

A Level Psychology Revision Guidance

Knowledge the Assessment Objectives (AOs)

AO1 = Knowledge of theories and concepts

AO2 = Application of knowledge

AO3 = Evaluation of theories and concepts

RM = Research Methods; knowledge, application, and evaluation

Learn Key Definitions and Terminology

This advice isn't rocket science, but is the key to success at A Level; without knowledge, you can't answer any questions. Students have been shown the following breakdown of marks from the last two years.

2020				
	AO1	AO2	AO3	RM
PAPER 1	36	19	31	10
PAPER 2	23	10	15	48
PAPER 3	32	18	32	9
Total marks	91	47	83	67
2019				
PAPER 1	36	16	34	10
PAPER 2	21	13	11	51
PAPER 3	32	10	40	14
Total Marks	89	39	85	75

Grade Boundaries 2019	
Total	Marks 288
A*	205
A	181
B	152
C	123
D	95
E	67

Students have seen this to help them recognise that excellent knowledge (including research methods) is the way to the highest grades.

St Bernard's VLE

Students can use the Psychology VLE to access other revision resources compiled by the department.

Students have access to all the lesson resources for each topic. There are also a set of revision notes for each unit 1 topic, to support their revision.

The VLE also contains a folder called 'Examination Question Banks', where they can access past paper questions and mark schemes for each of the topic units. These questions should be answered under timed conditions, to replicate the examination context (timing should be 1-mark per minute). Students can self-mark their answers. Understanding the mark scheme is a way to develop understanding of the examination requirements.

YouTube

There are some good revision channels on YouTube that student can access, in particular Tutor2u Psychology and Psychboost:

<https://www.youtube.com/c/PsychBoost>

https://www.youtube.com/c/Tutor2uNet/playlists?view=50&sort=dd&shelf_id=8

Active Revision

Students need to ensure that they are not just 'watching' videos or 'reading' their textbook and notes. They need to be *doing* something with this information. Some suggestions:

- Make flash cards with a question on one side and the answer on the other
- Planning answers to examination questions- what would they include in the answer?
- Summarising their notes into less than 50 words, then less than 30 etc.

One-minute essay plans

Write an essay question (E.g. O&E WMM)

Set a timer for one minute and write down ('mind dump') everything you know/can.

After doing three different one-minute essays*, go back to the first and take another minute on each essay to add to these (preferably in a second colour). If you can't add more, use the time to plan the structure.

Using a third coloured pen, use your notes and the textbook, add what else should have been included on the essay plan.

*The 5/10 minute break between the two one-minute phases enables the subconscious to work on the information, so you will always have more to write in the second minute.

Note to parents: Students do this exercise in class. The exercise demonstrates that students should look through the paper in the real exam and 'mind dump' essay. This also gets them to see how many essays are actually in there (so can plan their time accordingly). This also forces them to plan essays, leading to better final answers, than the usual 'write everything you know as soon as it comes into your head' essay structure!

Attend revision classes at school

Above all else, attending revision classes at school are very useful. They have been running since September and are held on Mondays after school; 3:40 – 4:30pm. They focus on the key concepts of the topics taught and students also work on examination technique.

For any more information, please contact Mrs Berridge at the school.