



**Autumn Term  
Term 1**

# **Psychology**

**Year 10**

**Name:** \_\_\_\_\_

**Tutor:** \_\_\_\_\_

*Care to Learn*

*Learn to Care*

# Year 10 Homework Timetable

|                  |                 |                 |                 |
|------------------|-----------------|-----------------|-----------------|
| <b>Monday</b>    | English Task 1  | Option A Task 1 | Option C Task 1 |
| <b>Tuesday</b>   | Option B Task 1 | Sparx Maths     | Science Task 1  |
| <b>Wednesday</b> | Sparx Maths     | Option C Task 2 | Sparx Science   |
| <b>Thursday</b>  | Option A Task 2 | Sparx Science   | Option B Task 2 |
| <b>Friday</b>    | 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 |

| Option B               |
|------------------------|
| Child Development      |
| Health and Social Care |

| Option C               |
|------------------------|
| Psychology             |
| Health and Social Care |
| Sport                  |

**Half Term 1 (8 weeks) - Year 10**

| <b>Week / Date</b>            | <b>Homework task 1<br/>Cornell Notes</b>                               | <b>Homework task 2<br/>Exam Question</b>  |
|-------------------------------|--|---|
| Week 1<br>2nd September 2024  | <b>Cornell Notes on: N/A</b>   | <b>Question:</b> N/A  |
| Week 2<br>9th September 2024  | <b>Cornell Notes on:<br/>Independent &amp; dependent<br/>variables</b> | <b>Question:</b> Name the independent variable (IV) for Winston's investigation. [1 mark]   |
| Week 3<br>16th September 2024 | <b>Revision Cards on:<br/>Extraneous variables</b>                     | <b>Question:</b> Give one participant variable that Ricky could have controlled for in his experiment.  |
| Week 4<br>23rd September 2024 | <b>Cornell Notes on:<br/>Hypotheses</b>                                | <b>Question:</b> State a null hypothesis for Elise's research.  |
| Week 5<br>30th September 2024 | <b>Revision Cards on:<br/>Sampling</b>                                 | <b>Question:</b> Describe how Juliet could have used a random sampling technique for her investigation.   |
| Week 6<br>7th October 2024    | <b>Cornell Notes on:<br/>Experimental designs</b>                      | <b>Question:</b> Describe how Yolanda could have used an opportunity sampling technique to select the children for her observation.   |
| Week 7<br>14th October 2024   | <b>Revision Cards on:<br/>Reliability and validity</b>                 | <b>Question:</b> Identify the sampling method Caleb used in his investigation.  |
| Week 8<br>21st October 2024   | <b>Cornell Notes on: Ethics</b>  | <p><b>Question:</b> (a) Matthew made sure that the participants in his interviews had the right to withdraw.<br/>Define what is meant by the 'right to withdraw'.</p> <p>(b) Give <b>two</b> ways that Matthew could ensure the confidentiality of the patients he interviewed.</p> |

## Half Term 2 (7 weeks) - Year 10

| Week / Date                   | Homework task 1<br>Cornell Notes   | Homework task 2<br>Exam Question  |
|-------------------------------|--|---|
| Week 9<br>4th November 2024   | <b>Revision Cards on:<br/>Types of experiment</b>                              | <b>Question:</b> Identify the research method James is using in his investigation.  |
| Week 10<br>11th November 2024 | <b>Cornell Notes on:<br/>Interviews and questionnaires</b>                     | <b>Question:</b> (b) Define what is meant by an 'open-ended question'.<br><br>(c) Give <b>two</b> reasons why Caleb used closed-ended questions.  |
| Week 11<br>18th November 2024 | <b>Revision cards on:<br/>Observations</b>                                     | <b>Question:</b> Describe <b>one</b> reason why Jamie may have used open-ended questions in his investigation.  |
| Week 12<br>25th November 2024 | <b>Cornell notes on: Case studies and types of data</b>                        | <b>Questions:</b> (a) Andrew counted how many trigrams each participant recalled correctly. <b>Identify the type of data gathered by Andrew.</b><br><br>b) Andrew used a standardised procedure when showing the trigrams to his participants.<br><b>Give two ways that Andrew could have standardised his procedure.</b> |
| Week 13<br>2nd December 2024  | <b>Revision Cards on: Data analysis and maths skills</b>                       | <b>Question:</b> (a) Calculate the mean number of students with a fixed mindset. <b>(1)</b><br>(b) Calculate the total number of students who completed the questionnaire. <b>(1)</b><br>(c) Calculate the range for the number of students with a growth mindset. <b>(1)</b>   |
| Week 14<br>9th December 2024  | <b>Cornell Notes on: Normal distributions, scatter diagrams and bar charts</b> | <b>Question:</b> Evaluate the use of the observation research method to investigate human behaviour.  |
| Week 15<br>16th December 2024 | <b>Revision Cards on: How to write a 12 marker</b>                             | <b>Question:</b> A 12 marker on observations  |

## TERM 1 Knowledge organiser

| Session  | Key words  | Knowledge   |
|--|--|---|
| <p>Week 2:<br/>Independent and dependent variables</p> | <p>Variables - a variable is a quantity or quality that varies in situations.<br/>Independent variable - The variable that is manipulated by the researcher.<br/>Dependent variable - The variable that is measured by the researcher.<br/>Control variable - The variable that is controlled by a researcher else it may impact the results.</p>  | <p>Jerry wanted to see if eating fish impacts students' school grades. Half of the pupils ate tuna every day for a month, whereas the other pupils ate no fish for a month. All students then took an end of year test.</p> <p>The independent variable is whether the participant eats fish or not.</p> <p>The dependent variable is school performance on the three tests.</p>  |
| <p>Week 3:<br/>Extraneous variables</p>                | <p>Extraneous variable - Unwanted factors in a study that, if not accounted for, could negatively affect the data.<br/>Confounding variable - variables that have not been controlled and have consequently affected the results.<br/>Situational Variable - An extraneous variable present in the environment of the study which could affect participant performance.<br/>Participant variable - Extraneous variables specific to the participants of an investigation that could affect their performance.</p> <p>Null hypothesis: a prediction that the results will fail to show any difference (or relationship) that is consistent.<br/>Alternative hypothesis: a prediction of the outcome of a study based on what is expected to happen.</p> | <p>In relation to the Jerry scenario:</p> <p>An example of a situational variable that may affect the results is where the tests were taken.</p> <p>An example of a participant variable is the student's IQ.</p> <p>An example of a correlational null hypothesis: There will be no relationship between foot size and height.</p> <p>An example of an experimental null hypothesis: There will be no difference in the genders running performance.</p> |

|   |   |  |
|---|---|--|
| <p>Week 4:<br/>Directional and non-directional hypothesis</p> | <p>Directional hypothesis: a hypothesis that predicts the direction the results will go in.<br/>Non-directional hypothesis: a hypothesis that predicts that a difference/relationship will be found, but does not specify what the difference/relationship will be.</p>   | <p>An example of a correlational directional hypothesis: there will be a positive relationship between foot size and height.</p> <p>An example of a correlational non-directional hypothesis: there will be a relationship between foot size and height.</p> <p>An example of an experimental directional hypothesis: Males will be run faster than girls in the 100m sprint.</p> <p>An example of an experimental non-directional hypothesis: there will be a difference in the genders running performance.</p>  |
| <p>Week 5: Sampling &amp; experimental designs</p>            | <p>Population – A complete set of individuals.<br/>Target population - is a group of people a researcher wants to study and apply their findings to.<br/>Sample - is a group of people who take part in a research investigation'.<br/>The sample is drawn from the target population and is presumed to be representative of that population.<br/>A generalisable sample - is the extent to which a researcher can apply their findings to the target population they are interested in.<br/>Sampling techniques - Are ways a researcher obtains the participants that will take part in the research.</p> | <p><u>Examples of sampling techniques</u> – We cannot test the whole population or entire target group so Psychologists take a small sample and test your theory/concept. The sample should be representative of the population.</p> <p>1) Random sampling - Everyone has an equal chance of being selected<br/>;) generates a representative sample<br/>:( participants refusing can lead to unrepresentative sample</p> <p>2) Opportunity sampling - Using whoever is available and willing at the time<br/>;) Quick and simple<br/>:( can lead to a biased sample</p> <p>3) Volunteer sampling - People volunteer to take part in a study e.g. responding to an advert in a newspaper<br/>;) minimal effort<br/>;) ethical<br/>:( less representative compared to other techniques</p> <p>4) Stratified sampling - Identify the important subgroups in the population e.g. age and gender and make sure your sample reflects the correct proportion.<br/>;) representative sample<br/>:( time consuming</p> |

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|  | <p>Experimental design - The name given to research design when used in an experiment.</p> <p>Independent measures design - participants are split into groups with each group tested in only one condition of a study.</p> <p>Repeated measures design: the same participants are used in all conditions of a study.</p> <p>Matched pairs design: different participants are used in each condition of the study, but are matched for likeness on important characteristics.</p> | <p>An example of each experimental design:</p> <p>Independent groups - half of the participants listen to classical music and the other half of the participants listen to rock music. The researcher tests to see how music affects participants' memory.</p> <p>Repeated measures design: Participants drink water and sprint 100 m. The next day participants have a cup of coffee and sprint 100 m. The researcher wanted to investigate how caffeine affects running performance.</p> <p>Matched pairs design: The researcher wants to explore the impact of ballet on flexibility. The researcher will need to match participants on important key characteristics like age.</p> |
| Week 6:<br>Experimental design continued | See above   | See above  |
| Week 7:<br>Reliability & validity        | <p>Reliability: the consistency of an outcome or result of an investigation.</p> <p>Validity: whether the test measures what was intended.</p> <p>Internal validity: whether the measures used in a test genuinely test what they were designed to test.</p> <p>External validity: whether the findings are generalisable to the target population.</p>   | <p>Everyday examples:</p> <p>A friend that will always be there for you is reliable.<br/>A car that turns on every morning is reliable.</p> <p>If it is 20 degrees outside and the thermometer displays the correct temperature, the thermometer is valid.</p>   |
| Week 8: BPS ethics codes                 | Ethics: They are guidelines set by the British Psychological Society (BPS) regarding how to treat participants fairly.  | <p>BPS ethics codes:</p> <ul style="list-style-type: none"> <li>• Informed consent; have participants agreed to take part in the study knowing the aims of the study? If the participant is under 16 years old, has informed consent been given by their parents or carers?</li> </ul>   |

|   |   |   |
|---|---|---|
|   |   | <ul style="list-style-type: none"> <li>● Deception: have the participants been lied to in any way about the aim or procedure? If so, could this have been avoided?</li> <li>● Right to Withdrawal from the investigation: have the participants been informed of their right to withdraw from the research at any point, including the right to withdraw their data at a later date?</li> <li>● Anonymity and Confidentiality: participants have a right to remain anonymous in publication of the research and confidentiality should be maintained except in exceptional circumstances where harm may arise to the participant or someone associated with the research or participant.</li> <li>● Protection of participants: researcher must protect participants from both physical and psychological harm</li> </ul> |
| <p>Week 9:<br/>How to overcome ethical issues &amp; Types of experiment</p> | <p>How a psychologist deals with ...</p> <p>Informed consent:</p> <ul style="list-style-type: none"> <li>● Use a form that has comprehensive information on the study.</li> </ul> <p>Deception:</p> <ul style="list-style-type: none"> <li>● Debriefing: have the participants been given the opportunity to know the true aim? Have they been given the opportunity to ask questions?</li> </ul> <p>Right to withdraw:</p> <ul style="list-style-type: none"> <li>● If participants do decide to withdraw, they should still be paid.</li> </ul> <p>Harm:</p> <ul style="list-style-type: none"> <li>● Researchers should design the research so that harm is minimised.</li> <li>● The study should stop as soon as harm becomes apparent.</li> </ul> |   |



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|   | <p>Confidentiality:</p> <ul style="list-style-type: none"> <li>• Research should not use participants' real names, or any information that is identifying.</li> </ul> <p>Privacy:</p> <ul style="list-style-type: none"> <li>• Only observe participants where we would expect them to be observed.</li> </ul> <p>Laboratory experiments: Takes place in a controlled environment. Has an IV manipulated by the researcher and a DV measured by the researcher.</p> <p>Field experiments: Takes place in a natural environment. Has an IV manipulated by the researcher and a DV measured by the researcher.</p> <p>Natural experiments: Takes place in a real-life environment. The researcher measures a DV. However, the IV is not manipulated by the researcher.</p> | <p>Laboratory experiment evaluation:</p> <ul style="list-style-type: none"> <li>:) scientific due to high levels of control.</li> <li>:) can establish cause and effect.</li> <li>:( demand characteristics due to unnatural settings.</li> </ul> <p>Field experiment evaluation:</p> <ul style="list-style-type: none"> <li>:) The behaviour is natural.</li> <li>:) can establish cause and effect.</li> <li>:( not all extraneous variables are controlled.</li> <li>:( sometimes there are issues of informed consent.</li> </ul> <p>Natural experiment evaluation:</p> <ul style="list-style-type: none"> <li>:) The IV is naturally occurring.</li> <li>:) The study is often carried out in a natural setting.</li> <li>:( issues with controlling extraneous variables.</li> </ul> |
| <p>Week 10:<br/>Interviews and questionnaires</p> | <p>Interview: a research method designed to gather self-reported information from participants.</p>  | <p>Interviews can be conducted over the phone, webcam or face to face.</p> <p>There are 3 types of interviews called structured, unstructured and semi-structured.</p> <p>Structured interview: a set of pre-written questions asked to a respondent.</p> <ul style="list-style-type: none"> <li>:) gather lots of information, from a large sample, quickly</li> <li>:) very little training</li> <li>:) easy to replicate</li> </ul>   |

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|  | <p>Questionnaire - Set of pre-set written questions.<br/>         Closed question – questions with a fixed response e.g., multiple choice answers or a rating scale.<br/>         Open question – questions where the respondents construct their own answers.<br/>         Quantitative- Measuring the quantity of something.<br/>         Qualitative – Measuring the quality of something.<br/>         Social desirability bias- Is the tendency for questionnaire respondents to answer questionnaires in a manner that will be viewed favourably by others.</p> | <p>:( superficial information</p> <p>Semi-structured interview: a mix of pre-set questions and unprepared questions asked to a respondent.<br/>         :) interviewees can deviate if an interesting avenue comes up<br/>         :( more time consuming<br/>         :( more training</p> <p>Unstructured interview: a free-flowing conversation around a particular topic with a respondent.<br/>         :) free to explore attitudes fully<br/>         :( time consuming<br/>         :( training required as need to build a rapport<br/>         :( impossible to replicate</p> <p>General interview evaluation:<br/>         :( social desirability bias - the interviewer effect</p> <ul style="list-style-type: none"> <li>• <u>Questionnaires</u> – A type of data collection technique known as self-report. The questionnaire response is written, and the participants complete it without being interrupted. There are a range of question formats.</li> <li>• Closed questions produce quantitative data.</li> <li>• Open questions produce qualitative data.</li> </ul> <p>Questionnaires evaluation:<br/>         :) inexpensive way of gathering lots of information from a large sample size.<br/>         :) ethical<br/>         :( Questionnaires which are likely to lead to social desirability bias include: research looking into people's relationships, research looking into people's negative personality traits, research about committing crimes etc.</p> |
|--|---|---|

|   |   |   |
|---|---|---|
| <p>Week 11:<br/>Observations</p>  | <p>Observation: A research method that involves watching and recording behaviour.</p> <p>There are different types of observations:</p> <ul style="list-style-type: none"> <li>● Covert: Participants are unaware that they are being observed.</li> <li>● Overt: Participants are aware that they are being observed.</li> <li>● Participant: When an observer is involved in the group they are observing.</li> <li>● Non-participant: When an observer watches and records people's behaviour without being actively involved.</li> <li>● Structured: An observation carried out in a laboratory in controlled conditions.</li> <li>● Naturalistic: An observation carried out in a 'normal' setting where that behaviour would normally occur.</li> </ul> | <p>Observation evaluation:</p> <p>:) observers must be trained to complete coding - else the data will be unreliable.</p> <p>The reliability of observations can be checked via inter-rater reliability.</p> <p>:) if the coding categories do not reflect what is meant to be measured, the measure can be invalid.</p> <p>:) In overt observations, participants may start acting differently due to being watched - this is known as observer bias.</p> <p>:) Covert observations are unethical as researchers do not tend to ask for informed consent before the study.</p> |
| <p>Week 12: Case study and types of data including primary, secondary, quantitative &amp; qualitative</p> | <p>Case study: a study of a single person, group or event.</p> <p>Data - Observations or measurements, usually quantified and obtained in the course of research.</p>   | <p>The individuals in case studies display rare behaviour e.g. Sperry's split brain patients, Little Hans who had a phobia of horses, Siffre who slept in a cave.</p> <p>Case study evaluation:</p> <p>:) used in situations that would be unethical.</p> <p>:) can stimulate research into new areas of psychology.</p> <p>:) the findings can lack generalisability as the person being studied in depth is unique.</p> <p>:) the researcher may lose their objectivity, a form of researcher bias.</p>   |

Primary data: data collected directly for a specific purpose.  
Secondary data: data used in a study that have already been collected for a different purpose.  
Meta-analyses: a procedure used to merge and analyse findings from studies focusing on a similar issue in order to draw overall conclusions.

Quantitative- Measuring the quantity of something.

Qualitative – Measuring the quality of something.

:( Primary data is more expensive and time consuming to gather  
:( secondary data might not suit the purpose of the study, so lacks validity

Meta-analyses are a form of secondary data.

- Quantitative data is numerical data e.g. the % of people who have depression.
- Closed questions produce quantitative data.

:( quantitative data is scientific

:) comes from large samples

:) can be displayed via descriptive statistics

- Qualitative data is in the form of words, pictures or a story.
- Qualitative data is descriptive.
- Open questions produce qualitative data.

:( qualitative data is less scientific.

:) qualitative data can be turned into quantitative data.

Week 13: Data analysis and maths skills

Data analysis: Ways to summarise data and show useful information.

Descriptive statistics - Ways of analysing quantitative data, finding trends and displaying trends.

### Rounding numbers

$3.248$       $3.248 \rightarrow 3.2$

1<sup>st</sup> dp  
3.2

Look at the next digit.  
4 stays down - stay at 3.2.

You are likely to be asked to round to 2 decimal places (2dp) to do this look at the second number after the decimal place. Underline it and circle the number next to it, if that number is '5 or more' you would round up. If not you would keep it the same. E.g 4.5678 would round to 4.57 because the 7 which is next to the 6 is '5 or more'.

### Ratio

Ratios are used to compare quantities.  
A ratio shows how much one thing compares to another. For example the ratio of 2 : 3 means for every 2 the first person gets the second person would get 3 parts.

Week 14: Normal distributions, correlations, scatter diagrams and bar graphs

## Normal distribution

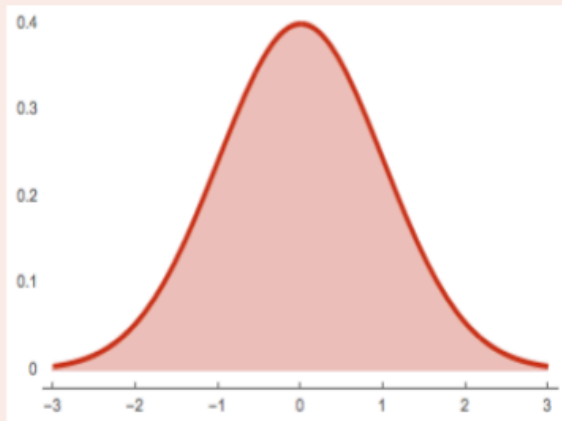
This is found when the mean, median and mode are very similar or the same.

The further the scores are from the mean the less often they occur in a set of data.

The graph will be symmetrical like below.

If the mean, median and mode are not similar then a skewed distribution is produced.

A normal distribution is found if the mean, median and mode for a set of data are very similar or exactly the same. When data are normally distributed 50% of the values are below the mean and 50% are above. The majority of the scores are equally spread close to the mean on either side of it. The further the scores are from the mean, the less often they occur in a set of data. Many mathematical statistical tests can only be carried out if data are normally distributed.



## Mean

7, 3, 4, 1, 7, 6

Sum of numbers divided by the total numbers

$$\text{Mean} = (7+3+4+1+7+6)/6 \\ = 28/6 = 4.66$$

## Median

7, 3, 4, 1, 7, 6

Arrange in order and pick the middle value

1, 3, 4, 6, 7, 7

$$\text{Median} = (4+6)/2 = 5$$

## Mode

7, 3, 4, 1, 7, 6

Most common number

7, 3, 4, 1, 7, 6

$$\text{Mode} = 7$$

## Range

7, 3, 4, 1, 7, 6

Difference between highest and lowest

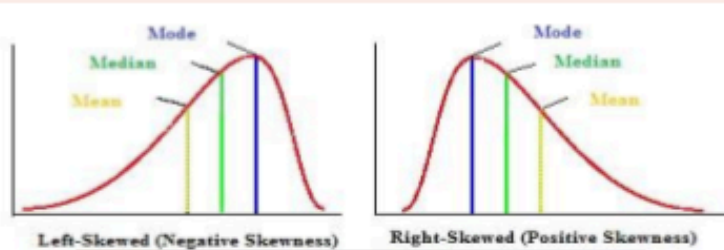
$$\text{Range} = 7 - 1 = 6$$



@gofodu

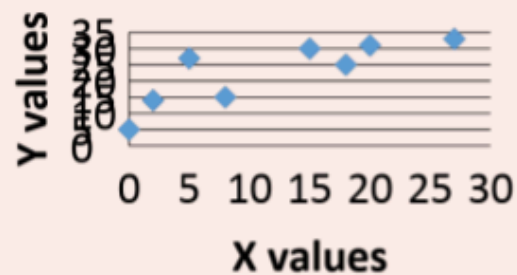
## Skewed distribution

If the mean, median and mode are not similar then a skewed distribution is produced.



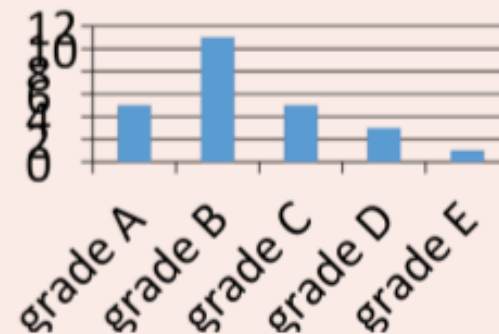
## Scatter diagrams

Only used for correlations  
Shows a relationship between two variables  
We add a line of best fit by drawing a line that has half the scores above it and half below.



## Bar charts

Uses bars to describe categorical data  
As the data are discrete (not continuous)  
there are gaps between the bars



Week 15: Writing  
12 markers

How to do a Paper 2 RM 12 marker

| The command word is evaluate   | What it means ...   |
|--|---|
| <p>The split of marks is always 4 marks AO1, 4 marks AO2, 4 marks AO3</p> <p>E.g. Evaluate the use of opportunity sampling in psychological research</p> | <p>AO1 - Give a strength / weakness<br/>AO3 - Justify in context<br/>Why is it a strength or weakness (include key terms like GRAVE &amp; objectivity, scientific etc).<br/>AO2 - How is this research method used in this scenario (context)</p> <p>Repeat for 3 points</p> <p>You must come to a conclusion: Is this research method a good or bad way to explore human behaviour?</p> <p>Please bear in mind all research methods are good but only in certain contexts.</p> |



## 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)

|                                 |                   |                      |
|---------------------------------|-------------------|----------------------|
| <b>Date:</b> 2nd September 2024 | <b>Topic:</b> N/A | Revision guide page: |
|---------------------------------|-------------------|----------------------|

| <b>links</b>     | <b>Notes</b> |
|------------------|--------------|
| <b>Questions</b> |              |
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**Summary**



## WEEK 2: Cornell Notes (Homework task 1)

|                                 |   |                          |
|---------------------------------|---|--------------------------|
| <b>Date:</b> 9th September 2024 | <b>Topic:</b> Independent and dependent variables | Revision guide page: 132 |
|---------------------------------|---|--------------------------|

| links            | Notes |
|------------------|-------|
| <b>Questions</b> |       |
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**Summary**



## WEEK 3: Exam Question (Homework task 2)

Date: 16th September 2024

**Question:** Ricky used a field experiment to investigate whether there is a difference between English and Sociology students' obedience to an authority figure.

He arranged for an English teacher and Sociology teacher to give their students an instruction to complete a piece of work. The teachers then left the classroom for 45 minutes.

Ricky recorded the number of students who did and did not complete the work. The results are shown in **Table 3**.

|                           | Number of students who did complete the work | Number of students who did not complete the work |
|---------------------------|--|--|
| <b>English students</b>   | 16   | 8  |
| <b>Sociology students</b> | 15   | 10   |

Give one participant variable that Ricky could have controlled for in his experiment.

(1)

Answer:

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## WEEK 3: Exam Question review and improvement (Classwork)

Question:

Answer:

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# WEEK 4: Cornell Notes (Homework task 1)

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|----------------------------------|--------------------------|-------------------------|
| <b>Date:</b> 23rd September 2024 | <b>Topic:</b> Hypotheses | Revision guide page 135 |
|----------------------------------|--------------------------|-------------------------|

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| <b>links</b>     | <b>Notes</b> |
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**Summary**



## WEEK 4: Exam Question (Homework task 2)

Date: 23rd September 2024

**Question:** Elise conducted research into the success of drug treatment for nicotine addiction. She studied 48 participants in total. 12 of the participants were female.

Elise split her participants into two groups. The experimental group were given a three-month trial of a drug treatment and the control group were not.

She asked both groups to record how many cigarettes they smoked each day during this time.

**State a null hypothesis for Elise's research.**

(3)

Answer:

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## WEEK 4: Exam Question review and improvement (Classwork)

**Question:**

Answer:

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## WEEK 5: Exam Question (Homework task 2)

Date: 30th September 2024

**Question:** Juliet investigated whether there was a relationship between the number of hours spent using social media and self-rated body image scores.

Firstly, Juliet interviewed a sample of 17-year-old students using a structured interview method, where she asked them to state the length of time they spent on social media per day.

Juliet then asked the same participants to complete a questionnaire to rate how happy they were with their appearance, with a score of 0 being 'very unhappy' and 10 being 'very happy'.

**Describe how Juliet could have used a random sampling technique for her investigation.**

(2)

Answer:

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## WEEK 5: Exam Question review and improvement (Classwork)

**Question:**

Answer:

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# WEEK 6: Cornell Notes (Homework task 1)

|                               |                                    |                         |
|-------------------------------|------------------------------------|-------------------------|
| <b>Date:</b> 7th October 2024 | <b>Topic:</b> Experimental designs | Revision guide page 138 |
|-------------------------------|------------------------------------|-------------------------|

| <b>links</b>     | <b>Notes</b> |
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| <b>Questions</b> |              |
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**Summary**



## WEEK 7: Exam Question (Homework task 2)

Date: 14th October 2024

**Question:** Caleb designed a questionnaire to investigate obedience to authority. He decided to use open-ended and closed-ended questions. Caleb gave his questionnaire to all the students who were in the sixth-form study room on a Monday.

**Identify the sampling method Caleb used in his investigation.**

Answer:

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## WEEK 7: Exam Question review and improvement (Classwork)

**Question:**

Answer:

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# WEEK 8: Cornell Notes (Homework task 1)

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|--------------------------------|----------------------|-------------------------|
| <b>Date:</b> 21st October 2024 | <b>Topic:</b> Ethics | Revision guide page 141 |
|--------------------------------|----------------------|-------------------------|

| <b>links</b>     | <b>Notes</b> |
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| <b>Questions</b> |              |
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**Summary**

## WEEK 8: Exam Question (Homework task 2)

Date: 21st October 2024

**Question:** Matthew investigated the effectiveness of drug treatment for patients with depression. He made sure that the participants in his interviews had the right to withdraw.

(a) Define what is meant by the 'right to withdraw'.

(1)

(b) Give **two** ways that Matthew could ensure the confidentiality of the patients he interviewed.interviewed six patients from a local mental health service provider before and after drug treatment.

Matthew only used preset questions in his interview.

(2)

Answer: \_\_\_\_\_

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## WEEK 8: Exam Question review and improvement (Classwork)

**Question:**

Answer: \_\_\_\_\_

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## WEEK 9: Exam Question (Homework task 2)

Date: 4th November 2024

**Question:** James is investigating the impact of brain damage on memory. He asks a brain-damaged patient to come to the university where he has set up a room to conduct a test of word recall.

(a) Identify the research method James is using in his investigation.

(1)

Answer: \_\_\_\_\_

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## WEEK 9: Exam Question review and improvement (Classwork)

**Question:**

Answer: \_\_\_\_\_

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# WEEK 10: Cornell Notes (Homework task 1)

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| <b>Date:</b> 11th November 2024 | <b>Topic:</b> Interviews and questionnaires | Revision guide page 144<br>- 147 |
|---------------------------------|---|----------------------------------|

| links            | Notes |
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| <b>Questions</b> |       |
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**Summary**

## WEEK 10: Exam Question (Homework task 2)

Date: 11th November 2024

**Question:** Caleb designed a questionnaire to investigate obedience to authority. He decided to use open-ended and closed-ended questions. Caleb gave his questionnaire to all the students who were in the sixth-form study room on a Monday.

- (b) Define what is meant by an 'open-ended question'.
- (c) Give **two** reasons why Caleb used closed-ended questions.

Answer: \_\_\_\_\_

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## WEEK 10: Exam Question review and improvement (Classwork)

**Question:**

Answer: \_\_\_\_\_

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# WEEK 12: Cornell Notes (Homework task 1)

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| <b>Date:</b> 25th November 2024 | <b>Topic:</b> Case studies and types of data | Revision guide page<br><b>148 - 149 &amp; 161 - 162</b> |
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**Summary**





# WEEK 13: Exam Question review and improvement (Classwork)

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# WEEK 14: Cornell Notes (Homework task 1)

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|--------------------------------|---|----------------------------------|
| <b>Date:</b> 9th December 2024 | <b>Topic:</b> Normal distributions, scatter graphs and bar charts | Revision guide page 156<br>- 160 |
|--------------------------------|---|----------------------------------|

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**Summary**



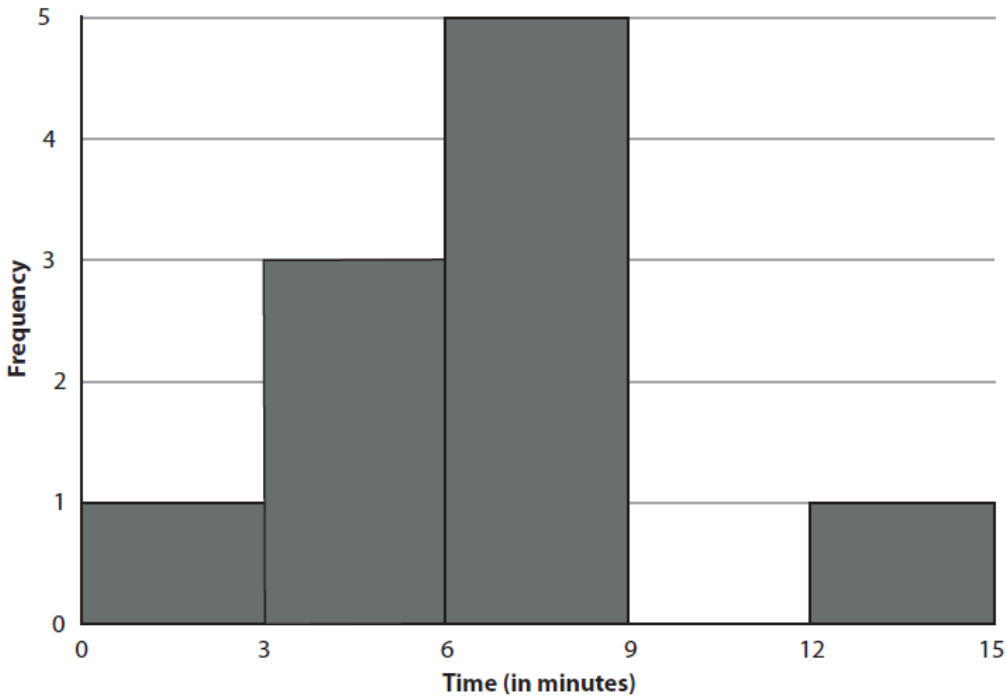
# WEEK 14: Exam Question (Homework task 2)

Date: 9th December 2024

**Question:** Caitlin investigated how long it took participants to recall the sequence of events from a story in the correct order.

The data gathered by Caitlin is shown in **Figure 2**.

**A histogram to show the length of time taken for participants to recall the sequence of events from a story in the correct order.**



(a) Give the number of participants who recalled the story in the correct order in 9 minutes or less.

(1)

Number of participants .....

(b) State the total number of participants who recalled the story in the correct order.

(1)

Total number of participants .....

**Question:**

Answer: \_\_\_\_\_

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## Week 3

| Revision Card on extraneous variables   | Answers |
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| <ol style="list-style-type: none"><li>1. What is an extraneous variable?</li><li>2. What are the two types of extraneous variables?</li><li>3. Is IQ an example of a situational or participant variable?</li><li>4. What is a standardised procedure?</li><li>5. Does a standardised procedure eliminate situational or participant variables?</li></ol> |         |



## Week 5

| Revision Card on sampling techniques  | Answers |
|---|---------|
| <ol style="list-style-type: none"><li>1. Which sampling technique utilises participants who are available at the time?</li><li>2. Which sampling technique may obtain a sample that produces bias results as the participants are extremely helpful?</li><li>3. Which sampling technique involves identifying subgroups in the target population?</li><li>4. Which sampling technique means participants have an equal chance of getting selected to take part?</li><li>5. Name the 4 sampling techniques you need to know.</li></ol> |         |



## Week 7

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|---|----------------|
| <b>Revision Card on reliability and validity</b> <ol style="list-style-type: none"><li>1. If results are consistent, are the results reliable or valid?</li><li>2. If the results are true, are the results reliable or valid?</li><li>3. What does internal validity mean?</li><li>4. What does external validity mean?</li><li>5. Are qualitative methods reliable?</li></ol> | <b>Answers</b> |
|---|----------------|



## Week 9

|   |                |
|---|----------------|
| <b>Revision Card on types of experiment</b> <ol style="list-style-type: none"><li>1. What is a field experiment?</li><li>2. Which type of experiment has an IV that is naturally occurring?</li><li>3. What is a weakness of laboratory experiments?</li><li>4. What is the strength of field experiments?</li><li>5. Which experiments are carried out in a natural setting?</li></ol> | <b>Answers</b> |
|---|----------------|



## Week 11

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| <b>Revision Card on observations</b> <ol style="list-style-type: none"><li>1. What is an observation?</li><li>2. Which type of observation is conducted in an everyday environment?</li><li>3. What is an overt observation?</li><li>4. What is the strength of participant observations?</li><li>5. What is a naturalistic observation?</li></ol> | <b>Answers</b> |
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## Week 13

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|---|-----------------------|
| <p><b>Revision Card on data analysis and maths skills</b></p> <ol style="list-style-type: none"><li>1. What is 56.782 to 2 decimal places.</li><li>2. What is 5 over 100 in decimal form.</li><li>3. What does 10 to the power of 3 mean?</li><li>4. What is 0.2 as a percentage?</li><li>5. If the number is 1234 , what is the most significant figure?</li></ol> | <p><b>Answers</b></p> |
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## Week 15

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| <p><b>Revision Card on how to write a 12 marker</b></p> <ol style="list-style-type: none"><li>1. What does AO1 mean?</li><li>2. What does AO2 mean?</li><li>3. What does AO3 mean?</li><li>4. What does evaluate mean?</li><li>5. List the research methods that could be tested in a 12 marker.</li></ol> | <p><b>Answers</b></p> |
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