Nonsuch High School for Girls
Sixth Form



September 2026

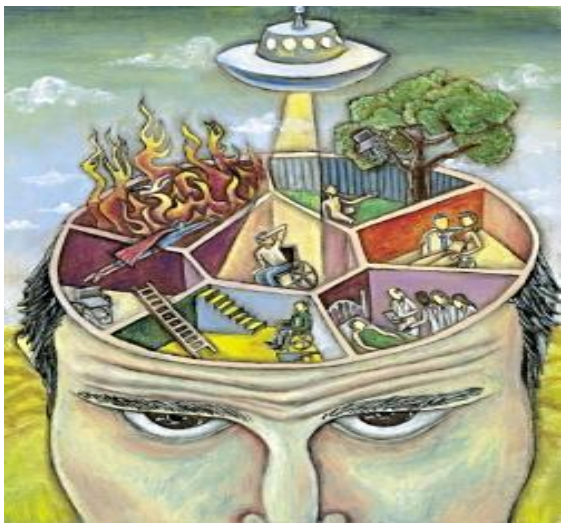
Psychology Handbook
Years 12 and 13

'The brain is wider than the sky'
Emily Dickinson

Name: _____
Form: _____

This booklet provides important information about the Year 12 Psychology course. Details on the syllabus have been taken from the AQA Psychology Specification. Other information gives detail about the Psychology department.

Contents	**page**
Introduction	**3**
Order of study and Specification overview	**4**
Paper 1 details	**5**
Paper 2 details	**7**
Paper 3 details	**10**
Mathematical requirements	**11**
Assessment objectives	**14**
Command words	**15**
Advice for answering questions	**15**
Independent Learning advice	**17**



PSYCHOLOGY

- Psychology is the science of behaviour & experience
- Psychologists study behaviour – what people and other animals do and the motivations underlying such behaviour.
- Psychologists are also interested in experience and emotions.

The **AQA** specification that we follow at Nonsuch provides a good general introduction to the different approaches used by psychologists. This helps to promote a clear understanding of the subject and a sound foundation for further academic study.

Additional support

This is provided through weekly lunch time sessions at Psychology Help Club. Students may drop in to discuss any issues or concerns they have related to class or homework.

Skills that can be developed during this course include:

- Selection, organisation and communication of relevant information in a variety of forms
- Analysis and evaluation of scientific knowledge and processes
- Application of scientific knowledge and processes to unfamiliar situations
- Assessment of the validity, reliability and credibility of scientific information
- Confidence in oral communication through participation in discussions
- Presentation of reasoned arguments supported by evidence, not hearsay

Personal study

You are expected to spend approximately five hours each week on private study. This should include developing your notes and practising questions provided at the back of the individual topic booklets. **Psychology is a new subject with a large amount of terminology; therefore, it is important that you consolidate your knowledge and understanding between lessons and seek help as soon as possible if you have any problems.**

Psychology at Nonsuch

The Psychology Department is made up of three teachers, **Mrs Ogando-Cerdeira, Ms Johns** and **Mrs Atkinson**. Psychology lessons are generally taught in rooms **352** and **153**.

Order of study

In year 12 we start with the Social Influence, Y12 Research Methods and Memory topics, before continuing on to Attachment, Clinical Psychology and Mental Health and Biopsychology. After the Year 12 exams in May 2026 we expect to cover Approaches in Psychology as well.

In Year 13 we study Aggression, Schizophrenia, Relationships, Issues and Debates, and Y13 Research methods.

Topic Overview for A Level Psychology

Paper 1 – Introductory topics in psychology

- Social Influence
- Memory
- Attachment
- Clinical Psychology and Mental Health

Paper 2 – Psychology in context

- Approaches in Psychology
- Biopsychology
- Research Methods (Y12 and Y13)

Paper 3 – Psychology in context

- Issues and debates in Psychology
- Relationships
- Schizophrenia
- Aggression

For all topics you should keep a glossary of terms/definitions.

Candidates will be expected to:

- Develop knowledge & understanding of concepts, theories & studies in relation to Paper 1, Paper 2 and Paper 3 content
- Apply psychological knowledge and understanding of the Paper 1, Paper 2 and Paper 3 content in a range of contexts
- Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the Paper 1, Paper 2 and Paper 3 content
- Evaluate therapies and treatments including in terms of their appropriateness and effectiveness

Knowledge and understanding of research methods, practical research skills and mathematical skills will be assessed in Papers 1, 2 and 3. These skills should be developed through study of the specification content and through ethical practical research activities, involving:

- Designing research
- Conducting research
- Analysing and interpreting data

In carrying out practical research activities, students will manage associated risks and use ICT.

Specification

Paper 1 – Introductory Topics in Psychology

Paper 1 –Social Influence
● Types of conformity: internalisation and compliance. Explanations for conformity: informational social influence and normative social influence, and variables affecting conformity including group size, unanimity and task difficulty as investigated by Asch. ● Explanations for obedience: agentic state and legitimacy of authority, and situational variables affecting obedience including proximity, location and uniform, as investigated by Milgram. Dispositional explanation for obedience: the Authoritarian Personality. ● Explanations of resistance to social influence, including social support and locus of control. ● Minority influence including reference to consistency, commitment and flexibility.
Paper 1 –Memory
● The multi-store model of memory: sensory register, short-term memory and long-term memory. Features of each store: coding, capacity and duration. ● The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. Features of the model: coding and capacity. ● Explanations for forgetting: proactive and retroactive interference and retrieval failure due to absence of cues. ● Factors affecting the accuracy of eyewitness testimony: leading questions and post-event discussion; anxiety; use of the cognitive interview.
Paper 1 –Attachment
● Animal studies of attachment: Lorenz and Harlow. ● Explanations of attachment: learning theory and Bowlby's monotropic theory. The concepts of a critical period and an internal working model. ● Ainsworth's 'Strange Situation'. Types of attachment: secure, insecure-avoidant and insecure-resistant. Cultural variations in attachment, including van Ijzendoorn. ● Bowlby's theory of maternal deprivation. Effects of institutionalisation: English and Romanian Adoptees project ● The influence of early attachment on childhood and adult relationships, including the role of an internal working model.
Paper 1 –Clinical Psychology and Mental Health
● Definitions in the field of mental health: deviation from social/cultural norms, failure to function adequately, statistical infrequency and deviation from ideal mental health. ● The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder (OCD). ● The behavioural approach to explaining and treating phobias: the two-process model, including classical and operant conditioning; systematic desensitisation, including relaxation and use of hierarchy; flooding. ● The cognitive approach to explaining and treating depression: Beck's negative triad and Ellis's ABC model; cognitive behaviour therapy (CBT), including challenging irrational thoughts. ● The biological approach to explaining and treating OCD: genetic and neural explanations; drug therapy.

Paper 2 – Psychology in Context

Paper 2 –Approaches in psychology
The basic assumptions of the following approaches: ● Learning approaches: the behaviourist approach, including classical conditioning and Pavlov's research, operant conditioning, types of reinforcement and Skinner's research; social learning theory including imitation, identification, vicarious reinforcement, the role of mediational processes and Bandura's research. ● The cognitive approach: the study of internal mental processes, the role of schema, the use of models to explain and make inferences about mental processes. ● The biological approach: biological structures and neurochemistry on behaviour. Genotype and phenotype, genetic basis of behaviour, evolution and behaviour. Cognitive Neuroscience. ● The psychodynamic approach: the role of the unconscious, the structure of personality, that is ID, ego and superego, defence mechanisms including repression, denial and displacement, psychosexual stages. ● Humanistic psychology: free will, self-actualisation and Maslow's hierarchy of needs, congruence, the role of conditions of worth. ● Comparison of approaches.

Paper 2 –Biopsychology
● The divisions of the nervous system: central and peripheral (somatic and autonomic). ● The structure and function of sensory, relay and motor neurons. The process of synaptic transmission, including reference to neurotransmitters, excitation and inhibition. ● The function of the endocrine system: glands and hormones. ● The fight or flight response including the role of adrenaline ● Ways of studying the brain; scanning techniques, including functional magnetic resonance imaging (fMRI), electroencephalogram (EEGs) and event-related potentials (ERPs); post-mortem examinations. ● Localisation of function in the brain and hemispheric lateralisation: motor, somatosensory, visual, auditory and language centres; Broca's and Wernicke's areas, split brain research. Plasticity and functional recovery of the brain after trauma.

Paper 2 –Research methods	
Students should demonstrate knowledge and understanding of the following research methods, scientific processes and techniques of data handling and analysis, be familiar with their use and be aware of their strengths and limitations: ● Experimental method. Types of experiment, laboratory and field experiments; natural and quasi-experiments. ● Observational techniques. Types of observation: naturalistic and controlled observation; covert and overt observation; participant and non-participant observation. ● Self-report techniques. Questionnaires; interviews, structured and unstructured. ● Correlations. Analysis of the relationship between co-variables. The difference between correlations and experiments. ● Content analysis ● Case studies	
Scientific process	● Aims: stating aims, the difference between aims and hypotheses. ● Hypotheses: directional and non-directional. ● Sampling: the difference between population and sample; sampling methods including: random, systematic, stratified, opportunity and volunteer; implications of sampling methods, including bias and generalisation. ● Pilot studies and the aims of piloting. ● Experimental designs: repeated measures, independent groups, matched pairs. ● Observational design: behavioural categories; event sampling; time sampling. ● Questionnaire construction, including use of open and closed questions; design of interviews. ● Variables: manipulation and control of variables, including independent, dependent, extraneous; operationalisation of variables. ● Control: random allocation and counterbalancing, randomisation, standardisation and control groups. ● Demand characteristics and investigator effects. ● Ethics, including the role of the British Psychological Society's code of ethics; ethical issues in the design and conduct of psychological studies; dealing with ethical issues in research. ● The role of peer review in the scientific process. ● The implications of psychological research for the economy. ● Reliability across all methods of investigation. Ways of measuring reliability: test-retest and inter-observer; improving reliability ● Types of validity across all methods of investigation: face validity, concurrent validity, ecological validity and temporal validity. Measurement of validity. Improving validity. ● Features of science: objectivity and the empirical method; replicability and falsifiability; theory construction and hypothesis testing; paradigms and paradigm shifts. ● Reporting psychological investigations. Sections of a scientific report: abstract, introduction, method, results, discussion and referencing.

Data handling and analysis	● Quantitative and qualitative data; the distinction between qualitative and quantitative data collection techniques. ● Primary and secondary data, including meta-analysis. ● Descriptive statistics: measures of central tendency – mean, median, mode; calculation of mean, median and mode; measures of dispersion; range and standard deviation; calculation of range; calculation of percentages; positive, negative and zero correlations. ● Presentation and display of quantitative data: graphs, tables, scattergrams, bar charts, histograms. ● Distributions: normal and skewed distributions; characteristics of normal and skewed distributions. ● Analysis and interpretation of correlation, including correlation coefficients. ● Levels of measurement: nominal, ordinal and interval. ● Coding in content analysis
Inferential testing	Students should demonstrate knowledge and understanding of inferential testing and be familiar with the use of inferential tests. ● Introduction to statistical testing; the sign test. ● Probability and significance: use of statistical tables and critical values in interpretation of significance; Type I and Type II errors. ● Factors affecting the choice of statistical test, including level of measurement and experimental design. When to use the following tests: Spearman's rho, Pearson's r, Wilcoxon, Mann-Whitney, relate t-test, unrelated t-test and Chi-Squared test.

Paper 3 – Issues and Options

Paper 3 –Issues and debates in psychology
● Gender and culture in psychology – universality and bias. Gender bias including androcentrism and alpha and beta bias; cultural bias, including ethnocentrism and cultural relativism. ● Free will and determinism: hard determinism and soft determinism; biological, environmental and psychic determinism. The scientific emphasis on causal explanations. ● The nature-nurture debate: the relative importance of heredity and environment in determining behaviour; the interactionist approach. ● Holism and reductionism: levels of explanation in psychology. Biological reductionism and environmental (stimulus-response) reductionism. ● Idiographic and nomothetic approaches to psychological investigation. ● Social sensitivity in psychological research

Paper 3 –Relationships
● Factors affecting attraction in romantic relationship: self-disclosure, physical attractiveness, including the matching hypothesis; filter theory, including social demography, similarity in attitudes and complementarity. ● Theories of romantic relationships: social exchange theory, equity theory, and Rusbult's investment model of commitment, satisfaction, comparison with alternatives and investment. Duck's phase model of relationship breakdown: intra-psychic, dyadic, social and grave dressing phases. ● Online relationships: self-disclosure, use of deception, effects of absence of gating. ● Parasocial relationships: levels of parasocial relationships, the absorption addiction model and the attachment theory explanation.

Paper 3 –Schizophrenia
● Positive symptoms of schizophrenia, including hallucinations and delusions. Negative symptoms of schizophrenia, including speech poverty and avolition. Issues in diagnosis: co-morbidity, culture and gender bias and symptom overlap. ● Biological explanations of schizophrenia: genetics and neural correlates, including the dopamine hypothesis. ● Psychological explanations for schizophrenia: family dysfunction and cognitive explanations, including dysfunctional thought processing. ● Drug therapy: typical and atypical antipsychotics. ● Cognitive behavioural therapy and family therapy as used in the treatment of schizophrenia. ● The importance of an interactionist approach in explaining and treating schizophrenia; the diathesis-stress model.

Paper 3 –Aggression
• Neural and hormonal mechanisms in aggression, including the roles of the limbic system, serotonin and testosterone. Genetic factors in aggression, including the MAOA gene. • The ethological explanation of aggression, including reference to innate releasing mechanisms and fixed action patterns. Evolutionary explanations of human aggression. • Social psychological explanations of human aggression, including the frustration-aggression hypothesis, social learning theory as applied to human aggression, and de-individuation. • Institutional aggression in the context of prisons: dispositional and situational explanations. • Media influences on aggression, including the effects of computer games. The role of the desensitisation, disinhibition and cognitive priming.

Mathematical requirements and exemplifications for A level Psychology

Arithmetic and numerical computation	
Recognise and use expressions in decimal and standard form.	For example, converting data in standard form from a results table into decimal form in order to construct a pie chart.
Use ratios, fractions and percentages.	For example, calculating the percentages of cases that fall into different categories in an observation study.
Estimate results.	For example, commenting on the spread of scores for a set of data, which would require estimating the range.
Handling data	
Use an appropriate number of significant figures.	For example, expressing a correlation coefficient to two or three significant figures.
Find arithmetic means.	For example, calculating the means for two conditions using raw data from a class experiment.
Construct & interpret frequency tables & diagrams, bar charts & histograms.	For example, selecting and sketching an appropriate form of data display for a given set of data.
Understand simple probability.	For example, explaining the difference between the 0.05 and 0.01 levels of significance.
Understand the principles of sampling as applied to scientific data.	For example, explaining how a random or stratified sample could be obtained from a target population.

Understand the terms mean, median and mode.	For example, explaining the differences between the mean, median and mode and selecting which measure of central tendency is most appropriate for a given set of data. Calculate standard deviation.
Use a scatter diagram to identify a correlation between two variables.	For example, plotting two variables from an investigation on a scatter diagram and identifying the pattern as a positive correlation, a negative correlation or no correlation.
Use a statistical test.	For example, calculating a non-parametric test of differences using the data from a given experiment (The Sign Test)
Make order of magnitude calculations. Distinguish between levels of measurement.	For example, estimating the mean test score for a large number of participants on the basis of the total overall score. For example, stating the level of measurement (nominal, ordinal or interval) that has been used in a study.
Know the characteristics of normal and skewed distributions. Select an appropriate statistical test. Use statistical tables to determine significance.	For example, being presented with a set of scores from an experiment and being asked to indicate the position of the mean (or median, or mode). For example, selecting a suitable inferential test for a given practical investigation and explaining why the chosen test is appropriate. For example, using an extract from statistical tables to say whether or not a given observed value is significant at the 0.05 level of significance for a one-tailed test.
Understand measures of dispersion, including standard deviation and range.	For example, explaining why the standard deviation might be a more useful measure of dispersion for a given set of scores, eg where there is an outlying score.
Understand the differences between qualitative and quantitative data.	For example, explaining how a given qualitative measure (for example, an interview transcript) might be converted into quantitative data.
Understand the difference between primary and secondary data.	For example, stating whether data collected by a researcher dealing directly with participants is primary or secondary data.
Algebra	
Understand and use the symbols: =, <, <<, >>, >, ∝, ~.	For example, expressing the outcome of an inferential test in the conventional form by stating the level of significance at the 0.05 level or 0.01 level by using symbols appropriately.

Substitute numerical values into algebraic equations using appropriate units for physical quantities. Solve simple algebraic equations.	For example, inserting the appropriate values from a given set of data into the formula for a statistical test, eg inserting the N value (for the number of scores) into the Chi Square formula. For example, calculating the degrees of freedom for a Chi Square test.
Graphs	
Translate information between graphical, numerical and algebraic forms.	For example, using a set of numerical data (a set of scores) from a record sheet to construct a bar graph.
Plot two variables from experimental or other data.	For example, sketching a scatter diagram using two sets of data from a correlational investigation.

Assessment Objectives (AOs)

Assessment objectives (AOs) are set by OFQUAL and are the same across all AS and A level Psychology specifications and all exam boards. The exams will measure how students have achieved the following assessment objectives.

AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.

AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures:

- in a theoretical context
- in a practical context
- when handling qualitative data
- when handling quantitative data.

AO3: Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to:

- make judgements and reach conclusions
- develop and refine practical design and procedures.

Weighting of assessment objectives for A level Psychology

Assessment Objectives (AOs)	Component weightings (approx. %)			Overall weighting (approx. %)
	Paper 1	Paper 2	Paper 3	
AO1	11-14	7-10	9-12	30-33
AO2	6-9	16-19	5-8	30-33
AO3	12-14	7-9	15-17	36-38
Overall weighting of components	33.3	33.3	33.3	100

At least 10% of the overall assessment of Psychology will contain mathematical skills equivalent to Level 2 or above.

At least 25–30% of the overall assessment will assess skills, knowledge and understanding in relation to research methods.

Command words

Command words are the words and phrases used in exams and other assessment tasks that tell students how they should answer the question.

The following command words are taken from OFQUAL's official list of command words and their meanings that are relevant to this subject. In addition, where necessary, AQA have included their own command words and their meanings to complement OFQUAL's list.

Analyse - Separate information into components and identify their characteristics.
Calculate - Work out the value of something.
Choose - Select from a range of alternatives.
Comment - Present an informed opinion.
Compare - Identify similarities and/or differences.
Complete - Finish a task by adding to given information.
Consider - Review and respond to given information.
Describe - Give an account of.
Design - Set out how something will be done.
Discuss - Present key points about different ideas or strengths and weaknesses of an idea.
Distinguish - Explain ways in which two things differ. Provide detail of characteristic that enable a person to know the difference between …
Draw - Produce a diagram.
Evaluate - Judge from available evidence.
Explain - Set out purposes or reasons.
Explain how - Give a detailed account of a process or way of doing something.
Explain why - Give a detailed account of reasons in relation to a particular situation.
Identify - Name or otherwise characterise.
Give - Produce an answer from recall or from given information.
Justify - Provide reasons, reasoned argument to support, possibly provide evidence.
Label - Provide appropriate names on a diagram.
Name - Identify using a recognised technical term.
Outline - Set out main characteristics.
Select - Choose or pick out from alternatives.
State - Express in clear terms.
Suggest - Present a possible case/solution.
Which is - Select from alternatives.
What is meant by - Give a definition.
Write - Provide information in verbatim form

Advice for Completing Exam Papers/Answering Questions

The exam paper consists of a mixture of multiple choice, short answer questions ranging from 2 to 6 marks and longer questions for 8 or 16 marks. The examiner is looking to see how you apply your knowledge and understanding to the questions. Therefore, beware of superficial answers, do not be deceived by the short answer questions, you need to give detail (including the correct use of terminology) in order to gain the marks i.e. demonstrate that you are **psychologically informed**. Look at the examples in your topic booklets.

Short answer questions mainly test your ability to describe, define or explain (AO1 skills). Some questions will test your ability to apply your knowledge of psychology, including knowledge of research methods, to novel situations (AO2 skills). The longer questions may test your ability to write AO1 material, apply your knowledge (AO2) and also to write a critical evaluation (AO3 skills). All questions should be answered in full sentences not bullet points.

Advice for 16 Mark Questions

The examiner expects your answer to be written in continuous prose, i.e. in an essay format, **do not** use bullet points. You must demonstrate that you are **psychologically informed** by referring to specific theories, explanations, hypotheses or studies; remember to use appropriate terminology.

Do not write an introduction as you might for other subjects, there are no specific marks and it would take up valuable time. The only exception to this would be a one sentence definition of the topic under discussion. Similarly, do not waste time on a lengthy conclusion; again, there are no specific marks. If appropriate write a concise sentence to highlight the main points discussed in the essay.

1. **Outline or describe** – this shows your knowledge & understanding of the topic, it is essential that you convey your understanding with sufficient detail, but without unnecessary waffle. **AO1 6 marks**

2. ***Apply your knowledge of psychology*** *– there may be an application element, where you must demonstrate your understanding by interpreting behaviour described in the stem using the knowledge you have of relevant psychological theory and research evidence.* ***AO2 possible 4 marks***

3. **Evaluation** – in order to demonstrate to the examiner that you understand the importance of the topic you must be able to give a critical evaluation in a PEEL structure: **AO3: 10 marks (or 6 marks if there is an AO2 element)**

    a) What are the strengths/positive points of the topic?
    b) What are the weaknesses/negative points of the topic?
    c) **How/why** are they strengths or weaknesses?
    d) Remember to show **how** your points from a) & b) actually relate to c).

e) It is more important for evaluation purposes to show **how** a piece of research supports or criticises your topic than describing what the researcher actually carried out.

Evaluation statements

This suggests that…
Therefore, we can conclude…
This supports the theory that…
There were flaws in the methodology, for example…
An important ethical consideration is …
Further support comes from…
This has important implications for …
One limitation of this study is…
An alternative explanation could be…
The study lacked ecological validity because
There may be cultural variations…
Furthermore …
However, …

Independent Learning

- In addition to any set homework, you need to consolidate work done in lessons by using a variety of books and websites available in the library and online, including the BPS research digest http://digest.bps.org.uk/ .
- During study periods, you should gradually work through the sample questions in your topic booklets.
- These questions have been designed so that you can mark them yourself using your notes and textbook in order to help you to assess your progress.
- You should keep a bibliography of the books, journals, websites that you use, as this will be useful when revision time arrives.

Enrichment Opportunities

In order to support your learning, we recommend that you engage in activities from all of the sections below to help widen your interest in the subject as well as begin to introduce you to the kind of independent learning activities we encourage you to engage with during A Level study.

As a minimum we would like you to complete the following:

1. Read one text from the subject reading list
2. Complete one Futurelearn course
3. Complete a reading log on at least 3 articles
4. Psychology Film Club

Subject Reading List

We recommend that you read at least one book from the reading list below. The list is diverse and engaging as wider reading at this stage is not about developing your subject knowledge but cultivating a deeper interest in the subject. The top half are slightly easier reads- we would recommend starting with one of these.

- The Social Animal ~ *Elliot Aronson*
- Elephants on Acid: And Other Bizarre Experiments ~ *Alex Boese*
- Quiet: The Power of Introverts in a World That Can't Stop Talking ~ *Susan Cain*
- Surrounded by Idiots ~ *Thomas Erikson*
- Bad Science ~ *Ben Goldacre* (not Psychology specific)
- Blink: The Power of Thinking without Thinking ~ *Malcolm Gladwell*
- Emotional Roller Coaster ~ *Claudia Hammond*
- Thinking, Fast and Slow ~ *Daniel Kahneman*
- The Chimp Paradox ~ *Prof Steve Peters*
- The Psychopath Test: A Journey Through the Madness Industry ~ *Jon Ronson*
- The Man Who Mistook His Wife for a Hat ~ *Oliver Sacks*
- Mistakes Were Made (But Not by Me) ~ *Carol Tavris and Elliot Aronson*
- Zero Degree of Empathy: New Theory of Human Cruelty ~ *Simon Baron-Cohen*
- Delusions of Gender: The Real Science Behind Sex Differences ~ *Cordelia Fine*
- The Happiness Hypothesis ~ *Johnathan Haidt*
- Pioneers of Psychology ~ *Raymond E Fancher & Alexandra Rutherford*
- The Baby in the Mirror: A Child's World from Birth to Three ~ *Charles Fernyhough*
- Making Up the Mind: How the Brain Creates Our Mental World ~ *Chris Frith*
- The Private Life of the Brain ~ *Susan Greenfield*
- Neuropsychological Assessment ~ *Muriel D. Lezak, Diane B. Howieson, Erin D. Bigler & Daniel Tranel*
- How the Mind Works ~ *Steven Pinker*
- The Language Instinct ~ *Steven Pinker*
- The Little Book of Psychology ~ *Emily Ralls and Caroline Riggs*
- Phantoms in the Brain: Human Nature and the Architecture of the Mind ~ *V.S. Ramachandran and Sandra Blakeslee*
- Reaching Down the Rabbit Hole ~ *Dr Allan H. Ropper & Brian David Burrell*
- Authentic Happiness: Using the New Positive Psychology to Realise Your Potential for Lasting Fulfilment ~ *Martin E. P. Seligman*
- How to Think Straight About Psychology ~ *Keith E. Stanovich*
- Career Paths in Psychology: Where Your Degree Can Take You ~ *Robert J. Sternberg*
- The Frog Who Croaked Blue ~ *Jamie Ward*
- Strangers to Ourselves: Discovering the Adaptive Unconscious ~ *Timothy D. Wilson*

Links

We use an online textbook linked to the exam specification that can be accessed using the following website: A more up-to-date version will become available for students to access soon.
www.illuminate.digital

www.simplypscyhology.org – good for revision materials
BPS research digest http://digest.bps.org.uk/ Provides articles and coverage of recent research

- Reading articles is a good way of developing an understanding of the many different fields within psychology. When reading articles, you should keep a reading log of the article title, a summary of the content (no more than 250 words) and one question you have in relation to the article. You should read at least 3 articles for your reading log.

Future Learn Courses

This is a brilliant website for you to undertake a mini module in Psychology. We have highlighted some modules of particular relevance. You should aim to complete at least one module before starting the course in September.:

https://www.futurelearn.com/courses

1. **Psychology and Mental Health: Beyond Nature and Nurture**
   Learn how a psychological understanding of our emotions and behaviour gives us new ways to improve mental health and well-being.
   6-week module consisting of 3 hours a week.
2. **Introduction to Cognitive Psychology: An Experimental Science**
   Learn how to use cognitive psychology experiments to explore the internal workings of the mind with this online psychology course.
   3-week module consisting of 4 hours a week.
3. **Research Methods in Psychology: Using Animal Models to Understand Human Behaviour**
   Learn how animal models can help us learn about human psychology, cognitive skills, and the neurobiology of learning and memory.
   4-week module consisting of 4 hours per week.
4. **Seeing: How the Brain Creates the Visual World**
   Gain insights into how we perceive sensory system input when it reaches our brains, and the factors affecting that process.
   4-week module consisting of 2 hours per week.
5. **What is a Mind?**
   Explore the most pertinent scientific and philosophical concepts for understanding our own minds.
   6-week module consisting of 3 hours a week.