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How To Revise For GCSE Psychology. This section provides revision resources for the new 9-1 GCSE psychology specification for the AQA exam board. This specification is being taught from September 2017 with the first exams in June 2019. The specification unit code is 8182. You can find the GCSE Specification for psychology here.

GCSE Psychology Revision Resources 9-1 |
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This book provides simple, clear, in-depth explanations of all the topics in the AQA GCSE specification 4180 syllabus but it will prove invaluable to students at many levels on many courses and to the independent reader. It can be used as a stand-alone home study course, as a classroom text, as a reference text or just for pleasure for those who love to think about what makes people tick. Psychology describes up-to-date research as well as some classic psychology studies and even debunks one or two psychology research myths. It leads the

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reader through all the topics in the syllabus as a teacher would in a classroom setting. Topics are presented as a series of lessons followed by "Check Your Understanding" sections, which are designed to help you check and retain the information in each lesson. An assessment record provided at the end of the book will help you keep track of your progress. Lessons are interactive with many opportunities to jot down your thoughts and reactions, reflect on how a topic relates to your own experience, discuss with other people and become more involved with the material presented. Students can pinpoint the topics they are studying for GCSE by using the table mapping the GCSE specification against the lessons in this book.

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For those studying outside formal classrooms there are guidelines about how best to approach your studies.

The book assumes that readers have no previous knowledge of psychology and among the topics covered are:

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- á Sex and Gender - do girls and boys, men and women behave so differently? If so, why?
- á Memory - how does memory work and how accurate is it?
- á Non-Verbal Communication - do we reveal our true feelings in our body language?
- á Development of Personality - what exactly is Anti-Social Personality Disorder?
- á Prejudice and Discrimination - are we bound to

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discriminate against people who are unlike us? á
Learning - how to remove your fear of
spiders/snakes/flying/open spaces or anything else
using the principles of learning. á Aggression - is
aggression born into us? Is it in our hormones? Or do
we learn to fight? á Research Methods and the Ethics
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- Ensure progression and encourage independent thinking with extension suggestions and activities -

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skills, reasoning and fluency, it helps students understand concepts, apply techniques, solve problems, reason, interpret and communicate mathematically. Written by experienced teachers, it also includes a solid breadth and depth of quality questions set in a variety of contexts. GCSE Mathematics Online - an enhanced digital resource incorporating progression tracking - is also available, as well as Problem-solving Books, Homework Books and a free Teacher's Resource.

In Exam Literacy: A guide to doing what works (and not what doesn't) to better prepare students for exams, Jake Hunton focuses on the latest cognitive research

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into revision techniques and delivers proven strategies which actually work. Foreword by Professor John Dunlosky. 'Read, highlight, reread, repeat if such a revision cycle sounds all too wearily familiar, you and your students need a better route to exam success. And in light of the recent decision to make all subjects at GCSE linear, so that students will be tested in one-off sittings, it will be even more important that students are well equipped to acquire and recall key content ahead of their exams. In this wide-ranging guide to effective exam preparation, Jake Hunton casts a careful eye over a wide range of research into revision techniques and details the strategies which have been proven to deliver the best results. With plenty of

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practical suggestions and subject-specific examples, Exam Literacy provides teachers with user-friendly advice on how they can make the content they cover stick, and shares up-to-date, evidence-based information on: The nature of learning and the various types of memory. How to improve students' retention of knowledge and recall of content. Why popular revision techniques, such as rereading, highlighting and summarising, may not be as effective as you think. How revision strategies that have been identified as being more effective such as interleaving, elaborative interrogation, self-explanation and retrieval practice can be embedded into day-to-day teaching. How students can be encouraged to make use of these

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winning strategies when revising independently.

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throughout. Includes 'preparing for your exams' sections at the end of each topic plus lots of practice and guidance throughout, with a focus on the extended writing questions.

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Homework Books contain a breadth and depth of questions covering a variety of skills, including problem-solving and mathematical reasoning, as well as extensive drill questions. Answers to all questions are available free on the Cambridge University Press UK Schools website.

A perfect study partner for the text containing: Fill-In Exercises Sample Test Questions and Answers Key Term Quizzes

Research indicates that aural skills are vital in

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developing musical expertise, yet the precise nature of those skills and the emphasis placed upon them in educational contexts merit closer attention and exploration. This book assesses the relevance of aural in a university music degree and as a preparation for the professional career of a classical musician. By way of the discussion of four empirical studies, two main areas are investigated: firstly, the relationship between university music students' aural ability and their overall success on a music degree programme, and, secondly, the views of music students and professional musicians about aural and its relevance to their career are analysed. The subject is investigated particularly in the light of the current socio-educational background of

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the past fifty years, which has greatly influenced the participation of music and the study and development of musicianship. Many related issues are touched upon as part of the research for this project, and these emerge as relevant topics in the discussion of aural. Apart from students' and musicians' views on training and singing, aspects considered include the role of improvisation, memorisation and notation, examinations, absolute pitch and the affinity with language, all of which have a part to play in the debate about the importance of aural.

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