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GJun16/PSYB1. (10) 2 (c) (i) Outline one study in which the possible effects of sex-role stereotyping on gender development were investigated. Briefly describe what the researcher(s) did and what was found. [2 marks] 2 (c) (ii) Briefly evaluate the study you have described in your answer to question 2(c)(i).

PSYCHOLOGY (SPECIFICATION B)
MARK SCHEME – A-LEVEL PSYCHOLOGY – PSYB1 – JUNE2015 5 of 16 Computer selection: Up to 3 marks for a practical description of the procedure of random allocation as it would be applied in this study – 1 mark per bullet • She assigns each of the 20 participants a number between 1 and 20.

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Hey! What did you tick as false in section A? The wording of the statements threw me off slightly! Posted from TSR Mobile

AQA AS Psychology B Psyb1/Psyb2 - Page 8 - The Student Room
so what points would people make for WMM, social influence/inhibition and behavioural explanation?

AQA Approved Equip your students with the knowledge and the skills that they need for the new AQA Psychology AS and A-level; guidance on assessment objectives, activities and clear, comprehensive coverage consolidates understanding and develops key skills to ensure progression - Thoroughly engage your students with Psychology at AS and A-level through extensive real-life contemporary research - Ensure your students learn and understand content for all the key topics with popular clear, accessible style from Jean-Marc Lawton and Eleanor Willard - Help your students understand the assessment objectives and develop their examination skills with assessment guidance and checks throughout and practice questions - Ensure progression and encourage independent thinking with extension suggestions and activities - Supports co-teaching of AS and year one A-level for the new AQA specification

"More research-based teaching" is the cure-all answer so many people give when asked how we can most effectively improve education today. Every year thousands of research papers are published, some of which contradict each other. Schools that adopt and drop new reforms with every new research fad find themselves wasting resources and burning out. How can school leaders discern which trends are essential to school improvement? How can busy educators know which research is worth investing time in? What does the research look like in a real classroom, practiced by a real teacher? In this thorough, enlightening, and comprehensive book, Carl Hendrick and Robin Macpherson ask 18 of today's leading educational thinkers to distill the most up-to-date research into effective classroom practice in 10 of the most important areas of teaching. Brought to an American audience for the first time, it's an indispensable primer for every teacher and school leader who wants to practice what good research says really works. Contributors: Contributors Assessment, Grading and Feedback: Dylan Wiliam & Daisy Christodoulou Behavior: Tom Bennett & Jill Berry; Classroom Talk and Questioning: Martin Robinson & Doug Lemov Learning Myths: David Didau & Pedro de Bruynckere Motivation: Nick Rose & Lucy Crehan Psychology and Memory: Paul Kirschner & Yana Weinstein Special Educational Needs: Jarlath O'Brien & Maggie Snowling Technology: Jose Picardo & Neelam Parmar Reading and Literacy: Alex Quigley & Dianne Murphy

n this timely new book, Mary Myatt is at her brilliant best as she passionately argues that the solutions to overcoming achievement barriers lie in understanding the curriculum and in what children are meant to know.

First published in 1983, Routledge is an imprint of Taylor & Francis, an informa company.

In 'Making Kids Cleverer: A manifesto for closing the advantage gap,' David Didau reignites the nature vs. nurture debate around intelligence and offers research-informed guidance on how teachers can help their students acquire a robust store of knowledge and skills that is both powerful and useful. Foreword by Paul A. Kirschner. Given the choice, who wouldn't want to be cleverer? What teacher wouldn't want this for their students, and what parent wouldn't wish it for their children? When David started researching this book, he thought the answers to the above were obvious. But it turns out that the very idea of measuring and increasing children's intelligence makes many people extremely uncomfortable: If some people were more intelligent, where would that leave those of us who weren't? The question of whether or not we can get cleverer is a crucial one. If you believe that intelligence is hereditary and environmental effects are trivial, you may be sceptical. But environment does matter, and it matters most for children from the most socially disadvantaged backgrounds: those who not only have the most to gain, but who are also the ones most likely to gain from our efforts to make all kids cleverer. And one thing we can be fairly sure will raise children's intelligence is sending them to school. In this wide-ranging enquiry into psychology, sociology, philosophy and cognitive science, David argues that with greater access to culturally accumulated information taught explicitly within a knowledge-rich curriculum children are more likely to become cleverer, to think more critically and, subsequently, to live happier, healthier and more secure lives. Furthermore, by sharing valuable insights into what children truly need to learn during their formative school years, he sets out the numerous practical ways in which policy makers and school leaders can make better choices about organising schools, and how teachers can communicate the knowledge that will make the most difference to young people as effectively and efficiently as possible. David underpins his discussion with an exploration of the evolutionary basis for learning and also untangles the forms of practice teachers should be engaging their students in to ensure that they are acquiring expertise, not just consolidating mistakes and misconceptions. There are so many competing suggestions as to how we should improve education that knowing how to act can seem an impossible challenge. Once you have absorbed the arguments in this book, however, David hopes you will find the simple question that he asks himself whenever he encounters new ideas and initiatives Will this make children cleverer? as useful as he does. Suitable for teachers, school leaders, policy makers and anyone involved in education

Is the education system killing off young people's desire to learn? Does it damage their emotional development? What effects do examinations and tests have on them? Are we asking the impossible by making academic performance in the difficult adolescent years so important? Education is increasingly answering the needs of the marketplace, and as a result young people's experience of education has less to do with curiosity and more to do with compliance. Alex Coren uses the insights of psychoanalysis to take a searching look at our education system and the effects it has on young people.

Traditional meetings are a weapon of mass interruption. Long live the Modern Meeting! The average American office worker spends eleven hours in meetings every week. Yet all that time sitting around a conference table hasn't made us more productive. If anything, meetings have made work worse. Traditional meetings reduce efficiency, kill urgency, and breed compromise and complacency. Worst of all, our dysfunctional meeting culture changes how we focus, what we focus on, and what decisions we make. But there is a solution, a way to have fewer, shorter, more purposeful meetings. It's called the Modern Meeting Standard. By following its eight simple but radical principles you may never have to attend a useless meeting again. Read This Before Our Next Meeting is the call to action you (and your boss) need.

The justification and legitimacy of psychoanalytic knowledge and its relevance to social and political questions.

High Challenge, Low Threat is Mary Myatt's smart and thoughtful exploration of all the things that wise leaders do. Informed through thousands of conversations over a 20-year period in education, Mary shows the lessons that school management teams can learn from leaders in a wide range of other sectors and points to the conditions which these leaders create to allow colleagues to engage with difficult issues enthusiastically and wholeheartedly. This book makes the case that any leadership role is concerned primarily with the relationships between individuals. It is the quality of these, whatever the size of the organisation, which make the difference between organisations which thrive, and those which stagnate. This is not to argue for soft, easy and comfortable options. Instead it considers how top leaders manage to walk the line between the impossible and the possible, between the undoable and the doable, and to create conditions for productive work which transcend the difficulties which come towards us every day. Instead of dodging them, they embrace them. And by navigating high challenge, low threat, they show how others how to do the same.

The book provides insight into school leadership building on the author's experience as a school leader and a decade of headship.

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