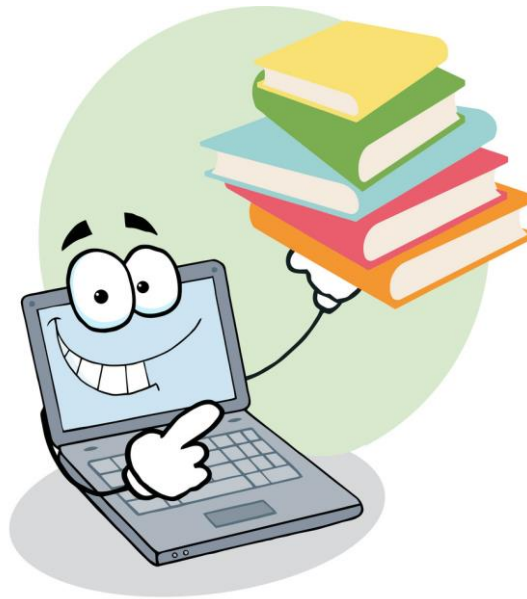


STUDY SKILLS BOOKLET



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INTRODUCTION

I hope you find this study booklet useful and utilise the advice and tips provided here including the revision planner and advice on how to revise successfully! It is really important to find a balance of ways we revise, flash cards are fantastic but sometimes we need to vary the way we revise to ensure it is not becoming monotonous and that the information we're revising is going in.

In order to be successful at A Level it is recommended that you spend around an additional nine hours independent study per subject each two weeks. This will include a mixture of homework, coursework and revision of topics covered. Regular revision of topics covered previously will help you when it comes to revision for exams, the knowledge will already be established and it will be a case of refreshing your knowledge on this.

Being organised is key to success at A Level. This means establishing a good routine each day between lessons, independent revision, intervention, a part time job and socialising.

Balancing a part time job with your studies is doable but you must remember that college is the equivalent of a full time job and in order to be successful you must ensure you commit your time to this and only work part time hours in a job to ensure you do not overwhelm yourself.

REVISION PLANNER

Below I have created two revision planners. One utilises your time in college in order to have your weekends yourself and the other has a mix of time spent revising in college as well as time at home so that some free time at college can be used for socialising with friends.

It is important to use this time to balance your homework alongside revision for topics and you would need to plan this well each week dependent on workload.

Utilising college time planner:

By utilising your time in college and using your free periods it means you will have to do a limited amount of work at home on an evening and will be able to relax, hold down a part time job or take part in any hobbies. This also means that if you stick to this then every other weekend you would only need to do an hour per subject and the other weekend you would have no work to do.

Combined planner:

This planner balances your studies with socialising at college. This allocates time at home to complete revision as well as a small amount on the weekend. I always recommend using the time before 6pm to complete work to ensure that after this time you can relax and wind down. Working right up until you go to sleep will not give you time to yourself and time to chill out and it is really important to find this balance.

Utilising college time planner:

KEY	SUBJECT 1	SUBJECT 2	SUBJECT 3	SOCIALISING
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TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
First free period	SUBJECT 1	SUBJECT 2	SUBJECT 3	SUBJECT 1	SUBJECT 1
Break & Lunch	SOCIALISING	SOCIALISING	SOCIALISING	SOCIALISING	SOCIALISING
Second free period	SUBJECT 2	SUBJECT 3	SUBJECT 2	SUBJECT 2	SUBJECT 3
Revision session	Revision sessions are available for some subjects. If these are on offer then attending these as guided revision is really helpful.				
4-4.50pm		SUBJECT 1		SUBJECT 3	

Combined planner:

KEY	SUBJECT 1	SUBJECT 2	SUBJECT 3	SOCIALISING
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TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT OR SUN
First free period	SUBJECT 1	SUBJECT 3	SUBJECT 2	SUBJECT 1	SUBJECT 3	SUBJECT 1 10-10.50am
Break & Lunch	SOCIALISING	SOCIALISING	SOCIALISING	SOCIALISING	SOCIALISING	SUBJECT 2 11-11.50am
Second free period	SOCIALISING	SOCIALISING	SOCIALISING	SOCIALISING	SOCIALISING	SUBJECT 3 12-12.50am
Revision session	Revision sessions are available for some subjects. If these are on offer then attending these as guided revision is really helpful.					
4-4.50pm	SUBJECT 2	SUBJECT 1	SUBJECT 3	SUBJECT 2		

Subject specific revision tracker:

Below is an example of a subject specific revision planner. This is all the content covered in the two year A Level Psychology course that we run at Shelley. It has been copied from the textbook and details each topic studied. The column on the left should be dated each time you complete some independent revision for each topic and then RAGG rated with red being not understanding the topic to gold for excellent understanding and able to answer questions without books. I would recommend making these for all of your subjects and keeping them visible at home in order to keep on top of your revision.

PSYCHOLOGY TOPICS	DATE AND RAGG
<p>Social influence</p> <ul style="list-style-type: none"> • 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. 	
<p>Memory</p> <ul style="list-style-type: none"> • The multi-store model of memory: sensory register, short-term memory and long-term memory. Features of each store: coding, capacity and duration. • Types of long-term memory: episodic, semantic, procedural. • The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. <p>Features of the model: coding and capacity. AQA AS and A-level Psychology 7181, 7182. AS and A-level exams June 2016 onwards. Version 1.1 24 June 2019 Visit aqa.org.uk/7182 for the most up-to-date specification, resources, support and administration 17</p> <ul style="list-style-type: none"> • Explanations for forgetting: proactive and retroactive interference and retrieval failure due to absence of cues. • Factors affecting the accuracy of eyewitness testimony: misleading information, including leading questions and post-event discussion; anxiety. • Improving the accuracy of eyewitness testimony, including the use of the cognitive interview. 	
<p>Attachment</p> <ul style="list-style-type: none"> • Caregiver-infant interactions in humans: reciprocity and interactional synchrony. Stages of attachment identified by Schaffer. Multiple attachments and the role of the father. • Animal studies of attachment: Lorenz and Harlow. • Explanations of attachment: learning theory and Bowlby's monotropic theory. The concepts of a critical period and an internal working model. • Ainsworth's 'Strange Situation'. Types of attachment: secure, insecure-avoidant and insecure-resistant. Cultural variations in attachment, including van Ijzendoorn. • Bowlby's theory of maternal deprivation. Romanian orphan studies: effects of institutionalisation. • The influence of early attachment on childhood and adult relationships, including the role of an internal working model. 	
<p>Psychopathology</p> <ul style="list-style-type: none"> • Definitions of abnormality, including deviation from social norms, failure to function adequately, statistical infrequency and deviation from ideal mental health. • The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder (OCD). • The behavioural approach to explaining and treating phobias: the two-process model, including classical and operant conditioning; systematic desensitisation, including relaxation and use of hierarchy; flooding. • The cognitive approach to explaining and treating depression: Beck's negative triad and Ellis's ABC model; cognitive behaviour therapy (CBT), including challenging irrational thoughts. • The biological approach to explaining and treating OCD: genetic and neural explanations; drug therapy. 	
<p>Approaches in Psychology</p> <p>Origins of Psychology: Wundt, introspection and the emergence of Psychology as a science.</p> <p>The basic assumptions of the following approaches:</p> <ul style="list-style-type: none"> • Learning approaches: i) the behaviourist approach, including classical conditioning and Pavlov's research, operant conditioning, types of reinforcement and Skinner's research; ii) social learning theory including imitation, identification, modelling, vicarious reinforcement, the role of mediational processes and Bandura's research. • The cognitive approach: the study of internal mental processes, the role of schema, the use of theoretical and computer models to explain and make inferences about mental processes. The emergence of cognitive neuroscience. • The biological approach: the influence of genes, biological structures and neurochemistry on behaviour. Genotype and phenotype, genetic basis of behaviour, evolution and behaviour. 	

<ul style="list-style-type: none"> • The psychodynamic approach: the role of the unconscious, the structure of personality, that is Id, Ego and Superego, defence mechanisms including repression, denial and displacement, psychosexual stages. • Humanistic Psychology: free will, self-actualisation and Maslow's hierarchy of needs, focus on the self, congruence, the role of conditions of worth. The influence on counselling Psychology. • Comparison of approaches. 	
<p>Biopsychology</p> <ul style="list-style-type: none"> • The divisions of the nervous system: central and peripheral (somatic and autonomic). • The structure and function of sensory, relay and motor neurons. The process of synaptic transmission, including reference to neurotransmitters, excitation and inhibition. • The function of the endocrine system: glands and hormones. • The fight or flight response including the role of adrenaline. • Localisation of function in the brain and hemispheric lateralisation: motor, somatosensory, visual, auditory and language centres; Broca's and Wernicke's areas, split brain research. Plasticity and functional recovery of the brain after trauma. • Ways of studying the brain: scanning techniques, including functional magnetic resonance imaging (fMRI); electroencephalogram (EEGs) and event-related potentials (ERPs); postmortem examinations. • Biological rhythms: circadian, infradian and ultradian and the difference between these rhythms. The effect of endogenous pacemakers and exogenous zeitgebers on the sleep/ wake cycle. 	
<p>Research methods</p> <p>Students should demonstrate knowledge and understanding of the following research methods, scientific processes and techniques of data handling and analysis, be familiar with their use and be aware of their strengths and limitations.</p> <ul style="list-style-type: none"> • Experimental method. Types of experiment, laboratory and field experiments; natural and quasi-experiments. • Observational techniques. Types of observation: naturalistic and controlled observation; covert and overt observation; participant and non-participant observation. • Self-report techniques. Questionnaires; interviews, structured and unstructured. • Correlations. Analysis of the relationship between co-variables. The difference between correlations and experiments. • Content analysis. • Case studies. <p>Scientific processes</p> <ul style="list-style-type: none"> • Aims: stating aims, the difference between aims and hypotheses. • Hypotheses: directional and non-directional. • Sampling: the difference between population and sample; sampling techniques including: random, systematic, stratified, opportunity and volunteer; implications of sampling techniques, including bias and generalisation. • Pilot studies and the aims of piloting. • Experimental designs: repeated measures, independent groups, matched pairs. • Observational design: behavioural categories; event sampling; time sampling. • Questionnaire construction, including use of open and closed questions; design of interviews. • Variables: manipulation and control of variables, including independent, dependent, extraneous, confounding; operationalisation of variables. • Control: random allocation and counterbalancing, randomisation and standardisation. • Demand characteristics and investigator effects. • Ethics, including the role of the British Psychological Society's code of ethics; ethical issues in the design and conduct of psychological studies; dealing with ethical issues in research. • The role of peer review in the scientific process. • The implications of psychological research for the economy. • Reliability across all methods of investigation. Ways of assessing reliability: test-retest and inter-observer; improving reliability. • Types of validity across all methods of investigation: face validity, concurrent validity, ecological validity and temporal validity. Assessment of validity. Improving validity. • Features of science: objectivity and the empirical method; replicability and falsifiability; theory construction and hypothesis testing; paradigms and paradigm shifts. • Reporting psychological investigations. Sections of a scientific report: abstract, introduction, method, results, discussion and referencing. <p>Data handling and analysis</p> <ul style="list-style-type: none"> • Quantitative and qualitative data; the distinction between qualitative and quantitative data collection techniques. • Primary and secondary data, including meta-analysis. • Descriptive statistics: measures of central tendency – mean, median, mode; calculation of mean, median and mode; measures of dispersion; range and standard deviation; calculation of range; calculation of percentages; positive, negative and zero correlations. 20 Visit aqa.org.uk/7182 for the most up-to-date specification, resources, support and administration • Presentation and display of quantitative data: graphs, tables, scattergrams, bar charts, histograms. • Distributions: normal and skewed distributions; characteristics of normal and skewed distributions. • Analysis and interpretation of correlation, including correlation coefficients. • Levels of measurement: nominal, ordinal and interval. • Content analysis and coding. Thematic analysis. <p>Inferential testing</p> <p>Students should demonstrate knowledge and understanding of inferential testing and be familiar with the use of inferential tests.</p>	

<ul style="list-style-type: none"> • Introduction to statistical testing; the sign test. When to use the sign test; calculation of the sign test. • Probability and significance: use of statistical tables and critical values in interpretation of significance; Type I and Type II errors. • Factors affecting the choice of statistical test, including level of measurement and experimental design. When to use the following tests: Spearman's rho, Pearson's r, Wilcoxon, Mann-Whitney, related t-test, unrelated t-test and Chi-Squared test. 	
<p>Issues and debates in Psychology</p> <ul style="list-style-type: none"> • Gender and culture in Psychology – universality and bias. Gender bias including androcentrism and alpha and beta bias; cultural bias, including ethnocentrism and cultural relativism. • Free will and determinism: hard determinism and soft determinism; biological, environmental and psychic determinism. The scientific emphasis on causal explanations. • The nature-nurture debate: the relative importance of heredity and environment in determining behaviour; the interactionist approach. • Holism and reductionism: levels of explanation in Psychology. Biological reductionism and environmental (stimulus-response) reductionism. • Idiographic and nomothetic approaches to psychological investigation. • Ethical implications of research studies and theory, including reference to social sensitivity. 	
<p>Gender</p> <ul style="list-style-type: none"> • Sex and gender. Sex-role stereotypes. Androgyny and measuring androgyny including the Bem Sex Role Inventory. • The role of chromosomes and hormones (testosterone, oestrogen and oxytocin) in sex and gender. Atypical sex chromosome patterns: Klinefelter's syndrome and Turner's syndrome. • Cognitive explanations of gender development, Kohlberg's theory, gender identity, gender stability and gender constancy; gender schema theory. • Psychodynamic explanation of gender development, Freud's psychoanalytic theory, Oedipus complex; Electra complex; identification and internalisation. • Social learning theory as applied to gender development. The influence of culture and media on gender roles. • Atypical gender development: gender dysphoria; biological and social explanations for gender dysphoria. 	
<p>Schizophrenia</p> <ul style="list-style-type: none"> • Classification of schizophrenia. Positive symptoms of schizophrenia, including hallucinations and delusions. Negative symptoms of schizophrenia, including speech poverty and avolition. Reliability and validity in diagnosis and classification of schizophrenia, including reference to co-morbidity, culture and gender bias and symptom overlap. • Biological explanations for schizophrenia: genetics and neural correlates, including the dopamine hypothesis. • Psychological explanations for schizophrenia: family dysfunction and cognitive explanations, including dysfunctional thought processing. • Drug therapy: typical and atypical antipsychotics. • Cognitive behaviour therapy and family therapy as used in the treatment of schizophrenia. Token economies as used in the management of schizophrenia. • The importance of an interactionist approach in explaining and treating schizophrenia; the diathesis-stress model. 	
<p>Forensic Psychology</p> <ul style="list-style-type: none"> • Offender profiling: the top-down approach, including organised and disorganised types of offender; the bottom-up approach, including investigative Psychology; geographical profiling. • Biological explanations of offending behaviour: an historical approach (atavistic form); genetics and neural explanations. • Psychological explanations of offending behaviour: Eysenck's theory of the criminal personality; cognitive explanations; level of moral reasoning and cognitive distortions, including hostile attribution bias and minimalisation; differential association theory; psychodynamic explanations. • Dealing with offending behaviour: the aims of custodial sentencing and the psychological effects of custodial sentencing. Recidivism. Behaviour modification in custody. Anger management and restorative justice programmes. 	
<p>Addiction</p> <ul style="list-style-type: none"> • Describing addiction: physical and psychological dependence, tolerance and withdrawal syndrome. • Risk factors in the development of addiction, including genetic vulnerability, stress, personality, family influences and peers. • Explanations for nicotine addiction: brain neurochemistry, including the role of dopamine, and learning theory as applied to smoking behaviour, including reference to cue reactivity. • Explanations for gambling addiction: learning theory as applied to gambling, including reference to partial and variable reinforcement; cognitive theory as applied to gambling, including reference to cognitive bias. • Reducing addiction: drug therapy; behavioural interventions, including aversion therapy and covert sensitisation; cognitive behaviour therapy. • The application of the following theories of behaviour change to addictive behaviour; the theory of planned behaviour and Prochaska's six-stage model of behaviour change. 	

ORGANISING YOUR WORK

Work should be organised in folders for each subject and divided into sections for each topic with clearly labelled dividers. This will help when it comes to revision later on and will ensure you can break subjects down by topic easily.

Add a document at the front of each folder that clearly states all the topics for each subject and leave space to regularly RAGG (red, amber, green, gold) these to help self assess your knowledge on these topics which will help guide your revision. You should always focus on amber and red ratings first.

WHAT TYPE OF LEARNER ARE YOU?

Take this quiz to see what type of learner you are: <http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>

TOP TIPS FOR REVISING

1. Revise in a quiet space such as at a dining table and not somewhere where you may usually play games or socialise such as a bedroom. This gives you clear separation between down time and study time.
2. Ensure your work space is tidy as it will help keep your mind clear and your revision organised.
3. Take breaks every 45 minutes. It is proven that after a certain amount of time out concentration levels are not what they were at the start of the revision sessions.
4. RAGG your work and focus on the red and amber tasks first.
5. Study early on non college days as it will help you enjoy the rest of your day knowing that you have been productive.
6. Highlight key words with pens.
7. Make summary notes on what you have learnt.
8. Vary your revision techniques.
9. Balance your time carefully.
10. Attend revision classes.

DEALING WITH EXAM NERVES

The more prepared you are for an exam, the easier it will be to face with an optimistic mindset.

- Stick to your revision plan to help you feel in control.
- Keep RAGGing your work against your subject topic organiser. This will help identify any gaps in knowledge and ensure the gaps are bridged.
- Ensure you know what is involved with each exam: How many questions are there? How long do you get? What equipment will you need? When and where is it? How long should you spend on a question with certain marks?
- Keep everything in perspective. If one exam does not go well, take the time to work on your areas you struggled with in time for the next exam.
- Allow yourself time to socialise and have fun each day.
- Eat sensibly and drink plenty of water. Limit your caffeine intake.

SITTING AN EXAM

- Ensure you have the correct equipment.
- Take a watch to keep track of your timings.
- Leave plenty of time to get to the exam.
- Look through the paper first and mark down any initial thoughts or questions that look difficult.
- Read the instructions on the paper carefully.
- Select your questions carefully to fully demonstrate your knowledge.
- Pace yourself and keep an eye on the time. Be tough with yourself and do not allow yourself to go over your set time if it will be to the detriment of another question.
- Write as neatly as possible to allow the examiner to be able to read your answers. Examiners do not have to spend time attempting to read answers if it isn't legible.
- For longer answers spend a few minutes planning and structuring your answer.
- Allow yourself time at the end to go back and read through your answers and proof check.

STUDY LEAVE/IN THE LEAD UP TO EXAMS

- In the lead up to final exams ensure you plan your revision time via topic using your RAGG rated topics.
- Create a schedule for each day with regular breaks.

	DAY OF THE WEEK
8am	Wake up, get dressed and have breakfast so you are prepared for the day even though you're at home.
9-9.45am	TOPICS
10-10.45am	
11-11.45am	
11.45am-12.30pm	WALK/FRESH AIR
12.30-1pm	LUNCH
1-1.45PM	
2-2.45PM	
3-3.45PM	
4-4.45PM	
	DINNER AND RELAX

REVISION TECHNIQUES

Watch this video from the BBC on how to revise:

https://www.youtube.com/watch?v=WDKQxi0_Ogc

Useful websites for revision:

- www.getrevising.co.uk

Strategy 1 – Mind Maps

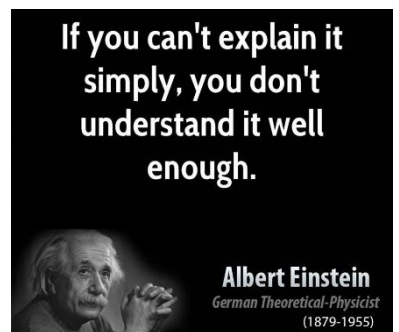
- Mind maps are a commonly used revision technique!
- Get a blank piece of paper.
- Draw a bubble in the middle .
- Draw arrows with associated categories and words.
- Draw arrows from these words/categories with additional information.
- Complete this for a topic within one of your subjects.

Strategy 2 – Flash Cards

- Grab an A4 piece of paper and cut/tear it into four equal pieces.
- On the 'front' of one write "Why is revision important?"
- On the back write a an answer to this question.
- Repeat this process for the other three 'cards' using 'Revision', 'The best way to revise' and 'Why make a revision timetable?'
- Now complete this for a topic within one of your subjects.

Strategy 3 – Be The Teacher

- You only know if you know a subject well enough if you can explain it to others. Even having a chat to your friend or someone at home about what you're learning can help reinforce what you know.
- Even better if you can teach it to someone.
- This not only helps someone else, but also recalls and strengthens your own knowledge.



TASK: Revision 'Speed Dating'

- Find a partner. Label yourself A & B. Both of you are experts. This could be that you're strong in a particular subject or that you have done really well in a certain topic.
- Each expert has to talk to their partner for 30 secs about something they have learnt recently.
- Challenge: Even better if you can teach your partner something new.
- After the timer ends, your partner teaches you a topic.



Strategy 4 – Recall Practice

- Recall is all about repetition!
- Pick a topic in your book.
- Read the information, cover the page and rewrite the information you have remembered on a new page.
- Compare what you have written, with the original work.
- Another way is to read the information, then repeat it to a friend who has the original copy.
- Give it a go!

Strategy 5 – Elaboration

This skill has two components:

- Changing the information to a new form.
- Adding detail.
- Try it out by drawing a simple picture that illustrates the important ideas about how to revise, e.g. quiet, clear space, no distraction, etc.
- Now add annotation to your picture explain why each idea is important.
- Try the same process with a topic from your studies.

Strategy 6 – Spaced practice

- This technique works on the basis that we need time to forget information before we try to remember it again.
- Very simply read through a topic and make a few bullet pointed notes, limit this to 15-20 minutes max. You now take a 10 minute break.
- Now try to write down everything you can remember about the topic you are focussing on. Go back to the text to see if there is anything you missed. Again this should be 15-20 minutes.
- Another 10 minute break, then try to recall all the information again. This cycle should be repeated for a maximum of an hour on a particular subject.

Strategy 7 – Interleaving

- Interleaving is simply about mixing up your revision. Don't just revise one topic for the full session.
- Have a rolling program of your different subjects, e.g. Biology first hour, History second and Dance in the third.

Strategy 8 – Using past papers effectively

- Using past papers is incredibly important, but most students use them in the wrong way. It should be a test of your knowledge, identifying areas for review and gap filling.

The process should go as follows:

- Go through the paper in one run.
- For any questions you missed out, use textbooks or the like to fill in (preferably in a different colour).
- Get the mark scheme and check your answers.
- Make a list of topics that you need to cover again from the missed marks and questions left blank.

Strategy 9 – Make up a story

- Pick a topic to revise.
- Think of your route to college and at each main point, link in part of that topic.
- An example of this for learning how to remember the formula for working capital (current assets – current liabilities = working capital) in business would be;
- “I got out of bed and picked up my current assets before leaving the house. I went to the bus stop where the bus came and took away my current liabilities, leaving me with all my working capital”.
- Try this with a topic from a subject you study.

Strategy 10 – Make a podcast

- Pick your most confident subject/topic.
- Record a podcast on that topic.
- Ask your friends to do the same.
- Share those podcasts with each other.
- Listen to these in the car, on the bus or walking to and from college.

Strategy 11 – Mnemonics

- Think of a sentence which you can easily remember where the first letter of each word links to a key word or phrase, for example;
- “My Very Easy Method Just Speeds Up Naming Planets”
- Is the Mnemonic for the planets;
- Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Planet-nine.

I hope you have found this study skills booklet useful and if you need any support please come to the Sixth Form office.

STUDY LEAVE PLANNER

	DAY OF THE WEEK
8am	Wake up, get dressed and have breakfast so you are prepared for the day even though you're at home.
9-9.45am	
10-10.45am	
11-11.45am	
11.45am-12.30pm	WALK/FRESH AIR
12.30-1pm	LUNCH
1-1.45PM	
2-2.45PM	
3-3.45PM	
4-4.45PM	
	DINNER AND RELAX