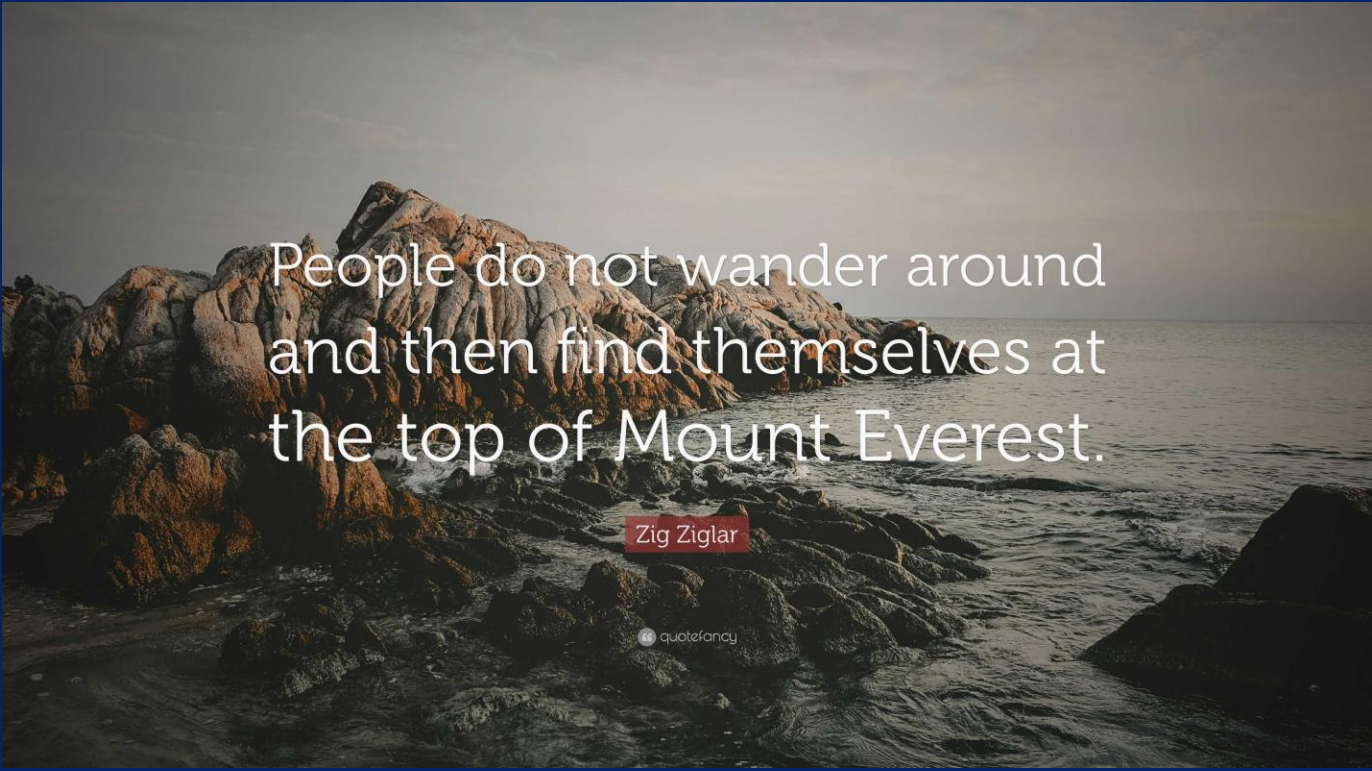




People do not wander around
and then find themselves at
the top of Mount Everest.

Zig Ziglar

quote fancy

Welcome to Psychology



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POST-16 OPPORTUNITIES

A' Level Psychology – AQA

WJEC Criminology Level 3 Diploma - Controlled Assessment + Exam

AQA Philosophy A' Level: Epistemology, Moral Philosophy, Metaphysics of God and Metaphysics of mind

Students are always welcome to come to H12 at lunchtime for an informal chat about these subjects



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EXAM BOARD OVERVIEW

AQA Psychology 8182

Key Dates

(To Be Confirmed by JCQ)

7th May AM – Paper 1 Cognition and Behaviour

14th May PM – Paper 2 – Social Context and Behaviour



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MOCK 1 November 7th - CONTENT

4 sections 25 marks each section: 1Hr 45 Minutes

- Memory
- Perception
- Development
- Social Influence

NB:- Social influence is a paper 2 topic and Research Methods is a section on Paper 1. However, RM will be assessed throughout all sections and Social Influence is the only unit they have completed for paper 2



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HOW CAN PARENTS HELP?

It should be:

EFFICIENT (Use time well)

EFFECTIVE (a strategy that involves the things below)

- Re-reading (or watching) material
- Testing the ability to **recall** (*E.g. cue cards*)
- Testing the ability to **apply** (*E.g. exam questions*)



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RESOURCE LOCATION

Google Classroom – Key Resources (same for 10A and 10C)

11 A Psychology
Mr Beech

Stream **Classwork** People Marks

+ Create

Topic filter
All topics ▼

REVISION PLAN

-  Revision Plan September 2025 - May 2026 Posted 5 Sept 
-  Seneca Revision and consolidation Due 3 Nov 
-  RM Revision 2 Due 14 Oct 
-  Revision 1 - Research Methods Due 19 Sept 



AQA GCSE PSYCHOLOGY

Revision Schedule (2026)

LINK

Paper 1 Thursday 7 May 2026 1 hour 45 minutes **Research Methods / Memory / Perception / Development**

Paper 2 Thursday 14 May 2026 1 hour 45 minutes **Social Influence / Brain and Neuropsychology / Language Thought and Communication / Psychological Problems**

Key Resources **hyperlinks (click on anything highlighted to go to the resource)**

[Online Textbook](#) (Username: SHUIH6 Password: STUDENT6)

[Paper 1 Theories flashcards](#)

[Paper 1 Studies flashcards](#)

[Paper 2 Theories Flashcards](#)

[Paper 2 Studies Flashcards](#)

[Mr Beech Quizlet Page with key word flashcards for most topics](#)

Tested the following week using seneca homework + in class tasks



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Week Beginning	Topics	Re-visit Work	Suggested Activities
SEPT 15TH	RESEARCH METHODS HYPOTHESES, VARIABLES, SAMPLING METHODS AND DESIGNING RESEARCH	- Hypotheses (null and alternative) and variables (independent, dependent and extraneous) - Random, opportunity, systematic and stratified sampling. Strengths and weaknesses of each method - Experiments (lab, field and natural) - Experimental design (matched pair, independent and repeated) - Observations, interviews, questionnaires, correlations and case studies	FLASH CARD SET - ALL KEY TERMS FOR RESEARCH METHODS TEST YOURSELF

HOW CAN PARENTS HELP?

- Look at the revision plan to know what they should be revising.
- Ask – **WHICH** topic and **HOW** are you revising?
- Ask them to explain the ideas to you...if they can, they probably get it!
- If they feel stuck:
 - a) Read the textbook or watch the Psychboost videos
 - b) Use the flashcards to revise the core studies and theories
 - c) Use AI (responsibly...more to follow)
 - d) Email me!



Responsible use of AI can be VERY helpful

E.G. "Search AQA GCSE Psychology past papers, select questions on the topic of interference in memory and provide the mark scheme and sample answers based upon the mark scheme for each question found."

Question (June 2022, Paper 1, Question 4)

"You have been asked to investigate the effect of interference on the accuracy of memory. Describe how you would design an experiment to do this. You need to include:

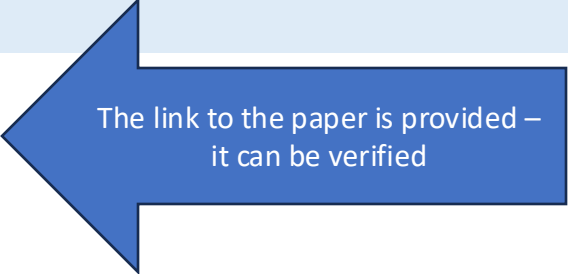
- what participants would be asked to do
- a suitable hypothesis for your experiment
- the results that you expect to find."

[6 marks]

Mark Scheme Breakdown

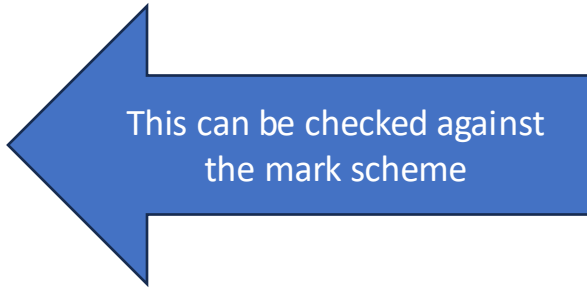
AO2 – 4 marks

- **Method (2 marks):**
 - 2 marks: Clear and accurate description of a method where participants do similar tasks with similar material.
 - 1 mark: Limited or muddled description.
- **Hypothesis (2 marks):**
 - 2 marks: Clear operational hypothesis with both IV conditions and a measurable DV.
 - 1 mark: Hypothesis lacks clarity or is not operational.



The link to the paper is provided –
it can be verified

This finds specific
questions which
students then answer.



This can be checked against
the mark scheme



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Use of AI

Sample Answer (Mid-Level Response)

Method: Participants are split into two groups. Both groups learn a list of 20 words. Group A immediately recalls the list. Group B learns a second list of similar words before recalling the first list.

Hypothesis: Participants who learn a second list of similar words will recall fewer words from the first list than those who do not.

Expected Results: Group B will recall fewer words from the first list due to interference from the second list. Group A will recall more words accurately.

Top-Level Response (6/6 marks)

Method:

I would use an independent groups design with two conditions. Participants in both groups would be asked to learn a list of 20 words. Group A would then complete an unrelated task (e.g., solving puzzles) before recalling the original list. Group B would learn a second list of similar words immediately after the first list, then recall the original list. This design allows us to test the effect of **retroactive interference**.

Hypothesis:

Participants who learn a second list of similar words (Group B) will recall significantly fewer words from the first list than participants who complete an unrelated task (Group A). The **independent variable** is the type of task after learning the first list (interference vs. control), and the **dependent variable** is the number of words correctly recalled from the first list.

Expected Results:

Group B is expected to recall fewer words from the first list due to interference from the second list. Group A should recall more words accurately, as their memory was not disrupted by similar material. This would support the theory that interference affects the retrieval of previously learned information.

AI will also create model answers at difference levels. (More caution needed here)



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Use of AI - "simplify this theory for me..."

"Explain interference in memory in very simple terms. Give a number of examples"

What is Interference in Memory?

Interference happens when **one memory gets in the way of another**. It's like when two people talk at the same time and you can't hear either clearly — your brain gets confused between memories.

There are **two main types**:

1. Proactive Interference

Old memories interfere with new ones.

Examples:

- You **keep typing your old password** even though you changed it last week.
- You **call your new student by the name of a previous student** you taught for years.
- You **drive to your old house** out of habit, even though you moved recently.



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Post 16 Opportunities

AQA A' Level Philosophy

- Progress in the subject is consistently in the top 30% of all FE / VI form Colleges in England (ALPS)
- The course builds upon critical thinking skills developed in RE
- Philosophy is highly regarded by universities as it develops logical thinking and essay writing skills.

Topics covered:

Epistemology – What does it mean to "know" something? Can we trust perception or reason as a source of knowledge?

Moral Philosophy – What do we mean by "good?" We study three differing views of morality

Metaphysics of God – Is it possible to "prove" God's existence? We explore Philosophers who think it is...and others who disagree with their arguments.

Metaphysics of mind – What do we mean by "mind?" We explore 6 theories

Entry Requirements:- Students need at least grade 5 in English and Maths

Progression: As every subject has it's origins in Philosophy – it can connect with all subjects! It has particular links to law / medicine / politics



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