



Psychology

Y13 Revision Guide

January – May 2026

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| Exam Specification and Exam Board | AQA 7182 https://tinyurl.com/PSYCHolympic |
| Past Paper Questions | Past papers |
| Useful Revision Websites | https://tinyurl.com/psychPMT https://tinyurl.com/psychSIMP https://tinyurl.com/psychT2U |
| Exam Info | <p>Paper 1 – Introductory topics – Friday 15 May Content: Social Influence, Memory, Attachment & Psychopathology</p> <p>Paper 2 – Psychology in context – Wednesday 20 May Content: Approaches, Biopsychology & Research Methods</p> <p>Paper 3 – Issues and Options in Psychology – Friday 5 June Content: Issues & Debates, Schizophrenia, Forensics, Cognition & Development</p> |

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| Week | Activity 1 | Activity 2 |
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| <p>1 05.01.25</p> | <p>SOCIAL INFLUENCE: Conformity Create a mind map on conformity, with the following headings:</p> <ul style="list-style-type: none"> - Types of conformity. - Explanations of conformity. - Summary of Asch's study. - Variables that affect conformity. - Summary of Zimbardo's study. - Add 3 evaluation points to each branch. | <p>SOCIAL INFLUENCE: Obedience Create a mind map on obedience, with the following headings:</p> <ul style="list-style-type: none"> - Summary of Milgram's study. - Explanations of obedience (agentic state & legitimacy of authority). - Situational vs dispositional factors. - Add 3 evaluation points to each branch. |
| <p>2 12.01.25</p> | <p>SOCIAL INFLUENCE: Resistance to social influence</p> <ul style="list-style-type: none"> - Describe two reasons why someone may resist social influence (social support & locus of control). - Describe how the minority may influence a majority (being consistency, commitment, flexibility). - Explain how social change occurs (snowball effect/crypto amnesia). - Add 3 evaluation points to each point. | <p>MEMORY: Models of memory</p> <ul style="list-style-type: none"> - Draw a table to summarise the coding, duration and capacity of sensory, short-term and long-term memory. - Draw an annotated multi-store model of memory and working memory model and 3 PEEL evaluation points for each. - Write a definition of the three types of long-term memory. |
| <p>3 19.01.25</p> | <p>MEMORY: Explanations of forgetting Create a mind map on 'interference' and 'retrieval failure', including the following headings:</p> <ul style="list-style-type: none"> - Definition - Examples - Research evidence - 3 evaluation points | <p>MEMORY: Eyewitness testimony 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"> - Definition - Examples - Research evidence - 3 evaluation points <p>Now add a brief description of the 4 techniques used to improve eyewitness testimony.</p> |

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| <p>4 26.01.25</p> | <p>Mock exams</p> | |
| <p>5 02.02.25</p> | <p>Mock exams</p> | |
| <p>6 09.02.25</p> | <p>ATTACHMENT: Caregiver-infant interactions, role of the father & stages</p> <ul style="list-style-type: none"> - Create a comic strip that shows interactional synchrony and/or reciprocity. - Summarise two reasons 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. | <p>ATTACHMENT: Ainsworth's 'Strange Situation' & cultural variations</p> <ul style="list-style-type: none"> - Watch YouTube footage of the strange situation research by Ainsworth and draw a flow diagram to outline the procedure. - Draw suitable graphs to show the trends in secure, insecure avoidance, and insecure resistant attachment in at least three countries. |
| <p>February Half Term</p> | | |
| <p>7 23.02.25</p> | <p>ATTACHMENT: Effects of institutions / Romanian orphanages</p> <ul style="list-style-type: none"> - Outline (in detail) one study that investigates the recovery of Romanian orphans and conclude what this tells us about attachment and institutions. - Make a mind map outlining the influence of early attachment on childhood and adult relationships, including the role of an internal working model. - | <p>PSYCHOPATHOLOGY: Definitions of abnormality & characteristics</p> <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. For each definition of abnormality, summarise at least one strength, and one limitation. - Draw a grid to outline the emotional, behavioural and cognitive characteristics of depression, OCD & phobias. |
| <p>8 02.03.25</p> | <p>PSYCHOPATHOLOGY: Explanations of depression, OCD & phobias</p> | <p>PSYCHOPATHOLOGY: Treatments of depression, OCD & phobias</p> <ul style="list-style-type: none"> - Imagine you have referred a patient for CBT for t-their |

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| | <ul style="list-style-type: none"> - Draw and label Beck's negative triad and Ellis' ABC model to explain depression. - Investigate the COMT gene and the SERT gene. Summarise what they are, what they do, and why they are implicated in OCD. - Outline the two-process model to explaining phobias. - Use your knowledge of the nature and nurture debate to summarise issues with each of these explanations. | <p>depression. Write 150 words about how this treatment will work and what the patient can expect during the treatment.</p> <ul style="list-style-type: none"> - 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. - 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. |
| <p>9 09.03.25</p> | <p>APPROACHES: Psychology as a science, behaviourism and social learning theory</p> <ul style="list-style-type: none"> - 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. | <p>APPROACHES: Cognitive & biological</p> <ul style="list-style-type: none"> - 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. |
| <p>10 16.03.25</p> | <p>APPROACHES: Psychodynamic and humanistic</p> <ul style="list-style-type: none"> - Draw the hierarchy of needs and annotate how people reach self-actualisation. Add | <p>RESEARCH METHODS: Hypotheses, variables, sampling, experimental methods & designs</p> <ul style="list-style-type: none"> - Choose three experiments you have covered in Psychology |

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| | <p>how incongruence and conditions of worth affect self-actualisation.</p> <ul style="list-style-type: none"> - 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. | <p>and identify the IV, DV, and hypotheses.</p> <ul style="list-style-type: none"> - 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. |
| <p>11 23.03.25</p> | <p>RESEARCH METHODS: Ethics, content analysis, reliability and validity, interviews, observations & the sign test</p> <ul style="list-style-type: none"> - Review four studies from the course and assess them in terms of the BPS ethical guidelines. - Explain how you could use TV adverts to perform a content analysis on gender stereotypes. - 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 | <p>RESEARCH METHODS: Statistical tests, type 1 and 2 errors and design a study</p> <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. - 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. <p>Imagine you are asked to design a correlation between sleep and mood. Write:</p> <ul style="list-style-type: none"> - A consent statement that you would give to participants. |

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| | <p>ways to improve validity in an experiment.</p> <ul style="list-style-type: none"> - Write down two limitations and two strengths about the interview method. Consider internal validity and why they may be better than questionnaires. - Make a table about the types of observations including pros and cons of each. - Bullet point the steps you need to take when calculating a sign test. | <ul style="list-style-type: none"> - Details of your procedure in your study - Ethical considerations you will take in your study. - How you would analyse your results - At least one confounding variable you will have to control in your study, and how you will control it. |
| <p>Easter Break</p> | | |
| <p>12 13.04.25</p> | <p>BIOPSYCHOLOGY: Divisions of the nervous system, fight/flight response & neurons</p> <ul style="list-style-type: none"> - Draw the structure of the nervous system and add annotations. - Create a flow chart to depict what happens during the fight or flight response to stressors. Annotate how important the role of adrenaline is. - Create flashcards for each neuron type, detailed structure and function. | <p>BIOPSYCHOLOGY: Localisation, hemispheric lateralisation & ways of studying the brain</p> <ul style="list-style-type: none"> - Draw and label the brain, including cortex, lobe, and language areas. - Summarise evidence and examples that suggest that brain functions are localised. Then annotate where you could add disagreements and challenges to this argument. - Create a mind map that details the procedures and outcomes of the Sperry research. - For each method of studying the brain, create a leaflet/poster/flashcard/mind map and detail the aims and processes of it. |
| <p>13 20.04.25</p> | <p>BIOPSYCHOLOGY: Biological rhythms and endogenous pacemakers/exogenous zeitgebers</p> <ul style="list-style-type: none"> - Create a mind map of research into the plasticity and | <p>SCHIZOPHRENIA</p> <ul style="list-style-type: none"> - Make a list of 3 positive and 3 negative symptoms of schizophrenia and outline how they affect someone. |

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| | <p>functional recovery of the brain (e.g. Maguire).</p> <ul style="list-style-type: none"> - Create a table for each biorhythm that details length, summary, example in detail, and a relevant study. - Make a list of endogenous pacemakers and exogenous zeitgebers and identify which are relevant to the circadian rhythm. | <ul style="list-style-type: none"> - Summarise four reliability/validity issues in diagnosis and classification of schizophrenia e.g. co-morbidity, culture and gender bias and symptom overlap. - Make a mind map of the biological explanations (genetics and neural) and treatment (drug therapy) including 3 evaluation points for each. |
| <p>14 27.04.25</p> | <p>SCHIZOPHRENIA 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"> - Explain how token economies are used in the management of schizophrenia. - Summarise the importance of an interactionist approach in explaining and treating schizophrenia. | <p>FORENSICS</p> <ul style="list-style-type: none"> - Outline the difference between the top-down and bottom-up approach to offender profiling. - Make a mind map of the biological explanations - historical approach (atavistic form), genetics and neural explanations, including 3 evaluation points for each. |
| <p>15 04.05.25</p> | <p>FORENSICS</p> <ul style="list-style-type: none"> - Make a mind map of the psychological explanations - Eysenck's theory of the criminal personality; cognitive explanations; differential association & psychodynamic explanations. Add 3 evaluation points for each. - Compare the 4 methods of dealing with offending behaviour: custodial sentencing, token economies, anger management and restorative justice programmes. For each, | <p>COGNITION AND DEVELOPMENT</p> <ul style="list-style-type: none"> - Describe Piaget's theory of cognitive development, applying key terms throughout. Give a description of each stage of intellectual development. - Create a mind map of Vygotsky's theory of cognitive development – make sure that you reference the zone of proximal development and scaffolding. Add AO3 to the map to help show which aspects have strengths and limitations. |

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| | consider the strengths and weaknesses. | |
| 16 11.05.25 | <p>COGNITION AND DEVELOPMENT</p> <ul style="list-style-type: none"> - Create visuals to show Baillargeon’s explanation of early infant abilities. - Compare the views of Piaget, Vygotsky and Baillargeon. What are the similarities/differences in how they believe children develop an understanding of the world? - Summarise the different aspects of the development of social cognition (Selman, ToM, Sally-Anne). - Write a summary of the role of the mirror neuron system in social cognition. | <p>ISSUES AND DEBATES</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"> - Free will and determinism – include hard & soft determinism; biological, environmental and psychic determinism. - The nature-nurture debate: the relative importance of heredity and environment in determining behaviour; the interactionist approach. |
| 17 18.05.25 | <p>ISSUES AND DEBATES</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"> - Holism and reductionism – include levels of explanations in Psychology. Biological reductionism and environmental (stimulus-response) reductionism. - Idiographic and nomothetic approaches to psychological investigation. | <p>ISSUES AND DEBATES</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"> - Gender and culture in Psychology – universality and bias. Gender bias including androcentrism and alpha and beta bias; cultural bias, including ethnocentrism and cultural relativism. - Ethical implications of research studies and theory, including reference to social sensitivity. |
| May Half Term | | |