



DIXONS

2026 SUMMER WORK



DIXONS
SIXTH FORM
BRADFORD

#INVESTINYOURFUTURE

SUMMER WORK

**A LEVEL
PSYCHOLOGY**

STUDENT NAME:

20
26

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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 the 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

The tasks have been broken down into weeks and provide an estimate of how long you should spend on each task.

Ensure you read the remainder of the booklet in order to develop a comprehensive understanding of the subject you are choosing to study.

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 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.
- ✓ **Clinical Psychology and Mental Health:** diagnosing mental health issues; symptoms, explanations and treatments for depression, OCD, and phobias.

Paper 2

- ✓ **Psychological Approaches:** 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.
- ✓ **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.
- ✓ **Three optional modules to be selected by the departmental lead.**

You can find the full specification details by searching 'AQA Psychology A-Level Specification – first teaching from 2025' into your search engine.

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.

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.

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 / Max 100	Entry standards / Max 220	Student satisfaction / Max 4	Research quality / Max 4	Continuation / Max 100	Graduate prospects – outcomes / Max 100	Global perspective / Max 100
1 ▲ 3	University of Oxford VIEW COURSES →	100.0 100%	205 93%	3.11 78%	3.62 91%	97.9 98%	90.0 90%	
2 ▲ 1	University of St Andrews VIEW COURSES →	98.4 98%	211 96%	3.19 80%	3.43 86%	98 98%	89.0 89%	
3 ▼ 2	University of Cambridge VIEW COURSES →	97.2 97%	193 88%	3.14 78%	3.61 90%	99.2 99%	83.0 83%	
4 ▲ 1	University of Bath VIEW COURSES →	95.9 96%	182 83%	3.18 80%	3.03 76%	97.5 98%	83.0 83%	
5 ▲ 4	University of York VIEW COURSES →	94.5 95%	166 75%	3.21 80%	3.53 88%	98.7 99%	75.0 75%	
6 ▼ 5	London School of Economics and Poli... VIEW COURSES →	94.1 94%	168 76%	3.26 82%	3.64 91%	96.8 97%	n/a	
7 ▲ 3	Cardiff University VIEW COURSES →	94.0 94%	172 78%	3.02 75%	3.55 89%	95.6 96%	79.0 79%	

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 and beyond	Required qualifications
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.	A BPS approved Psychology Degree Doctorate in Counselling Psychology OR Society Qualification in Counselling Psychology
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.	Degree in psychology approved by the BPS and an MA. For England, Wales and Northern Ireland: Doctorate

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	in Educational Psychology
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.	Degree in psychology approved by the BPS and an MA. Doctorate in Clinical Psychology
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.	MSc in Forensic Psychology and Society Qualification in Forensic Psychology (Stage 2) OR Doctorate in Forensic Psychology
A-Level Psychology links to dentistry by helping dentists understand and manage patient behaviour, emotions, and communication during treatment. The role of a dentist is not only to diagnose and treat oral health problems but also to ensure patients feel comfortable and supported, which requires managing anxiety, especially in those with dental phobia. Psychological knowledge helps dentists explain procedures clearly, build trust, and encourage positive behaviours such as good oral hygiene and healthy eating. It also supports treating children and anxious patients by using appropriate communication and behavioural techniques, making psychology valuable for delivering effective, patient-centred dental care.	AAA in A-Level including Biology and Chemistry. Bachelor of Dental Science
A-Level Psychology links to medicine by helping doctors understand how patients think, feel, and behave in relation to illness and treatment. The role of a doctor is not only to diagnose and treat physical conditions but also to provide holistic care, which includes managing patient emotions such as stress, anxiety, and depression. Psychological knowledge supports effective communication, helping doctors explain diagnoses clearly, gain informed consent, and build trust. It also helps in understanding factors that influence health behaviours, such as adherence to medication, lifestyle choices, and coping with chronic illness. Overall, psychology is essential in medicine for delivering compassionate, patient-centred care and improving health outcomes.	AAA including Biology and Chemistry. Medical degree

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>

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

University and Careers Task

You should spend approximately 30 minutes on this task. Use all available resources to research two possible careers related to Psychology that you might be interested in. For each career, provide detail on what the job involves, the qualifications that you need, and possible Universities (outside of Yorkshire) that you could attend in order to qualify.

Career one:	
Career two:	

Summer work tasks

Introduction task: reflecting on your choice to study A-Level Psychology

Psychology is the study of the mind, brain and behaviour. In order to succeed on the course, and enjoy your time learning about the subject, you should be interested in people. Take a moment to reflect on why you want to study A-Level Psychology and make some notes below:

Throughout the two years of study, you will be given the opportunity to complete some original research on topics that you are interested in. What sorts of behaviour (animal or human) behaviour are you interested in learning more about? What are you passionate about? What aspects of people fascinates you? Write as many aspects of behaviour / personality / habits / hobbies etc that you are interested in. You might also want to start thinking about how you could investigate these areas of interest.

Summer Work AI Policy

AI tools can be helpful when used properly, supporting revision and learning in A-Level Psychology. This policy explains how to use AI responsibly, ethically, and in a way that actually improves your learning. What AI tools have you previously used to help you in your learning?

AI is a learning tool, **not** a shortcut. You should treat it like a study partner, not a replacement. That means that you should first use psychology approved sources such as Tutor2u, SimplyPsychology, Psychboost (YouTube) or an AQA approved textbook. Then you can use AI to help you explain any difficult concepts or give you further examples of the new learning.

You can use AI to help you with your summer work in the following ways:

- ☒ Explain difficult concepts in a simpler way
- ☒ Check your understanding
- ☒ Get examples to help you understand a topic

AI is best used when you are *stuck* or *checking your thinking*. For example, you could ask AI: "Here's my answer for.... How can I improve it?".

When you start Psychology in September, you will be asked to recall what you have learnt throughout this book (without your notes). That means that you should know and understand the material. Using AI incorrectly can stop you from learning and being prepared for the A-Level course. It may also count as **cheating**.

Do NOT:

- ☒ Copy and submit AI-generated work as your own
- ☒ Use AI to complete homework without understanding it
- ☒ Ask AI to write answers you haven't attempted
- ☒ Rely on AI to tell you the correct answer

👉 If you didn't think it, write it, or understand it — **don't write it**.

Write a brief summary of the ways in which you should not use AI? _____

★ Simple Rule to Remember

Use AI to help you think — not to do the thinking for you.

Task One: Approaches in Psychology

You should spend around one hour on this task. 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: Applying your knowledge of approaches in Psychology

You should spend approximately one hour on this task. Psychologists are interested in a wide range of behaviours and will each approach their research from a different perspective. One particular topic that we study at A-Level is disorders such as OCD, depression and phobia.

Your task is to pick one of the disorders mentioned (or you can select another such as stress, anxiety, ADHD etc) and then research the many different explanations of that disorder.

The disorder I have chosen to investigate is: _____

I am interested in this disorder because: _____

Biological approach: researchers who take this perspective will focus their research on the genes, hormones, brain structure and neurotransmitters that play a role in the development of disorders. Conduct research to explain your disorder from this perspective.

Learning theories approach: researchers who take this perspective will focus their research on the way in which we learn from the environment, either through operant and classical conditioning or from observation and imitation. Conduct research to explain your disorder from this perspective.

Cognitive approach: researchers who take this perspective will focus their research on the way in which our thought processes may become faulty and lead to certain disorders. Conduct research to explain your disorder from this perspective.

In your own opinion, which of the above approaches does the best job at explaining the causes of the disorder?

Explain your answer:

What are the potential limitations of the approach you selected?

How might the approach you selected be useful in society? Think about who it could use the information to improve the quality of life for people.

Task Three: Research Methods in Psychology

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	
Correlations	
Self-reports	
Objectivity vs. subjectivity	
Hypothesis	
Extraneous variables	
Demand characteristics	
Validity	



Reliability	
Ethical considerations	
Determinism *in relation to psychology	
Case studies	

You should spend approximately three hours on task two. Research suggests that around 10% of the population are left-handed or 'sinistral'. You are going to create an experiment that investigates whether people who are left handed have higher levels of creativity than people who are right handed.

Identify the independent variable in the study:

Identify the dependent variable in the study:

How might you measure the dependent variable? What controls (things in the study that you need to make sure don't impact the results) would you need to have in the study and why?

Write a suitable hypothesis for this experiment.

Who would your participants be? Give specific details – make it up! 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?

Correlations in Psychology

Write three things you remember about correlations.

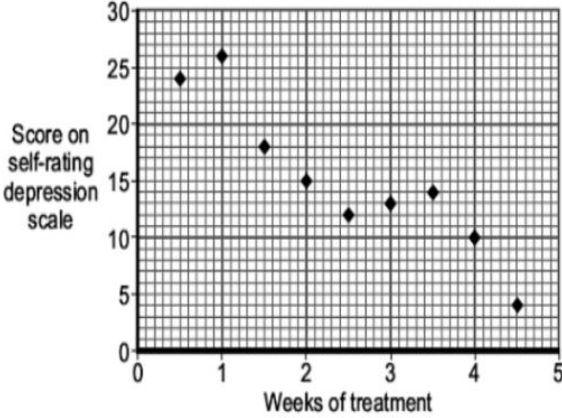
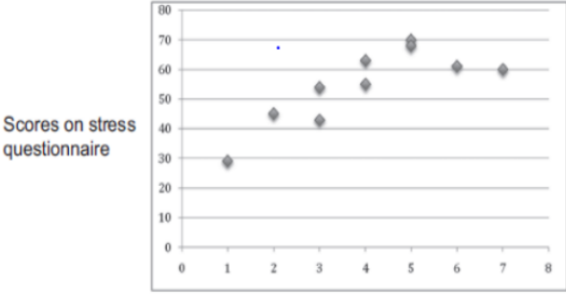
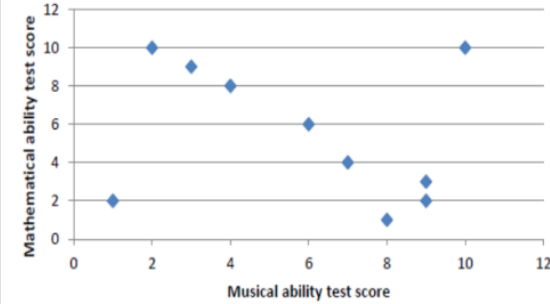
- 1.
- 2.
- 3.

Correlational research

- Used to establish the relationship between two variables (known as co-variables).
- The data for correlation is gathered through methods such as surveys (questionnaires and interviews), and naturalistic observation (observation of naturally occurring behaviour).
- The data collected is statistically analysed to measure the relationship between the two co-variables.
- Correlations are plotted on a type of graph called a scattergram.
- There are different types of correlational relationships, for example positive correlations and negative correlations.
- There are different strengths of correlational relationships, for example: no correlation, weak correlation, moderate correlation, strong correlation.
- Correlation is an important technique when it would not be ethical to carry out an experiment in psychology.
- A limitation of correlational research is that the researcher **cannot** conclude a cause and effect relationship from correlational research as there may be another variable that has not been controlled.

Questions:

1. What type of correlations are being defined?
 - A – as one variable increases the other variable increases
 - B – as one variable increases the other variable decreases
 - C – there is no relationship between the variables
2. Identify the type of relationship in each of the graphs below.

Relationship between weeks of treatment and scores on depression scale  <table border="1"> <caption>Data for Depression Scale</caption> <thead> <tr> <th>Weeks of treatment</th> <th>Score on self-rating depression scale</th> </tr> </thead> <tbody> <tr><td>0.5</td><td>24</td></tr> <tr><td>1.0</td><td>26</td></tr> <tr><td>1.5</td><td>18</td></tr> <tr><td>2.0</td><td>15</td></tr> <tr><td>2.5</td><td>12</td></tr> <tr><td>3.0</td><td>13</td></tr> <tr><td>3.5</td><td>14</td></tr> <tr><td>4.0</td><td>10</td></tr> <tr><td>4.5</td><td>4</td></tr> </tbody> </table>	Weeks of treatment	Score on self-rating depression scale	0.5	24	1.0	26	1.5	18	2.0	15	2.5	12	3.0	13	3.5	14	4.0	10	4.5	4			
Weeks of treatment	Score on self-rating depression scale																						
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Relationship between days off work in a year through illness and stress scores  <table border="1"> <caption>Data for Stress Questionnaire</caption> <thead> <tr> <th>Number of days off work in a year through illness</th> <th>Scores on stress questionnaire</th> </tr> </thead> <tbody> <tr><td>1</td><td>28</td></tr> <tr><td>2</td><td>45</td></tr> <tr><td>3</td><td>42</td></tr> <tr><td>4</td><td>55</td></tr> <tr><td>5</td><td>68</td></tr> <tr><td>6</td><td>60</td></tr> <tr><td>7</td><td>60</td></tr> </tbody> </table>	Number of days off work in a year through illness	Scores on stress questionnaire	1	28	2	45	3	42	4	55	5	68	6	60	7	60							
Number of days off work in a year through illness	Scores on stress questionnaire																						
1	28																						
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4	55																						
5	68																						
6	60																						
7	60																						
Relationship between scores on a mathematics test and scores on a test of musical ability  <table border="1"> <caption>Data for Musical vs Mathematical Ability</caption> <thead> <tr> <th>Musical ability test score</th> <th>Mathematical ability test score</th> </tr> </thead> <tbody> <tr><td>1</td><td>2</td></tr> <tr><td>2</td><td>10</td></tr> <tr><td>3</td><td>9</td></tr> <tr><td>4</td><td>8</td></tr> <tr><td>6</td><td>6</td></tr> <tr><td>7</td><td>4</td></tr> <tr><td>8</td><td>1</td></tr> <tr><td>9</td><td>3</td></tr> <tr><td>10</td><td>2</td></tr> <tr><td>10</td><td>10</td></tr> </tbody> </table>	Musical ability test score	Mathematical ability test score	1	2	2	10	3	9	4	8	6	6	7	4	8	1	9	3	10	2	10	10	
Musical ability test score	Mathematical ability test score																						
1	2																						
2	10																						
3	9																						
4	8																						
6	6																						
7	4																						
8	1																						
9	3																						
10	2																						
10	10																						

3. Read the following statement and decide whether it is TRUE or FALSE. Write either TRUE or FALSE on the line below the statement.
- The findings from correlations can show that a change in one variable has caused a change in the other variable.

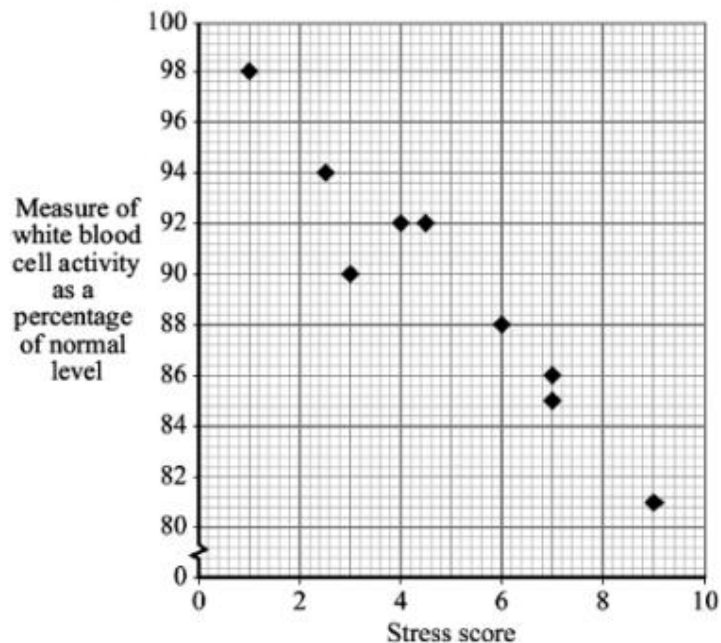
4.

Which of the following statements is **TRUE**?
Tick the correct box.

Correlations can show the strength of a relationship between two variables.	☐
Correlations show the causes of behaviour.	☐

5. One measure of the functioning of the immune system is the level of activity of white blood cells. What does the graph below tell you about the relationship between stress and the level of activity of white blood cells?

Relationship between stress and the level of activity of white blood cells

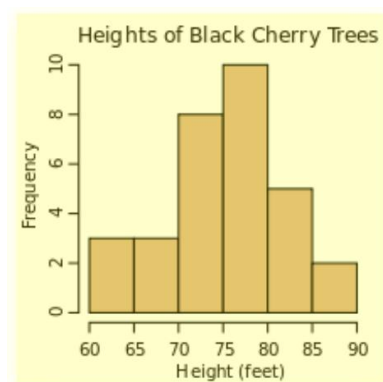
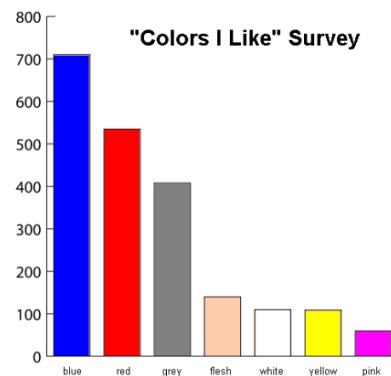


At least 10% of the marks in assessments for Psychology will require the use of mathematical skills. These skills will be applied in the context of A-level Psychology and will be at least the standard of higher tier GCSE mathematics. A guide to the kind of Maths content that you might be expected to 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.

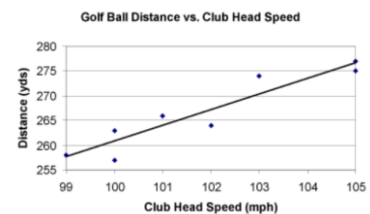
Graphs are used to illustrate findings. They may illustrate totals or frequencies, percentages or any measures of central tendency. Different graphs are used for different types of data. For each of the following, describe the chart and outline when you would use them.

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

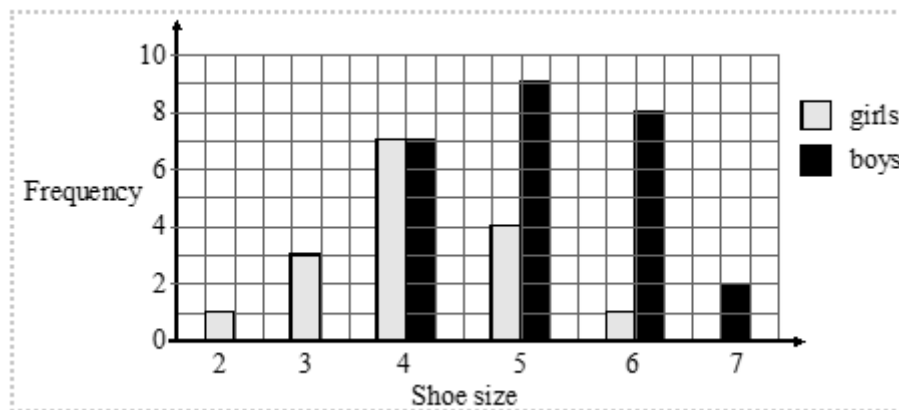


3. A researcher wanted to look at the relationship between the reaction time of participants and the number of hours of sleep. The results are as follows;

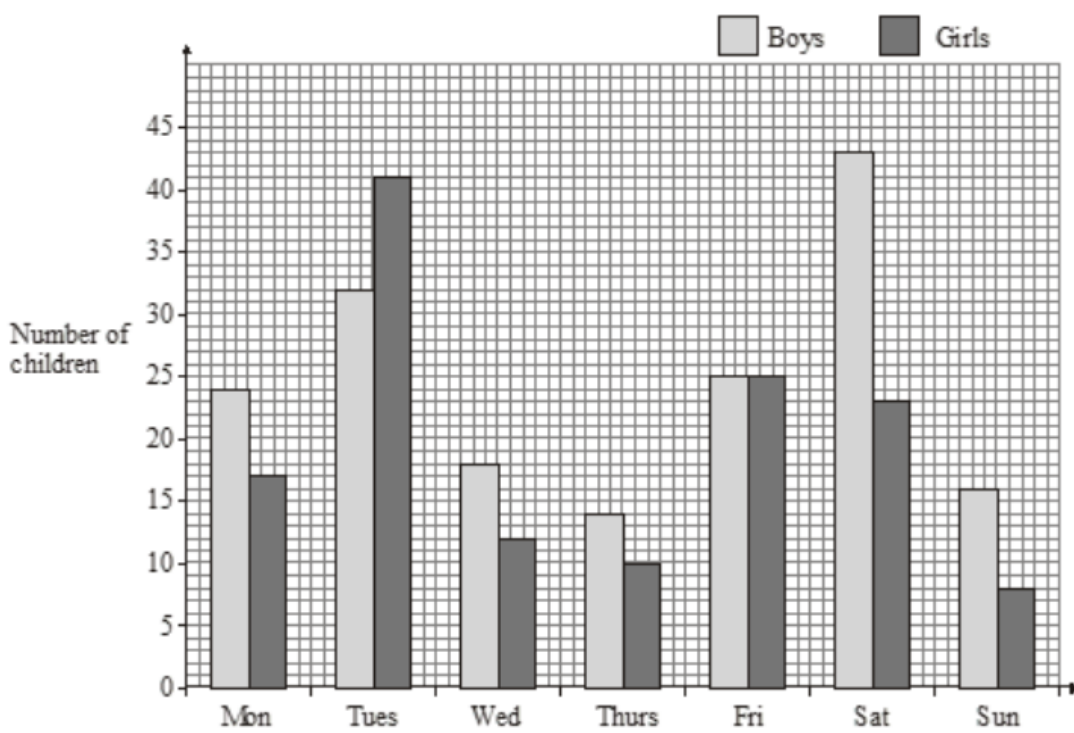
Reaction time (secs)	78	71	69	86	98	65	70	69	71
Hours of sleep	6	9	7	5	4	7	8	9	8



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?

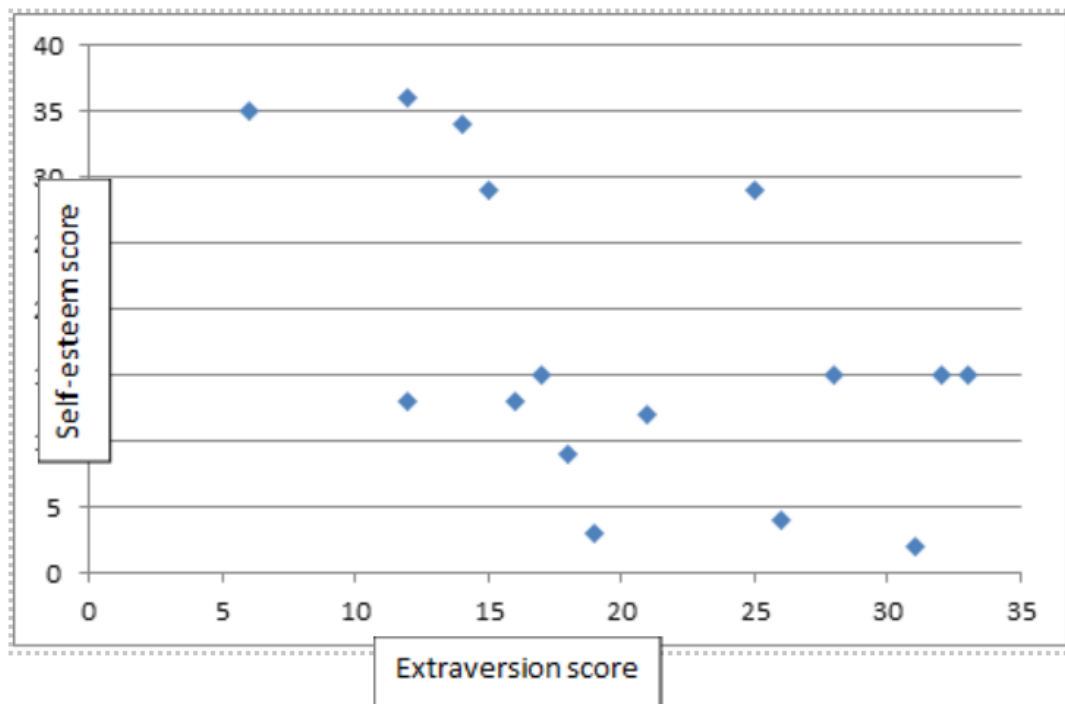
Explain your answer.

.....

.....

.....

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

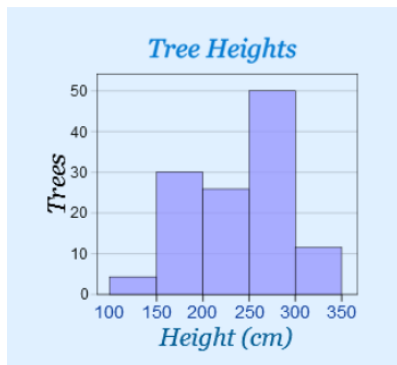


- What was the mode score for self-esteem rating? _____
- How many participants took part in this study? _____
- What type of correlation is shown in this scattergraph? _____

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	

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;

1. When females witnessed a female model they were more likely to show verbal aggression. Express this as a % and show your workings out:

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

2. 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;

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> (search Psychboost, validity in Research Methods and watch the video).

Reliability - <https://www.youtube.com/watch?v=wVLI1fxuoO4> (search Psychboost, reliability in Research Methods and watch the video).

Task Four: Research Studies in Psychology

You should spend approximately two hours on this task: One of the first topics we study in Psychology is that of memory. This topic helps us to understand what memory is, and how



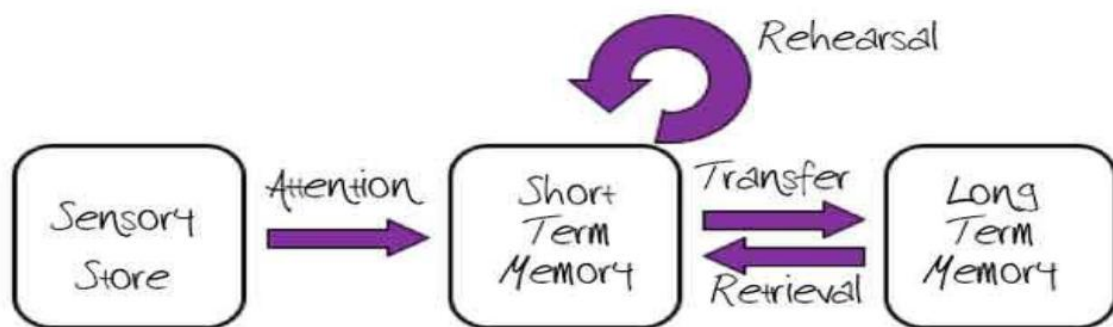
theoretical models have developed our knowledge. Furthermore, we must evaluate research and think about how the findings can help improve situations for people within society.

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



Notes page (use this space to draw and annotate the multi-store model of memory):

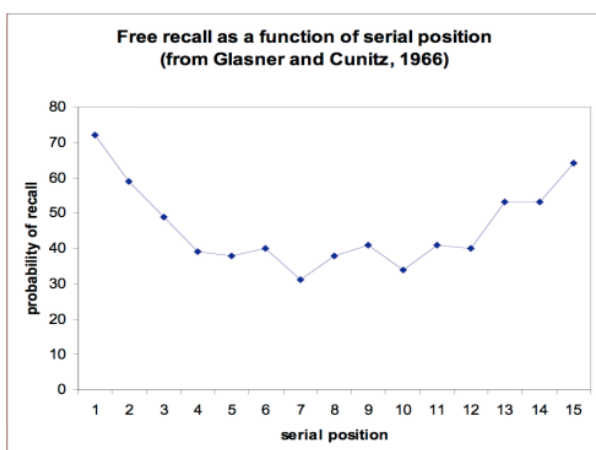


Research evidence to support this model comes from Glanzer and Cunitz (1966) who examined whether the position of words influences recall and to see if there are two separate stores of memory.

A common method used to investigate memory is using free recall. This is when participants are exposed to a list of words (e.g. listening to a tape recording of words read out) and they are then asked to write down in any order (free) as many words as they can remember (recall). Using this method, researchers detected a pattern: participants can remember words better when they appear at the beginning of a list and at the end of a list. This has been dubbed the serial position effect (aka the primacy and recency effects). One of these experiments used 46 enlisted army men who were shown word monosyllabic words on a screen using a projector. The experimenter read the words as they appeared also. The researchers used a repeated measures design by testing subjects individually and randomly assigning the word lists to one of the three conditions. The three conditions were:

1. Immediate Free Recall Condition (IFR): wrote words down immediately after hearing them
2. Delayed Free Recall Condition (DRF) – 10 seconds: wrote words down after a delay of 10 seconds.
3. Delayed Free Recall Condition (DRF) – 30 seconds: wrote words down after a delay of 30 seconds.

Participants had a distraction task to prevent further rehearsal if they were in the delayed conditions. A number appeared between 0-9 and they counted out loud from that number until the experimenter told them to stop and start writing.



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:

4. 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?

Additional task:

Tutor2u is a website that you will use a lot during your A-Level studies. They are currently offering a free Psychology transition course that provides you with some useful information before you're a-level studies. The course can be found at: [Transition to AQA A-Level Psychology Getting Started | tutor2u](#) or you can search for 'progressing to a level psychology aqa' on Google and look for the Tutor2u website:

Getting Started Transition to AQA A-Level Psychology

This self-paced, ondemand course provides students with the foundations of the AQA A-Level Psychology course.

🕒 3-6 hours learning time 📺 13 videos, resources and activities



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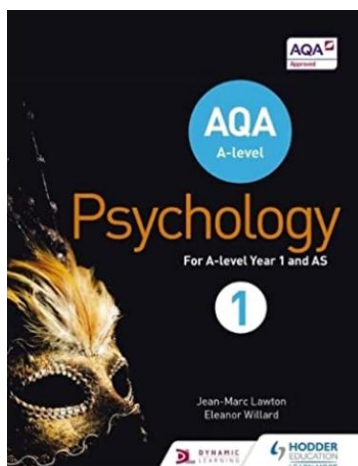
WHAT'S INCLUDED?

- ✓ 3-6 hours learning time
- ✓ 13 videos, interactive resources and activities
- ✓ Designed and delivered by highly experienced presenters
- ✓ Track your progress
- ✓ Device-friendly learning platform

If you choose to complete this course, you should make notes on paper and be ready to share your work with your teacher during the first week of the course.

Reading list

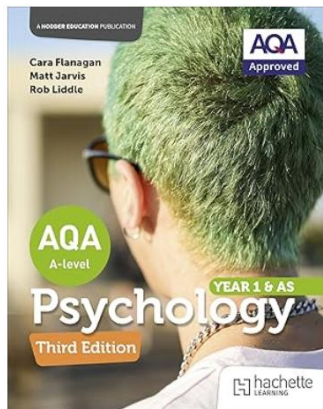
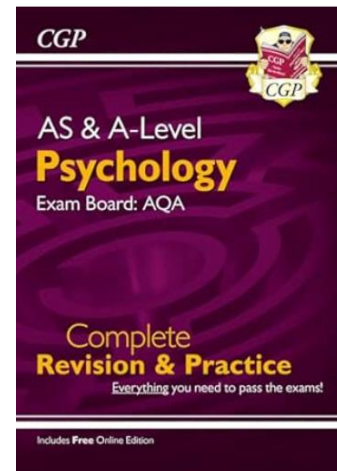
Any of the following books are useful for studying A-Level Psychology. If you are eligible for bursary, then we may be able to provide these books for you.



AQA Psychology for A Level Book 1
by Jean-Marc Lawton (Author), Eleanor Willard (Author)
ISBN:9781471834882

A-Level and AS Psychology: AQA Complete Revision & Practice with Online Edition (For exams in 2026) (CGP A-Level Psychology)

ISBN-10: 1782943307



AQA Psychology for A Level Year 1 & AS Student Book: 2nd

Edition Paperback

by Cara Flanagan (Author), Matt Jarvis (Author), Rob Liddle (Author)

1. ISBN: 978-1036011970

Or the revision guide: ISBN: 9781912820436

If you are on bursary, you will be provided with one of these books.

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*

2026 SUMMER WORK



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- 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*

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>

Other good podcasts for Psychology are 'All in the Mind' on BBC Radio 4 and 'Speaking of Psychology' by the American Psychology Association.

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.