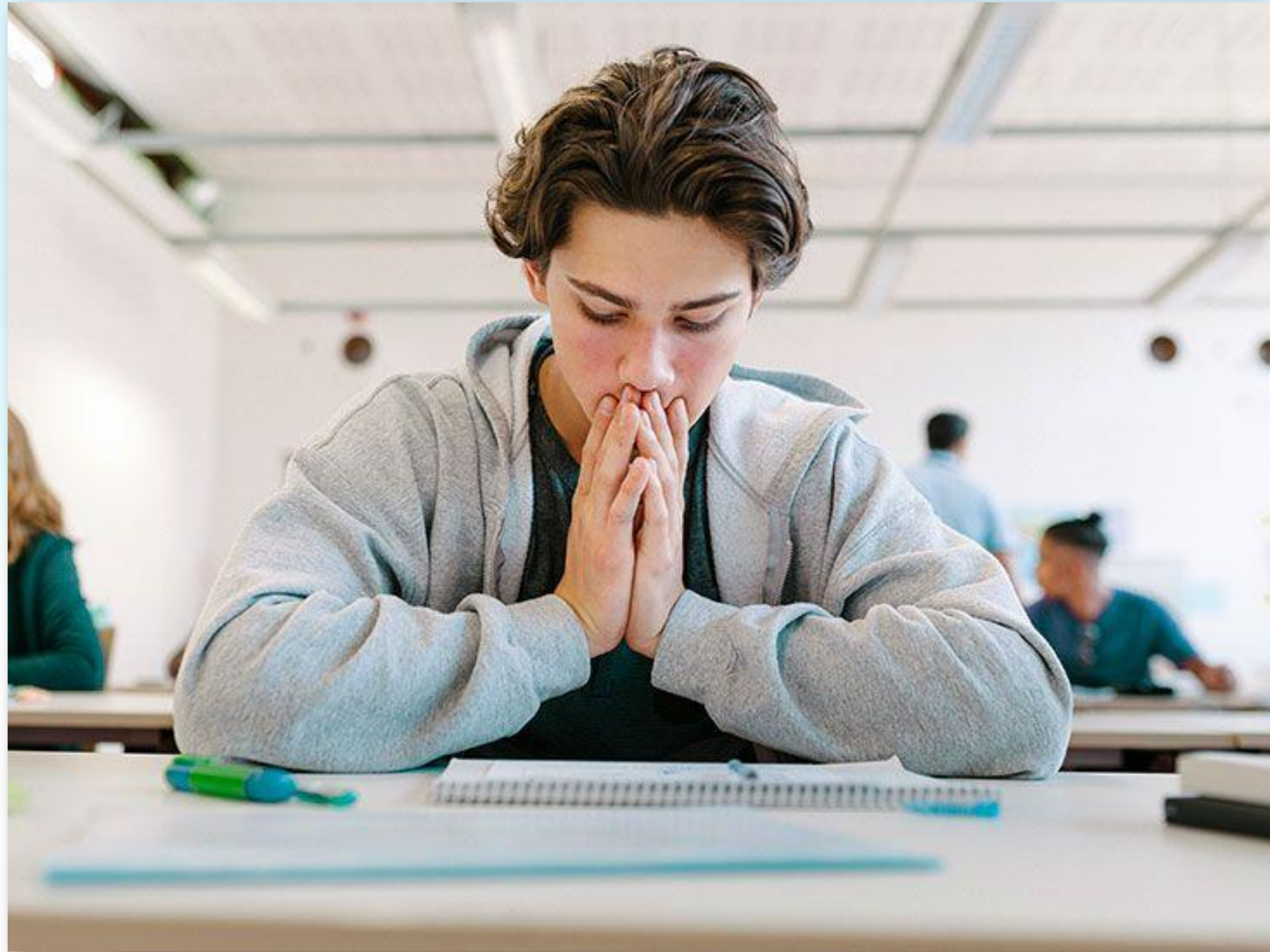
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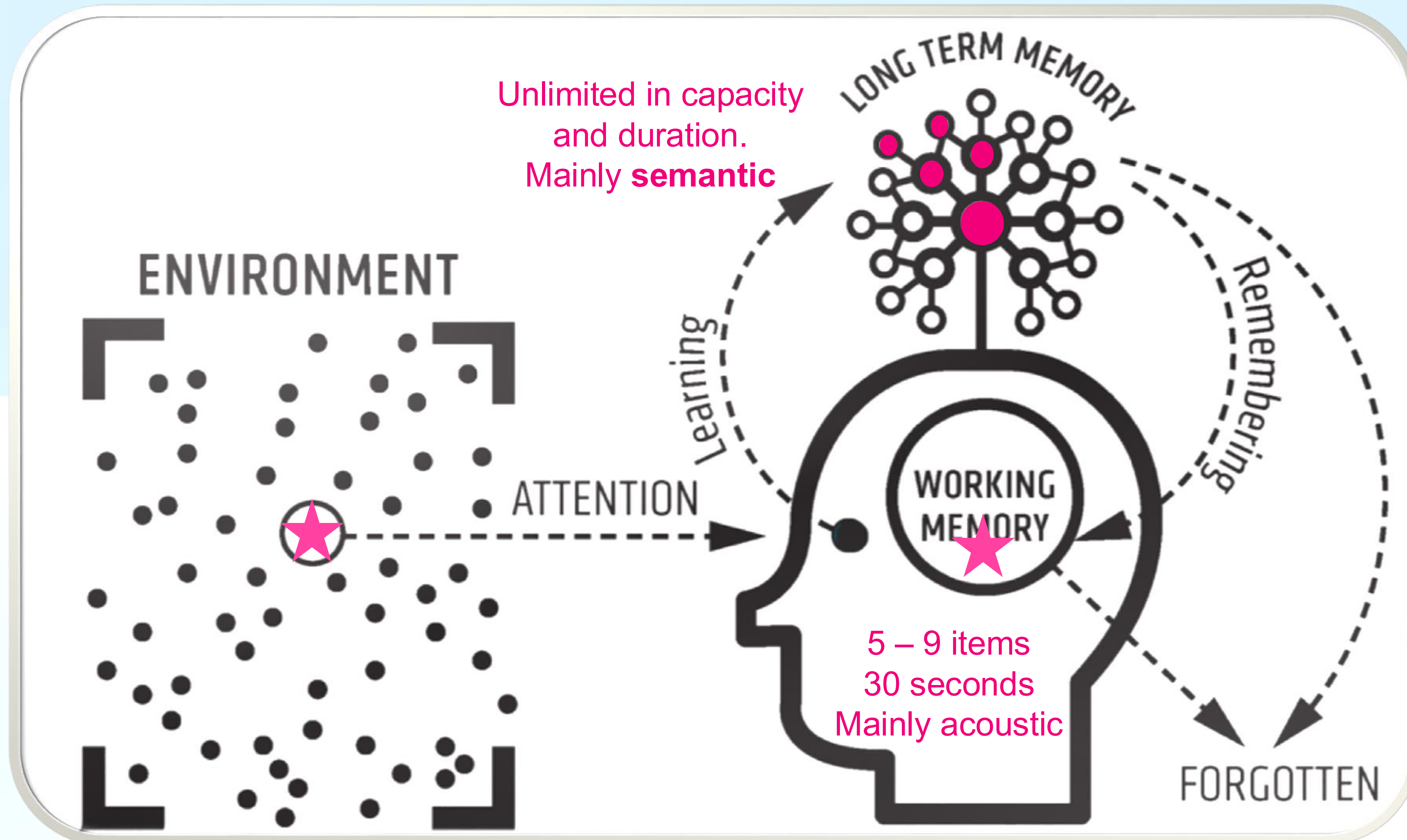
U E D C B A A\*



**The moment  
you realise  
you are in  
control !**

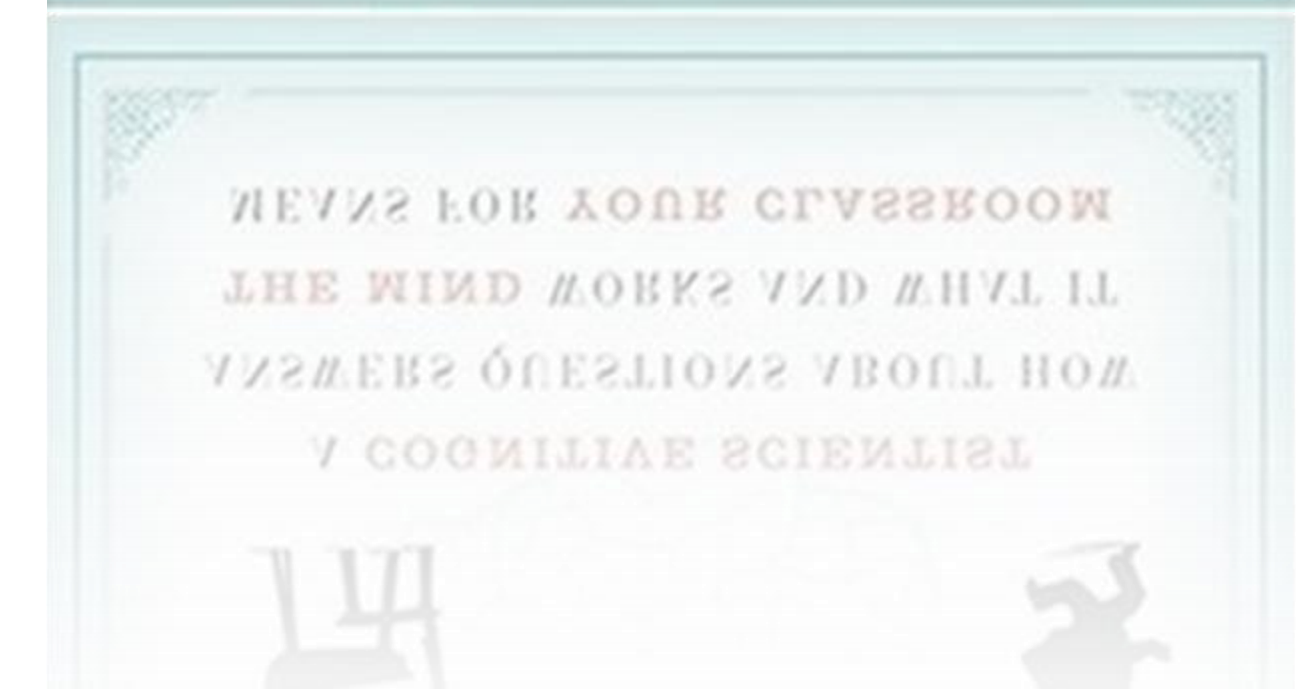
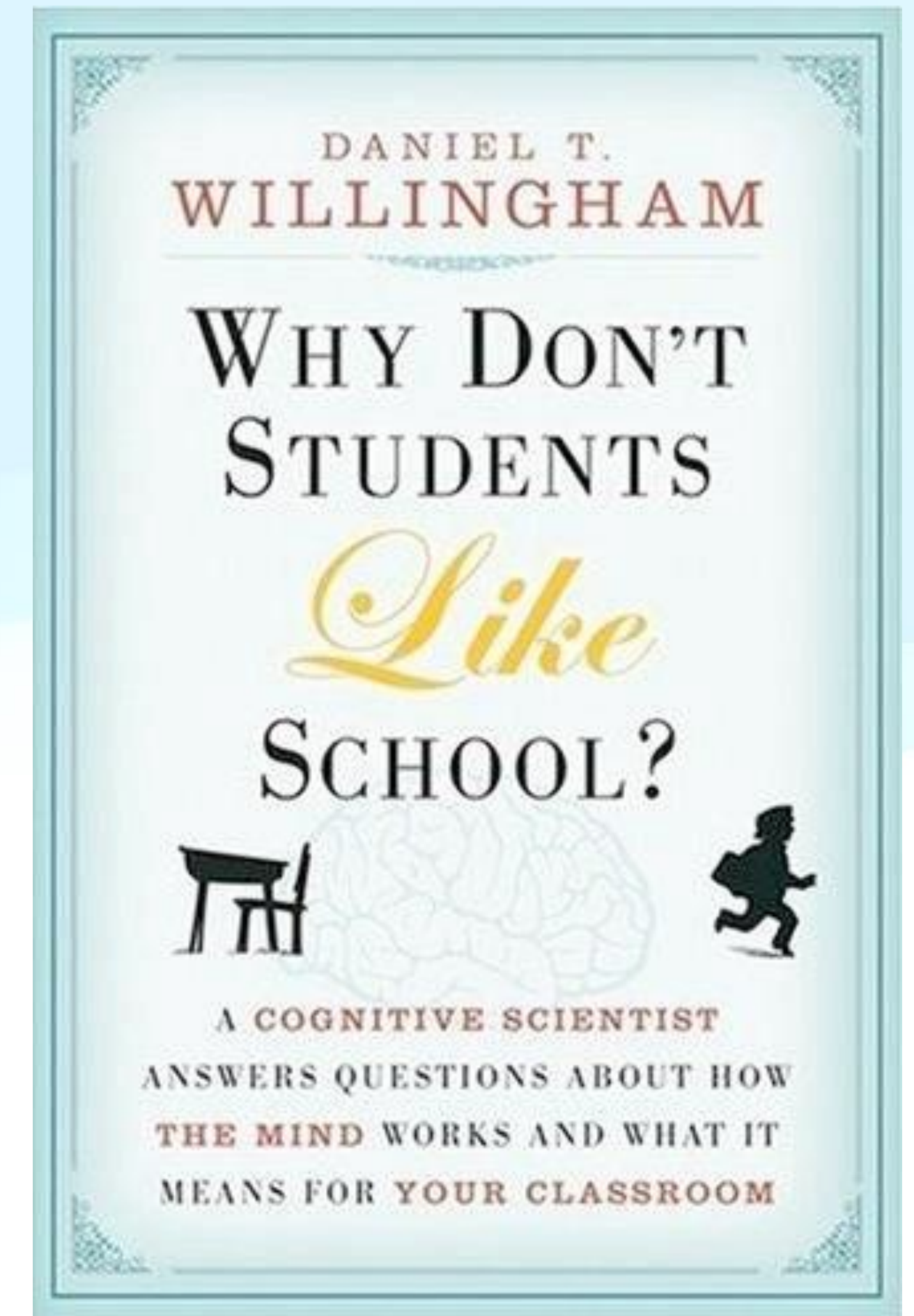


# The process of learning



# MEMORY IS WHAT'S LEFT AFTER THINKING

- Memory is not a result of what you want to remember, but what you try to remember
- If you think about it carefully and repeatedly, your brain just stores the information.





**Important principle of learning:**

**Factual knowledge comes before 'skill'**

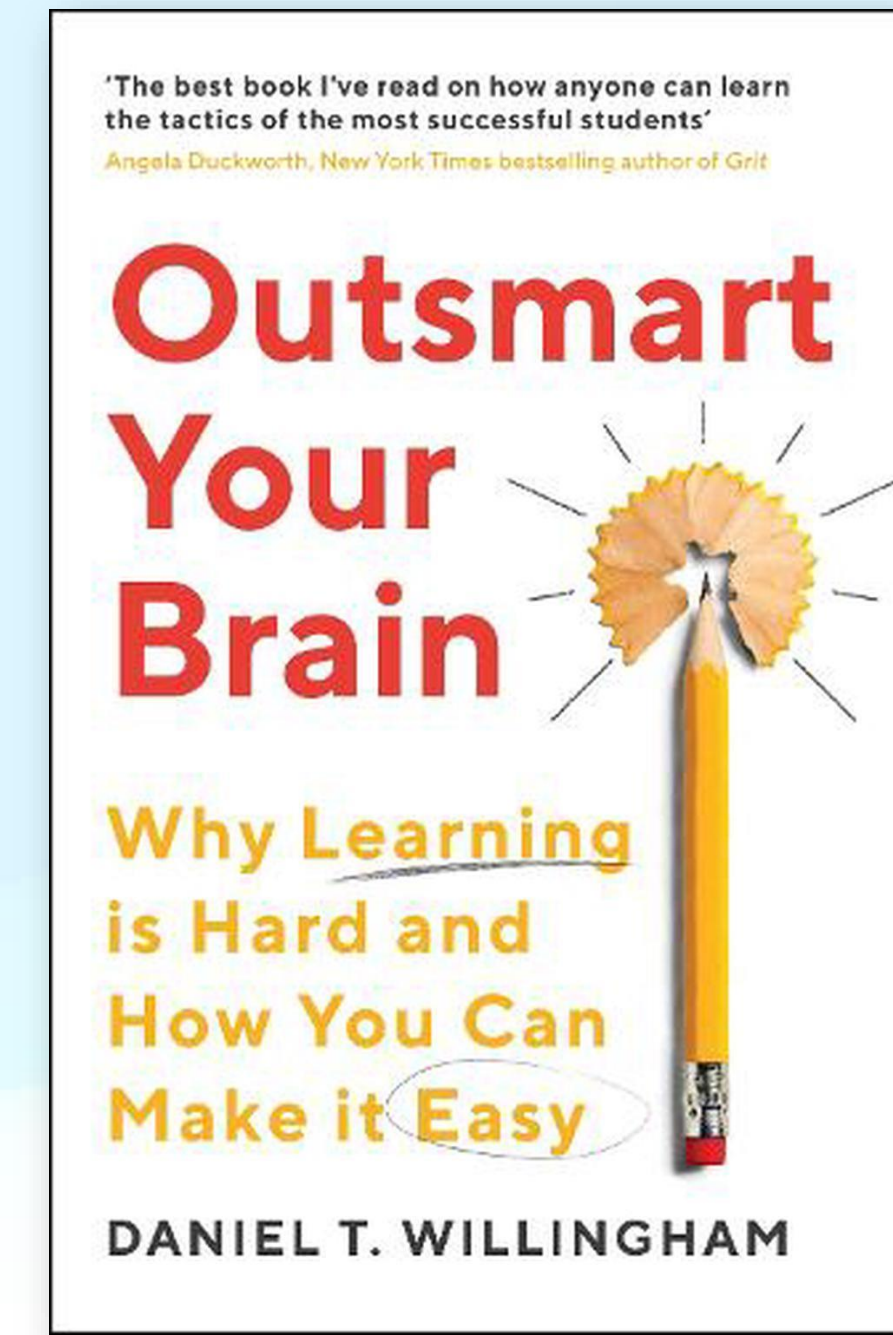
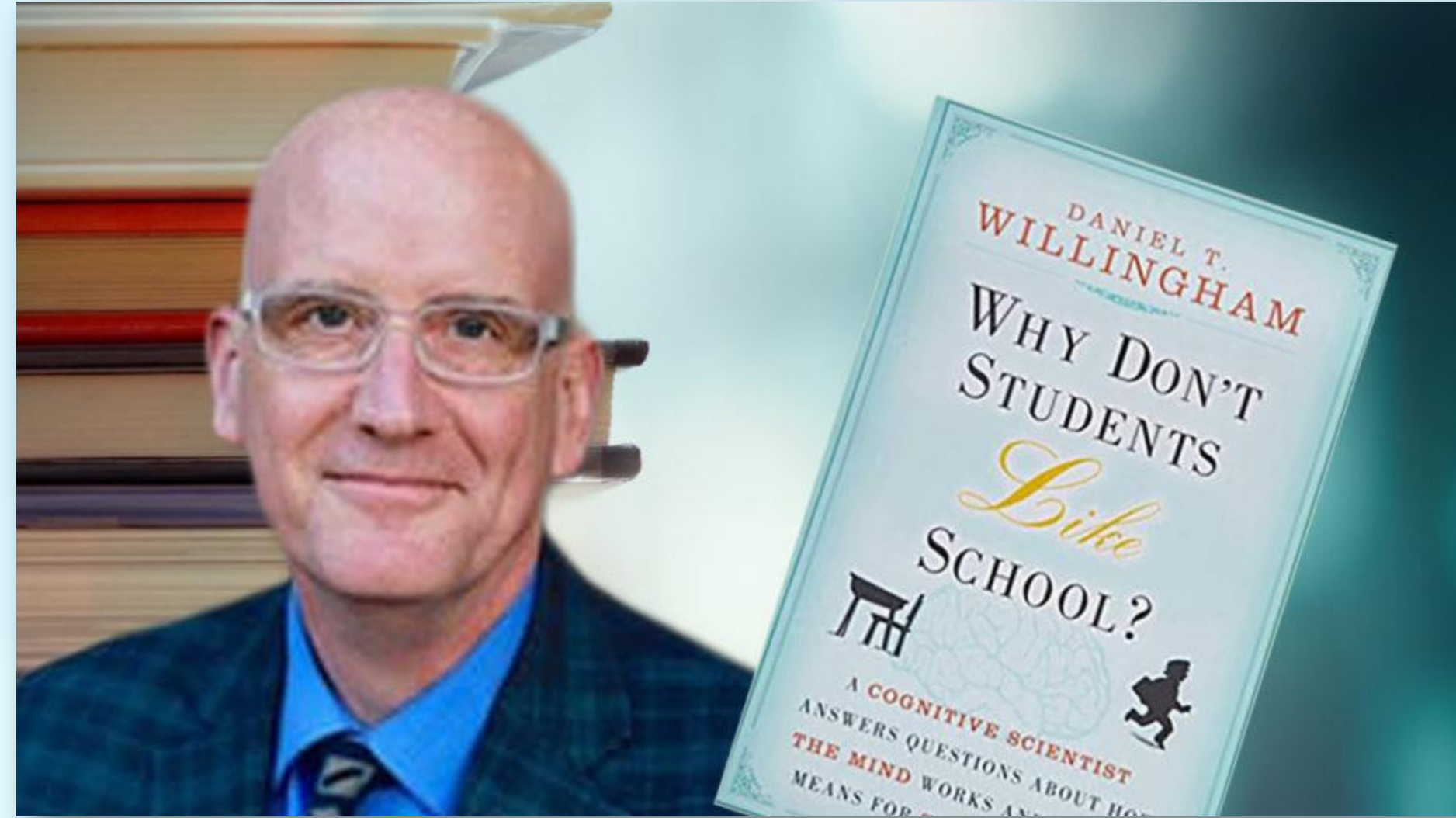
**(AO1 before AO3)**



# Task time

**Explain the physical characteristics required of a short stop.**

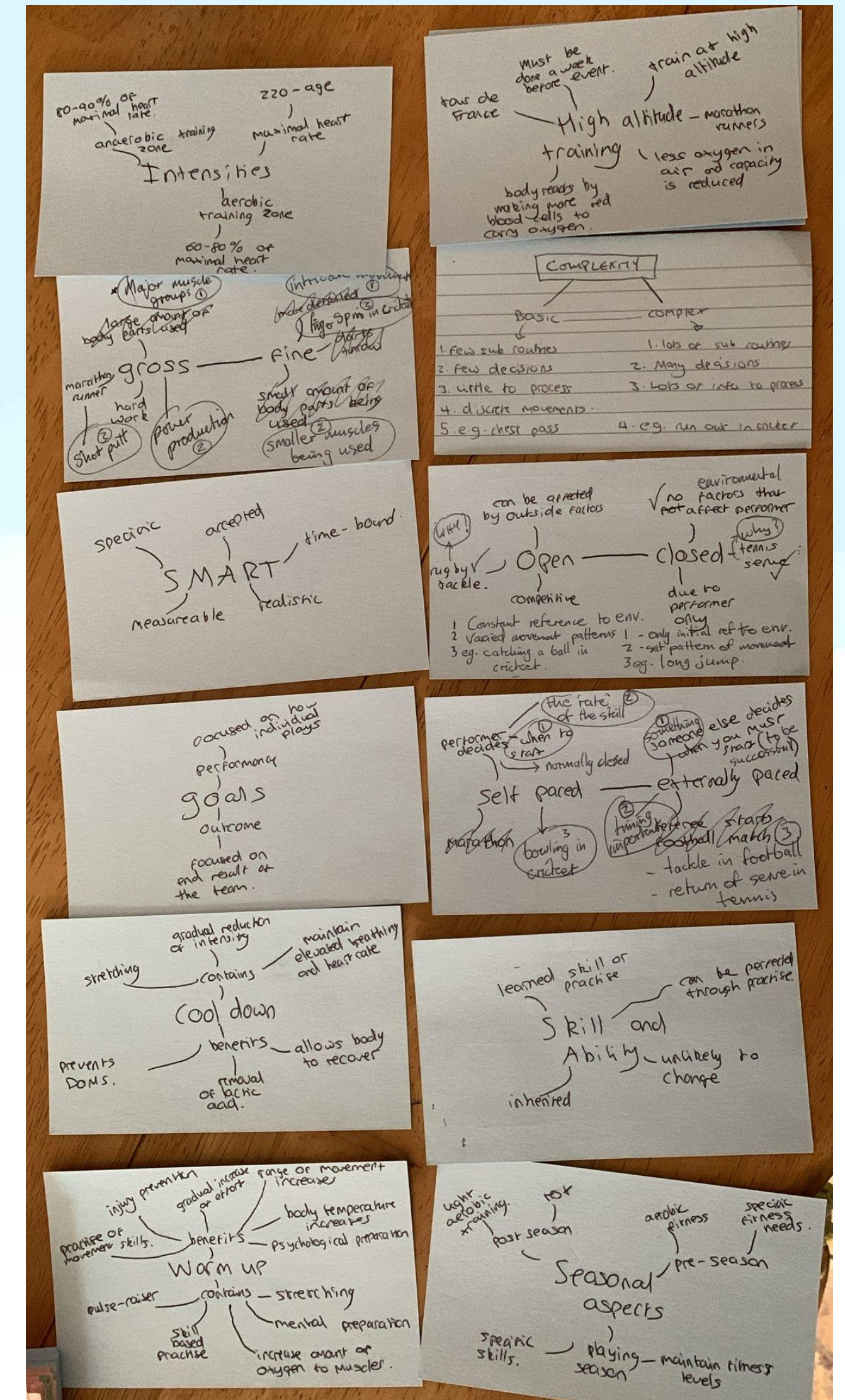




1. Organise the knowledge
2. Think about meaning
3. Retrieve / Test

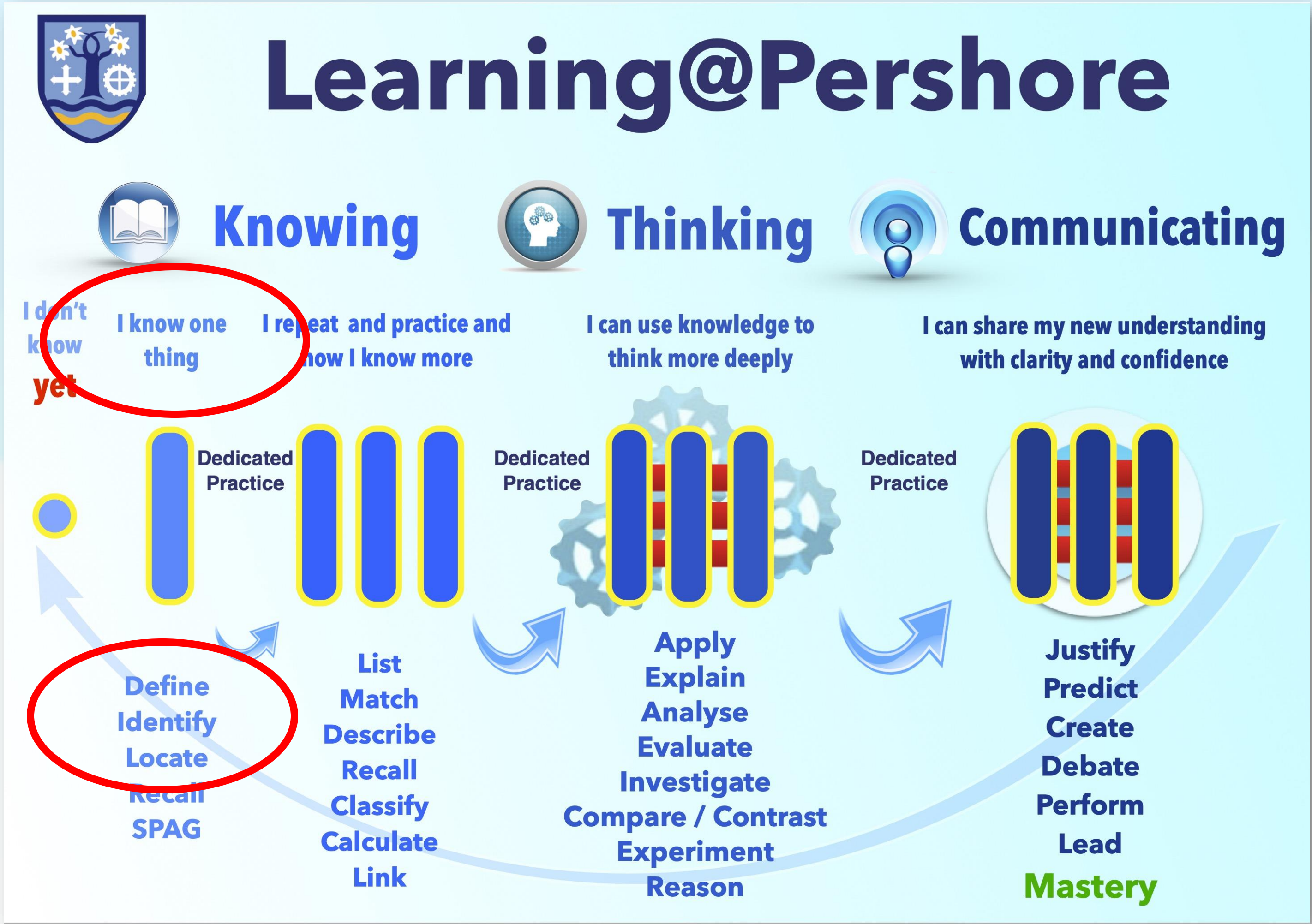


# 1. Organise the knowledge





# The importance of defining and locating



Vertebrates

Reptiles

Warm

Blooded

Parrot

Shark

Crocodile

Cow

Guppy

Birds

Lion

Blooded

Mammals

Sparrow

Salmon

Cobra

Whale

Cold

Chameleon

Fish

Hawk

Blooded



# Go !

Vertebrates

Reptiles

Warm

Blooded

Parrot

Shark

Crocodile

Cow

Guppy

Birds

Lion

Blooded

Mammals

Sparrow

Salmon

Cobra

Whale

Cold

Chameleon

Fish

Hawk

Blooded



Let's **organise** and **think carefully**  
about the knowledge and have  
another go

# Vertebrates

Warm  
blooded

Cold  
blooded

Mammals

Birds

Fish

Reptiles

Lion

Hawk

Salmon

Cobra

Cow

Sparrow

Guppy

Crocodile

Whale

Parrot

Shark

Chameleon



# Go !

# Vertebrates

Warm  
blooded

Cold  
blooded

Mammals

Birds

Fish

Reptiles

Lion

Hawk

Salmon

Cobra

Cow

Sparrow

Guppy

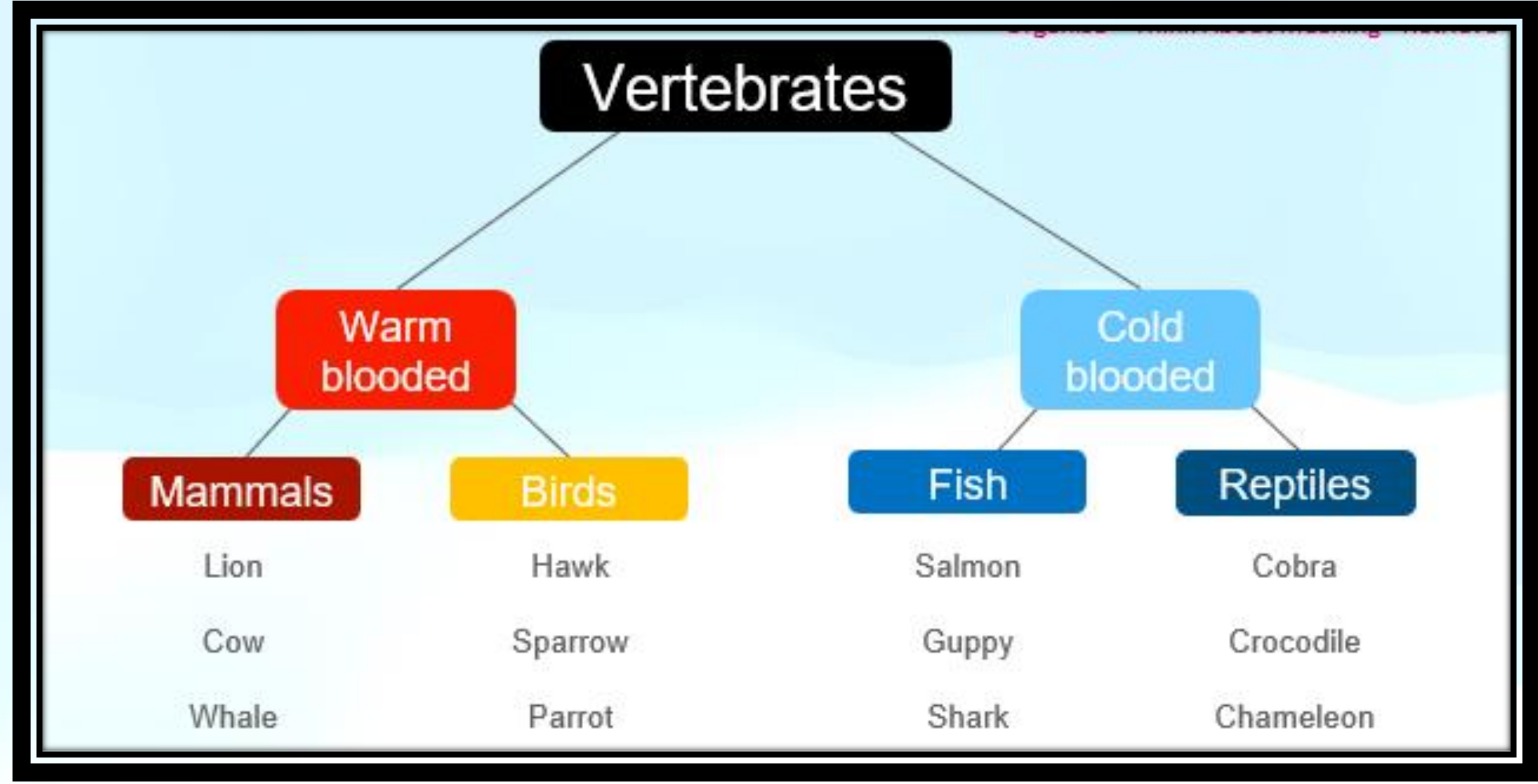
Crocodile

Whale

Parrot

Shark

Chameleon

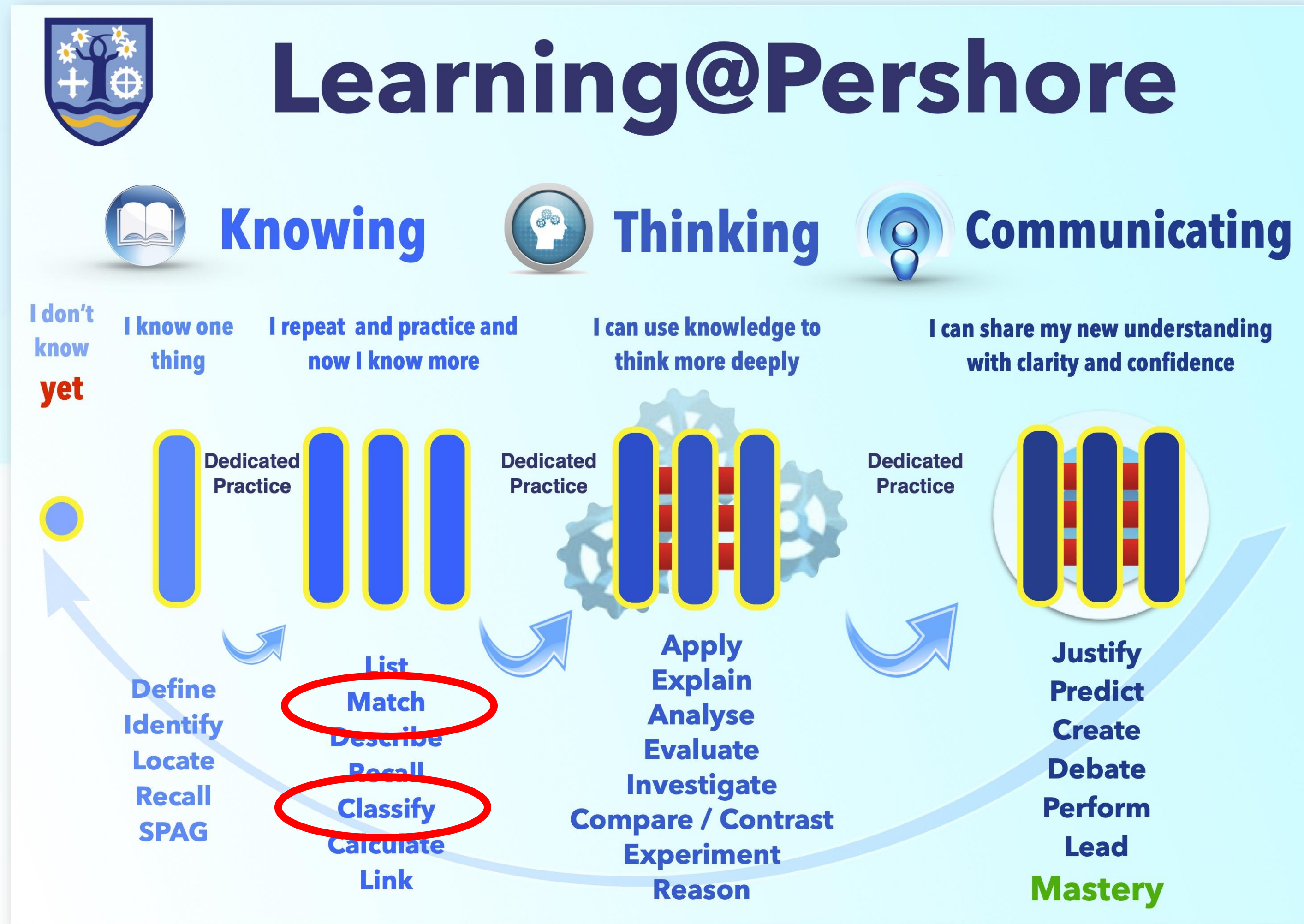


18%

65%



# The importance of grouping information





## 3.1.1 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 and location, as investigated by Milgram, and uniform. 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.

# Social Influence - Conformity

## Definition

Behavior 'fitting in' to standards, rules or law

## Types

**Internalisation** – believe and behave

**Identification** – due to social roles  
(See Zimbardo)



**Compliance** – behave against beliefs

## Explanations

**NSI** – Normative social influence  
(group pressure)

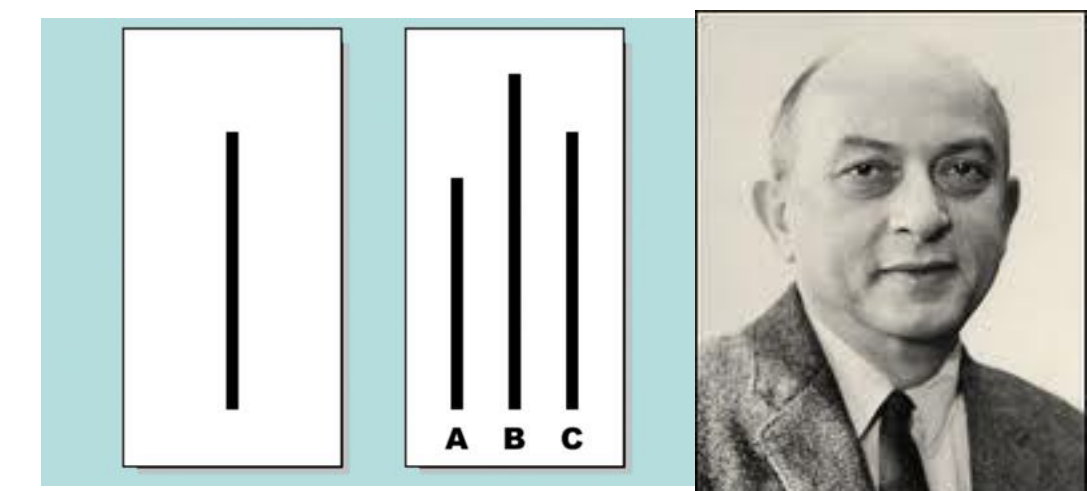
**ISI** – Informational Social Influence  
(lack of knowledge)

## Variables affecting Conformity

Group size

Unanimity

Task Difficulty  
(Solomon Asch)



## Social Influence – Explanations of resistance to social Influence

## Social influence – Explanations of Obedience - Milgram

## Social Influence – Conformity to social roles - Zimbardo

### Social Influence - Conformity

#### Definition

Behavior 'fitting in' to standards, rules or law

#### Types

**Internalisation** – believe and behave

**Identification** – due to social roles  
(See Zimbardo)



**Compliance** – behave against beliefs

#### Explanations

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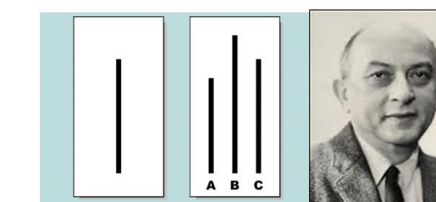
**ISI** – Informational Social Influence (lack of knowledge)

#### Variables affecting Conformity

Group size

Unanimity

Task Difficulty (Solomon Asch)



February 21<sup>st</sup> 2024

Revision and Memory

*On this side would be all my notes taken in the lesson.*

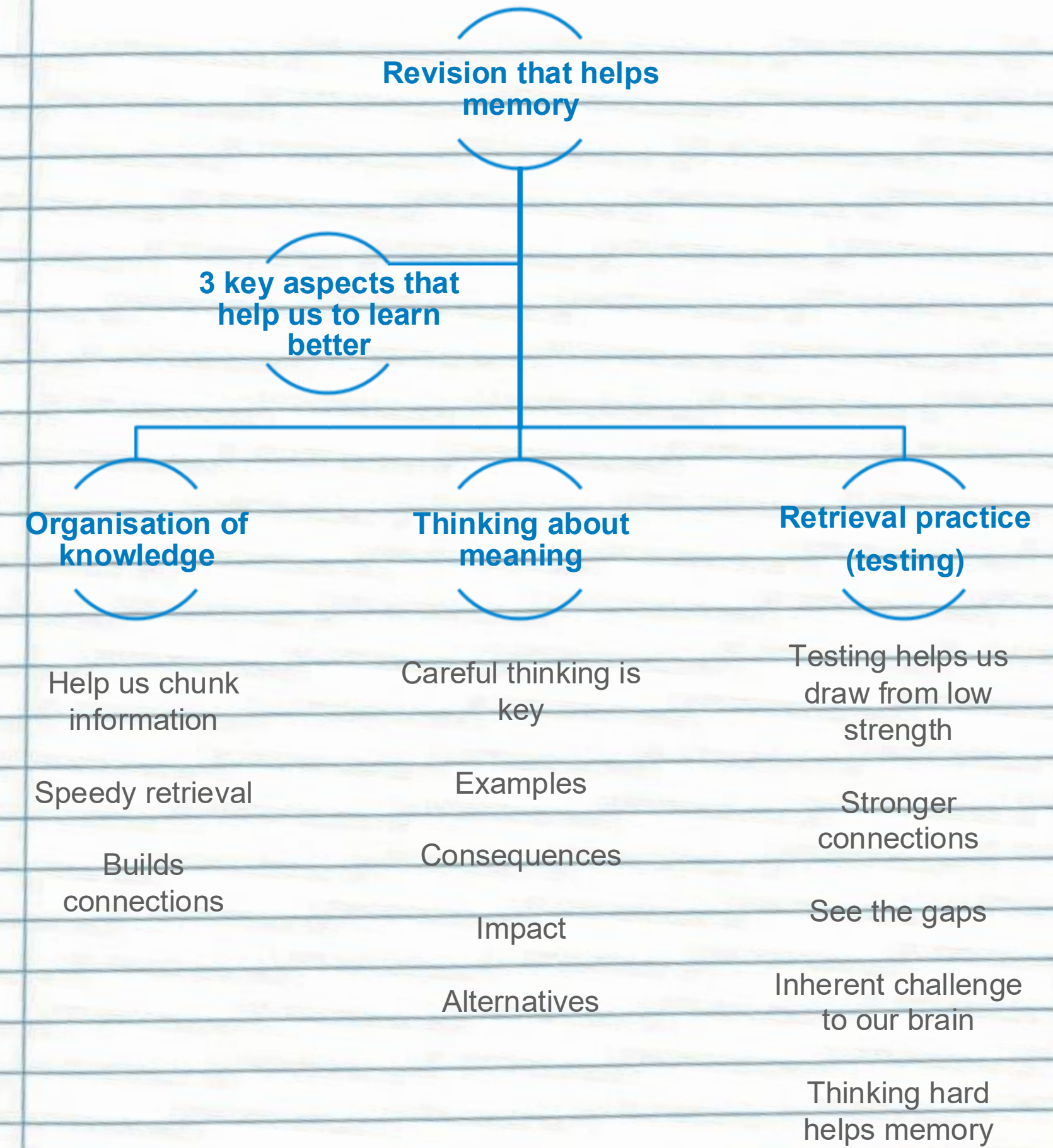
*Some would be really key to my understanding which the teacher might draw attention to and ask me to highlight.*

*E.g. My teacher may have been explaining the most important factors in highly effective revision and therefore re-learning content which is very similar to learning it in the first place. Much of this paragraph is just back ground but what follows would be crucial. We might participate in some activity in the lesson that help understanding as to WHY this works best.*

- 1. Organise knowledge
- 2. Think about meaning
- 3. Retrieve / Practice

*The question would be whether I truly understand how the notes I take relate to each other in terms of the organisational hierarchy of the knowledge that I need. Could I use the next page to attempt to graphically show my understanding.*

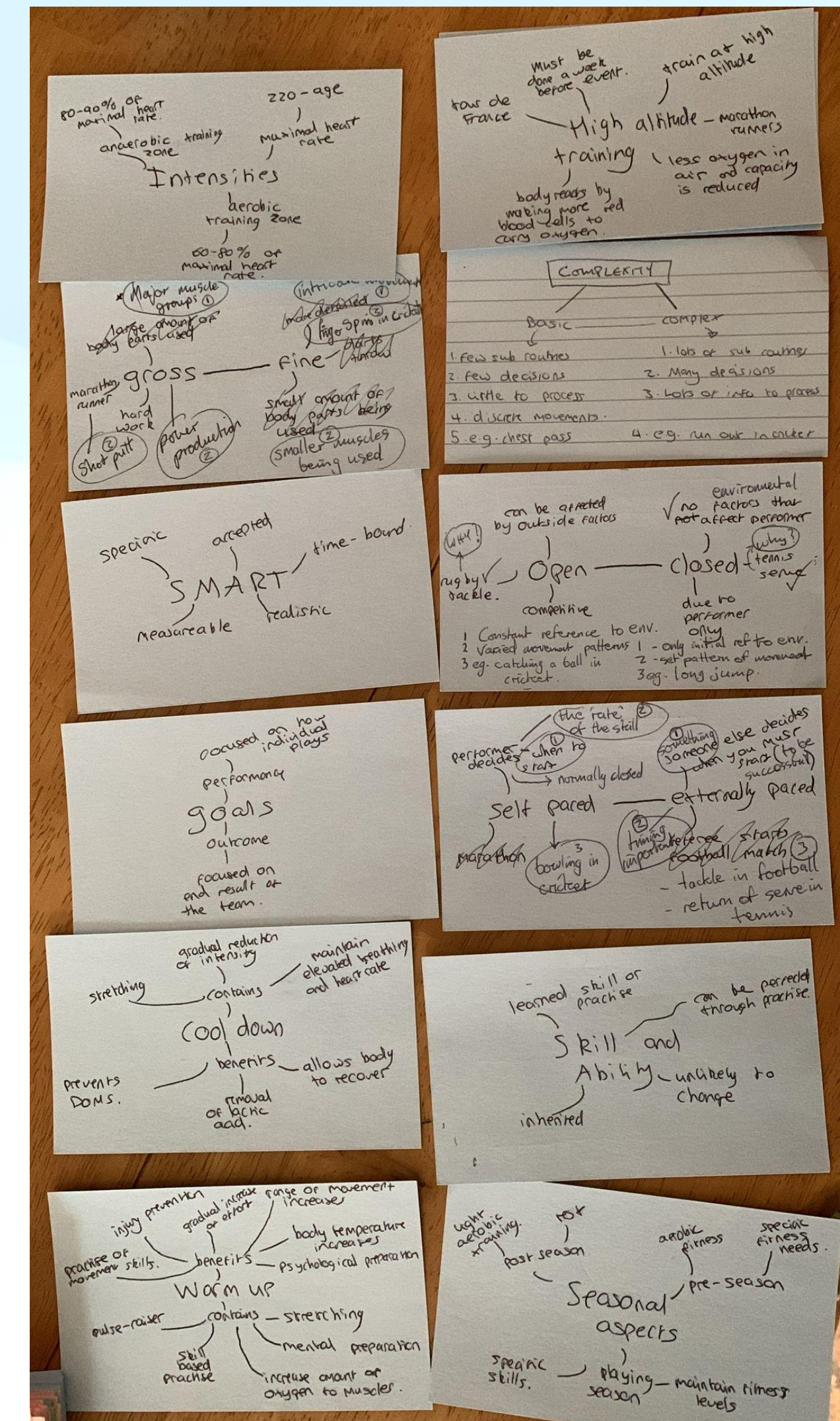
*What a great homework task this would be and so easy to compare with other students next lesson and for the teacher to be able to have an almost immediate ability to check my understanding.*



# Some of the best ways to help yourself....



- Buy some 'flash cards' (or just make some) and get going early. Use the 'flash card' to test yourself or a mate.
- Ask yourself to define what key words mean check understanding with teacher / textbook / online
  - Try to explain a bit more information – at least two key points
- Low stakes tests make high stakes tests feel much easier
- Try past papers and look at the mark schemes – a lot This allows application of the knowledge to real exam questions.





# 2. Think about meaning

Turn up on time ready to learn

Fully engage !

Listen and ask questions when not sure

Focussed effort and dedicated practice





# Thinking about meaning

Stories, Conflict, Character, Challenge





# Elaborate rehearsal

**Making information more vivid and memorable**



# Apple Bears Dogs First Leaves Male Next Pilots Smoke Phone



?



# First, dogs smoke apple leaves; next pilots phone male bears

First, dogs smoke apple leaves



Next pilots phone male bears





?



# First, dogs smoke apple leaves; next pilots phone male bears

First, dogs smoke apple leaves



Next pilots phone male bears



A silhouette of a family of three (a woman, a child, and a man) standing on a grassy hill at sunset. The woman on the left is holding the child's hand, and the man on the right is holding the child's other hand. The child is in the center, with their arms raised. The sun is a bright yellow circle in the background, partially obscured by the man's silhouette. The sky is a gradient of orange and yellow. The text 'Repetition' is written vertically on the woman's silhouette, 'Memory' is written horizontally on the child's silhouette, and 'Meaning' is written vertically on the man's silhouette.

**Repetition**

**Memory**

**Meaning**



# 3. Test yourself

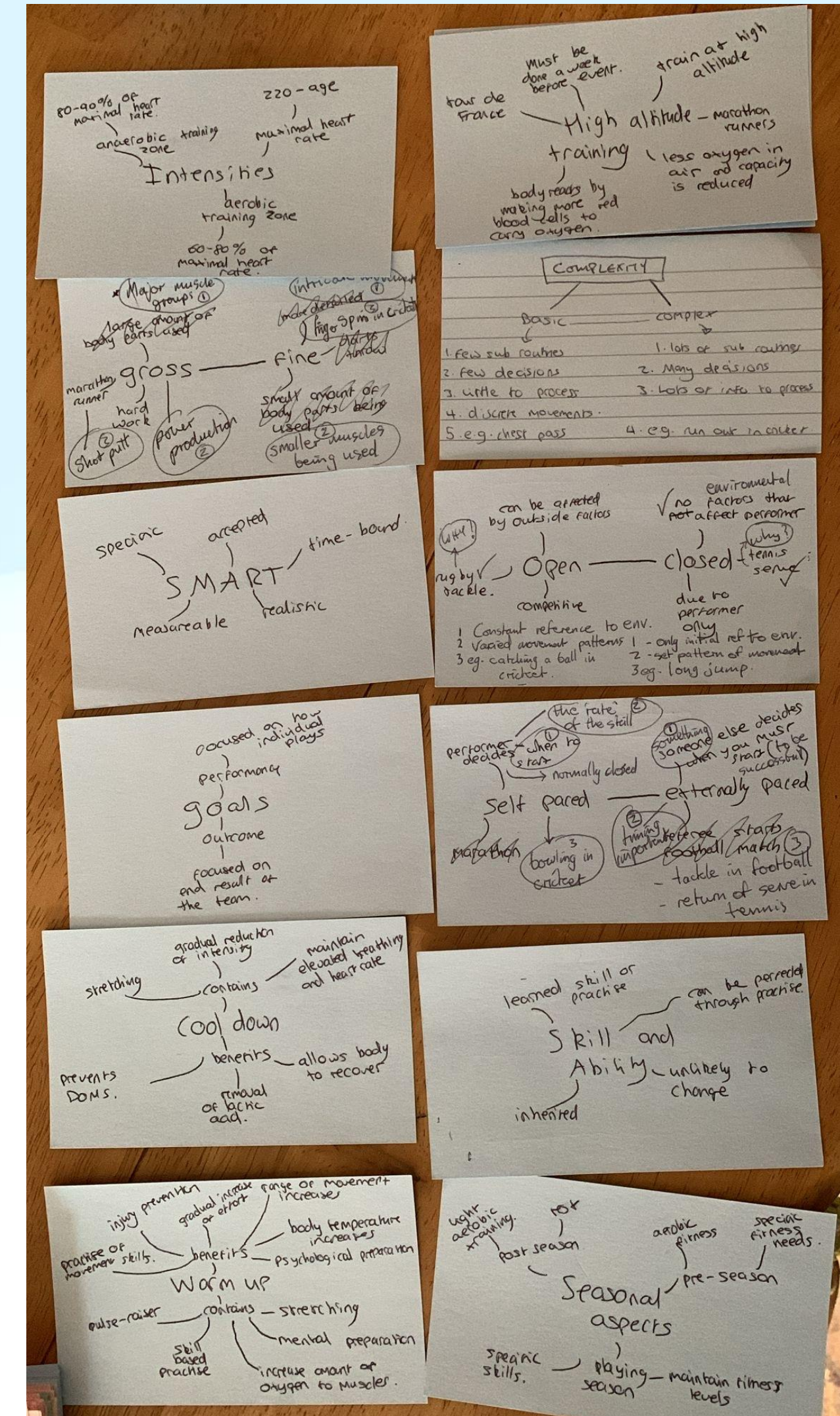
Even better to get someone to test you

Use the feedback you are given – including your fluency

Try to explain in ever more detail

Use the exam board websites

Past papers, mark schemes, examiner's report





# Use the information from the exam boards

## Past papers

Search resources

**Question Papers**

Showing 49 results

Resource Type			
<input type="checkbox"/> Answers and Commentaries (11)		<b>Psychology - Question paper (A-level) : Paper 1 Introductory topics...</b> Published 01 Jul 2025   300.02 KB   PDF	<input type="button" value="Add to favourites"/>
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<input type="checkbox"/> Mark Schemes (22)		<b>Psychology - Question paper: Paper 2 Psychology in context - June...</b> Published 11 Jul 2025   929.01 KB   PDF	<input type="button" value="Add to favourites"/>
<input type="checkbox"/> Notes and Guidance (2)		<b>Psychology - Question paper (A-level) : Paper 2 Psychology in...</b> Published 18 Jan 2022   1020.93 KB   PDF	<input type="button" value="Add to favourites"/>
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Component Code

Exam Series

# Mark Schemes



Search resources

**Mark Schemes** X

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- Examiners Reports (3)
- Mark Schemes (22)**
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**Component Code** +

**Exam Series** +

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## Section A

### Social influence

**01** Which of the following terms best matches the statements below? Choose **one** term that matches **each** statement and write A, B, C, D or E in the box next to it. Use each letter once only. **[4 marks]**

**Marks for these questions: AO1 = 4**

- 01.1 D
- 01.2 C
- 01.3 B
- 01.4 A

**02** Briefly outline **and** evaluate the findings of any **one** study of social influence. **[4 marks]**

**Marks for this question: AO1 = 2 and AO3 = 2**

Level	Marks	Description
2	3–4	Findings are clear and accurate. Evaluation/analysis is clear and coherent.
1	1–2	Findings are clear but there is no evaluation, or, findings and evaluation are both incomplete/partly accurate. For 1 mark there is some detail of findings but no evaluation.
	0	No relevant content.

#### AO1 Content

Outline of findings of any study of social influence, eg Asch, Milgram, Zimbardo but any study of social influence is acceptable. Accept detail of variations as well as original findings.

#### AO3 Content

Evaluation of findings, eg analysis of implication of findings; methodological issues such as validity.

# + examiner commentary

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## Psychology - Answers and commentary (A-level) : Paper 2...

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Introductory topics in psychology - Sample set 2



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### QUESTION

07 With reference to features of the working memory model, explain the different experiences of Bryan and Bob.

[4 marks]

### MARK SCHEME

Marks for this question: AO2 = 4

Level	Marks	Description
2	3–4	Knowledge of relevant features of the working memory model is clear and accurate. The application of these to the scenario is effective. At the top of the band there must be reference to both characters in the stem. Specialist terminology is used effectively.
1	1–2	Knowledge of relevant features of the working memory model lacks clarity/accuracy/detail. Application may be limited or absent. Specialist terminology is not always used effectively.
	0	No relevant content.

### Possible content:

- Reference to attentional capacity/capacity of the central executive – because driving is an 'automated' task for Bryan, it makes fewer attentional demands on his central executive so he is free to perform other tasks (such as talking or listening to music); this is not the case for Bob who requires all of his attentional capacity for driving.
- Credit reference to Bob's inability to dual-task and to divide resources effectively between components of working memory.
- Credit the idea that Bryan is able to divide resources between his visuo-spatial scratch/sketch pad (driving) and articulatory control process/articulatory/phonological loop/primary acoustic store (talking and listening to music) and thus to dual-task.

Accept other valid applications of the model.

### Exemplar response

Bryan demonstrates this ability to perform a dual task – ie driving uses the visuo-spatial sketch pad while conversation/listening to music uses the phonological loop and as the model predicts, each slave can function effectively. As Ryan must concentrate so much he cannot divide the "work" among the slaves.

### Examiner commentary

This is a Level 1 response. Knowledge of relevant features of the working memory model is clear and accurate in relation to Bryan and the application to the scenario is effective. There is good use of specialist terminology in the first part of the answer. The application to Bob (note not Ryan) is insufficient and lacks clarity.

Mark awarded = 2

# Examiner reports



Search resources

**Examiners Reports** ✕

Showing 3 results

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relationship and this cost them marks. Students would be well advised to revise thoroughly statistical testing and develop greater familiarity with inferential statistics.

## Short answer questions

Questions where students performed well.

### Question 1

Outline **one** ethical issue that has arisen in social influence research. Refer to **one or more** social influence studies in your answer (4 marks)

Typically, students were able to score well with nearly seventy percent of students scoring 3 or 4 marks in this question, with a mean average of 2.78. Students were able to readily identify an ethical issue in social influence research and to refer to one or more social influence studies to elaborate this. The most common and well used studies were Milgram and Zimbardo's research, and to a lesser extent Asch's conformity study. The minor issue with this question was when students failed to outline the ethical issue in sufficient depth.

### Question 2 and Question 3

A2 - Use your knowledge of conformity to explain Charlie's behaviour (6 marks)

A3 - Use your knowledge of obedience to explain the boys' behaviour (6 marks)

These application questions had very similar demands to a question in last year's paper about obedience. However, here, both questions were centred on the same scenario and question A2 required students to apply concepts from conformity whereas question A3 required students to apply concepts from

obedience. Although application of knowledge is typically an area of difficulty, students were able to engage with these questions well and applied a variety of knowledge to the scenario, from explanations to variables that affect conformity and obedience, respectively. Over twenty percent of students, (in both questions,) were able to gain level 3 marks, with the average mark for both questions exceeding 3.5

### Student A

Question A2 - Use your knowledge of conformity to explain Charlie's behaviour (6 marks)

By Charlie still going to school in his jumper inside-out, even though he is worried, and doesn't necessarily agree with it, he conforms. It can be seen he is here showing compliance, which is the shallowest form of conformity and is when we agree/go along with group publicly, but keep own beliefs privately, which can be seen as Charlie's 'worry' about idea. It can be viewed that Charlie is showing normative social influence, which is an explanation of conformity when we want to be approved of by one group/majority and liked so conform to their behaviour and beliefs.

## Question 13

Discuss Romanian orphan studies (16 marks)

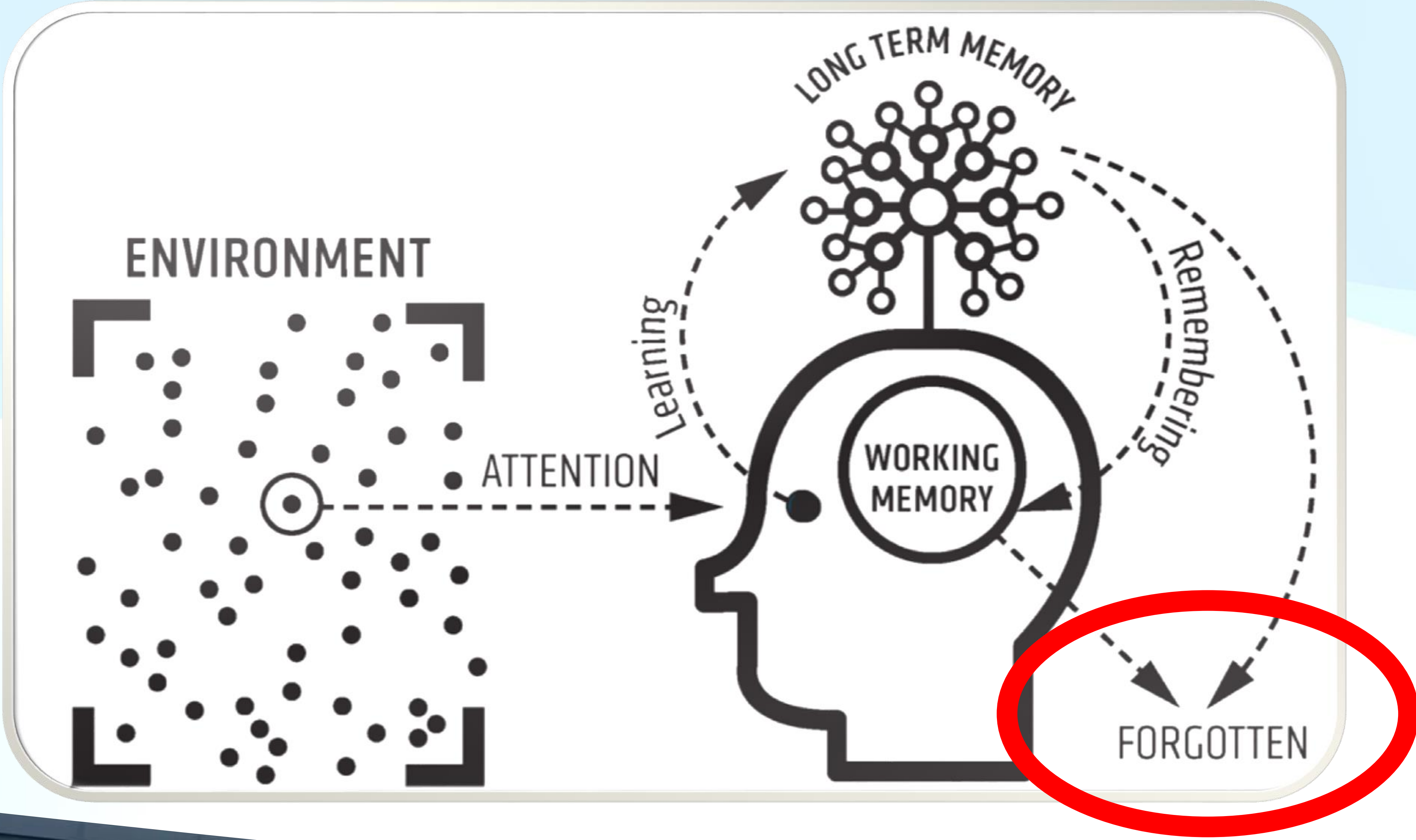
This was a straightforward essay question about Romanian orphan studies, generally answered well by students with over ten percent of students gaining level 4 marks. Due to the nature of the question some marks were awarded for relevant background to the Romanian orphan studies i.e. the fall of Romania's communist regime, and a large number of students cited this. Many students made effective use of research by Rutter, Zeanah et al and to a lesser extent that by Le Mare and Audet, citing an impressive level of detail in both procedures and results of these studies. However, despite this many struggled with the 'discussion' demands where students often provided generic/weak commentary e.g. about levels of ecological validity and control of extraneous variables without key details.

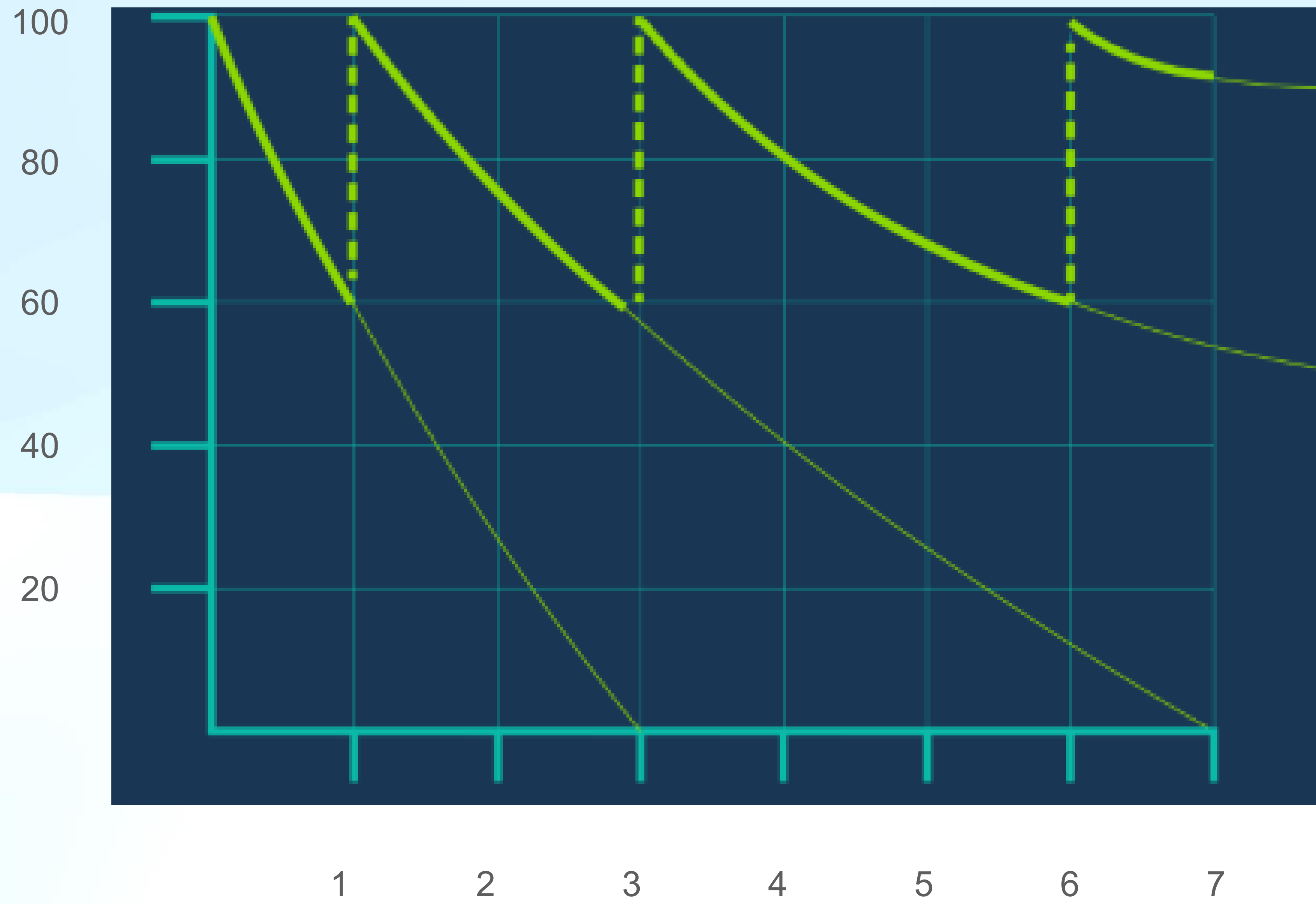
### Student A

Question C13 - Discuss Romanian orphan studies (16 marks)

Rutter studied the effects of institutionalisation and if they can be reversed by the act of adoption at early times compared to later in 165 Romanian orphans. He also compared the development recovery to a group of non-orphaned British children, a control group. Rutter examined the intellectual, and emotional and behavioural functioning of these orphans by examining their functioning at different times of adoption. For example, those orphans adopted before the age of 6 months showed intellectual recovery as they acquired a IQ of 104 at the age of 11-14. However, those who were adopted between 7 and 14 months showed a lower IQ of 86. Even those adopted later than 14 months developed disinhibited attachment where the orphan showed inappropriate and overfriendly behaviours towards strangers. The Romanian orphans were examined into their mid teens, and also at different ages.

# The importance of forgetting

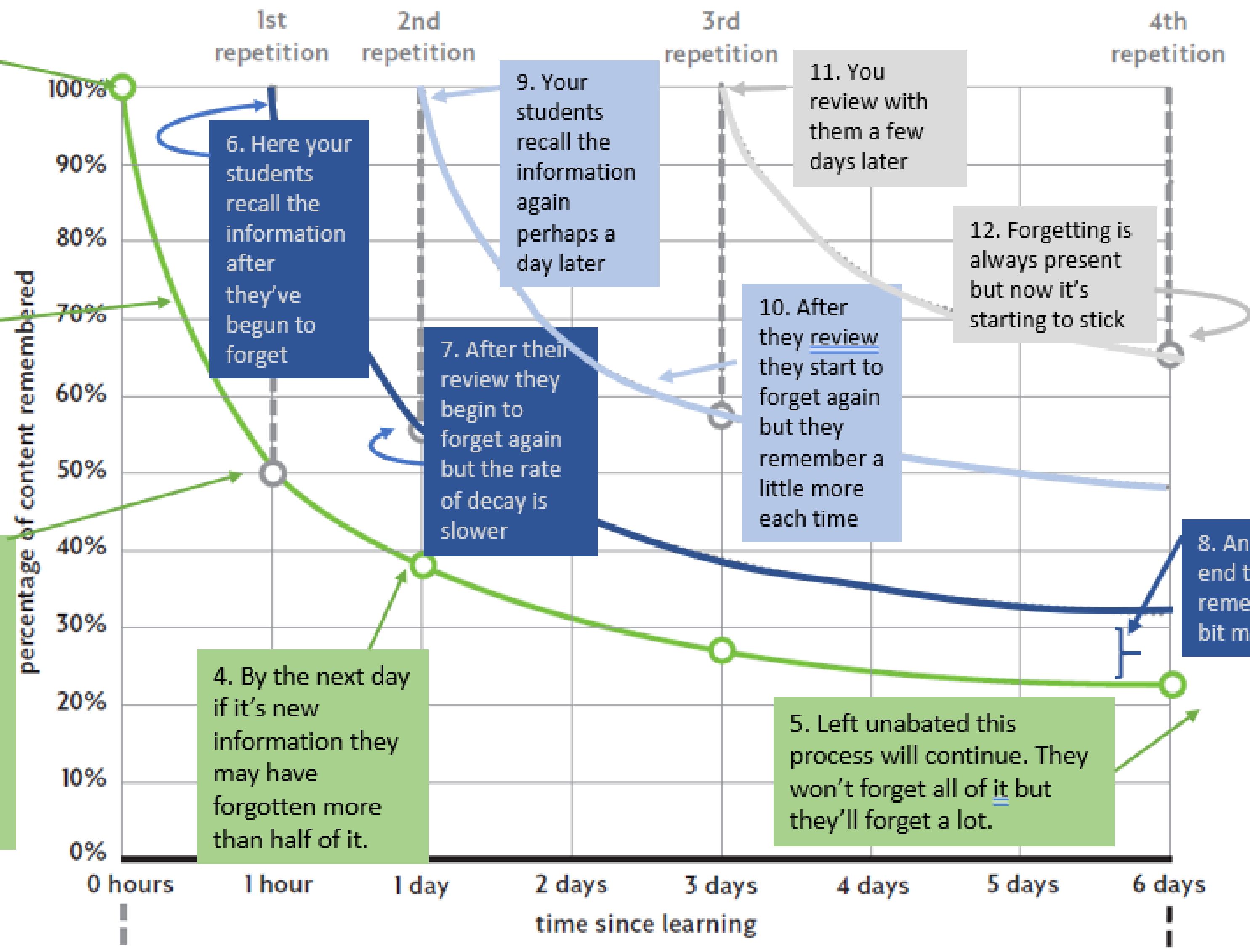




1. Your students first learn something. The 100% means they know as much as they know (hopefully a lot).

2. Just minutes later they've begun forgetting it. They're walking to their next class and it's slipping away...

3. An hour later what was clear to them is hazy. They remember only some of it. The precise numbers are estimates but the loss is significant.



4. By the next day if it's new information they may have forgotten more than half of it.

6. Here your students recall the information after they've begun to forget

7. After their review they begin to forget again but the rate of decay is slower

9. Your students recall the information again perhaps a day later

10. After they review they start to forget again but they remember a little more each time

5. Left unabated this process will continue. They won't forget all of it but they'll forget a lot.

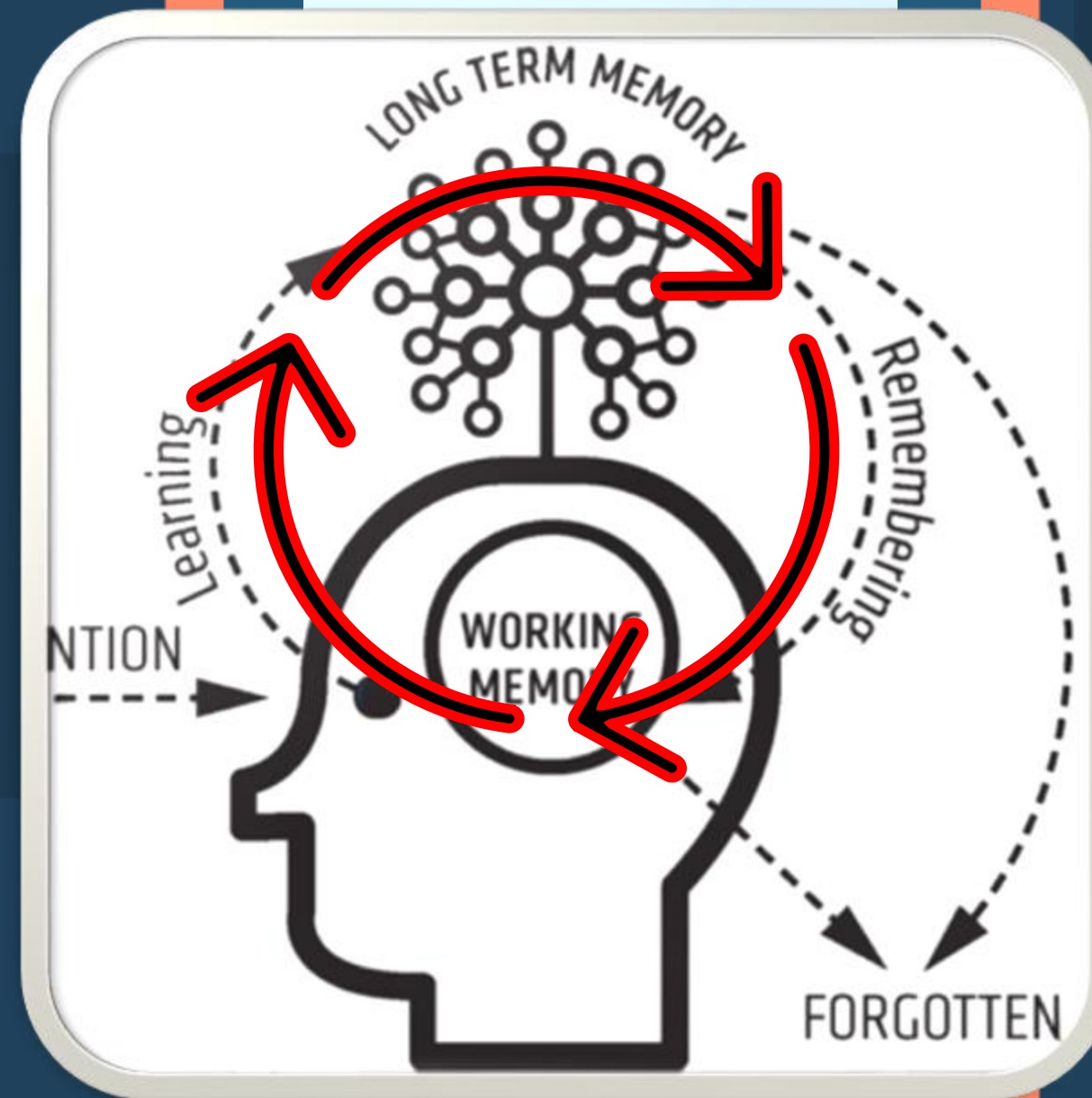
11. You review with them a few days later

12. Forgetting is always present but now it's starting to stick

8. And in the end they remember a bit more

# Thinking repeatedly and carefully

**LOW  
STRENGTH**



**HIGH  
STRENGTH**



**Managing  
your time**



How important is the task?

**UNIMPORTANT**

**IMPORTANT**

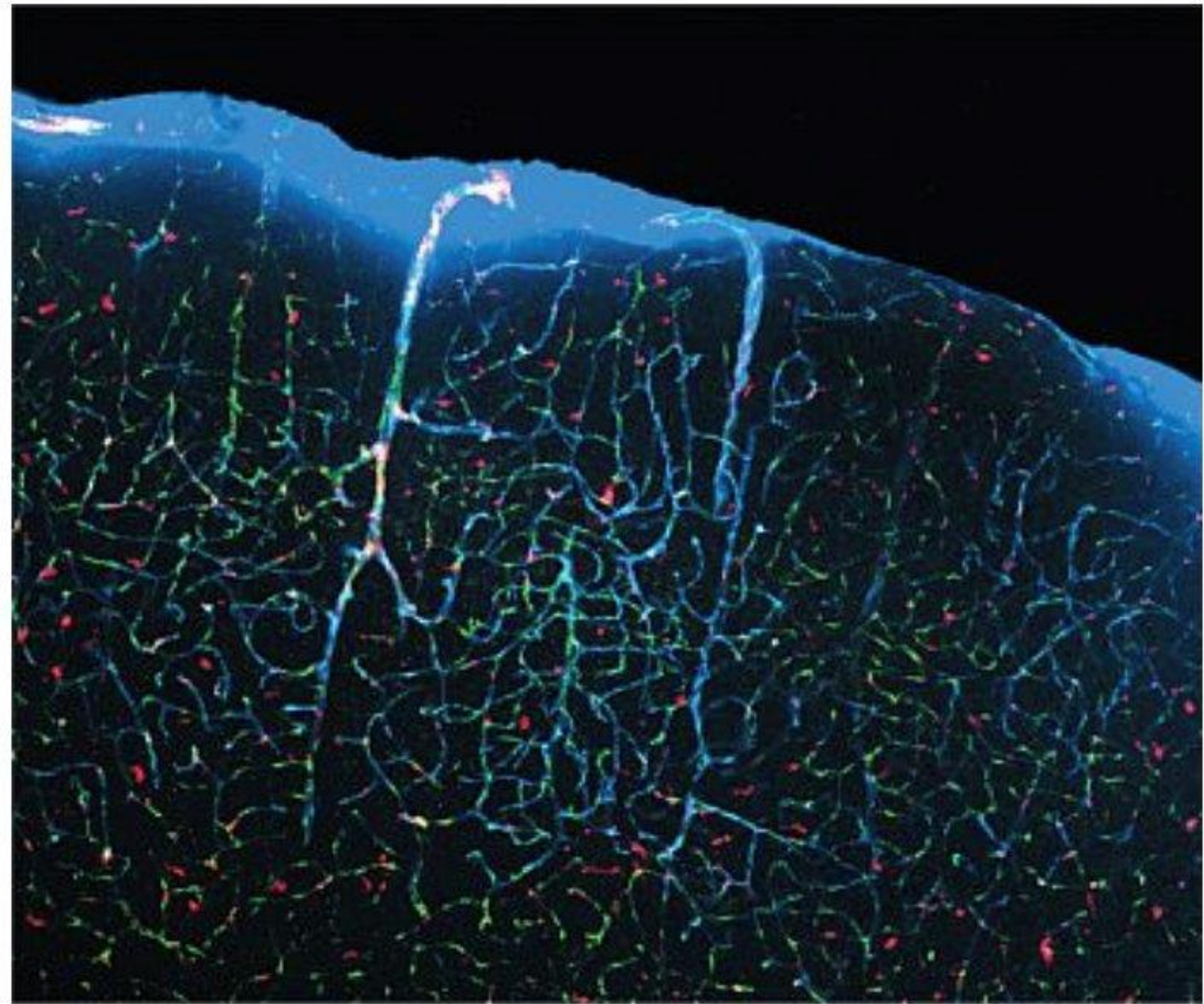
How urgent is the task?

**URGENT**

**NOT URGENT**

	URGENT	NOT URGENT
UNIMPORTANT		
IMPORTANT		

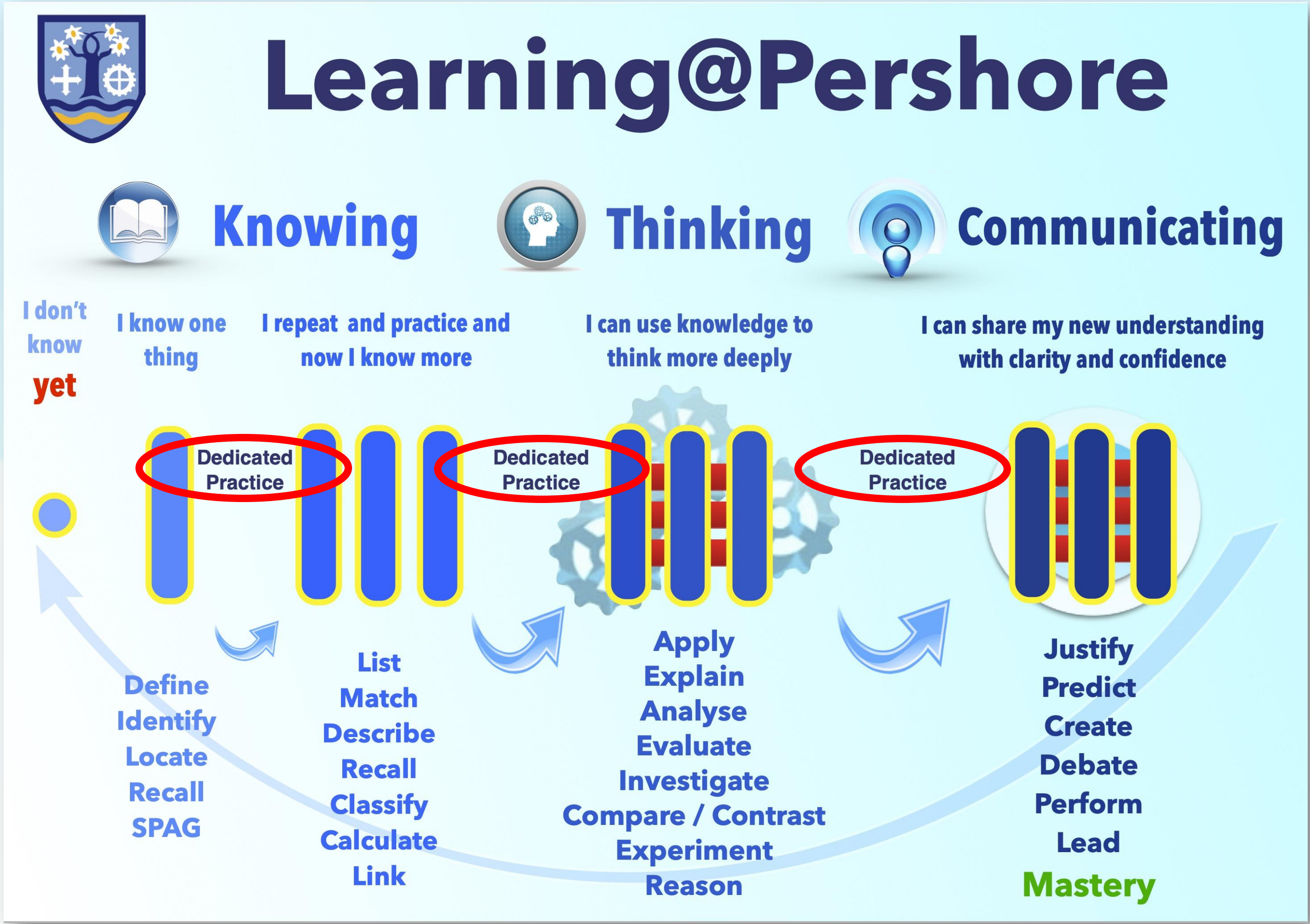
# The importance of sleep



Cerebrospinal fluid (blue) flows through the brain and clears out toxins through a series of channels that expand during sleep. *Maiken Nedergaard*

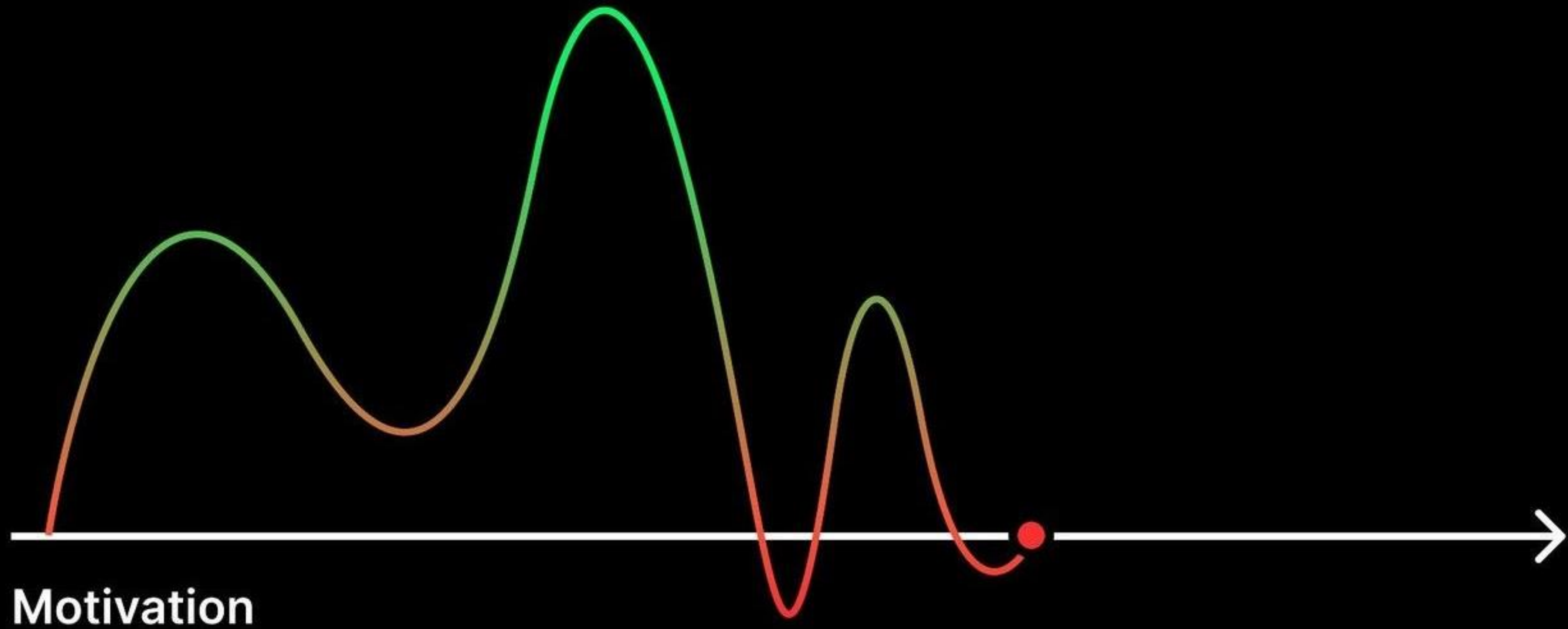


# The importance of habits and discipline





# Relying on motivation ?



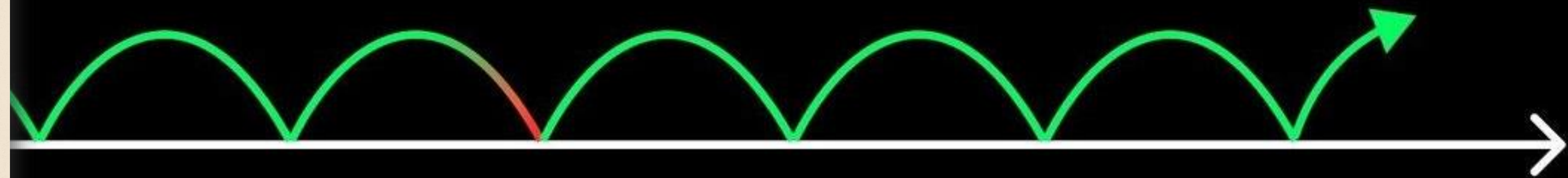


**DISCIPLINE**

**EATS**



**FOR  
BREAKFAST**



**Discipline**

**Don't count on motivation. Count on Discipline.**



# Pershire High School

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**Students**

Sixth Form

Alumni

Duke of Edinburgh

Online Safety

**Examinations and  
Revision**

House News





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Examinations & Revision

## How To Revise

Finding it hard to get going with your revision ? Too many strategies from too many teachers about what you might do ? This video uses the evidence from students, teachers and memory experts to help you structure your revision into 3 easy steps. They just require you to fully engage !!

**Learning@Pershore**

How To Revise

Climate change - Climate change refers to long-term...

**Knowing** **Thinking** **Communicating**

I don't know yet | I know one thing | I repeat and practice and now I know more | I can use knowledge to think more deeply | I can share my new understanding with clarity and confidence

Dedicated Practice | Dedicated Practice | Dedicated Practice

Define, Identify, Locate, Recall | List, Match, Describe, Recall, Classify, Calculate, Link | Apply, Explain, Analyse, Evaluate, Investigate, Compare / Contrast, Experiment, Reason | Justify, Predict, Create, Debate, Perform, Lead, **Mastery**

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# Questions ?