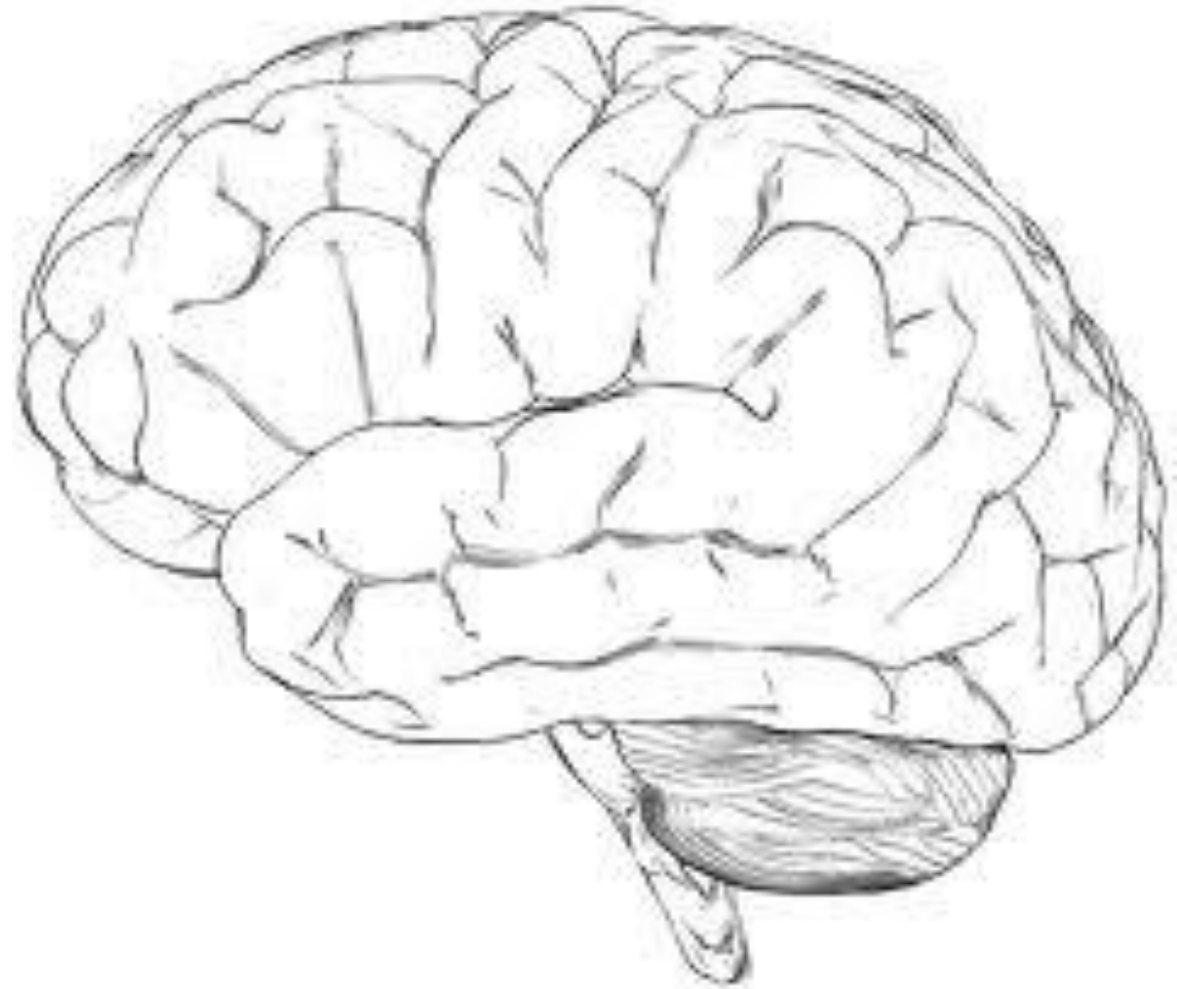


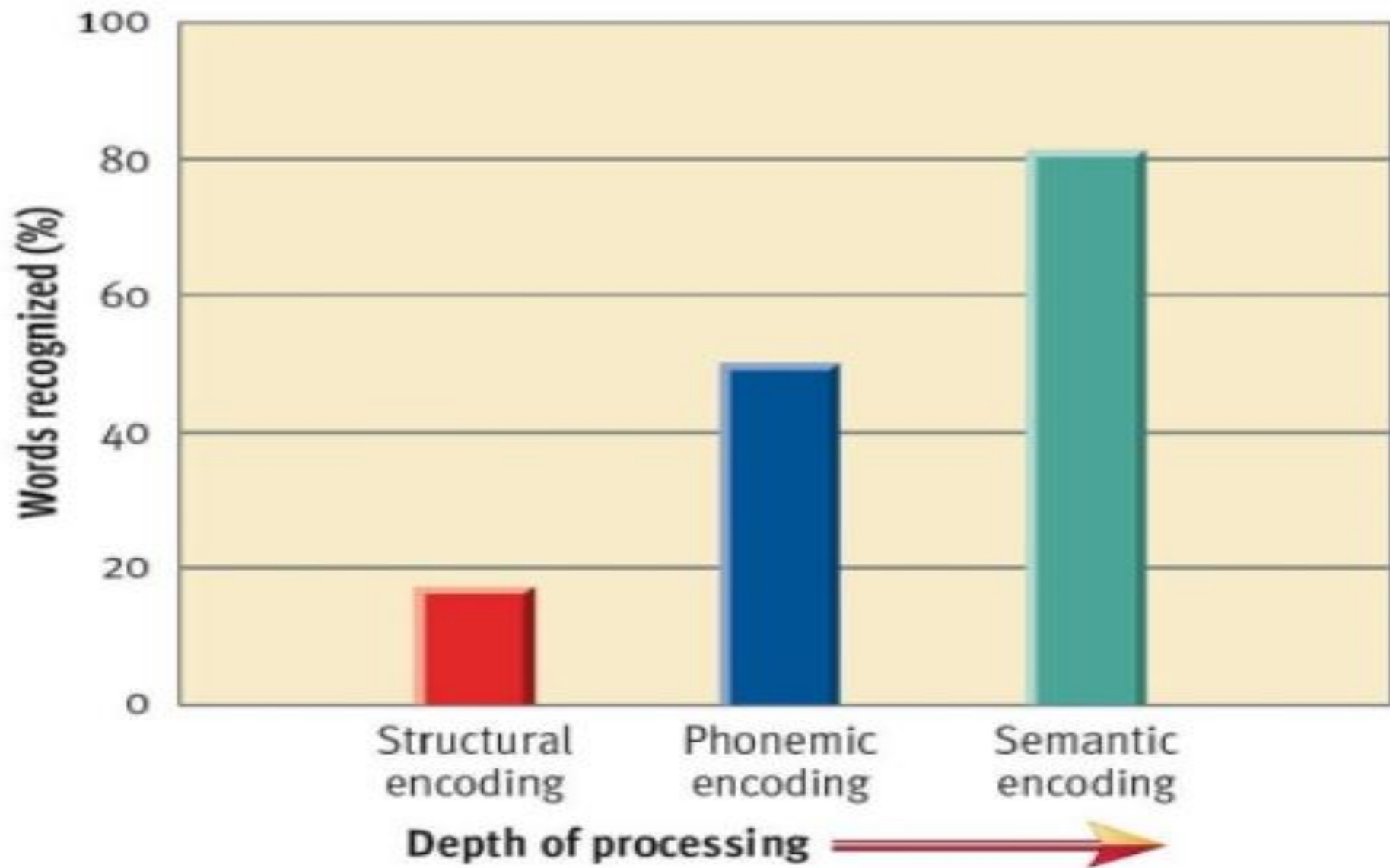
LEVELS OF PROCESSING

The levels of processing model proposes memory is best understood in terms of *processes* rather than *structures or functions*



The levels of Processing

1	Shallow/structural processing	Superficial processing that is quick and requires minimal processing e.g. reading through notes
2	Phonetic processing	An intermediate level of processing regarding judgements about sounds of words e.g. chanting notes and Key word testing with parents.
3	Semantic processing	A deep level of processing regarding meaning of words e.g. creating Mnemonics themselves to remember key materials




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CRAIK AND TULVING'S (1975) RESULTS

Figure 7.6 – Retention at three levels of processing

Not just rehearsal but what *KIND*.....

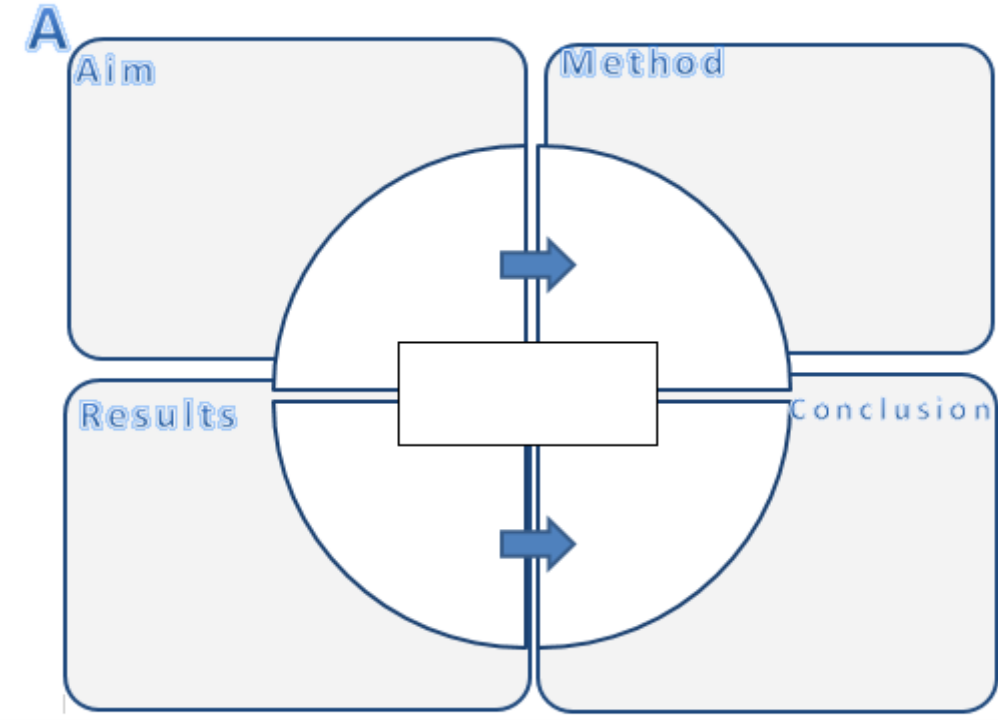
1	Maintenance rehearsal	simple rote repetition	 <i>Higher Prior Attainers could well be OK at this level</i>
2	Elaborative rehearsal	Analysing the meaning of the rehearsed material, and linking it with stored knowledge in Long Term Memory.	

What revision techniques enable elaborative rehearsal?

Key study summary
to parents –
teach to test understanding

Teach Parent/Carer Psychology Studies

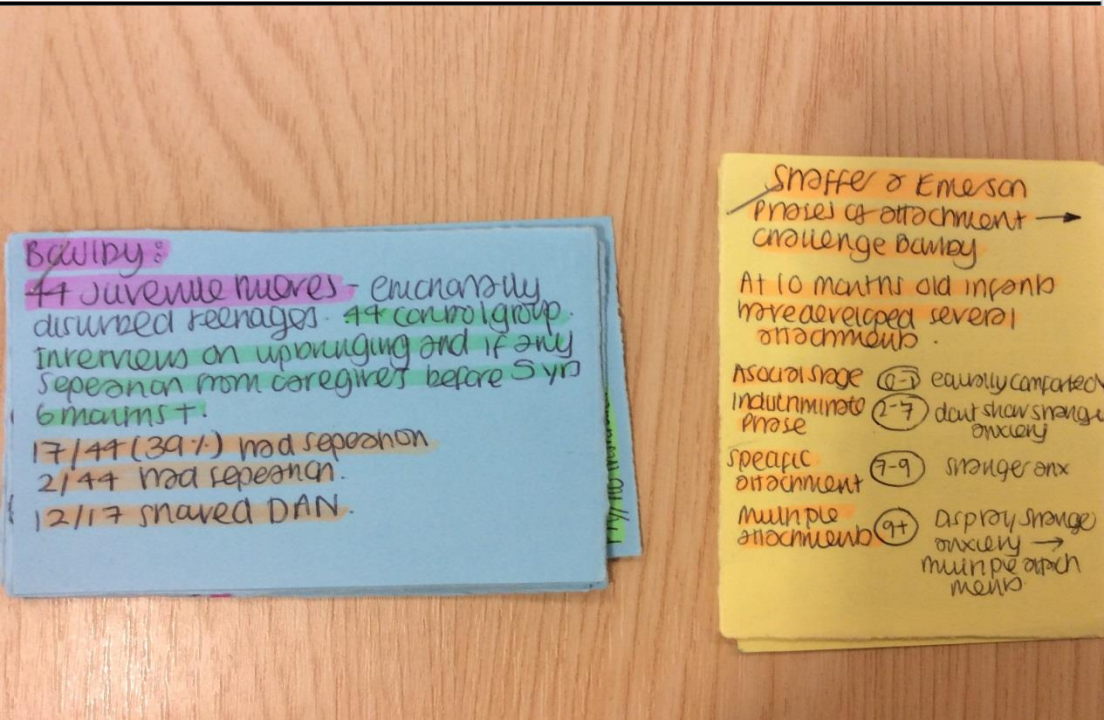
Stereotypes, Prejudice and Discrimination EXPLANATIONS	Parent/carers please make a comment about the study – what have you learned about it?
1. Williams and Best – sex role stereotyping	Signed
2. <u>Adorno</u> – Authoritarian <u>Questionnaire</u>	Signed
3. <u>Sherif</u> – Conflict between Groups	Signed
4. <u>Tajfel</u> – In and Out Groups	Signed
WAYS TO REDUCE Stereotypes, Prejudice and Discrimination	
5. <u>Sherif</u> - cooperation	



*The making and rehearsal
of key study cards is vital*

-


**They have
to know 57 key
studies for GCSE**



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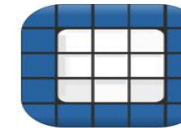
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おきる
うしろ

160 to go from your deck of 166

Memory Models

1. MP Should Shout Really Loudly

M
P
S
S
R
L



A02 – Rehearsal not always needed may remember something funny/interesting without rehearsal.

A02 – May rehearse (revise) and due to stress not be able to recall info.

2. Last Christmas Sam Poked Santa

L
C
S
P
S



A02 – Doesn't explain how semantic processing actually helps a memory to form just that it does.

A02 – Can't explain photographic memory like Stephen Wilshire.

3. Really Bad

R



Memory Models

1. MP Should Shout Really Loudly

Multi-store model (Atkinson & Shriffin).

Peterson & Peterson (Trigram exp)

Sensory – info from senses held for less than 1 second

Short-term memory – held for 1 min – can hold 5-7 chunks of info

Rehearsal needed to create LTM

Long term memory – held for a life time unlimited capacity

A02 – Rehearsal not always needed may remember something funny/interesting without rehearsal.

A02 – May rehearse (revise) and due to stress not be able to recall info.

2. Last Christmas Sam Poked Santa

Levels of Processing Model

Craik & Lockhart (Exp – process words in different ways).

Structural processing (visual).

Phonetic processing (auditory/sound).

Semantic (make connections and give deeper meaning to the info).

A02 – Doesn't explain how semantic processing actually helps a memory to form just that it does.

A02 – Can't explain photographic memory like Stephen Wilshire.

3. Really Bad

Reconstructive approach – we don't just store info like TV recorder we change the info to make it fit with what we already know.





Cognitive - Attic

MICE

M
I
C
E



Cognitive - Attic

MICE

Mental processes
Information processing
Computer
Experiments



Psychodynamic -
Bedroom

EFC, OEDIPUS

O
E
D
I
P
U
S



Biological - Bathroom

Darwin's GENE



G
E
N
E



Psychodynamic -
Bedroom

EFC,
OEDIPUS

Ego
Freud
Case studies

Oedipus
Electra
Defence mechanisms
Id
Psychosexual stages
Unconscious motives
Superego



Biological - Bathroom

Darwin's GENE



Genetics
Evolution
Nature
Experiments

SLT - Lounge

Observation & Imitation of role models.



M
I
I
R

Behaviourist - Kitchen

Pavlov's CASE of BONES.



C
A
S
E
B
O
N
E
S

Mediating Cognitive Factors

Stimulus thought processes Response
which take place

SLT - Lounge

Observation & Imitation of role models.



Modelling
Identification
Imitation
Reinforcement

Mediating Cognitive Factors

Stimulus thought processes Response
which take place

Behaviourist - Kitchen

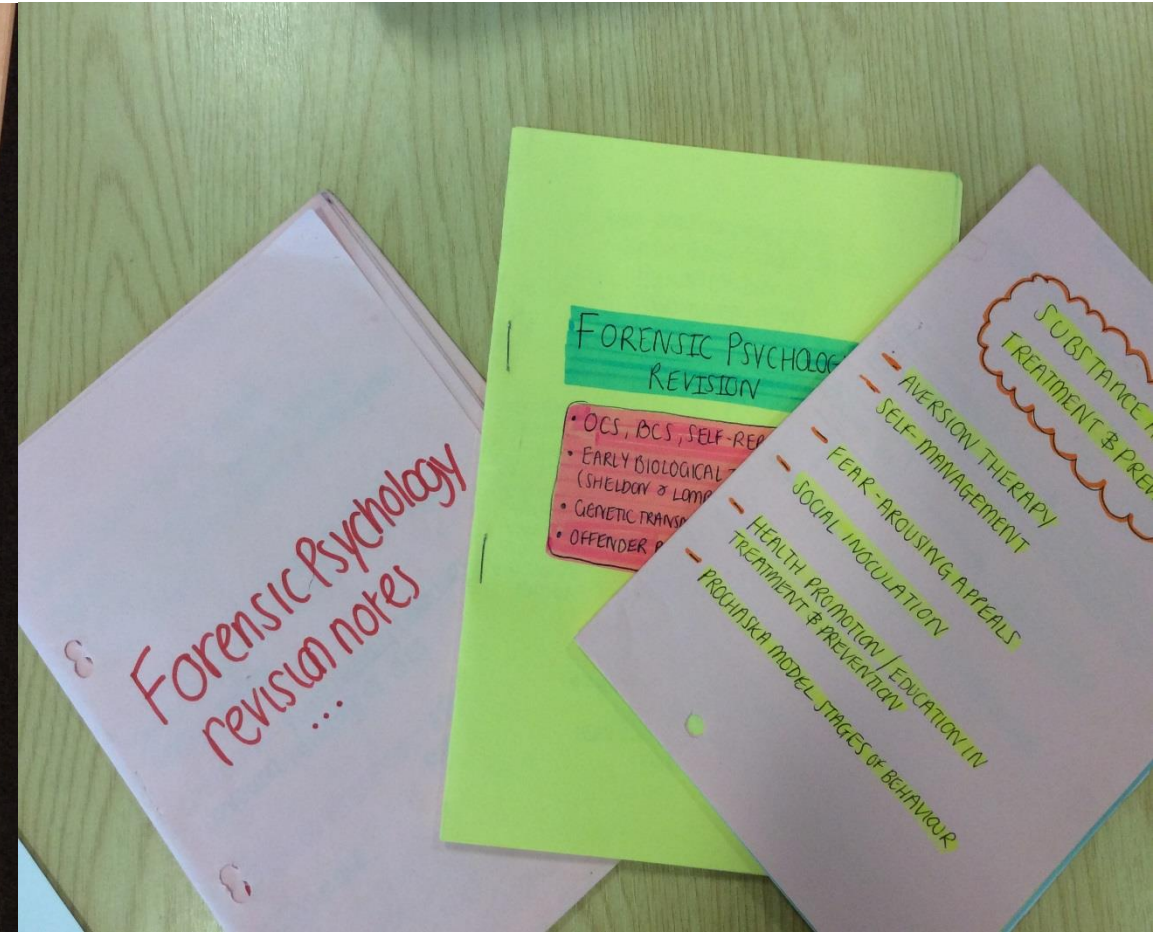
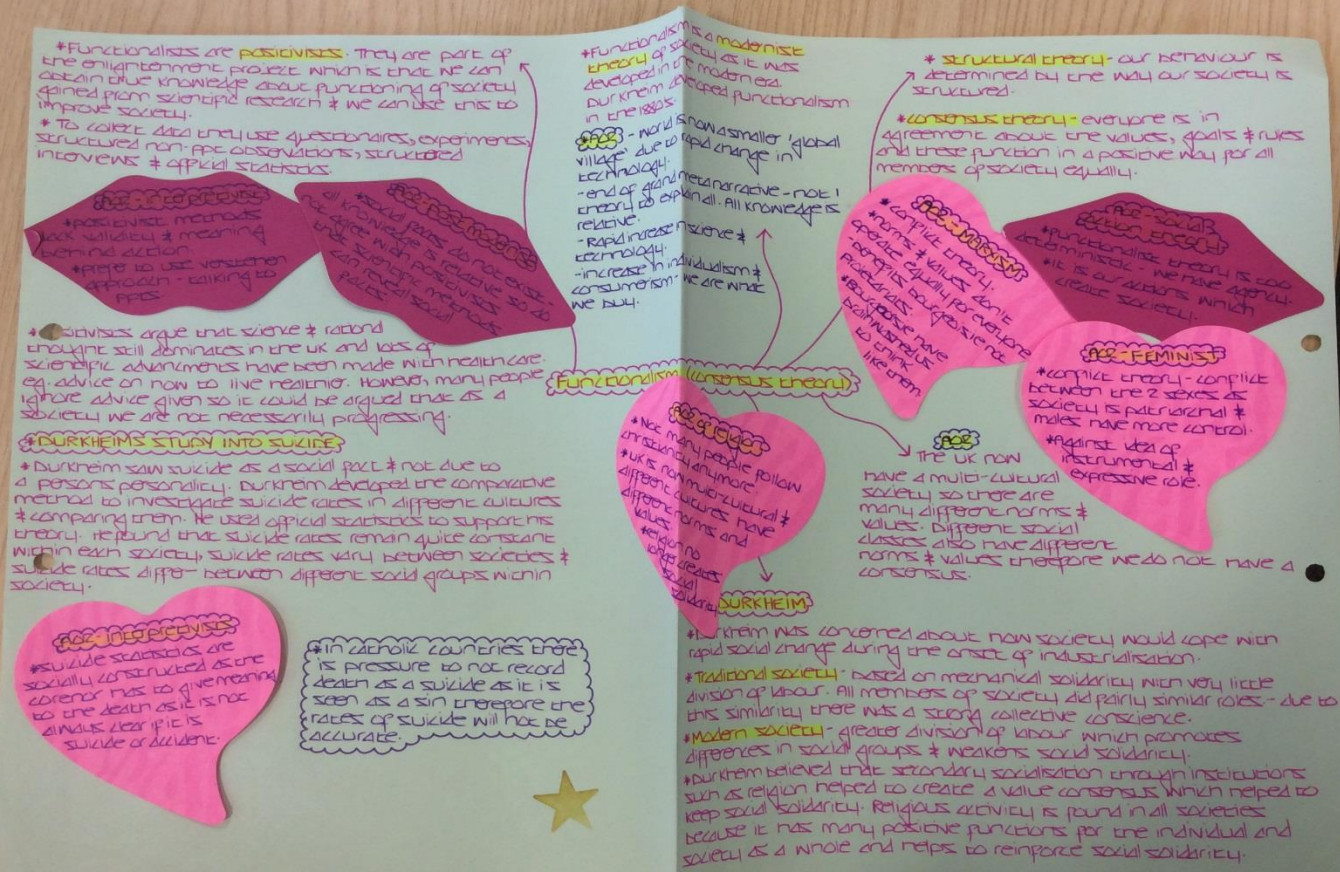
Pavlov's CASE of BONES.



Classical conditioning
Animal studies
Stimulus
Environmental determinism
Blank slate
Operant conditioning
Nurture
Experiments
Skinner

A3 summary sheets and 'crunching' notes

'crunching' isn't just simply re-writing notes but processing at a deeper level so they are concise and semantic to the student.



Year 11 Psychology Revision Plan

Exam Date Unit 1	Mon June 1st	= 1 Hr 30 mins
Exam Date Unit 2	Thurs June 4 th June	= 1 Hr 30 mins

Unit 1 exam topics	<ul style="list-style-type: none"> Experimental Methods Stereotyping, Prejudice and Discrimination Personality Non-verbal Communication Memory
Unit 2 exam topics	<ul style="list-style-type: none"> Non-experimental Methods Learning Social Influence Sex and gender Aggression

Weeks until your first exam	Week Beginning	Topic Area To Cover	Star for completion
16	9 th Feb	Aggression	
15	Feb Half term	Aggression and memory	
14	23 rd Feb	Memory and non-experimental methods	
13	2 nd March	Test on Aggression, Memory and non-experimental methods	
12	9 th March	Stereotyping, Prejudice and discrimination	
11	16 th March	Personality	
10	23 rd March	Non-verbal communication	
9	30 th March	Experimental Methods	
8	6 th April Easter Hols	Learning, social influence, experimental methods	
7	13 th April Easter Hols	Learning, aggression, memory	
6	20 th April	Test On learning, Aggression & Memory	
5	27 th April	Sex and Gender	
4	4 th May	Sex and Gender	
3	11 th May	Unit 2 Test	
2	18 th May	Areas you are the least confident on	
1	25 th May Half Term Hols	Unit 1 and Unit 2 topics – rotate around them all	
Unit 1 Exam	Monday 1 st June		
Unit 2 Exam	Thurs 4 th June		

Revision Topics and Tasks Unit 1 Exam

Unit 1 Revision area Topic title	A3 Summary sheet	Glossary of Key terms	Exam Questions Booklet	Revision Cards	Star for completed work
Non-verbal Communication					
P and Discrimination					
Personality					
Methods					
Memory					

Revision Topics and Tasks Unit 2 Exam

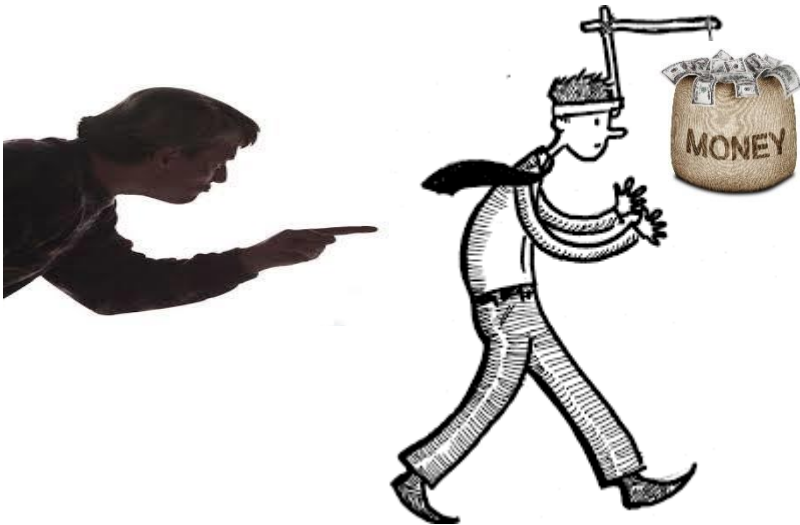
Unit 2 Revision area Topic title	A3 Summary sheet	Glossary of Key terms	Exam Questions Booklet	Revision Cards	Star when complete
Social influence					
Learning					
Methods					
Sex and gender					
Aggression					

[illegible]

What role does *Motivation* play?

Extrinsic

- Learning because of external rewards or fear of punishment



Intrinsic

- Sometimes referred to as self-motivation.
- To learn for the joy of learning
- Internal self-worth and pursuit to better themselves

