

AQA A-LEVEL PSYCHOLOGY



WEEK BY WEEK REVISION SCHEDULE (2024)

Paper 1 – 17th May (morning) 2 hours

Paper 2 – 22nd May (morning) 2 hours

Paper 3 – 3rd June (afternoon) 2 hour

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WEEK	TOPICS	RE-VISIT WORK	SUGGESTED ACTIVITIES
WEEK 1	RESEARCH METHODS Hypothesis, variables, and sampling techniques	<ul style="list-style-type: none">• The purpose of a hypothesis• Directional and non-directional hypothesis• Correlational and experimental hypothesis• Independent and dependent variables• Extraneous and confounding variables• Sampling techniques (A01 and A03)<ul style="list-style-type: none">- Volunteer/self-selected- Random- Opportunity- Stratified- Systematic	<ul style="list-style-type: none">• Choose five experiments you have covered in Psychology (E.g. from memory) and identify the IV, DV, and hypothesis.• Design a study that measures the effects of tiredness on memory. Identify your IV, DV, and write your own directional hypothesis.• Imagine you are studying the effect of age on reaction time. Review the pros and cons of using each of the sampling techniques.• Write 5 experimental directional and non-directional hypotheses.• Write 5 correlational directional and non-directional hypotheses.

WEEK 2	RESEARCH METHODS Experimental designs, and ethical guidelines	<ul style="list-style-type: none"> • How experimental designs are used in research. • The strengths and limitations of using independent group designs. • The strengths and limitations of using repeated measures designs. • Counterbalancing to improve validity. • The strengths and limitations of matched pairs designs • Ethical guidelines and issues in research 	<ul style="list-style-type: none"> • Create a table that details the aims, methods, strengths, and limitations of each experimental design. • Find one study on your specification that uses each of the experimental designs. • Produce a poster or leaflet that details the ethical guidelines in Psychology research, as proposed by the BPS. • Write a letter to the BPS that details the difficulties with meeting all ethical guidelines in research. • Review each study on your course (throughout all the topics) and assess them in terms of ethics.
WEEK 3	RESEARCH METHODS Experimental methods Self report methods	<ul style="list-style-type: none"> • Use of lab, field, natural, and quasi experiments in research • Strengths and limitations of experiments in research • Interviews as a self report tool • Questionnaires as a self report tool 	<ul style="list-style-type: none"> • Create a table that details the aims, characteristics, and examples of the different types of experimental methods • Think about each experimental method and write down how it fares for ecological validity, replicability, control, and demand characteristics • Go through your paper 1 topics and identify examples of each experimental method • Find examples in the media that represent structured, unstructured, and semi structured interviews • Write down two limitations and two strengths about the interview method. Consider internal validity and why they may be better than questionnaires. • Write three questions that would produce qualitative data, and three that would produce quantitative data, about attitudes towards prison. • Make judgements about the use of questionnaires in terms of how valid they are, how much training is needed compared to interviews, and how easy/hard they are to analyse
WEEK 4	RESEARCH METHODS	<ul style="list-style-type: none"> • Covert and overt observations 	<ul style="list-style-type: none"> • Make a table about observations. In one column, detail pros for using covert observation

	Observation methods Content analysis	<ul style="list-style-type: none"> • Participant and non participant observations • Controlled and natural observations • Time and event sampling • Behavioural categories • Coding used in content analysis • The different between content analysis and thematic analysis 	<p>methods, and in another column, add the cons against using covert methods. Repeat this for overt observations.</p> <ul style="list-style-type: none"> • Read about Margaret Meads research into gender using the participant observation method. She was criticised for her choice of research method. Can you suggest reasons why? And why it would have been better to use a non participant method? • Imagine you are observing aggressive behaviour in a class of 20, 3 year old children. Design categories of behaviour and explain how you would use these as event sampling. Suggest what your time sampling would be. • Create a Venn diagram that details the similarities and differences between content analysis and thematic analysis • Explain how you could use TV adverts to perform a content analysis on gender stereotypes. • Explain how you could use interview transcripts to conduct thematic analysis
WEEK 5	MEMORY Eyewitness testimony Cognitive interview technique	<ul style="list-style-type: none"> • The effects of anxiety on eyewitness testimony accuracy • The effects of misleading information and post-event discussion on eyewitness testimonies • Research that investigates the accuracy of eyewitness testimony (e.g. Loftus and Palmer) • The four components of a cognitive interview • Discussion of how effective a cognitive interview technique is at improving accuracy 	<ul style="list-style-type: none"> • Create your own booklet of studies used in both areas. For each one, include the aim, method, participants, results, conclusions, and at least 1 evaluation point. • Draw suitable graphs to display the results from research into eyewitness testimonies. • Create a diagram that depicts the differences between a standard interview and a cognitive interview. • Write two evaluation paragraphs that argue against the effectiveness of the cognitive interview technique. • Create an essay plan for the following question: Discuss the effect of anxiety

			on the accuracy of eyewitness testimony (16)
WEEK 6	MEMORY Models of memory Theories of forgetting	<ul style="list-style-type: none"> • The multistore model of memory • The working memory model • Interference theory of forgetting • Research into interference • Retrieval failure theory of forgetting. • Research into retrieval failure 	<ul style="list-style-type: none"> • Sketch and annotate diagrams of both models of memory. Include A03 notes in a different colour. • Create a table that explains at least three differences between the two models of memory. • Create a social media page for each case of amnesia you may use in your answers (KF, HM) to distinguish them from each other. • Write a summary of each theory of forgetting. • Produce three evaluation paragraphs for each theory of forgetting. Include research support.
WEEK 7	SOCIAL INFLUENCE EXPLANATIONS OF CONFORMITY DISPOSITIONAL EXPLANATION OF OBEDIENCE	<ul style="list-style-type: none"> • Normative social influence • Informational social influence • Strengths and limitations of each explanation of social influence, including research. • The authoritarian personality and links to obedience • Research into the dispositional explanation of obedience (e.g. Milgram and Elms) 	<ul style="list-style-type: none"> • Produce a summary of each explanation of social influence and choose one study that supports it. • Summarise in 100 words, how individual differences can affect why we conform. • Find a real-life example of someone with an authoritarian personality and summarise what traits they have, and how this links to obedience. • Produce an essay plan for each of these questions. 1) Discuss explanations of conformity (16) 2) Outline and evaluate the dispositional explanation of obedience (8)
WEEK 8	SOCIAL INFLUENCE RESISTING SOCIAL INFLUENCE MINORITY INFLUENCE AND SOCIAL CHANGE	<ul style="list-style-type: none"> • Social support as a way to resist social influence. • Locus of control as a way to resist social influence. • Research into the resistance to social influence. • The role of consistency, commitment, and flexibility in minority influence. • Research into minority influence (e.g. Moscovici) 	<ul style="list-style-type: none"> • Produce a mind map for each way of resisting social influence (locus of control, and social support). For each one, include a summary of the theory, a study that demonstrates it, and an explanation of why it helps. • Consider real-life examples of minority influence (e.g. Political parties) and explain how such a minority of people can influence the majority.

		<ul style="list-style-type: none"> • Ways in which social change occurs (e.g. augmentation principle) 	<ul style="list-style-type: none"> • Summarise one study into minority influence and write two evaluation points. • Write an essay response to the following question: Discuss research into minority influence (16)
WEEK 9	ATTACHMENT CAREGIVER INFANT INTERACTIONS THE ROLE OF THE FATHER STAGES OF ATTACHMENT	<ul style="list-style-type: none"> • Interactional synchrony • Reciprocity • Attachment with fathers • Stages of attachment according to Schaffer and Emerson 	<ul style="list-style-type: none"> • Create a comic strip that depicts interactional synchrony and/or reciprocity. Annotate the sketch to demonstrate your knowledge. • Create a table of evidence that can be used to support and challenge reciprocity and interactional synchrony. (E.g. Brazelton et al) • Summarise one biological reason, and one sociological reason why fathers are not always the primary caregiver. • Create a flow chart of stages of attachment and summarise how Schaffer and Emerson's research came to these conclusions.
WEEK 10	ATTACHMENT CULTURAL VARIATIONS IN ATTACHMENT EFFECTS OF INSTITUTIONS / ROMANIAN ORPHANAGES	<ul style="list-style-type: none"> • Strange situation methods of assessing attachment. • Meta-analysis research of cultural variations of attachments • Romanian orphanage research and the effects of institutions • How institutions affect child development and attachment 	<ul style="list-style-type: none"> • Watch youtube footage of the strange situation research by Ainsworth and list the limitations of the method. • Draw suitable graphs to show the trends in secure, insecure avoidance, and insecure resistant attachment in at least three countries. • Summarise how cross-cultural variations may be misrepresented in research that uses the strange situation method. • Outline (in detail) one study that investigates the recovery of Romanian orphans. Conclude what this tells us about attachment and institutions.
WEEK 11	PSYCHOPATHOLOGY DEFINITIONS OF ABNORMALITY TREATMENTS OF DEPRESSION	<ul style="list-style-type: none"> • Statistical infrequency • Deviation from social norms • Deviation from ideal mental health • Failure to function adequately. • CBT as a treatment for depression 	<ul style="list-style-type: none"> • 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 you can use for reference. • For each definition of abnormality, summarise at least one strength, and one limitation.

			<ul style="list-style-type: none"> ● Choose two of the definitions and write a short discussion about which one is the most appropriate for defining abnormality and justify your decisions. ● 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. ● Write three paragraphs of evaluation for CBT as a treatment. 1) Effectiveness of the treatment 2) Appropriateness of the treatment 3) Alternatives that might be better, and why.
WEEK 12	PSYCHOPATHOLOGY BIOLOGICAL EXPLANATION AND TREATMENT OF OCD	<ul style="list-style-type: none"> ● The role of genetics in OCD ● Neural explanations of OCD ● Drug therapy (e.g. SSRI) to treat OCD 	<ul style="list-style-type: none"> ● Investigate the COMT gene and the SERT gene. Summarise what they are, what they do, and why they are implicated in OCD. ● Create a Venn diagram to show the differences and similarities between the genetic explanation, and neural explanation of OCD. ● Draw suitable graphs to show the effectiveness of drug therapies to treat OCD (based on research evidence) ● Use your knowledge of nature and nurture debates to summarise issues with biological explanations and treatments of OCD. ● Produce an essay plan, and then an essay, that answers the following questions: 1) Outline and evaluate the biological explanation of OCD (16) 2) Discuss biological treatments of OCD (16)
WEEK 13	BIOPSYCHOLOGY FIGHT OR FLIGHT NEURONS THE NERVOUS SYSTEMS	<ul style="list-style-type: none"> ● The role of adrenaline ● The fight or flight response ● The structure of the nervous system ● The functions of the nervous system 	<ul style="list-style-type: none"> ● Draw the structure of the nervous system and add annotations. ● Summarise the difference between the sympathetic and parasympathetic nervous systems. ● Create a flow chart to depict what happens during the fight or flight

		<ul style="list-style-type: none"> • The three neurons, their structure, and their purpose 	<p>response to stressors. Annotate how important the role of adrenaline is.</p> <ul style="list-style-type: none"> • Draw the three neurons and label them appropriately. • Write 100 words describing the differences between the three types of neurons
WEEK 14	RESEARCH METHODS CONTROL RELIABILITY VALIDITY	<ul style="list-style-type: none"> • Ways to improve control, such as standardisation, random allocation, randomisation • Distinguish between reliability and validity • Explain how to improve and assess reliability • Explain how to improve and assess validity 	<ul style="list-style-type: none"> • Explain how participants in the Loftus leading question study could have been randomly allocated to their groups • Imagine you are conducting a memory study and presenting participants with lists of words to recall. Explain the importance of randomisation in this study. • Suggest three ways an experiment / study may demonstrate standardisation • Write detailed definitions and summarise of reliability and validity. • Explain how correlations are used to assess reliability • Describe ways to improve validity in a questionnaire, and ways to improve validity in an experiment
WEEK 15	RESEARCH METHODS CORRELATIONS DESIGNING RESEARCH	<ul style="list-style-type: none"> • Types of correlations • Strengths of correlations • Scattergraphs to demonstrate correlations • Evaluation of correlations as a research method • Operationalising variables 	<ul style="list-style-type: none"> • Explain the likely correlation between shopping and money • Explain the likely correlation between rainfall and sales of sun tan lotion • Sketch a scattergraph to show a strong positive correlation, and one to show a strong negative correlation. Bullet point how they visually differ. • One limitation of correlations is that they cannot establish cause and effect. Explain what this means, with an example. • Correlational hypothesis differ to experimental ones, which look for differences rather than

			<p>relationships. Write 5 examples of each, using both directional and non directional hypothesis.</p> <ul style="list-style-type: none"> Imagine you had to operationalise the following variables, and suggest how you could do it. 1) Memory 2) Aggression 3)TV consumption 4) Stress
WEEK 16	<p>RESEARCH METHODS</p> <p>STATISTICAL TESTING</p> <p>TYPES OF DATA</p>	<ul style="list-style-type: none"> Why/when each statistical test should be used. What $P < 0.05$ means The purpose of significance levels Type 1 and 2 errors in research Levels of data (nominal, ordinal, interval) Qualitative and quantitative data Primary and secondary data 	<ul style="list-style-type: none"> Recreate the table of statistical tests and use this to create flashcards that depict the three reasons why each test would be used. Review some of the studies from your course (E.g. Loftus and Palmer) and decide which statistical test would be the most appropriate to use. Write 50 words about the significance level used in psychology. Create a leaflet/poster that informs the public about the dangers of both type 1 and type 2 errors in research. Review research from studies on your case (e.g. memory) and identify those that use qualitative or quantitative data. Write a summary of primary and secondary data, and perform a cost benefit analysis of each, in the context of psychology.