

## PSYCHOLOGY

### Examining Body: AQA

<https://www.aqa.org.uk/subjects/psychology/a-level/psychology-7182/specification>

### Specification No. 7182

Please note this is a new specification for September 2025.

#### Core Resources:

We give the students course hand-out booklets that include all material needed for success in the exam. These resources are made available on Google Classroom. We do not issue textbooks and will subscribe to an online textbook. <https://www.hachettelearning.com/psychology/aqa-psychology-for-a-level-year-1-and-as-third-edition> There are different textbooks for psychology and we have copies available in the psychology office. A useful text, in addition to the online book, is: *The Complete Companions: AQA Psychology Year 1 and AS Student Book (Sixth Edition)*, Cardwell & McLaughlin, Oxford Press. ISBN 9781382071840

#### Extension Material:

There are often films and TV shows that are interesting to watch that involve psychological themes. These are not necessary in order to understand the course, but often help with the basic understanding of psychological concepts and touch on some of the material covered during the two years.

**Books:** *Opening Skinner's Box*, Lauren Slater (classic experiments but some claims disputed), *Bad Science*, Ben Goldacre (discusses problems with research), *Elephants on Acid*, Alex Boese (interesting and crazy experiments) and *The Man Who Mistook His Wife for a Hat*, Oliver Sacks (ignore the biology of the brain but interesting case studies).

**Films:** *Life of Pi* (the book is good too, themes of conditioning), *A Clockwork Orange*, *One Flew over the Cuckoo's Nest* (these are both used in lessons but are 18 age restricted). *A Beautiful Mind* and *Good Will Hunting* (portrayal of mental illness and therapeutic approaches). *Silver Linings Playbook* (depression and OCD), *50 First Dates*, *Memento* (memory), *Shutter Island*, *Black Swan* (psychopathology) and *Divergence* (conformity and obedience).

#### Summer Preparatory Psychology Task

##### Part 1: Social Influence in the Real World (Mr Ferreira)

Over the summer, observe and reflect on **examples of social influence** in everyday life. Your task is to document **at least three instances** where you see people *conforming*, *obeying*, or *resisting* the authority figure or a group of people.

#### What to Do:

1. **Observe:** Watch the people around you—in cafés, shops, public transport, even in TV shows or social media.
2. **Identify:** Spot examples of:
  - **Conformity** (someone changing their behaviour to fit in)
  - **Obedience** (someone following an authority figure's instructions)
  - **Resistance to social influence** (someone standing up to pressure to conform or obey)
3. **Record:** For each example, write down:
  - A brief description of what happened
  - What type of social influence it is (conformity, obedience or resistance) and why
  - Your thoughts: What factors might have affected their behaviour? Did the group size, setting, or perceived authority play a role?
4. **Reflect:** Write a short summary on what you've learned about social influence and how it affects human behaviour.

**Stretch & Challenge (Optional):**

Research a classic study, **Zimbardo's prison experiment**, and make a short poster or infographic about it. <https://www.prisonexp.org/the-story> this link will go through the whole study from Zimbardo perspective. There are several videos on YouTube that will be interesting to watch.

**Summer Preparatory Psychology Task****Part 2: Approaches to understanding behaviour (Mrs Harries)****Preparation**

You need to research Pavlov's theory of classical conditioning. You should understand what he did and what the following terms mean in relation to his study;

- Unconditional stimulus
- Unconditional response
- Conditional stimulus
- Conditional response

This video will show you some original film from the research. The same practices would not be ethically acceptable today.

<https://www.youtube.com/watch?v=S6AYofQchoM>

You should make whatever notes you need to be able to remember the theory. You **DO NOT** need to hand these in. If you do hand them in, I will know you don't read instructions carefully.

**Reread your work before your first class so that you are able to discuss it. Bring your notes with you if you wish.**

**WRITTEN TASK: Fear of Dogs** (To be done on a separate sheet from Mr Ferreira's work)

You should use the theory of classical conditioning to write a description of how somebody might learn to be afraid of dogs.

**Please note:**

Use the terms above (unconditional stimulus, conditional response etc.) in your explanation.

You **DO** need to hand these notes in to the teacher.

***Think about what impression you want to create on your teacher. Your work does not need to be typed but it should be neat and on appropriate lined paper, with a heading and a margin. You should read it aloud to make sure there are no spelling or grammar mistakes. Please include your name.***