New 5th Editions
with outstanding and up-to-date study, revision and exam support

The Complete Companions for AQA Psychology A Level

Found to have a positive impact on students’ exam performance

Written by leading authors and subject experts Mike Cardwell and Cara Fianagan
The Complete Companions
The most trusted psychology resources, now with up-to-date study, revision and exam support.

A note from Cara and Mike

We’re delighted to publish Fifth Editions of The Complete Companions to provide you with all the support you’ll need for the AQA A Level Psychology specification. These essential Companions will retain all the popular features you and your students know and love, whilst incorporating new enhancements to help students to achieve their potential in their exams.

Best wishes,
Cara Flanagan       Mike Cardwell

What teachers say
“"This book has already saved my colleague and myself hours (actually days) of preparation. This purchase – though a high initial cost - is going to be an investment: a No-Brainer for our big Psychology department.”
Mary Burgess, Curriculum Leader for Psychology & Sociology, Tunbridge Wells Girls’ Grammar School

★★★★★ If you only buy one A-Level Psychology textbook - buy Cardwell’s Complete Companion”
Mr J Sparks, Amazon review

“So why recommend this particular teaching companion? The answer is quite simple. The clarity and depth of this text will inspire new teachers and encourage good practice (essential for observations). More experienced teachers should find it un-patronising and be inspired to take a new look at how they teach.”
Andy McCarthy, ATP Magazine, Spring 2016

★★★★★ As a department we have found this textbook extremely helpful. The layout is student friendly and the text is readily accessible. We shall certainly be using it to teach the new specifications.”
Miss R Atkinson, Amazon review

Research Methods Companion
“Overall I highly recommend this book and cannot emphasise enough how useful it is to any student of Psychology, whichever specification they are studying.”

Try before you buy
To evaluate the Fifth Editions of The Complete Companions, simply fill in the tear off slip at the back of this guide and send it back to us.

What’s new?

The Complete Companions for AQA Fifth Editions:

- Continue to provide exceptional student study and teaching support with valuable enhancements to study, revision and exam support using the latest assessment information, to help turn your students’ understanding of psychology into even better exam performance.
- Found by teachers and students who took part in an Oxford Impact Study to have a positive impact on exam performance, helping you teach – and your students build exam-skills – with confidence.
- Follow an easy-to-apply approach to co-teaching, with “A level only” content clearly highlighted and now with even clearer evaluation sections with just the right amount of detail and depth for all students to succeed.
- Engage students with clear and colourful page spreads with clear identification of AO1, AO2 and AO3 material.
- Kerboodle provides a wealth of regularly updated, digital content to support you with the delivery of the 2015 specification.
- Accompanying revision resources help students practise for and ultimately succeed in their exams.

You asked for…
Examples and information based on the real data coming through from the latest exams.
Clear evaluation which links back to the topic.
More example answers, with comments, so that students can see what weak, middle and strong answers might look like and how they could be improved.
A separate section in the book containing exam tips and guidance, so that students are able to access all of the help they need in one place.

We listened…
Thoroughly revised, extensive exam support throughout, updated using the latest assessment information so you can be confident our resources reflect a real up-to-date understanding of what is required for success.
Evaluation sections have been remodelled in the student books to give your students crystal clear support on constructing effective answers to AO3 extended response questions.
Enhanced sample student answers with examiner comments clearly show what you need to do and understand how marks are allocated.
New ‘Problem corner’ section looking at common pitfalls and misconceptions written with reference to the latest examiner reports provides easy access to a wealth of invaluable and up to date advice.
Teachers and students discussed the positive impact of the series:

Found to have a positive impact on exam performance

**Teachers** who took part in an impact study told us that the course:
- Has had a positive impact on exam performance
- Gives students confidence going into their exams
- Supports the development of essential exam skills with clear advice
- Is well-designed, accessible, and clearly aligned to the specification
- Engages students of all abilities

**Students** who took part in the impact study told us that the course:
- Has had a positive impact on their exam performance
- Provided guidance on adding extra depth to questions
- Is highly accessible, with colour-coded sections making it easy to follow
- Made them feel more confident and ‘comforted’ going into the exams

An impact study was undertaken in order to gain an in-depth understanding of how teachers and Heads of Psychology perceived the course had impacted on students’ exam performance. Two student focus groups were also undertaken as part of this study.

This study was planned and implemented using the Oxford Impact Framework. The framework is a systematic approach to evaluating the impact of Oxford University Press products and services, developed through a unique collaboration with the National Foundation for Educational Research (NFER) and supported by the Oxford University Department of Education.

Exam preparedness

"If I wasn’t using the book, the exam results wouldn’t be as good."
Debora D’Auria, Head of Psychology, State school with a sixth form

"You can see the improvement in their essays and the way that they understand the exam questions, and the way they answer them."
CG, Head of Psychology, State school with sixth form

"It’s had a definite impact on all of my students and I can see that in terms of their writing. I think their essays have improved, but also I noticed that they’ve got a greater confidence."
Melissa Brown, Head of Psychology, Independent school with a sixth form

"The content follows very closely to the specification. The information that is given is enough to get an A*...It’s aimed at them getting the highest grade. That’s what the students really like."
Kirstina Kelly, Head of Psychology, State school with a sixth form

"I feel like we have found a textbook that offers enough detail and depth."
Claire Waghorn, Head of Psychology, Independent school

Teacher time-saving and support

"I literally base all my lessons around the book."
FM, Head of Psychology, State school with a sixth form

"One of the reasons we went to the book is because it matched some of the teacher’s resources, which makes our planning a lot easier...there’s no point me trying to make up match sheets and fill in the gap sheets when it’s already been done for me."
Sarah White, Head of Psychology, State school with a sixth form

"[The Teacher Companions] have given us ways to breakdown complex wordy topics into accessible tasks. It has helped us try and keep the course interactive."
Sarah White, Head of Psychology, State school with a sixth form

"You catch them in the corridor and they’ve got their textbook open...They like to have it in front of them as a reassurance sometimes."
CG, Head of Psychology, State school with a sixth form

"I know it’s there, so I feel more confident going into an exam in my own mind...It’s not just me, I’ve also looked at the book."
AB, Student, State school with a sixth form

"It’s written by Cara Flanagan and Mike Cardwell. I’ve always trusted their materials and teaching. I’ve heard them speak. Cara is an ex-teacher, Mike is at university. They have the clarity there. It’s accurate. They pitch it just right."
Kathryn Handley, Teacher of Psychology, Academy with a sixth form

"I feel like we have found a textbook that offers enough detail and depth."
Danielle Boyce, Head of Psychology, State school with a sixth form

"I feel like we have found a textbook that offers enough detail and depth."
Claire Waghorn, Head of Psychology, Independent school

Trusted companion

"You can see the improvement in their essays and the way that they understand the exam questions, and the way they answer them."
CG, Head of Psychology, State school with sixth form

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Melissa Brown, Head of Psychology, Independent school with a sixth form

"The content follows very closely to the specification. The information that is given is enough to get an A*...It’s aimed at them getting the highest grade. That’s what the students really like."
Kirstina Kelly, Head of Psychology, State school with a sixth form

"Some of the weaker students did achieve higher than we expected...the book did help with that because it does condense it nicely for them."
Danielle Boyce, Head of Psychology, State school with a sixth form

"I feel like we have found a textbook that offers enough detail and depth."
Claire Waghorn, Head of Psychology, Independent school
Teachers and students in the impact study told us that these key features help with exam preparedness and success:

**Key Terms**

"Key Terms as well are brilliant. I think when they're struggling to understand the key terms they can read it rather than me explain it. It's a good literacy A4 for them to have."

Kathryn Handley, Head of Psychology, State school with a sixth form.

**Key Studies**

"The book makes really good use of pointing out the key studies and the key features of using those studies as well."

Melissa Brown, Head of Psychology, Independent School.

**Evaluation**

"It's the best. It's very clear and it's written in exactly the way the exam board wants us to write it." 

Kristina Kelly, Head of Psychology, State school with a sixth form.

**Images**

"Some of the pictures are funny and some of the things are light-hearted and it makes it less daunting."

It's a lovely summary. It's something I get students to check at the end of each topic area. It gives them a focus of could I answer that? Do I have enough knowledge and evaluation."

Shelley Boyle, Head of Psychology, State school with a sixth form.

"Once they have done can you questions they feel confident. They feel confident they'll be able to answer it in the exam." 

Kristina Kelly, Head of Psychology, State school with a sixth form.

Outline the multi-store model of memory. (6 marks)

1. The multi-store model of memory suggests that information is stored in three different memory stores: sensory memory, short-term memory, and long-term memory.
2. Sensory memory, or sensory register, is a very brief duration (milliseconds) where stimuli are held briefly before being transferred to short-term memory.
3. Short-term memory (STM) is a very brief duration (seconds) and is limited in capacity, with a typical range of 7 ± 2 items. Attention is the first store to the next.
4. Long-term memory (LTM) is potentially unlimited in duration and capacity. New information is transferred from STM to LTM, and can be retrieved from LTM at a later time.

The multi-store model suggests that STM is involved before

Craik and Lockhart (1972) suggested that enduring memories are created by the use of pointing out the key studies and the key features of using those studies as well.

The multi-store model of memory proposes that information is transferred between these stores, and that is five things you would have your 150 words.

You can make sure that you are suitably prepared for

Students often lose marks on extended writing questions on the MSM because they don't provide enough descriptive information to answer the question. As you continue

It's a lovely summary. It's something I get students to check at the end of each topic area. It gives them a focus of could I answer that? Do I have enough knowledge and evaluation."

Shelley Boyle, Head of Psychology, State school with a sixth form.

"Once they have done can you questions they feel confident. They feel confident they'll be able to answer it in the exam." 

Kristina Kelly, Head of Psychology, State school with a sixth form.

The multi-store model of memory

What that gland does rather than the

Examiner’s comments

"They clearly colour the different topics and that's really useful for me and helps me remember it more easily."

Mr. Student, Independent school with a sixth form.

End-of-chapter review

"The end of chapter review is brilliant...it flows and is condensed into basics."

AB Student, State school with a sixth form.

Sample answer pages

"They have example exam questions which are useful because quite a lot of the time I get stuck on how to structure my answer, so it's nice to have an example answer that I can see." 

TR Student, Independent school with a sixth form.

Layout

"End of chapter review

The examiner’s commentary on the written responses is very helpful!

Priya Mahajan, Head of Psychology, State school with 6th form."
Atkinson and Hilgard’s work with Stanford but continued to collaborate with other researchers.

The multi-store model is their ability to organise, educate and mobilise support for their cause. When individuals band together to influence social change, they are often consistent in their views, regardless of the attitudes of those around them.

If an individual is exposed to a persuasive argument under certain conditions, their opinion may shift. Social norms interventions, such as those used by the suffragettes, can be effective. If people see that the majority of people in a society are ready for the vote, they may also start to support it. For example, young adults generally misperceive the frequency of traffic crashes statewide. An initial survey found that while only 20.4% of Montana young drivers reported alcohol consumption as a result of the campaign, a later survey reported that 40% of Montana drivers had reduced the amount of alcohol they drank after participating in the campaign.

Research shows there are a number of qualitatively different kinds of memory. Sensory memory, for example, is the initial stage in the information processing system. It holds information for a very short period of time, usually less than a second, and is divided into the sensory registers and the short-term store. The sensory registers are constantly receiving information, but only a small portion of it is transferred to the short-term store.

Information will also disappear from STM if new information enters STM, so it is important to rehearse and maintain information over time. The more the information is rehearsed, the better it is remembered. This is called maintenance (or decay) relatively quickly if it isn't rehearsed. When you try to remember information, the amount of time it takes to remember the information is called processing (or retrieval) time.

Craik and Lockhart (1972) suggested that enduring memories are created by the cognitive processes that the individual uses when they encode the information. They proposed a dual coding theory, which suggests that memory can be encoded and retrieved in two different ways: a semantic route and an image route. The semantic route involves encoding information in a way that is meaningful and relates to existing knowledge, while the image route involves encoding information in a way that is visual or concrete.

The multi-store model is too simple to explain long-term storage in semantic memory (memory for knowledge about the world) or working memory (STM). For example, Beardsley (1997) found that people who were exposed to persuasive arguments about animal rights were more likely to sign a petition to ban the sale of fur than people who were not exposed to the arguments. This suggests that the multi-store model doesn’t take into account the cognitive processes that are involved in memory encoding and retrieval.

EVALUATION

Studies using brain scanning techniques have also demonstrated that there is a difference between STM and LTM. For example, Beardsley (1997) found that people who were exposed to persuasive arguments about animal rights were more likely to sign a petition to ban the sale of fur than people who were not exposed to the arguments. This suggests that the multi-store model doesn’t take into account the cognitive processes that are involved in memory encoding and retrieval.

Up-to-date exam-coaching advice on pitfalls and common mistakes to ensure your students are as exam-ready as possible.

New enhanced crystal clear evaluation sections, to help your students construct effective answers to A03 extended response questions.

Updated sample student answers with examiner comments clearly show your students exactly what is needed to achieve the best possible grade.

New thoroughly revised, extensive exam support throughout, updated using the latest examiner reports so you can be confident it reflects a real, up-to-date understanding of what is required for success at AS and A Level.

I feel like we found a textbook that offers enough detail and depth. And I know they [the students] really benefit from that.

Claire Waghorn, Head of Psychology, Independent school
Families can play an important role in helping a person with schizophrenia to recover and stay well. Poor relationships tend to result in poor outcomes, even when combined with routine drug treatment. The researchers concentrated on studies that were published after 1998. (2010) A key study was by Pharoah et al. (2010) on the incidence of relapse for the person with psychoses such as schizophrenia is that individuals are often suspicious about their treatment. They also stress that therapy should be offered to ‘all individuals with or live with family members’. They also stress that therapy should be offered to ‘all individuals with or live with family members’. Some family therapy programmes focus on communication skills. They also use role-playing situations to increase the patient’s ability to anticipate and express their thoughts and feelings. Forming an alliance with relatives who are more positive about the intervention and are more able to deal with the illness is also important. Ten of the 53 studies reported in this meta-analysis did not use any form of blinding, i.e. raters were aware of the type of treatment received (family therapy or standard care) by the participants. However, the researchers also concluded that the methodological quality of the studies was overall mental state of patients compared to those receiving standard care, whereas others did not. It also implies that this process is desirable because it increases medication compliance. This suggests the main benefit of this therapy is that it makes people more likely to follow medicines prescribed for schizophrenia.

Research Methods activities address the importance of research methods questions and show how research methods can be applied to the topic covered by the double-page spread.

Key terms

Family therapy

Biased interview

Research Methods

Insider tip…

Research Methods

AO3 extended response questions

When you look at this heap of parts, does that mean the whole is not simply a sum of its parts? It also implies that this process is desirable because it increases medication compliance. This suggests the main benefit of this therapy is that it makes people more likely to follow medicines prescribed for schizophrenia.

The stronger students will always be looking to get the top marks… I can refer them to that in the book to show you how you can gain extra marks.

Simon Archer, Head of Psychology, State school with a sixth form

Up-to-date exam-coaching advice on pitfalls and common mistakes to ensure your students are as exam-ready as possible

Exam-style questions are provided throughout, updated using the latest examiner reports, giving students plenty of opportunity to practise

Teacher’s Companions

• Full of great activity ideas and ready-made handouts for both familiar topics and new ones
• Plenty of ideas for differentiation and to meet all the assessment needs of your class
• Developed to embed the skills students need: bringing together knowledge, application and evaluation
• Still up-to-date and ready to use alongside your Fifth Editions

Digital versions of the Student Books are available on kerboodle
The Complete Companions: Kerboodle for AQA A Level Psychology

2 Resources
Kerboodle contains a whole bank of resources including animations, interactive activities, practical worksheets and maths support with links to MyMaths, and simulated investigations.

Resources include
- A range of film clips
- Engaging animations to make tricky concepts memorable and easier to understand
- Tailored maths support
- Customisable handouts (including all the handouts in the Teacher’s Companion)
- Interactive activities to help embed knowledge and test students as they go through the course
- Practical research investigations

3 Assessment and Exam Practice
Kerboodle provides a range of assessment and exam support materials to ensure your students are well-equipped for the new style of exams.

Assessment and Exam Practice includes:
- Interactive auto-marked end-of-topic quizzes to provide regular knowledge checks and help to monitor students’ progress
- Multiple-choice exam questions
- On your marks activities to walk students through writing exam-style essays
- Bank of exam-style practice questions
- Revision cards
- A markbook to monitor and track students’ progress

4 Professional Development
Professional development videos, featuring Cara Flanagan, provide support on teaching the new specification

5 Kerboodle Books
Online versions of The Complete Companions Year 1 and AS and Year 2 Student Books, with whiteboard tools, are ideal for front-of-class teaching. You can also choose to buy access for your students. Students can use a bank of tools to truly personalise their book.

The worksheets are clearly differentiated and save me a huge amount of time for the main activity. The interactive activities are good for tracking progress and the clips are just great for presenting new material and livening up the lesson, really.
Kathryn Handley, Teacher of Psychology, Academy with sixth form

The Complete Companions: Kerboodle for AQA A Level Psychology lesson presentation

The Complete Companions: Kerboodle for AQA A Level Psychology auto-marked test

The Complete Companions: Kerboodle for AQA A Level Psychology professional development video

The Complete Companions: Year 1 and AS Kerboodle for AQA A Level Psychology professional development video

The Complete Companions: Year 1 and AS Kerboodle for AQA A Level Psychology professional development video

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**Revision Guides**

These new Revision Guides provide all the essential information students need to know with essential activities to develop skills for interpreting and answering exam questions.

- Encourage students to revise, practise, and then apply what they have learnt to prepare fully for their exams.
- Focused exam skills activities to help embed learning.
- Includes sample answers for every topic.
- Written with reference to the latest assessment information so students can revise just what they need with confidence.

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**Exam workbooks**

These new write-in workbooks provide students with the opportunity to practice all types of AQA exam question, so they’re fully prepared for each exam paper.

- Written with reference to the latest assessment information so you can be sure your students have access to the most current advice.
- Perfect for AS and A Level students, with Research methods embedded throughout and guidance to help A Level students deliver the greater depth required.
- Separate workbooks for the optional topics so you purchase only the content your students need.
- Complete match to both the popular The Complete Companions series and the specification, so you can trust that your students have covered everything they need to practise.

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**The Research Methods Companion (Second Edition)**

Written by Cara Flanagan, this practical, activity-based book has been fully revised and updated. Suitable for all AS and A Level courses, it helps students to develop the skills, knowledge and understanding they need for this challenging part of the course.

- Contents clearly flagged and mapped to the awarding body, so students know what to focus on.
- Easy-to-understand explanations of each concept.
- Practice questions, numerous activities and mini-practicals enhance understanding and reinforce learning.
- Highly illustrated magazine-style spreads make learning accessible and engaging.

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The Revision and Exam Companion is an excellent way to encourage active revision and improve skills at the same time. Easily the best option available.

Catherine Harries, The Coopers’ Company and Coborn School, Upminster

PRAISE FOR FOURTH EDITION
## Course overview and ordering details

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Visit [www.oxfordsecondary.co.uk/completecompanions-aqa](http://www.oxfordsecondary.co.uk/completecompanions-aqa) to order.

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**Research Methods**

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