

## Revision Olympics



# A Level Psychology

**Revision Guide**  
**December 2024–May 2025**

## Exam Specification and General Support

### Exam specification and exam board

AQA [tinyurl.com/PSYCHolympic](https://www.aqa.org.uk/subjects/psychology/a-level/psychology)

### Past paper questions

[tinyurl.com/PSYCHolympic](https://www.aqa.org.uk/subjects/psychology/a-level/psychology)

### Useful revision websites

<https://www.physicsandmathstutor.com/psychology-revision/a-level-aqa>

<https://www.simplypsychology.org/a-level-psychology.html>

<https://www.tutor2u.net/psychology/reference>

### Exam info

**Paper 1 – Introductory topics – Friday 16 May**

Content: Social Influence, Memory, Attachment & Psychopathology.

**Paper 2 – Psychology in context – Wednesday 21 May**

Content: Approaches, Biopsychology & Research Methods.

**Paper 3 – Issues and Options in Psychology – Monday 9 June**

Content: Issues & Debates, Schizophrenia, Forensics, Relationships.

# Y13 Psychology

Week	Activity 1	Activity 2
<p>4 6.01.25</p>	<p><b>SOCIAL INFLUENCE: Conformity</b></p> <p>Create a mind map on conformity, with the following headings:</p> <ul style="list-style-type: none"> <li>• Types of conformity.</li> <li>• Explanations of conformity.</li> <li>• Summary of Asch’s study.</li> <li>• Variables that affect conformity.</li> <li>• Summary of Zimbardo’s study.</li> <li>• Add 3 evaluation points to each branch.</li> </ul>	<p><b>SOCIAL INFLUENCE: Obedience</b></p> <p>Create a mind map on obedience, with the following headings:</p> <ul style="list-style-type: none"> <li>• Summary of Milgram’s study.</li> <li>• Explanations of obedience (agentive state &amp; legitimacy of authority).</li> <li>• Situational vs dispositional factors.</li> <li>• Add 3 evaluation points to each branch.</li> </ul>
<p>5 13.01.25</p>	<p><b>SOCIAL INFLUENCE: Resistance to social influence</b></p> <p>Describe two reasons why someone may resist social influence (social support &amp; locus of control).</p> <ul style="list-style-type: none"> <li>• Describe how the minority may influence a majority (being consistency, commitment, flexibility).</li> <li>• Explain how social change occurs (snowball effect/crypto amnesia).</li> <li>• Add 3 evaluation points to each point.</li> </ul>	<p><b>MEMORY: Models of memory</b></p> <ul style="list-style-type: none"> <li>• Draw a table to summarise the coding, duration and capacity of sensory, short-term and long-term memory.</li> <li>• Draw an annotated multi-store model of memory and working memory model and 3 PEEL evaluation points for each.</li> <li>• Write a definition of the three types of long-term memory.</li> </ul>
<p>6 20.01.25</p>	<p><b>MEMORY: Explanations of forgetting</b></p> <p>Create a mind map on ‘interference’ and ‘retrieval failure’, including the following headings:</p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Examples</li> <li>• Research evidence</li> <li>• 3 evaluation points</li> </ul>	<p><b>MEMORY: Eyewitness testimony</b></p> <p>Create a mind map on ‘misleading information’ and ‘anxiety’ as factors that affects the accuracy of eyewitness testimony, including the following headings:</p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Examples</li> <li>• Research evidence</li> <li>• 3 evaluation points</li> </ul> <p>Now add a brief description of the 4 techniques used to improve eyewitness testimony.</p>

# Y13 Psychology

Week	Activity 1	Activity 2
<p><b>7</b> 27.01.25</p>	<p><b>ATTACHMENT: Caregiver-infant interactions, role of the father &amp; stages</b></p> <ul style="list-style-type: none"> <li>• Create a comic strip that shows interactional synchrony and/or reciprocity.</li> <li>• Summarise two reasons why fathers are not always the primary caregiver.</li> <li>• Create a flow chart of stages of attachment and summarise how Schaffer and Emerson's research came to these conclusions.</li> </ul>	<p><b>ATTACHMENT: Ainsworth's 'Strange Situation' &amp; cultural variations</b></p> <ul style="list-style-type: none"> <li>• Watch YouTube footage of the strange situation research by Ainsworth and draw a flow diagram to outline the procedure.</li> <li>• Draw suitable graphs to show the trends in secure, insecure avoidance, and insecure resistant attachment in at least three countries.</li> </ul>
<p><b>8</b> 3.02.25</p>	<p><b>ATTACHMENT: Effects of institutions / Romanian orphanages</b></p> <ul style="list-style-type: none"> <li>• Outline (in detail) one study that investigates the recovery of Romanian orphans and conclude what this tells us about attachment and institutions.</li> <li>• Make a mind map outlining the influence of early attachment on childhood and adult relationships, including the role of an internal working model.</li> </ul>	<p><b>PSYCHOPATHOLOGY: Definitions of abnormality &amp; characteristics</b></p> <ul style="list-style-type: none"> <li>• Create a flashcard for each of the definitions. Put the name on one side, and on the reverse, include all A01 information and an example of a behaviour. For each definition of abnormality, summarise at least one strength, and one limitation.</li> <li>• Draw a grid to outline the emotional, behavioural and cognitive characteristics of depression, OCD &amp; phobias.</li> </ul>
<p><b>9</b> 10.02.25</p>	<p><b>PSYCHOPATHOLOGY: Explanations of depression, OCD &amp; phobias</b></p> <ul style="list-style-type: none"> <li>• Draw and label Beck's negative triad and Ellis' ABC model to explain depression.</li> <li>• Investigate the COMT gene and the SERT gene. Summarise what they are, what they do, and why they are implicated in OCD.</li> <li>• Outline the two-process model to explaining phobias.</li> <li>• Use your knowledge of the nature and nurture debate to summarise issues with each of these explanations.</li> </ul>	<p><b>PSYCHOPATHOLOGY: Treatments of depression, OCD &amp; phobias</b></p> <ul style="list-style-type: none"> <li>• Imagine you have referred a patient for CBT for their depression. Write 150 words about how this treatment will work and what the patient can expect during the treatment.</li> <li>• Imagine you have referred a patient for drug therapy for their OCD. Write 150 words about how this treatment will work and what the patient can expect during the treatment.</li> <li>• Imagine you have referred a patient for systematic desensitisation for their phobia of spiders. Write 150 words about how this treatment will work and what the patient can expect during the treatment.</li> </ul>



# Y13 Psychology

## Week

## Activity 1

## Activity 2

### HALF TERM

Plan an extended answer for every topic in your mock, using the past papers resource. Use the mark scheme to check your content and approach.

**10**  
24.02.25

#### **APPROACHES: Psychology as a science, behaviourism and social learning theory**

- Summarise how psychology became more scientific since Wundt's research.
- Create a poster on classical and operant conditioning, including key research and evaluation points.
- Explain how positive and negative reinforcement is used to encourage people to gamble.
- Draw a storyboard to detail how someone might learn aggressive behaviour through SLT. Identify the mediational processes.

#### **APPROACHES: Cognitive & biological**

- Create a mind map of the cognitive approach. Colour code the A01 and A03.
- Using your knowledge of genotypes of phenotypes, explain why identical twins may still have different numbers of fillings in their teeth.
- Create a Venn diagram and contrast biological and behavioural approaches.

**11**  
3.03.25

#### **APPROACHES: Psychodynamic and humanistic**

- Draw the hierarchy of needs and annotate how people reach self-actualisation. Add how incongruence and conditions of worth affect self-actualisation.
- Sketch a storyboard (annotated) that details the development of personality according to Freud.
- Create example stories/scenarios for each of the defence mechanisms.
- Identify 3 differences between the psychodynamic and humanistic approach.

#### **RESEARCH METHODS: Hypotheses, variables, sampling, experimental methods & designs**

- Choose three experiments you have covered in Psychology and identify the IV, DV, and hypotheses.
- Now identify three possible extraneous variables.
- Write 5 experimental directional and non-directional hypotheses.
- Imagine you are studying the effect of age on reaction time. Review the pros and cons of using each of the sampling techniques.
- Create a table that details the aims, characteristics, and examples of the different types of experimental methods.
- Find one study on your specification that uses each of the experimental designs. Consider why it was chosen and the weaknesses of using a different design.

# Y13 Psychology

Week	Activity 1	Activity 2
<p><b>12</b> 10.03.25</p>	<p><b>RESEARCH METHODS: Ethics, content analysis, reliability and validity, interviews, observations &amp; the sign test</b></p> <ul style="list-style-type: none"> <li>Review four studies from the course and assess them in terms of the BPS ethical guidelines.</li> <li>Explain how you could use TV adverts to perform a content analysis on gender stereotypes.</li> <li>Write detailed definitions and summarise of reliability and validity.</li> <li>Explain how correlations are used to assess reliability.</li> <li>Describe ways to improve validity in a questionnaire, and ways to improve validity in an experiment.</li> <li>Write down two limitations and two strengths about the interview method. Consider internal validity and why they may be better than questionnaires.</li> <li>Make a table about the types of observations including pros and cons of each.</li> <li>Bullet point the steps you need to take when calculating a sign test.</li> </ul>	<p><b>RESEARCH METHODS: Statistical tests, type 1 and 2 errors and design a study</b></p> <ul style="list-style-type: none"> <li>Recreate the table of statistical tests and use this to create flashcards that depict the three reasons why each test would be used.</li> <li>Write 50 words about the significance level used in psychology.</li> <li>Create a leaflet/poster that informs the public about the dangers of both type 1 and type 2 errors in research.</li> </ul> <p>Imagine you are asked to design a correlation between sleep and mood. Write:</p> <ul style="list-style-type: none"> <li>A consent statement that you would give to participants.</li> <li>Details of your procedure in your study</li> <li>Ethical considerations you will take in your study.</li> <li>How you would analyse your results</li> <li>At least one confounding variable you will have to control in your study, and how you will control it.</li> </ul>
<p><b>13</b> 17.03.25</p>	<p><b>BIOPSYCHOLOGY: Divisions of the nervous system, fight/flight response &amp; neurons</b></p> <ul style="list-style-type: none"> <li>Draw the structure of the nervous system and add annotations.</li> <li>Create a flow chart to depict what happens during the fight or flight response to stressors. Annotate how important the role of adrenaline is.</li> <li>Create flashcards for each neuron type, detailed structure and function.</li> </ul>	<p><b>BIOPSYCHOLOGY: Localisation, hemispheric lateralisation &amp; ways of studying the brain</b></p> <ul style="list-style-type: none"> <li>Draw and label the brain, including cortex, lobe, and language areas.</li> <li>Summarise evidence and examples that suggest that brain functions are localised. Then annotate where you could add disagreements and challenges to this argument.</li> <li>Create a mind map that details the procedures and outcomes of the Sperry research.</li> <li>For each method of studying the brain, create a leaflet/poster/flashcard/mind map and detail the aims and processes of it.</li> </ul>

# Y13 Psychology

Week	Activity 1	Activity 2
EASTER BREAK (week 1)	<p><b>BIOPSYCHOLOGY: Biological rhythms and endogenous pacemakers/exogenous zeitgebers</b></p> <ul style="list-style-type: none"> <li>• Create a mind map of research into the plasticity and functional recovery of the brain (e.g. Maguire).</li> <li>• Create a table for each biorhythm that details length, summary, example in detail, and a relevant study.</li> <li>• Make a list of endogenous pacemakers and exogenous zeitgebers and identify which are relevant to the circadian rhythm.</li> </ul>	<p><b>SCHIZOPHRENIA</b></p> <ul style="list-style-type: none"> <li>• Make a list of 3 positive and 3 negative symptoms of schizophrenia and outline how they affect someone.</li> <li>• Summarise four reliability/validity issues in diagnosis and classification of schizophrenia e.g. co-morbidity, culture and gender bias and symptom overlap.</li> <li>• Make a mind map of the biological explanations (genetics and neural) and treatment (drug therapy) including 3 evaluation points for each.</li> </ul>
EASTER BREAK (week 2)	<p><b>SCHIZOPHRENIA</b></p> <p>Make a mind map of the psychological explanations (family dysfunction and cognitive explanations) and treatments (family therapy and CBT) including 3 evaluation points for each.</p> <ul style="list-style-type: none"> <li>• Explain how token economies are used in the management of schizophrenia.</li> <li>• Summarise the importance of an interactionist approach in explaining and treating schizophrenia.</li> </ul>	<p><b>FORENSICS</b></p> <ul style="list-style-type: none"> <li>• Outline the difference between the top-down and bottom-up approach to offender profiling.</li> <li>• Make a mind map of the biological explanations - historical approach (atavistic form), genetics and neural explanations, including 3 evaluation points for each.</li> </ul>
<b>16</b> 21.04.24	Plan an extended answer for every topic, using the past papers resource. Use the mark scheme to check your content and approach.	
<b>17</b> 28.04.25	<p><b>FORENSICS</b></p> <ul style="list-style-type: none"> <li>• Make a mind map of the psychological explanations - Eysenck's theory of the criminal personality; cognitive explanations; differential association &amp; psychodynamic explanations. Add 3 evaluation points for each.</li> <li>• Compare the 4 methods of dealing with offending behaviour: custodial sentencing, token economies, anger management and restorative justice programmes. For each, consider the strengths and weaknesses.</li> </ul>	<p><b>RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>• Explain the evolutionary explanations for partner preferences, including the relationship between sexual selection and human reproductive behaviour.</li> <li>• Make a mind map on the factors affecting attraction in romantic relationships (self-disclosure; physical attractiveness, including the matching hypothesis; filter theory, including social demography, similarity in attitudes and complementarity)</li> </ul>



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Week	Activity 1	Activity 2
<p><b>18</b> 5.05.25</p>	<p><b>RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>Compare the theories of romantic relationships: social exchange theory, equity theory and Rusbult's investment model.</li> <li>Draw a flow diagram of Duck's phase model of relationship breakdown.</li> <li>Write a summary of how virtual relationships are formed and the effects of absence of gating.</li> <li>Summarise Parasocial relationships.</li> </ul>	<p><b>ISSUES AND DEBATES</b></p> <p>Create a mind map on each of the following, including key definitions and an example theory/study from the course:</p> <ul style="list-style-type: none"> <li>Free will and determinism – include hard &amp; soft determinism; biological, environmental and psychic determinism.</li> <li>The nature-nurture debate: the relative importance of heredity and environment in determining behaviour; the interactionist approach.</li> </ul>
<p><b>19</b> 12.05.25</p>	<p><b>ISSUES AND DEBATES</b></p> <p>Create a mind map on each of the following, including key definitions and an example theory/study from the course:</p> <ul style="list-style-type: none"> <li>Holism and reductionism – include levels of explanations in Psychology. Biological reductionism and environmental (stimulus-response) reductionism.</li> <li>Idiographic and nomothetic approaches to psychological investigation.</li> </ul>	<p><b>ISSUES AND DEBATES</b></p> <p>Create a mind map on each of the following, including key definitions and an example theory/study from the course:</p> <ul style="list-style-type: none"> <li>Gender and culture in Psychology – universality and bias. Gender bias including androcentrism and alpha and beta bias; cultural bias, including ethnocentrism and cultural relativism.</li> <li>Ethical implications of research studies and theory, including reference to social sensitivity.</li> </ul>