



DIXONS
SIXTH FORM
ACADEMY

SUMMER WORK: A LEVEL PSYCHOLOGY

20

23

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About the Summer Work

This booklet contains a number of tasks that students are expected to complete to a good standard in order to be able to be enrolled in this subject.

Please complete these tasks in this A4 booklet and bring it with you to your first lesson of A-Level Psychology.

The work handed in should:

- Be written in black or blue ink
- Be written in full sentences with no copying and pasting from external sources
- Have all compulsory tasks completed
- Have your full name on each additional sheet
- Have all additional sheets connected together

This booklet also contains significant additional information and a range of optional tasks. We would encourage you to complete all the tasks including the optional ones to fully prepare for Sixth Form study.

In order to complete the summer homework effectively, you will need access to the following;

- A calculator
- The internet or access to the library (public libraries have psychology related books).
- A black or blue pen
- A quiet space to work
- Time to dedicate to your studies

Welcome to Psychology

Subject outline

Students often choose to study Psychology because they have an interest in the 'behaviour' of others. The subject allows students to gain an understanding of both the physiological and the psychological aspects of our make-up and investigates both the brain functions and the social stimuli involved in behaviour. Lessons are both experiential and discursive but have a sound theoretical base. Students are expected to be proficient in essay construction and willing to contribute to class discussion. Focus is placed upon analysis, evaluation, interpretation, ethical issues and critical appreciation of psychological methodologies.

The AQA A-Level Specification assesses students' learning with three 2-hour papers at the end of the two years. Therefore, it is essential that students are able to recall vast amounts of detailed information.

Paper 1

- ✓ **Memory:** models of memory; memory in everyday life including eyewitness testimony; misleading information and the cognitive interview.
- ✓ **Social Influence:** conformity and obedience – explanations of these; social influence in everyday life – resisting pressures to conform or obey; implications of social influence research.
- ✓ **Attachment:** attachment in infancy, cultural variations, disruption of attachments: e.g., through separation, influence of early childhood experiences on adult relationships.
- ✓ **Psychopathology:** diagnosing mental health issues; symptoms, explanations and treatments for depression, OCD, and phobias.

Paper 2

- ✓ **Psychological Approaches:** origins of psychology Wundt, assumption of the learning theory, biological explanations of behaviour, the psychodynamic approach, Humanism and the cognitive approach.
- ✓ **Biopsychology:** brain anatomy, the nervous system, neurons, synaptic transmission, brain scanning techniques, lateralization and localization of the brain along with biological rhythms.
- ✓ **Research Methods:** methods and techniques of study in psychology including experimental and non-experimental investigation designs; data analysis and presentation, statistical analysis.

Paper 3

- ✓ **Issues and Debates:** Gender and culture in psychology, free will and determinism, the nature-nurture debate: holism and reductionism: levels of explanation in psychology, ethics and social sensitivity, nomothetic and idiographic approaches.
- ✓ **Schizophrenia:** Classification and diagnosis of schizophrenia using the ICD and DSM. explanations of the disorders including family dysfunction, cognitive explanations and biological impacts. Treatments of schizophrenia including family therapy, CBT, drug treatment and token economy. The importance of the interactionist approach.
- ✓ **Gender:** Sex, gender and androgyny, role of chromosomes and hormones, atypical sex chromosome patterns, cognitive, social learning and psychodynamic explanations of gender, influence of culture and media on gender roles, gender identity disorder.
- ✓ **Forensic Psychology:** Offender profiling, including the use of top-down and bottom-up approaches.

The full AQA Psychology specification can be found here:

<https://filestore.aqa.org.uk/resources/psychology/specifications/AQA-7181-7182-SP-2015.PDF>

Please note psychology is classified as a 'science' by some Universities and the course has significant amounts of biological content. Furthermore, the course includes mathematical skills which are assessed in all three papers.

In order to succeed at A-Level Psychology it is essential that you possess / develop the following skills;

- an inquiring mind
- the ability to use scientific research findings to support and challenge key ideas
- good communication (written and verbal)
- the ability to collaborate
- the ability to problem solve
- have attention to detail

In addition, an excellent student will;

- Be empathetic
- Be able to critically analyse concepts and theories
- Be creative
- Have 'grit' and determination to succeed

The science of psychology benefits society and enhances our lives. There are many benefits to learning Psychology including understanding how social change happens and how to develop treatments. Recently, Psychology has been useful in the social action of Black Lives Matter and in better understanding dementia and how to treat it.

Careers and Higher Education

As mentioned, A-Level Psychology is considered a science by many Universities and so the subject can be helpful when applying to a range of subjects including medicine. Furthermore, Psychology is a great subject to study at University level and one that could lead you to a range of careers. With a psychology degree, you're well placed to pursue careers in both arts and scientific fields, depending on your personal interests. There are many options within public and private healthcare, education, mental health support, social work, therapy and counselling, forensics and neuroscience (to name a few). These roles may be advisory, research-led, treatment-led or therapeutic. There are also a number of less typical roles for psychology graduates, including jobs in mediation, media and other creative industries.

According to a recent release by the University Guide website, the following are some of the top places to study Psychology.

University ranking	University name	Overall score	Entry standards	Student satisfaction	Research quality	Graduate prospects
1 ▲ 1	University of Cambridge VIEW COURSES →	100%	100%	n/a	90%	74%
2 ▼ 1	University of Oxford VIEW COURSES →	98%	93%	n/a	91%	70%
3 ▲ 2	UCL (University College London) VIEW COURSES →	96%	92%	79%	89%	88%
4	University of Bath VIEW COURSES →	93%	91%	82%	76%	78%
5 ▲ 1	King's College London, University o... VIEW COURSES →	93%	80%	77%	88%	81%
6 ▼ 3	University of St Andrews VIEW COURSES →	93%	96%	85%	86%	n/a
7 ▲ 5	University of Bristol VIEW COURSES →	92%	81%	76%	83%	78%
8 ▲ 5	University of Exeter VIEW COURSES →	91%	79%	75%	86%	77%
9 ▼ 1	Durham University VIEW COURSES →	91%	82%	68%	81%	77%

Due to the skills that you develop in Psychology, the A-Level is a useful subject to have for pretty much every career that you can think of. To find out more, visit

<https://www.bps.org.uk/public/become-psychologist/career-options-psychology>

Career within the field of Psychology	Required qualifications
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<p>Counselling psychologists focus on working with a tailored psychological formulation to improve psychological functioning and well-being, working collaboratively with people across a diverse range of disciplines. Counselling psychologists deal with a wide range of mental health problems concerning life issues including bereavement, domestic violence, sexual abuse and relationship issues. They understand diagnosis and the medical context to mental health problems and work with the individual's unique subjective psychological experience to empower their recovery and alleviate distress.</p>	<p>A BPS approved Psychology Degree</p> <p>Doctorate in Counselling Psychology</p> <p>OR</p> <p>Society Qualification in Counselling Psychology</p>
<p>Educational psychology is concerned with helping children and young people experiencing problems that can hinder their chance of learning. Educational psychology is concerned with children and young people in educational and early years' settings. Educational psychologists tackle challenges such as learning difficulties, social and emotional problems, issues around disability as well as more complex developmental disorders.</p>	<p>Degree in psychology approved by the BPS and an MA.</p> <p>For England, Wales and Northern Ireland: Doctorate in Educational Psychology</p>
<p>Clinical psychology aims to reduce psychological distress and to enhance the promotion of psychological well-being. Clinical psychologists deal with a wide range of mental and physical health problems including addiction, anxiety, depression, learning difficulties and relationship issues. They may undertake a clinical assessment to investigate a clients' situation. There are a variety of methods available including psychometric tests, interviews and direct observation of behaviour. Assessment may lead to advice, counselling or therapy.</p>	<p>Degree in psychology approved by the BPS and an MA.</p> <p>Doctorate in Clinical Psychology</p>
<p>Forensic psychology is concerned with the psychological aspects of legal processes in courts. The term is also often used to refer to investigative and criminological psychology: applying psychological theory to criminal investigation, understanding psychological problems associated with criminal behaviour and the treatment of those who have committed offences. The daily key tasks for forensic psychologists may include; piloting and implementing treatment programmes, modifying offender behaviour, responding to the changing needs of staff and prisoners as well as reducing stress for staff and prisoners. Forensic psychologists also provide hard research evidence to support practice, including undertaking statistical analysis for prisoner profiling, giving evidence in court plus advising parole boards and mental health tribunals.</p>	<p>MSc in Forensic Psychology and Society Qualification in Forensic Psychology (Stage 2)</p> <p>OR</p> <p>Doctorate in Forensic Psychology</p>
<p>Sport psychology's predominant aim is to help athletes prepare psychologically for the demands of competition and training. Exercise psychology is primarily concerned with the application of psychology to increase exercise participation and motivational levels in the general public.</p> <p>Sport psychologists counsel referees to deal with the stressful and demanding aspects of their role, advise coaches on how to build cohesion within their squad</p>	<p>MSc in Sport & Exercise Psychology and</p>

of athletes, and help athletes with personal development and the psychological consequences of sustaining an injury for example. Exercise psychologists optimise the benefits that can be derived from exercise participation and help individual clients with the implementation of goal setting strategies for example. Practitioners typically specialise in either the sport or exercise branches though some work equally in both fields.

Society
Qualification
in Sport & Exercise
Psychology
(Stage 2)

Recent evidence suggests that there is a skills gap within the local labour market and their workforce. This means that there is a gap between the skills an employee has and the skills he or she actually needs to perform a job well. The skills that are most often required by the local labour market include a range of 'soft skills'. These skills can be developed by studying A-Level Psychology, some of which are outlined below;

- Communication
- Project management
- Team work
- Organisation
- Attention to detail
- Planning
- Research skills
- Creativity
- Problem solving

Within the study of A-Level Psychology you will be required to work alongside people who you might not necessarily choose to be 'friends' with. Working with your peers you will develop research ideas, investigate topics of interest, communicate with the public and work to deadlines in order to carry out effective psychological investigations. Furthermore, there will be times when presentations are key to furthering your knowledge of Psychology and this will require that you plan, problem solve and show creativity in the way you communicate your findings with others. Psychology is an excellent subject for developing all round skills, this fact is often recognised by employers and Universities when considering applications.



You may be aware that Bradford has been awarded Capital of Culture 2025. This means that the City can expect an increase in investment, bringing new jobs and opportunities. Furthermore, the study of Psychology can help develop skills that will be useful in the industries that we are seeing emerge within Bradford; including Education, Health and Social Care, and even Digital Technologies as they each require an understanding of other people.

Links to key information:

Course information guide:

<https://www.dixons6a.com/uploads/files/dixons6a/Psychology.pdf>

The full AQA Psychology specification can be found here:

<https://filestore.aqa.org.uk/resources/psychology/specifications/AQA-7181-7182-SP-2015.PDF>

An interactive careers flowchart that provides detail and videos on the careers most related to Psychology: <https://careers.bps.org.uk/>

A link to the Labour Market Report 2021 which examines factors relating to employment within Bradford: <https://futuregoals.shorthandstories.com/lmireport/>

Summer work tasks

Ask three people (who do not do psychology) what they think psychology is and what being a psychologist involves. Record their answers below:

When a psychologist meets someone for the first time, say, at a party and they are asked the question “what do you do for a living?” the reaction of the newly found friend is likely to fall into 3 categories;

- a) ‘Oh I had better be careful what I say from now on’ (partly defensive, partly amused)
- b) ‘I bet you meet some right nutters in your work’ (partly intrigued and partly sympathetic)
- c) ‘What exactly is psychology?’ (Partly inquisitive and partly puzzled)

Each of the above show an inaccurate and a complete misunderstanding of the subject.

- The first reaction seems to imply that psychologists are mind readers and have access to other people’s thoughts.
- The second reaction seems to imply that psychologists largely work only or largely with people who could be variously called ‘mentally ill’ ‘emotionally disturbed’ or ‘mad’.

So what is Psychology?

1. The word PSYCHOLOGY is of Greek Origin: *psyche* can be translated as ‘mind’ or ‘soul’ and *logos* indicates ‘study’. Therefore, we have ‘study of the mind’. This definition shows what psychology was essentially about up to the end of the 19th Century.

- In 1879 Wilhelm Wundt opened the first psychological lab in Germany which heralded the beginning of psychology as a scientific discipline, although it is unique amongst sciences in that it is not governed by a single set of principles and beliefs.
- There are various different approaches to psychology, which reflects the complexity of human behaviour. One approach may focus on the role of genetics in the determination of behaviour another may focus on the role of childhood experience.
- The main approaches are Psychodynamic, Learning, Physiological, Cognitive and Social approaches that you will be introduced to in further sessions. This list is not exhaustive but represents some of the most influential viewpoints over the last century.

Task One: Approaches in Psychology

There are five major approaches in psychology. These are biological, psychodynamic, behavioural, cognitive and humanistic. Each approach attempts to explain human behaviour differently. An approach is a view that involves certain assumptions about human behaviour. Use all resources available in order to provide a brief overview of each approach (include key terminology, researchers and any evaluation points you might come across).

Biological approach

Psychodynamic approach

Behavioural approach

Cognitive approach

Humanistic approach

1 Which of the following statements about cognitive neuroscience is false?

- A** Studies of patients with cognitive deficits due to brain lesions are an important aspect of cognitive neuroscience
- B** It involves mapping brain areas to specific cognitive functions
- C** Advances in brain imaging techniques has allowed scientists to observe and describe the neurological basis of mental processes
- D** It emphasises the study of the whole person and stresses the important of subjective experience

2 Which of the following statements about the cognitive approach is false?

- A** It is founded on soft determinisms as it suggests we are free to think before we respond to a stimulus
- B** It has made an important contribution in the field of Artificial Intelligence
- C** Cognitive psychologists are able to study internal mental processes directly
- D** It is focussed on how our internal mental processes affect behaviour

3 Which theoretical model is often used by the cognitive approach

- A** Information processing model
- B** Evolutionary model
- C** Fight or flight model
- D** Iceberg model

4 Which of the following is the correct definition of a schema

- A** A representation of behaviour
- B** A long term memory store for personal events
- C** A cognitive framework or concept that helps organize and interpret information
- D** A structure of interconnected neurons in the brain

5 Which of the following is not a valid criticism of the cognitive approach?

- A** The computer analogy that it uses ignores the influence of human emotion and motivation on cognition
- B** The cognitive approach is not viewed as being a scientific approach in psychology
- C** Cognitive psychologists are only able to infer mental processes from the behaviour they research so can be viewed as too theoretical
- D** Experimental studies of mental processes conducted by cognitive psychologists are often carried out using artificial stimuli

6 During which time period did the Cognitive approach first emerge in psychology

- A** 1930s
- B** 1970s
- C** 1980s
- D** 1950s

7 Which of the following is not an area studied by cognitive psychologists

- A** Emotion
- B** Memory
- C** Problem solving
- D** Perception

8 Which of the following are not used by cognitive neuroscientists?

- A** fMRI scans
- B** Computer-generated models
- C** ECG
- D** PET scans

Task Two: Research Methods in Psychology

The British Psychological Society posed a question on their blog : What's the most important psychology experiment that's never been done...? Pick one of the 13 statements and think about how you would investigate this topic.

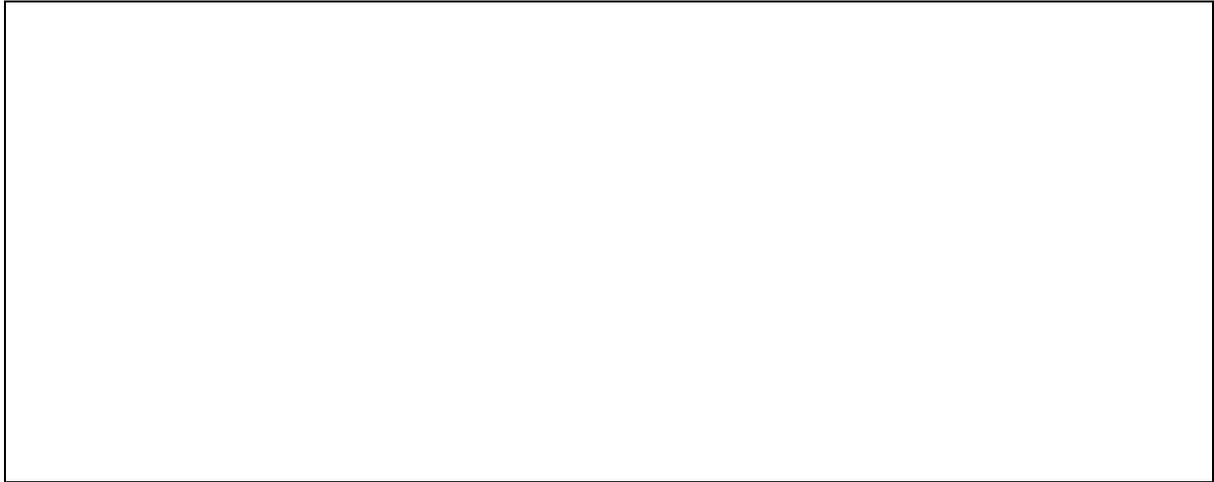
Chosen statement: _____

What are the variables that you are measuring?

How might you measure these variables? What controls would you need to have in the study and why?

Who would your participants be? How would you obtain these participants? Are there any problems that could arise here?

What would you expect to find from conducting this study? What results would you collect?



<http://bps-research-digest.blogspot.com/2007/09/most-important-psychology-experiment.html>

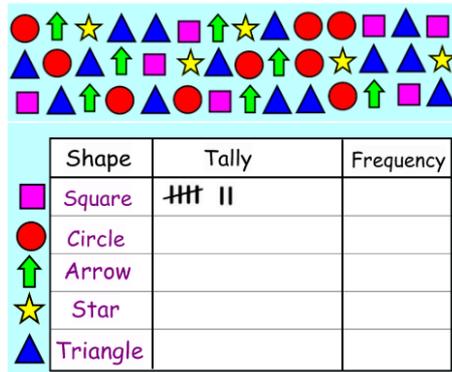
Key terms in research methods that are important to know before you arrive at Dixons 6th Form Academy.

Key term	Definition
Independent variable	
Dependent variable	
Experiments	
Observations	
Correlations	
Self-reports	

Objectivity vs. subjectivity	
Hypothesis	
Extraneous variables	
Demand characteristics	
Validity	
Reliability	
Ethical considerations	
Case studies	

At least 10% of the marks in assessments for Psychology will require the use of mathematical skills. These skills will be applied in the context of A-level Psychology and will be at least the standard of higher tier GCSE mathematics. A guide to the kind of Maths content that you might be expected to know can be found here: <https://filestore.aqa.org.uk/resources/psychology/specifications/AQA-7181-7182-SP-2015.PDF> starting on page 35. We advise that you read through this list and ensure you are able to complete the GCSE level tasks. The following will help with that.

Psychological investigations that collect quantitative data tend to collect quite a lot of results. In order to summarise these, researchers use various tables and graphs. In this section we will consider two uses of tables: in data collection and to illustrate the findings of studies. Tables used to collect raw data are often frequency tables or tally charts. These tables are useful for checklists in observations and for counting responses to closed questions in questionnaires. For any table it is important to give the table itself an informative title and to label each row and column with a heading. Complete the tally chart for the shapes below.

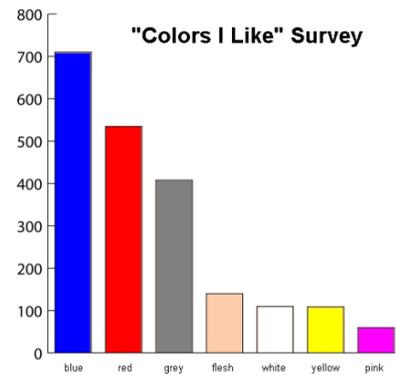


Results such as totals or frequencies, percentages, means, medians and modes can all be tabulated. Complete a summary table for the following data collected by a researcher investigating the amount of times someone smiles whilst listening to different types of music.

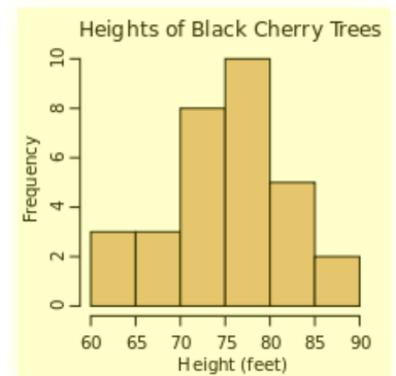
Rock Music	3	4	6	5	4	5	6	3	4	7	
Classical Music		5	6	5	6	7	7	6	5	6	7
Pop Music	8	9	8	8	8	9	10	11	10	9	1

Graphs are used to illustrate findings. They may illustrate totals or frequencies, percentages or any measures of central tendency. Different graphs are used for different types of data. For each of the following, describe the chart and outline when you would use them.

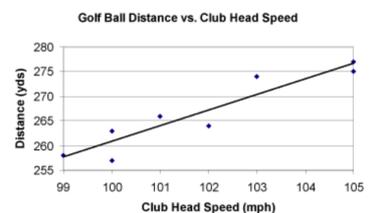
Bar chart:



Histogram:



Scatter diagrams:



Your task... For each of the following data sets, identify the most appropriate way of displaying the data and draw a suitable graph / chart.

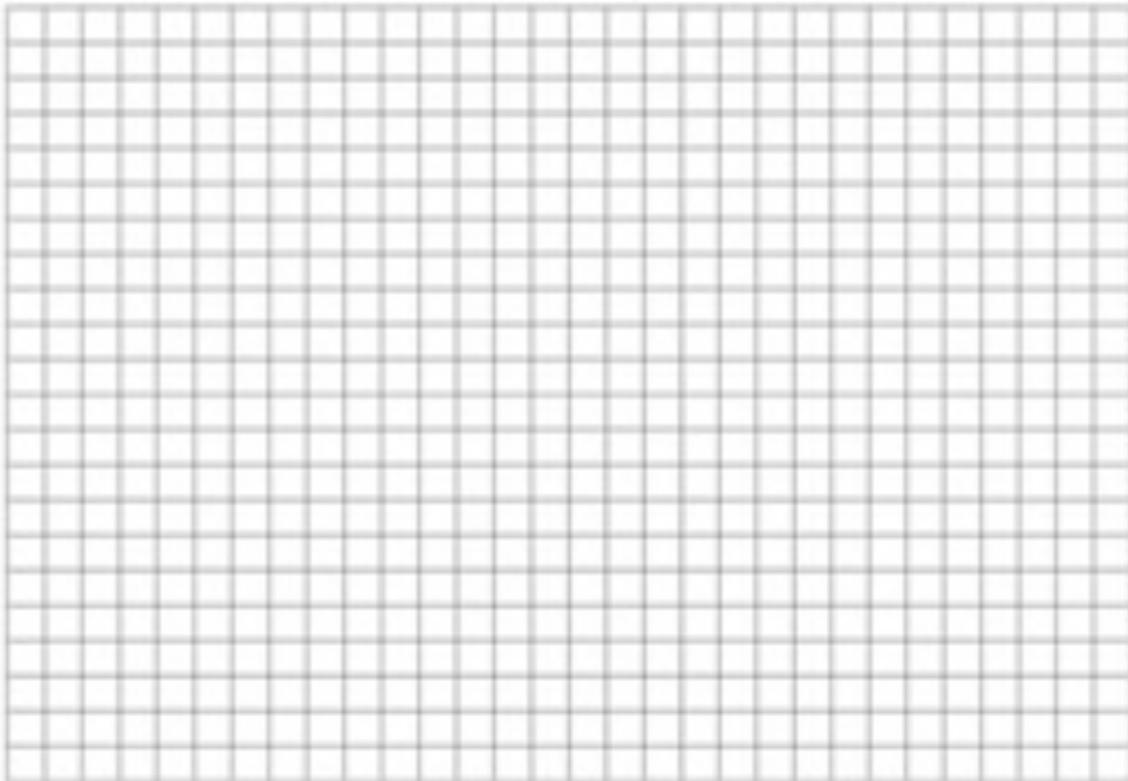
1. From Loftus and Palmer's study;

Numbers of participants reporting seeing broken glass in each verb condition.			
Response	'smashed'	'hit'	'control'
Yes	16	7	6
No	34	43	44



2. Gemma carried out a survey of 80 of her friends to find out how many minutes they had spent talking on their mobile phones in the last month. Gemma then converted the minutes into hours and recorded the data as follows.

Number of hours (h)	Number of friends
$0 \leq h < 5$	5
$5 \leq h < 7$	20
$7 \leq h < 8$	12
$8 \leq h < 10$	22
$10 \leq h < 12$	12
$12 \leq h < 15$	5
$15 \leq h < 20$	4
$20 \leq h$	0

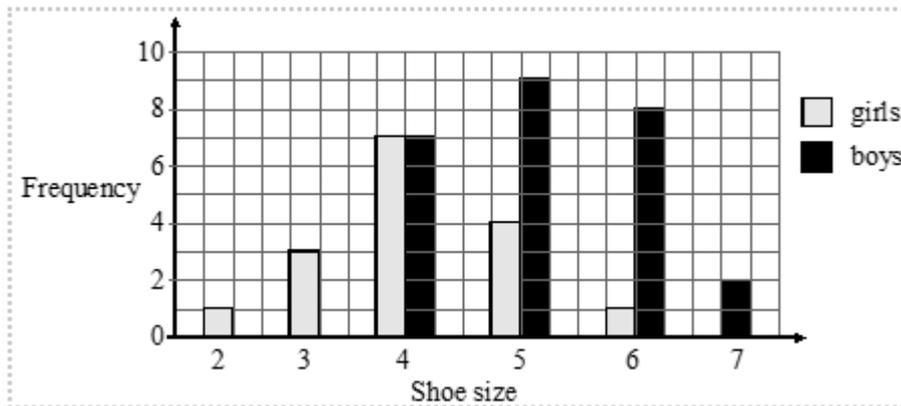


3. A researcher wanted to look at the relationship between the reaction time of participants and the number of hours of sleep. The results are as follows;

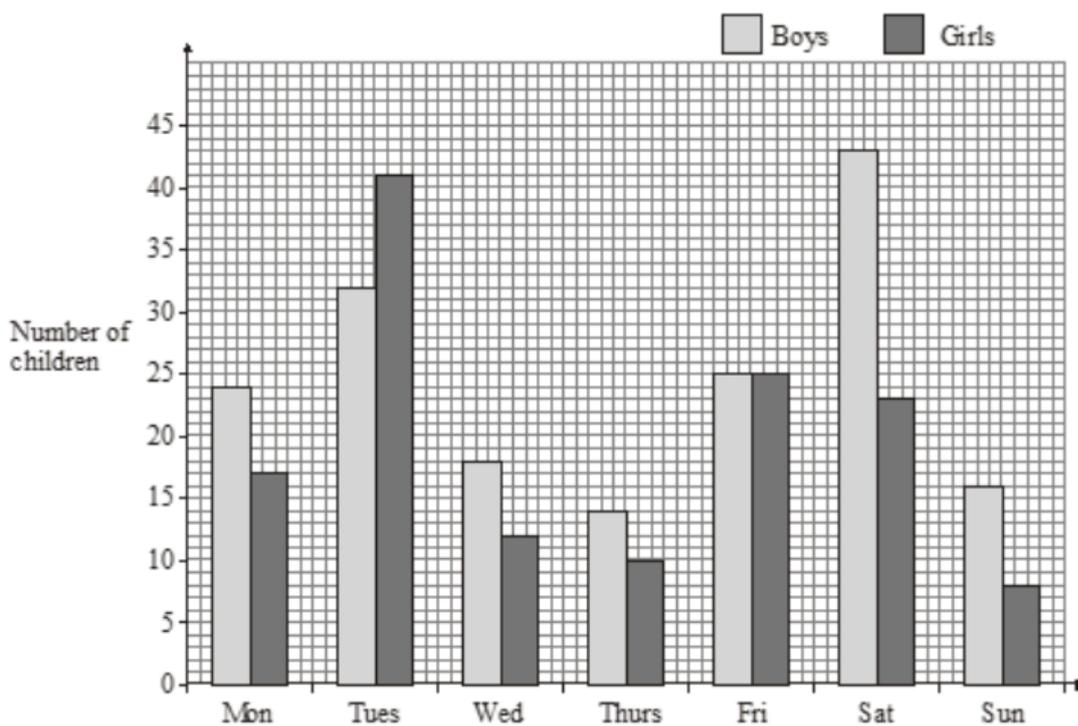
Reaction time (secs)	78	71	69	86	98	65	70	69	71
Hours of sleep	6	9	7	5	4	7	8	9	8



In addition to drawing graphs / charts you will need to be able to extract information from them in the exam.



1. The frequency diagram shows the distribution of shoe sizes for a class of year 8 pupils.
 - a) How many pupils are in the class?
 - b) Which shoe size is the mode for boys?
 - c) Which shoe size is the mode for all the pupils in the class?



2. The bar chart shows the numbers of boys and girls who went to the cinema each day last week.

(a) How many boys went to the cinema on Monday?

Answer

(b) On which day did most girls go to the cinema?

Answer

(c) On which day was the number of boys equal to the number of girls?

Answer

(d) How many more boys than girls went to the cinema on Wednesday?

.....

Answer

(e) Kirk says, "On Sunday twice as many boys as girls went to the cinema."

Is he correct?

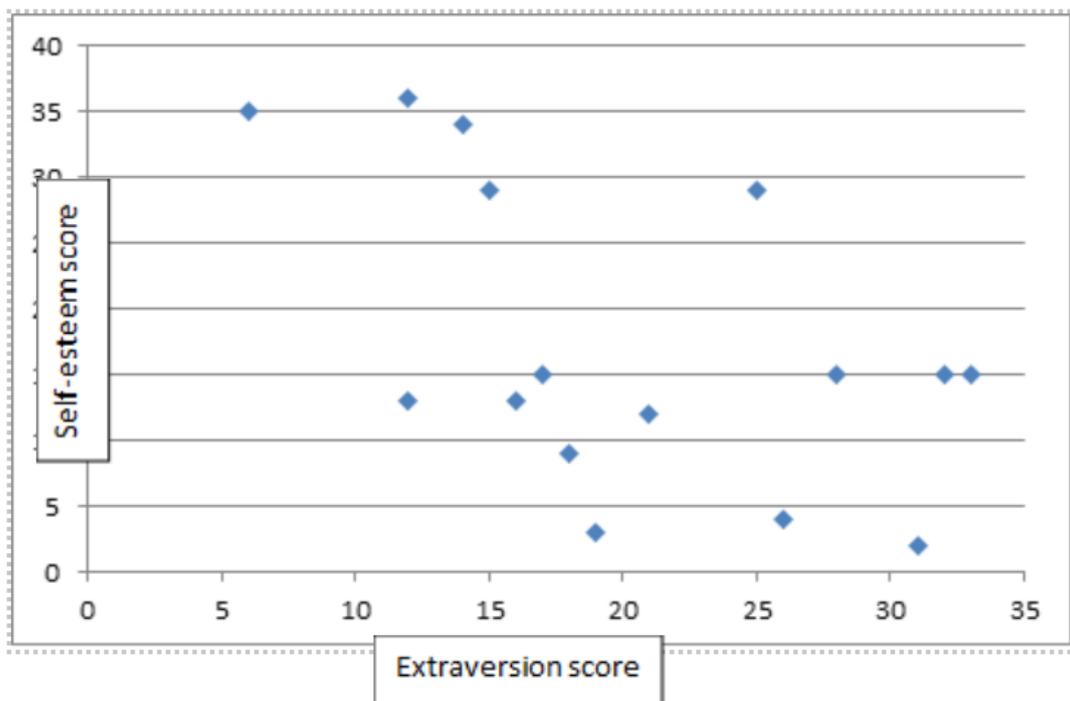
Explain your answer.

.....

.....

.....

3. A researcher investigated the relationship between extroversion score and self-esteem. She found the following;

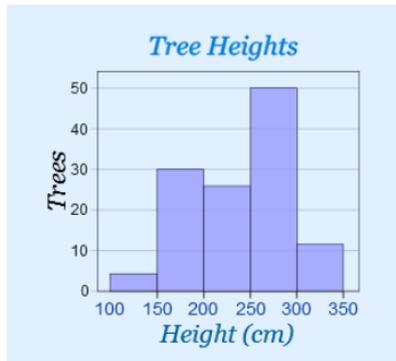


- a. What was the mode score for self-esteem rating? _____
- b. How many participants took part in this study? _____
- c. What type of correlation is shown in this scattergraph? _____

4. A researcher investigated the height of every tree in the orchard in centimetres (cm). The heights vary from 100 cm to 340 cm. The researcher decides to put the results into groups of 50 cm:

- The 100 to just below 150 cm range,
- The 150 to just below 200 cm range,

So a tree that is 260 cm tall is added to the "250-300" range. And here is the result:



- a. Outline two things that the histogram tells us about tree heights. _____

Descriptive statistics

For the purpose of Psychology, you need to understand **ratios, percentages and fractions**. You should be able to explain how to calculate them, calculate them and show conversions where applicable. So what are they?

	Explain what it is...
Ratio	
Percentage	
Fraction	

Simplifying ratios:

Example: A sports club has 3 trainers and 27 players. The player ratio is 1:9 as both numbers can be divided by 3.

Another example is that Jamie spends 24 minutes doing homework, Eve spends 32 minutes doing homework and Natalie spends 16 minutes doing homework. So we have 24:32:16. This can be simplified to 3:4:2.

Simplify the following;

- | | |
|------------------|--------------------|
| 1 12 : 3 | 7 14 : 28 |
| 2 4 : 6 | 8 44 : 77 |
| 3 18 : 6 | 9 16 : 48 |
| 4 15 : 25 | 10 150 : 15 |
| 5 24 : 30 | 11 63 : 54 |
| 6 42 : 56 | 12 40 : 64 |

Percentages: The following table shows some of the results for Bandura's (1961) study into imitation of aggression. Use the table to answer the following questions;

- When females witnessed a female model they were more likely to show verbal aggression. Express this as a % and show your workings out:
- Show the percentage of male subjects who imitated physical aggression when in the presence of a male model. Show your workings out and express your answer in two significant figures;

Response category	Experiment	
	Aggressive	
	F Model	M Model
Imitative physical aggression		
Female subjects	5.5	7.2
Male subjects	12.4	25.8
Imitative verbal aggression		
Female subjects	13.7	2.0
Male subjects	4.3	12.7
Mallet aggression		
Female subjects	17.2	18.7
Male subjects	15.5	28.8
Punches Bobo doll		
Female subjects	6.3	16.5
Male subjects	18.9	11.9
Nonimitative aggression		
Female subjects	21.3	8.4
Male subjects	16.2	36.7
Aggressive gun play		
Female subjects	1.8	4.5
Male subjects	7.3	15.9

Fractions:

a) Work out $\frac{2}{5} + \frac{3}{8}$

b) Work out $5^{\frac{2}{3}} - 2^{\frac{3}{4}}$

c) Work out $12^{\frac{1}{2}} \div \frac{5}{8}$

e) Work out $12^{\frac{1}{2}} \div \frac{5}{8}$

f) Work out $4\frac{1}{2} + 1\frac{2}{5}$

Descriptive statistics is the term given to the analysis of data that helps describe, show or summarise data in a meaningful way such that, for example, patterns might emerge from the data. There are a number of descriptive statistics that can be used within Psychology. Measures of central tendency: This is a single number which represents the 'middle' or typical point in a set of data.

	What is it?	How do you calculate it?
Mean		
Median		
Mode		

Measures of dispersion: This gives an indication of how spread out the results are within a data set.

	What is it?	How do you calculate it?
Range		

Variance		
Standard deviation		

Your task... Calculate the mean, median, mode and range for the following data sets;
1) 21, 32, 24, 21, 27

Mean	Median	Mode	Range

2) 3, 1, 4, 2, 0, 2

Mean	Median	Mode	Range

3) 11, 9, 7, 10, 7, 13

Mean	Median	Mode	Range

4) 36, 42, 38, 45, 39, 43

Mean	Median	Mode	Range

Validity and Reliability – these are key concepts in psychology and it is important that you know them from the start. Watch the videos on each key term and make detailed notes.

Validity - <https://www.youtube.com/watch?v=0SW14C5I-WA>

Reliability - <https://www.youtube.com/watch?v=wVL1fxuoO4>

Task Three: Research Studies in Psychology

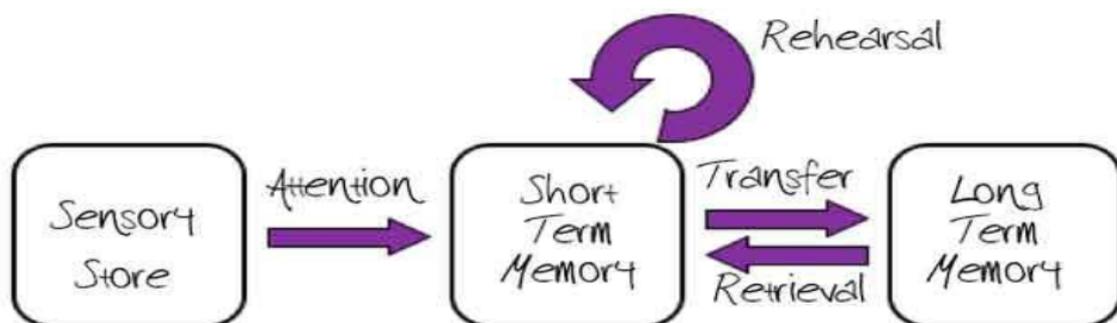
One of the first topics we study in Psychology is that of memory. This topic helps us to understand what memory is, and how theoretical models have developed our knowledge. Furthermore, we must evaluate research and think about how the findings can help improve situations for people within society.

In your own words, explain what is meant by the term 'memory'.

Atkinson and Shiffrin created the multi-store model of memory, a structural model in which information passes from one store to another in a linear way. That model is shown below and your task is to annotate the diagram with information about each store, including (but not limited to):

- Explanation of the store
- Duration of the store
- Capacity of the store
- How the store encodes information

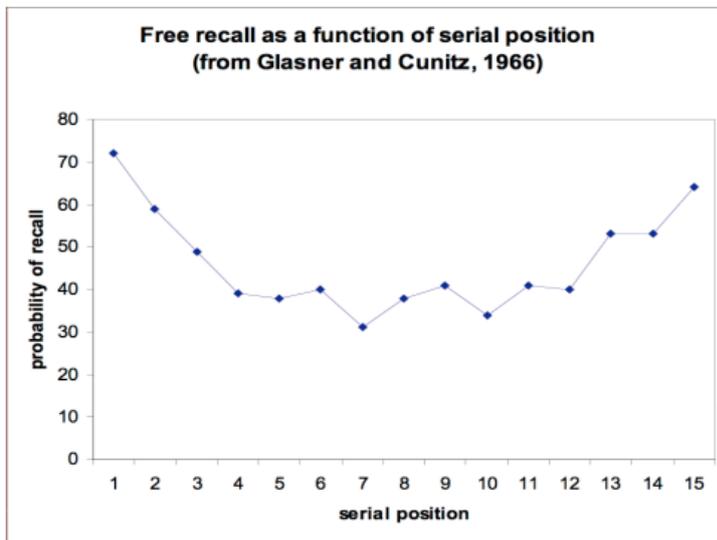
A good website for learning about Psychology is www.simplypsychology.org or www.tutor2u.com



Notes page:

Research evidence comes from Glanzer and Cunitz (1966) who examined whether the position of words influences recall and to see if there are two separate stores of memory.

What was the procedure for this piece of research?



Glanzer and Cunitz's findings have been displayed in the graph below. What do they tell us about the findings of their research?

What conclusions can be drawn from this study about the multi-store model of memory?



Comprehension questions:

1. What is meant by the term 'primacy'?

2. What is meant by the term 'recency'?

3. How is the long term memory different to the short term memory?

Glanzer and Cunitz conducted their research in a laboratory environment.

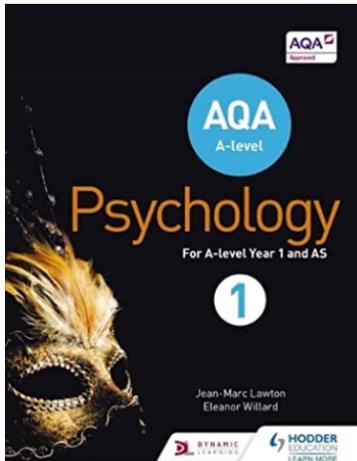
1. Research what is meant by 'ecological validity' and discuss the term in relation to this study.

2. Research what is meant by 'standardisation' and discuss the term in relation to this study.

3. According to Glazner & Cunitz the primacy effect occurs because words remembered from the beginning of the list have already been stored in LTM, while the words at the end of the list are still in STM and so are also easily recalled. How might this knowledge be useful to people who do not study psychology?

Reading list

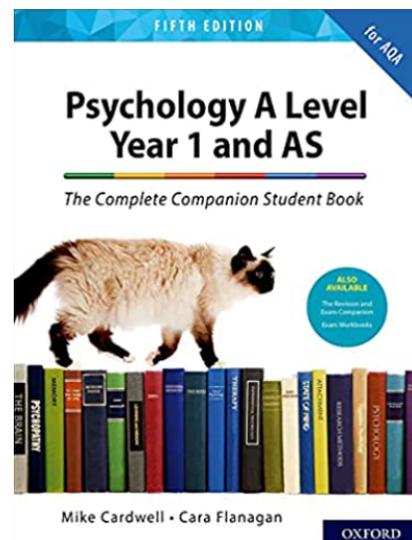
Any of the following books are useful for studying A-Level Psychology. If you are eligible for bursary, then we may be able to provide these books for you.



AQA Psychology for A Level Book 1
by Jean-Marc Lawton (Author), Eleanor Willard (Author)
ISBN-10 : 1471834883

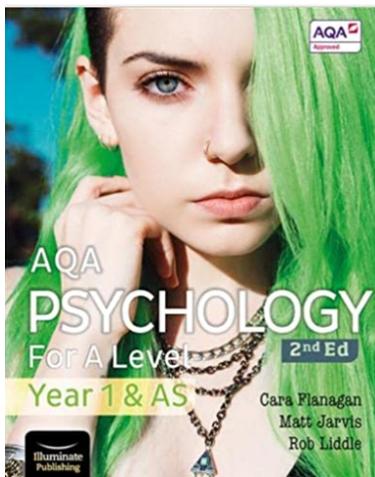
The Complete Companions: AQA Psychology A Level:
Year 1 and AS Student Book (Complete Companions
Fifth Edition for AQA) Paperback
by Mike Cardwell (Author), Cara Flanagan (Author)

ISBN-10: 0198436327



AQA Psychology for A Level Year 1 & AS Student Book: 2nd
Edition Paperback
by Cara Flanagan (Author), Matt Jarvis (Author), Rob
Liddle (Author)

ISBN-10: 1912820420



The following are also useful in preparing for your A-Level study:

- AQA approved textbooks. <https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/teaching-resources?f.Resource+type%7C6=Textbooks>
- AQA Psychology course specification. <https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182>
- Here you can find all past papers, mark schemes and examiner commentary available to the public.
- <https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/assessment-resources>
- Revision books: <https://www.aqabookshop.co.uk/product-category/a-level/psychology-a-level>
- Maths skills in Psychology textbook: <https://www.pricerunner.com/pl/802-2001325732/Books/Essential-Maths-Skills-for-AS-A-Level-Psychology-Compare-Prices>

Recommended Wider Reading

- *Introducing Psychology: A Graphic Guide to Your Mind and Behaviour* by *Nigel Benson*
- *Psychology: A Very Short Introduction* by *Gillian Butler and Freda McManus*
- *Psychology of Mind, Science and Behaviour* by *R Gross (5th edition)*
- *The Person and the Situation: Perspectives of Social Psychology* by *Lee Ross, Richard E. Nisbett, Malcolm Gladwell*
- *Incognito: The Secret Lives of the Brain* by *David Eagleman*
- *The Man Who Mistook His Wife for a Hat* by *Oliver Sacks*
- *The Memory Illusion: Remembering, Forgetting, and the Science of False Memory* by *Julia Shaw*
- *Psych Experiments: From Pavlov's Dogs to Rorschach's Inkblots, Put Psychology's Most Fascinating Studies to the Test* by *Michael A. Britt*
- *The Interpretation of Dreams* by *Sigmund Freud*
- *The Selfish Gene* by *Richard Dawkins*
- *Working Memory, Thought, and Action* by *Alan Baddeley*
- *Freud for Beginners* by *Richard Appignanesi and Oscar Zarate*
- *Mindwatching: Why We Behave the Way We Do* by *H.J. Eysenck and Michael W. Eysenck*
- *Phantoms in the Brain: Human Nature and the Architecture of the Mind* by *Sandra Blakeslee and V. S. Ramachandran*
- *Madness Explained: Psychosis and Human Nature* by *Richard P. Bentall*
- *Consciousness Explained* by *Daniel Dennett*
- *The Private Life of the Brain* by *Susan Greenfield*
- *Nature via Nurture: Genes, experience and what makes us human* by *Matt Ridley*
- *The Language Instinct: The New Science of Language and Mind* by *Steven Pinker*
- *Bad Science* by *Ben Goldacre*

Magazines/Journals/Podcasts

The Psychologist: A monthly publication of The British Psychological Society has back issues freely available on its archive at <http://www.thepsychologist.org.uk>

They also have a comprehensive list of interesting podcasts that are linked to Psychology <https://www.bps.org.uk/collections/culture>

Useful Websites

https://www.tutor2u.net/psychology	Revision material, videos and a comprehensive guide to content and exam skills.
https://www.simplypsychology.org/	Guide to Psychology - articles and resources about psychological theories and perspectives
https://www.psychologytoday.com/gb	Thoughts and ideas shared by psychologists, academics, psychiatrists and writers
https://psychcentral.com/	Mental health professionals offering reliable information and over 250 support groups.
https://digest.bps.org.uk/	A blog aiming to demonstrate that psychological science is fascinating and useful while also casting a critical eye over its methods by analysing one new psychological study a day.
https://www.nimh.nih.gov/news/index.shtml	The National Institute of Mental Health news page.