Scott
Scott Medical and Healthcare College

Summer Term
Term 3

Psychology

Year 10

Name: _____

Tutor: _____

Care to Learn

Learn to Care

Year 10 Homework Timetable

GREENSHAW LEARNING TRUST

Monday	English Task 1	Option A Task 1	Option C Task 1
Tuesday	Option B Task 1	Sparx Maths	Science Task 1
Wednesday	Sparx Maths	Option C Task 2	Sparx Science
Thursday	Option A Task 2	Sparx Science	Option B Task 2
Friday	Science Task 2	English Task 2	

Sparx Science

- **Complete 100% of their assigned homework each week**

Sparx Maths

- **Complete 100% of their assigned homework each week**

Option A
History
Geography
Spanish

Option B
Geography
Health and Social Care
Psychology

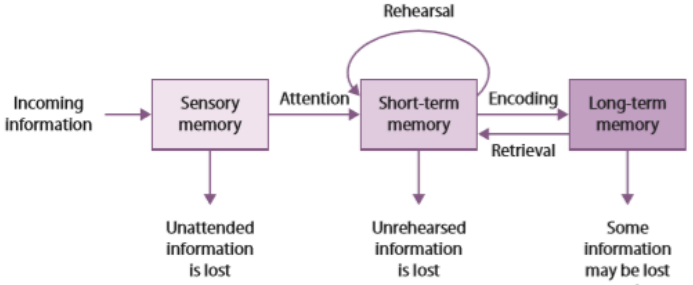
Option C
Psychology
Sports Studies
Childcare
Drama

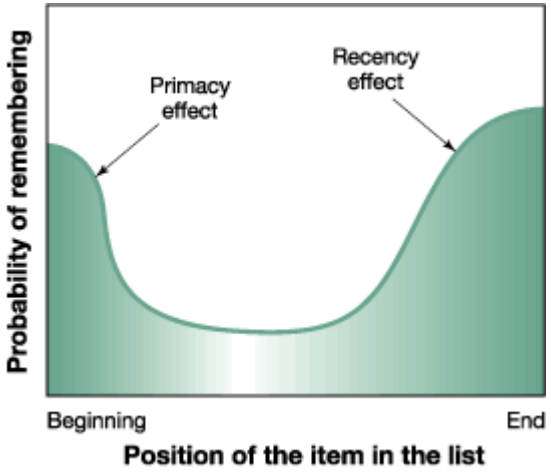
Half Term 5 (6 weeks) - Year 10		
Week / Date	**Homework task 1 Cornell Notes**	**Homework task 2 Exam Question**
Week 1 15th April 2024	**Cornell Notes on: Peterson and Peterson's study**	**Question**: Peterson and Peterson
Week 2 22nd April 2024	**Revision Cards on: Multi-store Memory Model**	**Question**: Multi-store memory model
Week 3 29th April 2024	**Cornell Notes on: Amnesia**	**Question**: Amnesia
Week 4 6th May 2024	**Revision Cards on: Bartlett's reconstructive memory**	**Question:** Theory of reconstructive memory
Week 5 13th May 2024	**Cornell Notes on: Bartlett's war of the ghost study**	**Question**: Bartlett's war of the Ghost
Week 6 20th May 2024	**Revision Cards on: Reductionism and holism**	**Question:** Reductionism and Holism

Half Term 6 (7 weeks) - Year 10		
Week / Date	**Homework task 1 Cornell Notes**	**Homework task 2 Exam Question**
Week 7 3rd June 2024	**Cornell Notes on: Early brain development**	**Question**: Areas of the brain
Week 8 10th June 2024	**Revision Cards on: Piaget's stages and role in education**	**Question**: Piaget stages
Week 9 17th June 2024	**Cornell Notes on: Piaget's schemas**	**Question**: Piaget's schemas
Week 10 24th June 2024	**Mock Exams**	**Mock Exams**
Week 11 1st July 2024	**Mock Exams**	**Mock Exams**
Week 12 8th July 2024	**Revision Cards on: Piaget's 3 mountains task study**	**Question**: 3 mountains study
Week 13 15th July 2024	**Cornell notes on: Dweck's mindset theory**	**Question**: Dweck's mindsets

Knowledge Organiser

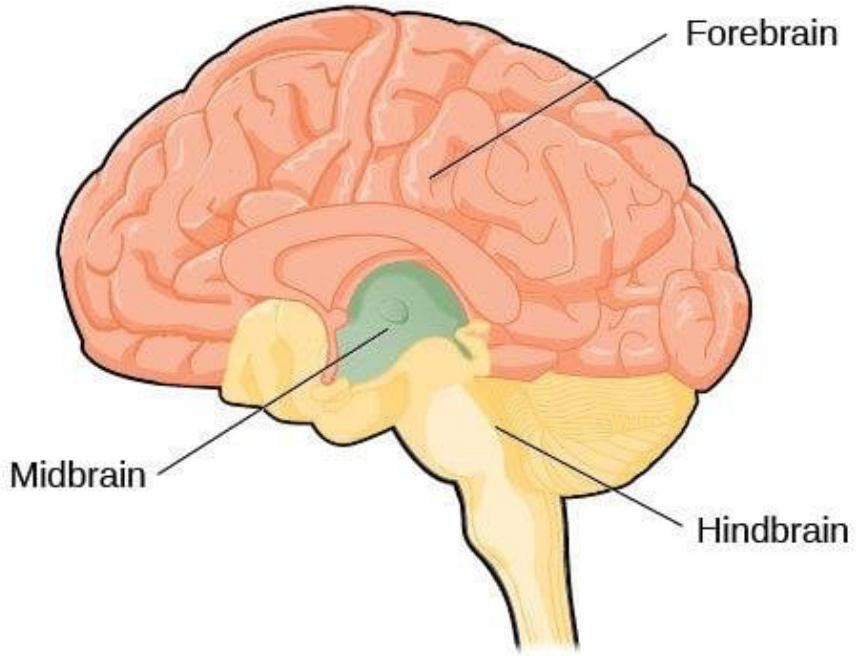
TERM 3 Knowledge organiser		
Session	**Key words**	**Knowledge**
Week 1: Peterson and Peterson study		**Peterson and Peterson (1959) Short-term Retention of Individual Verbal Items.** **Aim:** To see if retention was affected by interference during recall intervals. To investigate whether silent or vocal rehearsal would affect recall of items. **Procedure 1:** 24 students were given trigrams followed by a number which they then had to count backwards from for increasing lengths of time before being asked to recall the trigram. **Results 1:** With a 3 second interval recall was , with a 15 second interval this dropped to <10%. **Conclusion 1:** Information decays rapidly in the STM. **Procedure 2:** 24 students were asked to repeat the trigram aloud while 24 students were not asked to do this, before being asked to count backwards and then recall the trigram. **Results 2:** Recall in the vocal group improved with repetition, the silent group did not improve with longer repetition. **Conclusion 2:** When repetition was vocal and controlled the accuracy of recall improved. **This studies evaluation:** :) The study is replicable as standardised procedures were utilised (e.g. fixed timings to count backwards) and high levels of control. :) The real life application of this study is it shows the impact of interference in the form of verbal distractions. :(The research has low ecological validity as nonsense trigrams were used

Week 2: Multi-store memory model	**Sensory register** – our immediate memory of sensory information. **Attention:** focus on certain sensory information. Iconic memory: the sensory register for visual information. **Echoic memory:** the sensory register for auditory information. **Modality free:** not linked to a specific type of sensory information. **Short-term memory** – our initial memory store that is temporary and limited. **Long-term memory** – a memory store that holds potentially limitless. **Rehearse** – when we repeat information over and over again to make it stick. **Encoding** – turning sensory information into a form that can be used and stored by the brain. **Acoustic encoding** – the process of storing sound in our memory system. **Visual encoding** – the process of storing something that has been seen in our memory system. **Semantic encoding** – the process of storing the meaning of information in our memory system, rather than the sound of a word. **Retrieval** – the recall of stored memories. **Primacy** – the tendency to recall words at the beginning of a list when asked to remember it. **Recency** – the tendency to recall words at the end of a list when asked to remember it.	 :) There is supporting evidence from a range of case studies to show that short term memory and long term memory are two different stores. :) The primacy and recency effect also supports the idea that short term and long term memory are separate. Primacy effect occurs because words at the beginning of the list are rehearsed and transferred to long term memory. The recency effect is the result of the words still being held in short term memory. Words in the middle are recalled less because there was not enough time to rehearse the words.

		 :(The model over emphasises the role of rehearsal. :(it is unlikely that we only have one type of long term memory. Studies of brain damaged patients show that some patients will remember episodic events like graduating university but not remember semantic memories like the capital cities of countries.
Week 3: Amnesia	**Amnesia** – memory loss, often through accident, disease or injury. **Anterograde amnesia** – a memory condition that means new long-term memories cannot be made. **Retrograde amnesia** – a memory condition that affects recall of memories prior to an injury to the brain.	An example of anterograde amnesia - Trevor was in a bicycle accident on the 17th March 1997. He cannot remember his daughter's birth on 20th April 2000. He also cannot remember retiring from the Navy on 20th September 2019. The year is now 2024 and Trevor is aged 58. An example of retrograde amnesia - Noel was in a car crash. She cannot remember any major life events that occurred before the accident.
Week 4: Bartlett's reconstructive memory	**Schema** – a packet of knowledge about an event, person or place that influences how we perceive and remember. **Active reconstruction** – memory is not an exact copy of what we experienced, but an interpretation or reconstruction of events that are influenced by our schema when we remember them again.	Memories are not exact copies of an event but are an interpretation. Schemas play a major role in this process of active reconstruction. Schemas are built through our experiences and are therefore different for everyone. Schemas can lead to omissions, transformations, familiarisation and rationalisation. :) This theory has real world application as it helps us to understand how memories become distorted. It has helped the police force to create techniques to reduce the distortion of memories, this technique is called the cognitive interview.

	Omission – when we leave out unfamiliar, irrelevant or unpleasant details when remembering something. **Transformation** – when details are changed to make them more familiar and rational. **Familiarisation** – when unfamiliar details are changed to align with our own schema. **Rationalisation** - when we add details into our recall to give a reason for something that may have not originally fitted with the schema. **Cognitive interview:** a police interview designed to ensure that a witness of a crime does not actively construct their memory.	:(Bartlett claims that his research on folk stories has ecological validity as human interaction is based on retelling stories. :(Bartlett's findings may be subjective as he made his own interpretation of what his participants recalled.
Week 5: Bartlett's war of the ghost study	**Serial reproduction** – a technique where participants retell something to another participant to form a chain. **Repeated reproduction** – a technique where participants are asked to	Bartlett (1932) War of the ghosts **Aim:** To test the nature of reconstructive memory using an unfamiliar story. **Procedure:** 20 participants read a story to themselves twice and were asked to reproduce it over different periods of time (repeated reproduction). **Results:** Participants changed the story over each reproduction. The order and the main themes of the story stayed the same. 7 participants omitted the title and 10 transformed the title. Much of the content was rationalised. **Conclusion:** There is very little accuracy in reproduction. Details of the story are altered to fit the participants own tendencies and interests. Rationalisation was used by participants to reflect their character and individuality. :) A strength of recalling a story is that it is naturalistic, as it is a more realistic test of memory than nonsense trigrams. :(However, the story was not familiar, containing strange words and the concepts were illogical. Thus, the story was not an everyday task after all. :) The results are reliable as Bartlett replicated the study via various stories and pictures and found participants had the same tendency to omit and transform the material when remembering.

		:(The study had poor control as participants did not always recall the story at the same time intervals.
Week 6: Reductionism and holism	**Reductionism** – the theory of explaining something according to its basic constituent parts. **Holism** – the theory of explaining something as a whole.	Reductionism is the scientific theory of describing something using its basic parts or the simplest explanation. Reductionism is associated with scientific methods such as laboratory experiments, where factors that may explain a behaviour can be isolated and tested under controlled conditions. A theory or study that describes a behaviour by a single, simple explanation can be said to be reductionist. Holism is the opposite of reductionism, so can be explained as the theory of trying to understand the whole behaviour rather than its parts. To be holistic is to try to understand the whole person. This approach takes into account the fact that many different factors work together to cause a behaviour, and therefore dividing up these factors is not useful in understanding the behaviour as a whole. Holistic psychologists tend to use qualitative methods and research is seen as unscientific. The area of research focusing on memory is generally regarded as reductionist. Atkinson and Shiffrin Memory Model describe our memory as a series of memory stores, with specific functions. Research exploring memory is also reductionist as experiments tend to isolate variables to investigate without considering other factors that explain behaviour. Bartlett cannot be regarded as reductionist as he used qualitative analysis to explore the reconstructive nature of memory, by understanding each participant's schemas. He spent a considerable amount of time learning about the characteristics and backgrounds of each participant to understand how each schema is formed. He wanted to see how their life and experiences may impact how they remember things.

Week 7: Early brain development	**Forebrain** – the anterior part of the brain, including the hemispheres and the central brain structures. **Midbrain** – the middle section of the brain forming part of the central nervous system. **Hindbrain** – the lower part of the brain that includes the cerebellum, pons and medulla oblongata. **Cerebellum** – an area of the brain near to the brainstem that controls motor movements (muscle activity). **Medulla oblongata** – connects the upper brain to the spinal cord and controls automatic responses. **Involuntary response** – a response to a stimulus that occurs without someone making a conscious choice. They are automatic such as reflexes. **Neural connection** – links formed by messages passing from one nerve cell neuron) to another.	
Week 8: Piaget's cognitive stages and role in education	**Cognitive:** thinking, including problem-solving, perceiving, remembering. **Operations:** How we reason and think about things. **Object permanence** – knowing something exists even if it is out of sight. **Symbolic play** – children play using objects and ideas to represent other objects and ideas. **Egocentrism** – unable to see the world from any other viewpoint but one's own. **Animism** – believing that objects that are not alive can behave as if they are alive. **Centration** – focusing on one feature of the situation and ignoring other relevant features.	**Four stages of development:** Sensorimotor stage (birth to 2 years): object permanence developed Preoperational stage (2 to 7 years): Children experience symbolic play, animism and egocentrism. Concrete operational stage (7 to 12 years): difficulty with abstract ideas such as morality. Formal operational stage (12+ years): Control over thoughts and themselves, they understand consequences of their actions. These stages are used in education to help children develop. Schemas are developed through experiences and help us to understand the world. **How are Piaget's stages used in education?**

<table>
<tr>
<td></td>
<td>Irreversibility – not understanding that an action can be reversed to return to the original state.</td>
<td>
<table>
<tr><td>Sensori-motor development</td><td>• stimulate children's senses e.g. use bright colours, textures, music.</td></tr>
<tr><td>Pre-operational development</td><td>• Let the children explore, the children need experience.
• Children should become little scientists & explore the world.
• Models, objects and visual aids such as drawing and diagrams can aid learning.</td></tr>
<tr><td>Concrete operational development</td><td>• Teachers at this point can challenge students to look from different peoples perspectives.</td></tr>
<tr><td>Formal operational development</td><td>• ask abstract concepts that involve mental reasoning, e.g. how their different roles as mum, daughter, niece, nurse conflict.</td></tr>
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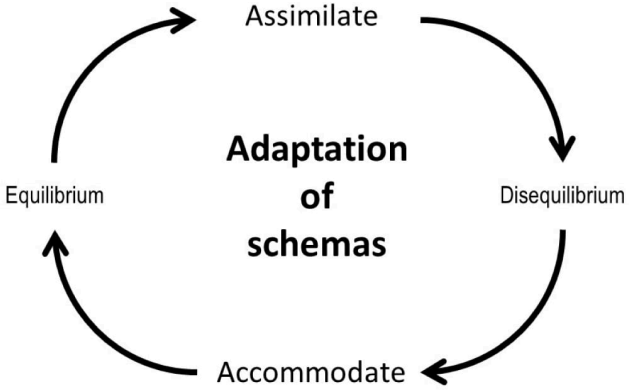
<tr>
<td>Week 9: Piaget's views on intelligence and schemas</td>
<td>Schema – mental representation of the world based on one's own experiences.
Adaption – using assimilation and accommodation to make sense of the world.
Assimilation – incorporating new experiences into existing schemas.
Accommodation - when a schema has to be changed to deal with a new experience.
Equilibrium – when a child's schemas can explain all that they experience; a state of mental balance.</td>
<td> 

An example of assimilation - Apple now offers a pink iphone.</td>
</tr>
</table>

		An example of accommodation - a puppy is a baby dog. However, a puppy is not a baby cat. That is a kitten. I now have to make a new schema for baby cats.
Week 10: Mock exams	Revise everything you have learnt in Year 10 so far	N/A
Week 11: Mock exams	Revise everything you have learnt in Year 10 so far	N/A
Week 12: Piaget's 3 mountains task study		**Piaget and Inhelder (1956) Three Mountains Task** **Aim:** Investigate the relationships between a child's viewpoint and their perception of the viewpoints of others. **Procedure:** 100 children were asked to arrange boards to match what the doll could see and to choose a picture showing the doll's viewpoint. The child then has to place a doll in a position to match the view on the picture. **Results:** 4-6 year olds always chose their own or a random viewpoint. 7-12 year olds could reflect the doll's viewpoint inconsistently. 9-12 year olds could show the viewpoint of the doll. **Conclusion:** Children in the pre-operational stage were egocentric. Children in the concrete operational stage could see from other viewpoint showing that egocentrism had subsided. :) The study could be replicated as controls were put in place such as using the same model. :(Borke changed the study to make it more appropriate for younger children by using sesame street characters. She found that 3 year olds could give the puppets perspective 73% of the time. Borke suggests that the 3 mountains task was just too hard. :(Gopnik carried out a study utilising crackers, establishing that 18 month olds can display non-egocentric behaviour.

Week 13: Dweck's Mindset theory	**Mindset:** a set of beliefs someone has that guides how someone responds to or interprets a situation. **Ability:** what someone can do, such as maths ability or ability to play tennis. **Effort:** when you try to do better using determination. **Fixed mindset -** believing your abilities are fixed and unchangeable. This can lead to children giving up and stop taking on challenges. **Growth mindset -** believing practice and effort can improve your abilities.	 :) Dweck carried out experiments, establishing that praising students' ability led them to a fixed mindset and they were vulnerable to issues such as coping with setbacks. Whereas, praising for effort led to a growth mindset, leading to students persevering more. :) This theory has practical applications as teachers and parents can praise effort, to encourage children. :(Many of the experiments in this area take place in artificial settings, therefore have low ecological validity. :(There are other factors important to a child's development, other than praise which is being ignored by this theory. Perhaps, the child is not progressing as their teacher is bad at explaining content.

STEP 2: CREATE CUES

What: Reduce your notes to just the essentials.

What: Immediately after class, discussion, or reading session.

How:

- **Jot down key ideas, important words and phrases**
- **Create questions that might appear on an exam**
- **Reducing your notes to the most important ideas and concepts improves recall. Creating questions that may appear on an exam gets you thinking about how the information might be applied and improves your performance on the exam.**

Why: Spend at least ten minutes every week reviewing all of your previous notes. Reflect on the material and ask yourself questions based on what you've recorded in the Cue area. Cover the note-taking area with a piece of paper. Can you answer them?

STEP 1: RECORD YOUR NOTES

What: Record all keywords, ideas, important dates, people, places, diagrams and formulas from the lesson. Create a new page for each topic discussed.

When: During class lecture, discussion, or reading session.

How:

- **Use bullet points, abbreviated phrases, and pictures**
- **Avoid full sentences and paragraphs**
- **Leave space between points to add more information later**

Why: Important ideas must be recorded in a way that is meaningful to you.

STEP 3: SUMMARISE & REVIEW

What: Summarise the main ideas from the lesson.
What: At the end of the class lecture, discussion, or reading session.
How: In complete sentences, write down the conclusions that can be made from the information in your notes.
Why: Summarising the information after it's learned improves long-term retention.

WEEK 1: Cornell Notes (Homework task 1)

Date: 15th April 2024	**Topic: Peterson and Peterson study**	Revision guide page: 43-44

Links **Questions**	**Notes**

Summary

WEEK 1: Exam Question (Homework task 2)

Date: 15th April 2024

Question: Chelsea was asked to go to the shop on Saturday by her mum to buy 10 items. She tried to remember the list of items by silently repeating them on the way to the shop.
On Sunday Chelsea was asked to go to the shop again by her mum to buy 10 different items. This time she tried to remember the list of items by saying them out loud to herself repeatedly on the way to the shop.

Chelsea remembered more of the items on the list when she went to the shop on Sunday.

(a) Explain why Chelsea remembered more items on Sunday.

You should refer to Peterson and Peterson (1959) in your answer.

(2)

(b) Explain **two** weaknesses of using Peterson and Peterson (1959) to explain Chelsea's memory of the shopping lists.

(4)

Answer:

WEEK 1: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 2: Exam Question (Homework task 2)

Date: 22nd April 2024

Question: (a) Describe **one** difference between short-term and long-term memory.

(2)

(b) Enrique has a new telephone number. Jack asked him for the new telephone number and Enrique read out the 11 digit number. When Jack tried to recall the telephone number he had forgotten some of the digits.

Explain why Jack had forgotten some of the digits from the telephone number.

You should refer to the Multi-store Model of Memory in your answer.

(2)

Answer:

WEEK 2: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 3: Cornell Notes (Homework task 1)

Date: 29th April 2024	**Topic: Amnesia**	Revision guide page 33

Links **Questions**	**Notes**

Summary

WEEK 3: Exam Question (Homework task 2)

Date: 29th April 2024

Question: Sophia has a head injury from falling off her bicycle two weeks ago. She can recall her childhood, going to university and where she works. Sophia does not remember getting married last month but she does remember having a fiancé.
Explain the memory loss Sophia is experiencing.

You should refer to a form of amnesia in your answer. **(Total for question = 2 marks)**

Answer:

WEEK 3: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 4: Exam Question (Homework task 2)

Date: 6th May 2024

Question: Bamboo saw a man dressed in blue enter a shop and commit a robbery.
When asked by the police later, Bamboo said the man was dressed in black.
Explain why Bamboo's memory of the event could have changed.

You should refer to the Theory of Reconstructive Memory in your answer. (2 marks)

Answer:

WEEK 4: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 5: Cornell Notes (Homework task 1)

Date: 13th May 2024	**Topic: Bartlett War of the ghost study**	Revision guide page 40 - 42

Links **Questions**	**Notes**

Summary

WEEK 5: Exam Question (Homework task 2)

Date: 13th May 2024

Question: Ellis is told a new story by his grandfather about an elephant who decided to go walking one day. Ellis is told that the elephant played volleyball with a coconut with villagers, sang a song with lemurs who played guitars, and went on a treasure hunt for mangos with a giraffe.

The elephant story went on for some time and there were lots of details in the story. Ellis wants to tell his father the story the next day. He is trying to remember all the parts to the story and the order of the events.

Explain what is likely to happen with Ellis's memory of the story.

You should refer to Bartlett (1932) War of the Ghosts study in your answer. (2 marks)

Answer:

WEEK 5: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 6: Exam Question (Homework task 2)

Date: 20th May 2024

Question: Lauren's 16th birthday was a month ago. She had a birthday party with her friends. At the party Lauren wore a purple t-shirt and jeans and had a unicorn bracelet on her wrist. During the party she danced with her friends and had a cake that was the shape of a horse.
Lauren's friend has recently recalled the birthday party and believed Lauren wore a purple dress, a horse bracelet and that the cake was the shape of a unicorn.

Assess how far memory can be considered reductionist with reference to Lauren's friend's memory of the birthday party.

(Total for question = 9 marks)

Answer:

WEEK 6: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 7: Cornell Notes (Homework task 1)

Date: 3rd June 2024	**Topic: Early brain development**	Revision guide page 4 - 5

Links **Questions**	**Notes**

Summary

WEEK 7: Exam Question (Homework task 2)

Date: 3rd June 2024

Question: Describe why the medulla is an important region of the brain.

(Total for Question = 2 marks)

During early brain development the cerebellum develops.

Describe the role of the cerebellum during development.

(2)

Answer:

WEEK 7: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 8: Exam Question (Homework task 2)

Date: 10th June 2024

Question: Beth is investigating the level of cognitive development of eight-month-old infants.
She is playing with her eight-month-old daughter in her living room at home.

Beth shows her daughter a ball and she reaches for it. Beth hides the ball behind a cushion. Her daughter reaches behind the cushion to get the ball back.

(a) Explain what this shows regarding Beth's daughter's cognitive development.

You should refer to Piaget's Theory of Cognitive Development in your answer.

(2)

(b) Explain **one** strength and **one** weakness of Beth's investigation into the level of cognitive development of eight-month-old infants.

(4)

Answer:

WEEK 8: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 9: Cornell Notes (Homework task 1)

Date: 17th June 2024	**Topic: Piaget's theory of intelligence**	Revision guide page 8 - 9

Links **Questions**	**Notes**

Summary

WEEK 9: Exam Question (Homework task 2)

Date: 17th June 2024

Question: Christie took her daughter to the zoo. At the zoo, her daughter pointed to the baby koalas and called them 'puppies'. Christie explains that the baby koalas in the zoo are called 'joeys' and not 'puppies', like the baby dog they have at home.

(a) Explain why Christie's daughter called the baby koalas 'puppies'.

You should refer to schemata/schemas in your answer.

(2)

(b) Later that day, her daughter sees baby pandas and states that they are 'joeys'.
Baby pandas are known as 'cubs' and not 'joeys'.

Explain **two** reasons why Christie's daughter may have made this statement about the baby pandas.

(4)

Answer:

WEEK 9: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 10: Assessment Week Revision (Homework task 1)

Date: 24th June 2024	**Topic: Revise**	Revision guide page N/A

links **Questions**	**Notes**

Summary

WEEK 10: Assessment Week Revision (Homework task 2)

Date: 24th June 2024	**Topic: Revise**	Revision guide page N/A

links **Questions**	**Notes**

Summary

WEEK 11: Assessment Week Revision (Homework task 1)

Date: 1st July 2024	**Topic: Revise**	Revision guide page N/A

links **Questions**	**Notes**

Summary

WEEK 11: Assessment Week Revision (Homework task 2)

Date: 1st July 2024	**Topic: Revise**	Revision guide page N/A

links **Questions**	**Notes**

Summary

WEEK 12: Exam Question (Homework task 2)

Date: 8th July 2024

Question: Andreas is investigating whether children aged 5 years old can understand the viewpoint of others. He conducted an experiment where three pairs of boys looked at a doll's house from different positions.

- Two boys looked at the doll's house from the back.
- Two boys looked at the doll's house from the left.
- Two boys looked at the doll's house from the right.

Andreas stands at the front of the doll's house. He asks each of the children to describe what they think he can see from the front of the doll's house.

(a) Explain what Andreas is likely to find in his study.

You should refer to Piaget and Inhelder (1956) in your answer.

(2)

(b) Explain **two** weaknesses of Andreas's investigation.

Weakness one:

(4)

Answer:

WEEK 12: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 13: Cornell Notes (Homework task 1)

Date: 15th July 2024	**Topic: Dweck Mindset Theory revision**	Revision guide page: **10 -11**

Links **Questions**	**Notes**

Summary

WEEK 13: Exam Question (Homework task 2)

Date: 15th July 2024

Question: Malik and Ruhi are trying to solve a puzzle. After every attempt, Malik is told that he has high intelligence. After every attempt, Ruhi is told that she must try harder and not give up.

(a) State, according to Carol Dweck's mindset theory, which type of mindset Malik is most likely to develop.

(1)

(b) State, according to Carol Dweck's mindset theory, which type of mindset Ruhi is most likely to develop. (1)

Answer:

WEEK 13: Exam Question review and improvement (Classwork)

Question:

Answer:

Week 2

Revision Card on	Answers
1. What is a sensory register? 2. What is attention? 3. What is short term memory? 4. What is rehearsal? 5. What is retrieval?	

.....✂.....

Week 4

Revision Card on	Answers
1. What is active reconstruction? 2. What is a schema? 3. What is rationalisation? 4. What is one issue with this theory? 5. What is one strength of this theory?	

.....✂.....

Week 6

Revision Card on	Answers
1. Define reductionism. 2. Define holism. 3. Are experiments reductionist or holistic? 4. Is qualitative data reductionist or holistic? 5. How is memory research reductionist?	

Week 8

Revision Card on	Answers
1. What is the name of the first stage? 2. What is unique about the preoperational stage? 3. What does animism mean? 4. What is the formal operational stage? 5. Describe one way Piaget has impacted the UK educational system.	

.....✂.....

Week 13

Revision Card on	Answers
1. What was Piaget's aim? 2. Name the 4 main pieces of equipment. 3. What were the results for 4-6.5 year olds? 4. What were the results for 7 - 9 year olds? 5. What were the results for 10 - 12 year olds?	