AQA A-LEVEL PSYCHOLOGY
WEEK BY WEEK REVISION SCHEDULE (2024)
PAPER 2

Paper 1 – 17th May (morning) 2 hours
Paper 2 – 22nd May (morning) 2 hours
Paper 3 – 3rd June (afternoon) 2 hour

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WEEK	TOPICS	RE-VISIT WORK	SUGGESTED ACTIVITIES
1	**Origins of psychology as a science** **Biological and behaviourist approaches**	• Wundt, Introspection and Structuralism • Timeline of Psychology • Evaluation of Wundts approach • Assumptions of the biological approach • Genotypes and phenotypes • Evolution and genetics • The brain and neurotransmitters • Evaluation of the biological approach	• Sketch the timeline of Psychology and annotate the paradigm shifts • Summarise how psychology became more scientific since Wundts research • Compare scientific credibility between Wundt, Psychodynamic Approach, and Cognitive Neuroscience • Discuss the biological approach in understanding human behaviour (16) • Create a poster for classical, and for operant conditioning. Include details about their

		• Assumptions of the behaviourist approach • Classical conditioning • Operant conditioning • Evaluation of the behaviourist approach	contributions to psychology, research in the area, and critical evaluation points. • Create a Venn diagram and contrast biological and behavioural approaches. • Using your knowledge of genotypes of phenotypes, explain why identical twins may still have different numbers of fillings in their teeth. • Explain how positive and negative reinforcement is used to encourage people to gamble.
2	**Cognitive and Social learning approaches**	• Assumption of the cognitive approach • Computer models • Information processing models • Inferences and schemas • Evaluation of the cognitive approach • Assumptions of SLT • Mediational processes • Direct and indirect learning • Vicarious learning • Evaluation of SLT	• Create a mindmap of the cognitive approach. Colour code the A01 and A03 • Draw a storyboard to detail how someone might learn aggressive behaviour through SLT • Summarise how people can learn behaviours vicariously according to SLT • Imagine you are creating a TV advert to sell a new shampoo product. Suggest how you will use the mediational processes to make your advert more successful.

			• Write three burger paragraphs of evaluation for SLT • Create a Venn diagram and contrast the cognitive and SLT approaches • Make a list of the contributions to psychology made by the cognitive approach, and by SLT
3	**Psychodynamic and Humanistic approaches**	• Assumptions of the psychodynamic approach • Personality structure • Defence mechanisms • Psychosexual stages • Evaluation of the psychodynamic approach • Assumptions of the humanistic approach • Hierarchy of needs • Congruence • Conditions of worth • Evaluation of the humanistic approach	• Identify 3 differences between the psychodynamic and humanistic approach, and write a summary about them. • Draw the hierarchy of needs and annotate how people reach self actualisation. Add how incongruence and conditions of worth affect self actualisation. • Sketch a storyboard (annotated) that details the development of personality according to Freud • Create example stories/scenarios for each of the defence mechanisms proposed by the psychodynamic approach

			• Create a summary table of each approach and detail the main assumptions, contributions, strengths and limitations • Plan a response: Discuss the contributions of the psychodynamic approach to our understanding of human behaviour (16) • Plan a response: Outline and evaluate the hierarchy of needs as proposed by the humanistic approach (8)
4	**The Nervous System** **Neurons Synaptic Transmissions** **Fight or Flight**	• Peripheral nervous system • Central nervous system • Autonomic nervous system • Somatic nervous system • Motor, relay, and sensory neuron function/structure • Role of adrenaline • Fight or flight	• Draw the structure of the nervous system. Annotate it with details about each part. • Sketch the two branches of the autonomic nervous system and how they respond to stress • Create flashcards for each neuron type, detailed structure and function. • Draw each neuron and label it appropriately • Identify 5 common stresses and summarise how they body responds, using your knowledge of the nervous system and fight or flight • Summarise the role of adrenaline in fight or flight

5	**Localisation of brain function** **Lateralisation of brain function**	• Brain functions localised to lobes of the brain. • Brain functions localised to cortex areas of the brain. • Language centres in the brain • Discussion of localisation of brain function • Split brain research • Sperry and lateralisation research • Evaluation of lateralisation and research	• 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. • Answer: Outline and evaluate research into the localisation of brain function (16) • Write a detailed account of the research by Sperry into lateralisation. Include Aim, procedure, participant information, results, conclusions, and what this tells us about lateralisation. • Create a mindmap that details the procedures and outcomes of the Sperry research. • Plan: Discuss what split brain research has told us about lateralisation of brain function (16)
6	**Ways of studying the brain**	• FMRI scans • Post Mortems • EEG • ERP	• For each method of studying the brain, create a leaflet/poster/flashcard/m

	Plasticity and Functional Recovery	• Evaluation of the ways of studying the brain • Contrasting ways of studying the brain • The distinction between plasticity and functional recovery • Explain plasticity and how functional recovery happens • Discussion of plasticity and functional recovery	ind map and detail the aims and processes of it. • Consider how spatial and temporal resolution can be used to criticise the methods of studying the brain. Summarise your arguments. • Write a list of how each method of studying the brain has helped us understand something better, or has been used to make changes (e.g. treatments). • Draw a Venn diagram and contrast ERP and EEG. • Answer: Discuss two or more methods of studying the brain (16) • Write an argument that details the bidirectional nature of post mortems. • Create a mindmap of research into the plasticity and functional recovery of the brain (e.g. Maguire). • Summarise how the brain recovers after injury. Refer to neurorehabilitation in your answer. • Plan: Discuss plasticity and/or functional recovery of the brain (8) • Explain why Clive Wearing and other cases of

			amnesia from paper 1, may have experienced issues with memory following illness/injury.
7	**Biological Rhythms** **Exogenous Zeitgebers and Endogenous Pacemakers**	• Description and explanation of circadian, infradian and ultradian rhythms • Distinction between EZ's and EP's • Discussion of the role of EZ's and EP's in circadian rhythms	• Create a table for each biorhythm that details length, summary, example in detail, and a relevant study. • Answer: explain one example of a circadian rhythm (4) • Answer: explain one example of an ultradian rhythm (4) • Answer: explain one example of an infradian rhythm (4) • Draw the stages of sleep and annotate them using specialist terminology • Sketch something to represent the role of light and melatonin in sleep cycles. • Make a list of EP's and EZ's and identify which are relevant to the circadian rhythm. • Create a mindmap of research that supports or challenges EZ's and EP's. (e.g. Siffre, Morgan…) • Answer: Outline and evaluate research into the role of Exogenous

			zeitgebers and Endogenous pacemakers in circadian rhythms (16)
8	**Statistical testing** **Levels/Types of data**	• When to use each statistical test (the criteria) • Deciphering critical value tables • Experimental designs (related and unrelated) • Hypothesis (one and two tailed) • Significance levels • P=<0.05 • Type 1 and 2 errors • Nominal, ordinal and interval levels of data • Primary and secondary data • Qualitative and quantitative data	• List each of the statistical tests and create a mnemonic to recall them all. • Create a table that details which experimental design and level of data corresponds to each test. • Think of an example on your spec or made up, that each test would be used for. • Write a summary of why the 0.05 level is used in Psychology • Distinguish between type 1 and type 2 errors, and explain what the chances of making a type 1 error are in psychology. • Write a list of ways of researchers could collect data on memory. Identify which of these are interval, ordinal or nominal. • Summarise why some researchers prefer to use primary data compared to secondary data.

			• Summarise the benefits of qualitative data over quantitative data.
9	**Report writing** **Key features of science** **Reliability and Validity**	• Purpose and features of abstract, introduction, method, results, and discussion. • Reference writing • Falsifiability • Objectivity • Replicability • Testable hypothesis • Checking and improving reliability • Checking and improving validity	• Create a flashcard for each part of a conventional report and include the name, purpose and features of it. • Choose any three books and write a reference for each one, using the appropriate style. • For each key feature of science, summarise what it is, and why it is important. • Create a mindmap for the information about key features of science. In a different coloured pen, add examples of approaches and research from your course that are relevant for each feature. • Answer: Explain why replicability is a key feature of science (3) • Answer: Explain what is meant by falsifiability in psychology (3) • Summarise two ways researchers can check reliability in research. (Remember to include

			correlation in your answer!) ● Answer: Explain one way in which researchers can improve the validity of their research. For example, if someone was conducting a memory experiment. (3)
10	**Data analysis** **Graphs** **Observations as a research method**	● Measures of central tendency (mean, median, mode) ● Measures of dispersion (range, standard deviation) ● Percentage, decimals and fractions ● Rounding numbers up and down ● Bar charts, scattergraphs, histograms, summary tables ● Observation types ● Behavioural categories ● Time and Event sampling	● Create a table for each measure of central tendency and dispersion and write the purpose, method and evaluation points for it. (note: you do not have to calculate Std. Dev). ● List situations where a mean, median, or mode may be more appropriate. (E.g. when would a mode be the most appropriate method to use?) ● Calculate the % of people who have a dog, and the % who have a cat. Researchers found that 40/120 people had a dog, and the rest had a cat. ● Draw a bar chart to display the results from a study on your specification. ● Summarise the difference between a bar chart and a histogram.

			• Think of Ainsworth's study of attachment. Summarise the observation method she used and strengths and limitations of it. • Distinguish between event and time sampling. • Answer: Explain what time sampling is (2) • Answer: Summarise how researchers use event sampling in an observation study (3)
11	**Designing research (extended questions)**	• Planning research • Experimental designs • Procedures of a study (detailed) • Ethical considerations • Hypothesis • Data analysis • Research methodology • Writing consent and debrief statements • Writing instructions to a task • Sampling techniques	Imagine you are asked to design a study to investigate the effect of age on memory. Write: - What experimental method you would use and why - How you would recruit your sample and why you used this method - The procedure of your study - Ethical considerations you will take in your study Imagine you are asked to design a correlation between sleep and mood. Write: - A consent statement that you would give to participants - 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
12	**The Sign Test**	● Experimental designs (related and unrelated) ● Hypothesis (one two-tailediled) ● Critical value tables ● When to use a Sign test	Note: this is the only statistical test you must calculate ● Explain why independent groups design is an example of 'unrelated' designs ● Summarise when it would be appropriate to use the sign test ● Bullet point the steps you need to take when calculating a sign test ● Conduct your own sign test by giving people a memory test before and after a cup of coffee. Does the caffeine affect their word recall?