

# A-LEVEL PSYCHOLOGY

## 100 AI PROMPTS

for Smarter Revision *and* Exam Prep

*Active recall, exam technique, and mark-scheme  
thinking — without cheating.*



by James R. Martin

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## How to Use This Book

For a long time, high-quality tutoring has been a major contributor to elite academic achievement. Used well, AI can now act as a powerful tutor that most students and parents could not previously afford.

This book is a **starting point**, not a rulebook. Each prompt is designed to help you revise, test your understanding, and think more clearly — not to give perfect answers. You are encouraged to **adapt, improve, and remix** these prompts.

You are learning how to think carefully about the questions you ask — a skill that will matter far beyond these exams.

## **Note on Exam Boards and Syllabi**

This collection of 100 AI prompts has been designed to support A-Level Psychology revision across all major UK exam boards, including AQA, Edexcel (Pearson), and OCR. The prompts cover the full range of AS and A2 content, from core topics such as social influence, memory, and attachment through to advanced topics including biopsychology, research methods, issues and debates, and optional specialist areas. Whether you are following the AQA A-Level Psychology (7182) specification, the Edexcel A-Level Psychology course, or the OCR A-Level Psychology H567 syllabus, these prompts will develop the depth of knowledge and evaluative skill that examiners expect.

Each prompt is written as an interactive conversation starter for use with an AI chatbot. Rather than presenting notes for passive reading, the prompts ask the AI to quiz you, challenge your understanding, and push you to construct the kind of detailed, evaluative responses that earn top marks. This active approach mirrors the retrieval practice and elaboration techniques that cognitive psychology research identifies as the most effective revision strategies.

The prompts are organised into nine sections that align closely with the structure of all major A-Level Psychology specifications: Social Psychology, Cognitive Psychology, Developmental Psychology, Biological Psychology, Psychopathology, Research Methods and Statistics, Approaches in Psychology, Issues and Debates, and Options. While the exact module structure and named studies differ slightly between AQA, Edexcel, and OCR, the core psychological concepts, research methodology, and evaluative skills are broadly consistent across all boards.

You do not need to work through every prompt sequentially. If your mock exam revealed weaknesses in research methods or biopsychology, jump straight to those sections. If your teacher has flagged issues and debates as a priority for A2, focus there. The resource is designed to be flexible so you can direct your revision where it will have the greatest impact, regardless of your exam board.

A note on exam board differences: while the core psychological content is broadly consistent, each board has distinct assessment structures. AQA examines across three papers: Introductory Topics, Psychology in Context, and Issues and Options. Edexcel uses four topics across three papers. OCR organises content into Research Methods, Psychological Themes, and Applied Psychology. The prompts in this resource develop the three assessment objectives used across all boards: AO1 (knowledge and understanding), AO2 (application), and AO3 (analysis and evaluation). Always check your own specification to confirm the exact studies, theories, and topics you need to revise.

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# Section 1

## Social Psychology

Social psychology examines how the thoughts, feelings, and behaviours of individuals are influenced by the presence of others. At A-Level, this topic focuses on conformity, obedience, and social influence processes including minority influence and social change. You need to understand the key studies by Asch, Milgram, and Zimbardo, as well as the theoretical explanations for why people conform and obey, including informational and normative social influence, agentic state theory, and the role of legitimate authority.

Evaluation is central at A-Level. You must be able to assess the methodological strengths and limitations of classic studies, consider ethical issues, and evaluate whether findings can be generalised beyond the original samples and historical contexts. You should also understand how social influence research connects to broader issues such as the obedience alibi, resistance to social influence, and the role of minority influence in driving social change.

The prompts in this section will test your ability to describe key studies accurately, apply social influence concepts to novel scenarios, and evaluate the research critically. Strong A-Level answers go beyond simply describing what Milgram found; they explain why the findings matter, what methodological limitations exist, and how the research connects to real-world events.

**Prompt 1: Types of Conformity: Compliance, Identification, Internalisation**

**Copy this prompt into your AI tool:**

*Act as my A-Level Psychology examiner. Quiz me on the three types of conformity one question at a time. Test whether I can define compliance, identification, and internalisation, explain the difference between them in terms of depth and permanence of attitude change, and give examples of each. Present a scenario and ask me to identify which type of conformity is occurring. Wait for my answer before giving feedback.*

**What this helps you practise:**

Defining and distinguishing between compliance, identification, and internalisation with appropriate examples.

**How to use it well:**

Make sure you can explain why some types of conformity are more lasting than others and link this to whether the behaviour is public or private.

**Prompt 2: Informational and Normative Social Influence**

**Copy this prompt into your AI tool:**

*Act as my A-Level Psychology revision tutor. Quiz me on informational social influence (ISI) and normative social influence (NSI) one question at a time. Test whether I can define each type, explain the underlying motivation (desire to be right vs desire to be liked), link each to Deutsch and Gerard's dual-process model, and identify which type is operating in given scenarios. Wait for my answer before moving on.*

**What this helps you practise:**

Distinguishing between informational and normative social influence and applying them to explain conformity in different situations.

**How to use it well:**

Remember that both types can operate simultaneously. Practise identifying which is the

dominant influence in a given scenario and explaining why.

**Prompt 3: Resistance to Social Influence**

**Copy this prompt into your AI tool:**

*Act as my A-Level Psychology examiner. Quiz me on resistance to social influence one question at a time. Test whether I can explain the role of social support in resisting conformity and obedience, the importance of locus of control (Rotter), and how individual differences affect susceptibility to social influence. Present a scenario and ask me to explain why some individuals resist while others conform. Wait for my answer before moving on.*

**What this helps you practise:**

Explaining the factors that enable individuals to resist conformity and obedience, including social support and locus of control.

**How to use it well:**

Link locus of control to specific examples. People with an internal locus of control are more likely to resist because they believe they are personally responsible for their actions.

**Prompt 4: Minority Influence**

**Copy this prompt into your AI tool:**

*You are my A-Level Psychology tutor. Quiz me on minority influence one question at a time. Cover Moscovici's blue-green slide study, the role of consistency (synchronic and diachronic), commitment, flexibility, and the snowball effect. Test whether I can explain how minority influence leads to internalisation rather than mere compliance, and evaluate the research evidence. Wait for my answer before proceeding.*

**What this helps you practise:**

Explaining the process of minority influence and the

conditions under which minorities change majority opinion.

**How to use it well:**

Minority influence is linked to social change. Make sure you can explain the process by which a consistent minority gradually shifts the majority position.

**Prompt 5: Social Influence and Social Change**

**Copy this prompt into your AI tool:**

*Act as my A-Level Psychology revision tutor. Quiz me on how social influence processes contribute to social change one question at a time. Test whether I can explain the role of minority influence, the augmentation principle, and how conformity and obedience research helps us understand both why people follow harmful norms and how those norms can be challenged. Apply these concepts to real-world examples of social change. Wait for my answer before giving feedback.*

**What this helps you practise:**

Applying social influence concepts to explain how social change occurs through minority influence and resistance to conformity.

**How to use it well:**

Use specific historical examples (civil rights movements, environmental campaigns) to illustrate how minority influence drives social change.

**Prompt 6: Asch's Conformity Research**

**Copy this prompt into your AI tool:**

*You are my A-Level Psychology tutor. Quiz me on Asch's line study one question at a time. Test whether I can describe the procedure, results (including the conformity rate and variations), and conclusions. Then ask me to evaluate the study methodologically (artificiality of the task, sample*

*bias, demand characteristics) and ethically (deception, informed consent). Also test whether I understand how cultural and temporal factors affect conformity rates. Wait for my answer before proceeding.*

**What this helps you practise:**

Describing Asch's conformity research and evaluating its methodology, ethics, and generalisability.

**How to use it well:**

Be precise about Asch's findings: the overall conformity rate, the percentage who never conformed, and how variations (unanimity, task difficulty, group size) affected results.

**Prompt 7: Milgram's Obedience Research**

**Copy this prompt into your AI tool:**

*You are an A-Level Psychology examiner. Quiz me on Milgram's obedience study one question at a time. Test whether I can describe the baseline procedure and results (65% going to 450V), explain the key variations (proximity, location, uniform) and how they affected obedience rates, and evaluate the study in terms of internal validity, ecological validity, demand characteristics, and ethical issues. Wait for my answer before giving feedback.*

**What this helps you practise:**

Describing Milgram's obedience research in detail and evaluating its validity, ethics, and implications.

**How to use it well:**

Make sure you know the specific obedience rates for the key variations, not just the baseline. Examiners reward precise recall of findings.

**Prompt 8: Explanations for Obedience: Agentic State and Legitimacy of Authority**

**Copy this prompt into your AI tool:**

*Act as my A-Level Psychology tutor. Quiz me on explanations for obedience one question at a time. Cover the agentic state theory (including the agentic shift and moral strain), the role of legitimate authority, and the authoritarian personality (Adorno). Test whether I can explain each theory, evaluate the supporting evidence, and assess which explanation is most convincing. Wait for my answer before proceeding.*

**What this helps you practise:**

Explaining and evaluating theories of obedience including agentic state, legitimate authority, and the authoritarian personality.

**How to use it well:**

Consider the limitations of each explanation. The agentic state theory, for example, struggles to explain why not all participants obeyed and why some showed signs of distress.

**Prompt 9: Zimbardo's Stanford Prison Experiment**

**Copy this prompt into your AI tool:**

*You are my A-Level Psychology revision coach. Quiz me on Zimbardo's Stanford Prison Experiment one question at a time. Test whether I can describe the procedure, findings, and conclusions, and evaluate the study in terms of demand characteristics, ecological validity, ethical issues, and the problems with Zimbardo's dual role as researcher and superintendent. Consider the critique from Reicher and Haslam's BBC Prison Study. Wait for my answer before giving feedback.*

**What this helps you practise:**

Describing and critically evaluating the Stanford Prison Experiment, including methodological and ethical concerns.

**How to use it well:**

Zimbardo's study is one of the most controversial in psychology. Make sure you can discuss both its contributions and its serious limitations.

**Prompt 10: Dispositional Explanations: The Authoritarian Personality**

**Copy this prompt into your AI tool:**

*You are an A-Level Psychology examiner. Quiz me on Adorno's authoritarian personality one question at a time. Test whether I can explain the characteristics of the authoritarian personality, the F-scale, and the link between authoritarian upbringing and obedience to authority. Evaluate the research in terms of methodological issues (response bias on the F-scale, correlation vs causation) and whether a dispositional explanation can account for obedience across entire populations. Wait for my answer before moving on.*

**What this helps you practise:**

Explaining and evaluating the authoritarian personality as a dispositional explanation for obedience.

**How to use it well:**

Consider the limitation that dispositional explanations cannot explain obedience in an entire culture, such as Nazi Germany. Milgram argued that situational factors are more important.

**Prompt 11: Evaluating Social Influence Research**

**Copy this prompt into your AI tool:**

*Act as my A-Level Psychology tutor. Quiz me on how to evaluate social influence research one question at a time. Test whether I can discuss issues such as historical and cultural validity, the ethics of deception, ecological validity, demand*

*characteristics, and the distinction between laboratory-based and real-world evidence for conformity and obedience. Wait for my answer before proceeding.*

**What this helps you practise:**

Applying evaluative skills to social influence research, including validity, reliability, ethics, and generalisability.

**How to use it well:**

Practise making evaluative points that are specific rather than generic. Instead of saying 'the study lacks ecological validity', explain exactly why the task or setting does not reflect real-world situations.

## Section 2

### Cognitive Psychology

Cognitive psychology at A-Level focuses primarily on memory, including the multi-store model, the working memory model, types of long-term memory, and factors affecting the accuracy of eyewitness testimony. You need to understand the major theoretical models, the research evidence that supports and challenges them, and the practical applications of memory research, particularly in the context of the criminal justice system.

At this level, you are expected to do more than describe the models. You must evaluate the evidence critically, considering methodological issues such as artificial tasks, ecological validity, and the limitations of case studies. You should be able to compare models and explain why some have replaced or developed others, and you need to understand how memory research informs real-world practices such as the cognitive interview.

The prompts in this section will challenge you to apply memory models to unfamiliar scenarios, evaluate the evidence for competing theories, and analyse the implications of memory research for eyewitness testimony and the justice system. Strong A-Level answers demonstrate that you understand not just what the models claim but why the evidence supports or undermines those claims.

#### **Prompt 12: Memory Improvement Strategies**

##### **Copy this prompt into your AI tool:**

*You are an A-Level Psychology examiner. Quiz me on memory improvement strategies one question at a time. Test whether I can explain techniques such as the method of loci, chunking, elaborative rehearsal,*

*and interleaving, and link each to the relevant memory model or theory. Ask me to evaluate which strategies have the strongest evidence base and how they connect to the working memory model and levels of processing theory. Wait for my answer before moving on.*

**What this helps you practise:**

Explaining evidence-based memory improvement strategies and linking them to theoretical models of memory.

**How to use it well:**

Understanding how memory improvement techniques work deepens your understanding of the memory models themselves.

**Prompt 13: Evaluating the Multi-Store Model**

**Copy this prompt into your AI tool:**

*Act as my A-Level Psychology examiner. Quiz me on evaluating Atkinson and Shiffrin's multi-store model of memory one question at a time. Test whether I can outline the model's three stores and processes, then focus on evaluation: ask me to discuss strengths such as research support from Glanzer and Cunitz's serial position effect and the case of HM, and limitations such as the oversimplification of STM and LTM as single unitary stores. Ask me to compare the model with alternative models like the working memory model. Wait for my answer before giving feedback.*

**What this helps you practise:**

Describing the multi-store model and evaluating it using supporting and contradicting evidence.

**How to use it well:**

Make sure you can explain why the multi-store model is considered oversimplified, particularly its treatment of STM and LTM as single, unitary stores.

### **Prompt 14: The Working Memory Model – Components and Research Evidence**

#### **Copy this prompt into your AI tool:**

*You are my A-Level Psychology tutor. Quiz me on the working memory model in depth, focusing on both components and research evidence, one question at a time. Test whether I can describe the central executive, phonological loop (articulatory control system and phonological store), visuospatial sketchpad, and episodic buffer, and explain each component's function with supporting evidence. Ask me to evaluate the model using dual-task studies, the word length effect, and case studies of brain-damaged patients. Test whether I can explain how it improves on the multi-store model's account of STM and discuss its limitations. Wait for my answer before proceeding.*

#### **What this helps you practise:**

Describing the components of the working memory model and evaluating it as an improvement on the multi-store model's account of short-term memory.

#### **How to use it well:**

Be precise about the function of each component. Many students confuse the phonological store with the articulatory control system.

### **Prompt 15: Long-Term Memory – Episodic, Semantic, and Procedural Evidence**

#### **Copy this prompt into your AI tool:**

*Act as my A-Level Psychology revision tutor. Quiz me on types of long-term memory with a focus on the research evidence, one question at a time. Test whether I can explain Tulving's distinction between episodic, semantic, and procedural memory with clear definitions and examples. Then ask me to evaluate the evidence for separate LTM stores, including brain imaging studies showing different*

*brain regions activated for each type, and amnesia case studies such as Clive Wearing and HM. Ask me to discuss the strengths and limitations of the evidence for this classification. Wait for my answer before moving on.*

**What this helps you practise:**

Distinguishing between episodic, semantic, and procedural long-term memory and evaluating the evidence for separate memory systems.

**How to use it well:**

Case studies of amnesia patients provide powerful evidence for separate LTM systems. Make sure you can explain what specific patterns of memory loss tell us about memory organisation.

**Prompt 16: Explanations for Forgetting:  
Interference**

**Copy this prompt into your AI tool:**

*You are an A-Level Psychology examiner. Quiz me on interference theory one question at a time. Test whether I can define proactive and retroactive interference, describe the research evidence (including McGeoch and McDonald), explain how similarity between materials affects interference, and evaluate the theory's limitations (particularly the artificial nature of laboratory studies). Wait for my answer before giving feedback.*

**What this helps you practise:**

Explaining proactive and retroactive interference and evaluating the ecological validity of interference research.

**How to use it well:**

Consider how relevant laboratory studies of word lists are to real-world forgetting. Interference theory may overestimate the importance of interference because of the artificial tasks used in research.

**Prompt 17: Explanations for Forgetting:  
Retrieval Failure**

**Copy this prompt into your AI tool:**

*Act as my A-Level Psychology tutor. Quiz me on retrieval failure theory one question at a time. Test whether I can explain the encoding specificity principle (Tulving), the role of contextual and state-dependent cues, and evaluate the evidence from studies such as Godden and Baddeley's underwater study. Also test whether I understand the relationship between retrieval failure and other explanations for forgetting. Wait for my answer before proceeding.*

**What this helps you practise:**

Explaining retrieval failure as an explanation for forgetting and evaluating the evidence from context-dependent and state-dependent memory research.

**How to use it well:**

Retrieval failure is generally considered the most important explanation for everyday forgetting.

Consider why this is and how it differs from interference theory.

**Prompt 18: Eyewitness Testimony: Misleading Information**

**Copy this prompt into your AI tool:**

*You are my A-Level Psychology revision coach. Quiz me on the effect of misleading information on eyewitness testimony one question at a time. Cover Loftus and Palmer's car crash study (both experiments), Loftus' broken glass study, and the post-event discussion effect. Test whether I can describe the procedure and findings precisely, explain why leading questions affect memory, and evaluate the research in terms of demand characteristics and ecological validity. Wait for my answer before giving feedback.*

**What this helps you practise:**

Describing Loftus and Palmer's research on misleading information and evaluating its implications for the reliability of eyewitness testimony.

**How to use it well:**

Be precise about which study you are discussing. Loftus and Palmer conducted two experiments, and each demonstrates different aspects of how misleading information distorts memory.

**Prompt 19: Eyewitness Testimony: Anxiety**

**Copy this prompt into your AI tool:**

*Act as my A-Level Psychology examiner. Quiz me on the effect of anxiety on eyewitness testimony one question at a time. Cover the Yerkes-Dodson law, Johnson and Scott's weapon focus study, and Christianson and Hubinette's real-world bank robbery study. Test whether I can explain why anxiety might both impair and enhance eyewitness accuracy, and evaluate the conflicting evidence.*

*Wait for my answer before moving on.*

**What this helps you practise:**

Explaining and evaluating the contradictory effects of anxiety on eyewitness testimony, including the weapon focus effect.

**How to use it well:**

The research evidence on anxiety and EWT is contradictory. Practise explaining why this might be (different types of anxiety, different aspects of memory) rather than simply describing the studies.

**Prompt 20: The Cognitive Interview**

**Copy this prompt into your AI tool:**

*You are my A-Level Psychology tutor. Quiz me on the cognitive interview one question at a time. Test whether I can explain the four techniques (report*

*everything, mental reinstatement of context, reverse order, change perspective), explain how each technique relates to psychological theory, and evaluate the effectiveness of the cognitive interview compared to the standard police interview. Wait for my answer before proceeding.*

**What this helps you practise:**

Explaining the techniques of the cognitive interview and evaluating its effectiveness in improving the accuracy of eyewitness recall.

**How to use it well:**

Link each technique to the relevant memory theory. For example, mental reinstatement of context relates to the encoding specificity principle.

**Prompt 21: Evaluating Memory Models**

**Copy this prompt into your AI tool:**

*Act as my A-Level Psychology revision tutor. Present me with a scenario involving memory failure or memory success and ask me to explain it using both the multi-store model and the working memory model. Then quiz me on which model provides a better explanation and why. Test whether I can compare the models systematically rather than just describing each one. Wait for my answer before giving feedback.*

**What this helps you practise:**

Comparing memory models by applying them to the same scenario and evaluating which provides a more complete explanation.

**How to use it well:**

This is excellent preparation for comparison questions. Focus on the specific predictions each model makes and where they differ.

**Prompt 22: Levels of Processing: Craik and Lockhart**

**Copy this prompt into your AI tool:**

*You are an A-Level Psychology examiner. Quiz me on Craik and Lockhart's levels of processing theory one question at a time. Test whether I can explain the three levels (structural, phonemic, semantic), describe the key research evidence, and evaluate how this theory challenges the multi-store model by suggesting that memory depends on the depth of processing rather than the duration of storage. Also evaluate the theory's limitations, including the circularity of defining depth. Wait for my answer before giving feedback.*

**What this helps you practise:**

Explaining levels of processing theory and evaluating it as an alternative to the multi-store model of memory.

**How to use it well:**

The circularity criticism is important: 'deep processing leads to better memory, and we know processing is deep because memory is better.' Make sure you can explain this clearly.

**Prompt 23: Case Studies in Memory Research: HM and Clive Wearing**

**Copy this prompt into your AI tool:**

*Act as my A-Level Psychology tutor. Quiz me on the case studies of HM and Clive Wearing one question at a time. Test whether I can describe each case, explain what their patterns of memory loss reveal about the structure of memory, and evaluate the strengths and limitations of using case studies in memory research. Wait for my answer before proceeding.*

**What this helps you practise:**

Using amnesia case studies to evaluate theoretical models of memory and assessing the methodological limitations of the case study approach.

**How to use it well:**

Case studies provide unique insights but have significant limitations including lack of generalisability and inability to establish cause and effect.

## Section 3

### Developmental Psychology

Developmental psychology at A-Level focuses primarily on attachment theory, including the work of Bowlby, Ainsworth, and subsequent researchers. You need to understand how attachments form, why they matter for later development, and how different types of attachment (secure, insecure-avoidant, insecure-resistant) are measured and classified. This topic also covers the effects of institutionalisation, Romanian orphan studies, and the influence of early attachment on later relationships.

At this level, you are expected to evaluate attachment theory critically. This includes considering the cultural bias in attachment classification, the deterministic assumptions of Bowlby's maternal deprivation hypothesis, the distinction between deprivation and privation, and the ethical issues raised by research with children. You should also understand how attachment research has influenced childcare practices and social policy.

The prompts in this section will test your ability to describe attachment research precisely, evaluate the theories and studies critically, and apply your knowledge to unfamiliar contexts. Strong A-Level answers connect attachment theory to broader issues such as nature-nurture, determinism, and cultural bias.

#### **Prompt 24: Caregiver-Infant Interactions**

##### **Copy this prompt into your AI tool:**

*Act as my A-Level Psychology examiner. Quiz me on caregiver-infant interactions one question at a time.*

*Test whether I can explain interactional synchrony*

*and reciprocity, describe the research evidence (including Meltzoff and Moore's imitation study and Brazelton's still-face paradigm), and evaluate the methodological challenges of studying infant behaviour. Wait for my answer before giving feedback.*

**What this helps you practise:**

Explaining and evaluating research on caregiver-infant interactions, including interactional synchrony and reciprocity.

**How to use it well:**

Consider the difficulty of interpreting infant behaviour. Is apparent imitation in newborns genuine social interaction or a reflexive response?

**Prompt 25: Stages of Attachment: Schaffer and Emerson**

**Copy this prompt into your AI tool:**

*You are my A-Level Psychology tutor. Quiz me on Schaffer and Emerson's stages of attachment one question at a time. Test whether I can describe the four stages (asocial, indiscriminate, specific, multiple attachments), explain the methodology of their Glasgow study, and evaluate the research in terms of sample, method, and generalisability. Also test whether I understand the concept of multiple attachments and its implications for Bowlby's theory. Wait for my answer before proceeding.*

**What this helps you practise:**

Describing Schaffer and Emerson's stages of attachment and evaluating the methodology and findings of their study.

**How to use it well:**

Note that Schaffer and Emerson found that the primary attachment figure was not always the mother. This is important for evaluating Bowlby's emphasis on monotropy.

## **Prompt 26: Bowlby's Monotropic Theory of Attachment**

### **Copy this prompt into your AI tool:**

*Act as my A-Level Psychology revision tutor. Quiz me on Bowlby's monotropic theory one question at a time. Test whether I can explain the key concepts (monotropy, the internal working model, the critical period, social releasers, the continuity hypothesis) and evaluate the theory using evidence both for and against. Cover the challenge from Rutter's concept of multiple attachments and from cultural research.*

*Wait for my answer before moving on.*

### **What this helps you practise:**

Explaining Bowlby's monotropic theory and evaluating its concepts, including the internal working model and the critical period.

### **How to use it well:**

Make sure you can explain what the internal working model is and how it predicts the influence of early attachment on later relationships.

## **Prompt 27: Ainsworth's Strange Situation**

### **Copy this prompt into your AI tool:**

*You are an A-Level Psychology examiner. Quiz me on Ainsworth's Strange Situation one question at a time. Test whether I can describe the procedure (the eight episodes), the three attachment types originally identified (secure, insecure-avoidant, insecure-resistant), and Main and Solomon's addition of disorganised attachment. Ask me to evaluate the Strange Situation in terms of reliability, validity, cultural bias, and ecological validity. Wait for my answer before giving feedback.*

### **What this helps you practise:**

Describing Ainsworth's Strange Situation and

evaluating its reliability, validity, and cross-cultural applicability.

**How to use it well:**

Cultural bias is a key evaluation point. Van Ijzendoorn and Kroonenberg's meta-analysis showed that attachment types vary across cultures, raising questions about whether the Strange Situation measures the same thing in different cultures.

**Prompt 28: Cultural Variations in Attachment**

**Copy this prompt into your AI tool:**

*Act as my A-Level Psychology tutor. Quiz me on cultural variations in attachment one question at a time. Cover Van Ijzendoorn and Kroonenberg's meta-analysis, the findings that secure attachment is the most common type across cultures but that the distribution of insecure types varies, and the debate about whether these differences reflect cultural norms or real differences in attachment quality. Wait for my answer before proceeding.*

**What this helps you practise:**

Explaining cultural variations in attachment and evaluating whether attachment theory is culturally biased.

**How to use it well:**

Consider whether the Strange Situation imposes a Western, individualist definition of healthy attachment on cultures with different childcare practices.

**Prompt 29: Bowlby's Maternal Deprivation Hypothesis**

**Copy this prompt into your AI tool:**

*You are my A-Level Psychology revision coach. Quiz me on Bowlby's maternal deprivation hypothesis one question at a time. Test whether I can explain the hypothesis (continuous emotional care from a*

*mother or permanent substitute is essential in the first two years), describe the 44 Thieves study, and evaluate the research in terms of methodology, the distinction between deprivation and privation, and the influence on social policy. Wait for my answer before giving feedback.*

**What this helps you practise:**

Explaining and evaluating Bowlby's maternal deprivation hypothesis, distinguishing between deprivation and privation.

**How to use it well:**

The distinction between deprivation (loss of an attachment that has already formed) and privation (never forming an attachment) is crucial. Rutter argued that Bowlby conflated the two.

**Prompt 30: Romanian Orphan Studies: Effects of Institutionalisation**

**Copy this prompt into your AI tool:**

*Act as my A-Level Psychology examiner. Quiz me on the effects of institutionalisation one question at a time. Cover Rutter's English and Romanian Adoptees study (ERA), the findings about recovery depending on the age of adoption, and the long-term effects of early privation including disinhibited attachment. Test whether I can evaluate what these studies tell us about the critical/sensitive period and the potential for recovery. Wait for my answer before moving on.*

**What this helps you practise:**

Describing the findings of Romanian orphan studies and evaluating their implications for the critical period and recovery from privation.

**How to use it well:**

These studies provide a natural experiment. Consider both the ethical issues of studying

disadvantaged children and the unique insights that the research provides.

**Prompt 31: The Influence of Early Attachment on Later Relationships**

**Copy this prompt into your AI tool:**

*You are my A-Level Psychology tutor. Quiz me on the influence of early attachment on adult relationships one question at a time. Cover Hazan and Shaver's Love Quiz, the internal working model as a predictor of adult attachment style, and the relationship between childhood attachment and parenting behaviour. Test whether I can evaluate the deterministic assumptions of this view and consider whether attachment styles can change over time.*

*Wait for my answer before proceeding.*

**What this helps you practise:**

Evaluating the continuity hypothesis and the evidence for the influence of early attachment on adult relationships.

**How to use it well:**

Consider whether the correlation between early attachment and later relationship style proves causation or whether other factors might explain the link.

**Prompt 32: Day Care and Attachment**

**Copy this prompt into your AI tool:**

*Act as my A-Level Psychology revision tutor. Quiz me on the debate about the effects of day care on attachment one question at a time. Cover research on the effects of day care on attachment security (NICHD study), peer relations, and aggression, and evaluate whether the quality, quantity, and type of day care moderate the outcomes. Test whether I can apply this research to debates about childcare policy. Wait for my answer before giving feedback.*

**What this helps you practise:**

Evaluating the research evidence on the effects of day care on child development and attachment.

**How to use it well:**

This topic requires balanced evaluation. The quality of day care matters more than the fact of day care.

Avoid one-sided arguments.

**Prompt 33: Evaluating Attachment Research: Methodology and Ethics**

**Copy this prompt into your AI tool:**

*You are an A-Level Psychology examiner. Quiz me on how to evaluate attachment research one question at a time. Cover the ethical issues of researching children (informed consent from parents, potential distress in the Strange Situation), the reliability and validity of observation-based methods, and the challenges of conducting longitudinal research. Ask me to apply these evaluative points to specific studies. Wait for my answer before moving on.*

**What this helps you practise:**

Applying methodological and ethical evaluation to attachment research, including observational methods and longitudinal designs.

**How to use it well:**

Evaluative points are stronger when they are study-specific rather than generic. Practise linking each methodological issue to a particular piece of research.

**Prompt 34: Attachment and the Nature-Nurture Debate**

**Copy this prompt into your AI tool:**

*Act as my A-Level Psychology tutor. Quiz me on how attachment theory relates to the nature-nurture debate one question at a time. Test whether I can explain the biological basis of attachment (innate*

*need for proximity, social releasers), the role of the environment (quality of caregiving, cultural influences), and whether the temperament hypothesis provides an alternative explanation for attachment types. Wait for my answer before proceeding.*

**What this helps you practise:**

Analysing how attachment theory illustrates the nature-nurture interaction and evaluating the temperament hypothesis as an alternative explanation.

**How to use it well:**

The temperament hypothesis suggests that attachment type reflects the infant's innate temperament rather than the quality of caregiving. This is an important counter-argument to Bowlby.

## Section 4

### Biological Psychology

Biological psychology at A-Level covers the nervous system, the endocrine system, neurons and synaptic transmission, the fight-or-flight response, localisation of brain function, brain lateralisation, and ways of studying the brain. You also need to understand biological rhythms and the role of biological factors in behaviour, including the effects of hormones, neurotransmitters, and genetic influences.

At this level, you must be able to describe the structure and function of the nervous system with precision, explain how neurons communicate through synaptic transmission, and evaluate the evidence for localisation of function versus holistic processing. You should also understand the strengths and limitations of different methods for studying the brain, including fMRI, EEG, ERPs, and post-mortem examination.

The prompts in this section will test your ability to explain biological processes accurately using correct terminology, evaluate the evidence for biological explanations of behaviour, and apply your knowledge to scenarios involving brain damage, hormonal changes, or neurochemical imbalances. Strong A-Level answers in biopsychology demonstrate both scientific accuracy and critical evaluation.

#### **Prompt 35: The Nervous System: Structure and Function**

**Copy this prompt into your AI tool:**

*Act as my A-Level Psychology examiner. Quiz me on the structure of the nervous system one question at a time. Test whether I can describe the central*

*nervous system (brain and spinal cord) and the peripheral nervous system (somatic and autonomic branches), explain the difference between the sympathetic and parasympathetic divisions of the autonomic nervous system, and link each to its function. Wait for my answer before giving feedback.*

**What this helps you practise:**

Describing the structure and function of the central and peripheral nervous systems, including the autonomic divisions.

**How to use it well:**

Draw the nervous system hierarchy from memory before starting. Being able to visualise the structure helps you describe it accurately in the exam.

**Prompt 36: Biopsychology — Neural Mechanisms and Synaptic Processes**

**Copy this prompt into your AI tool:**

*You are my A-Level Psychology tutor. Quiz me on neural mechanisms and synaptic processes at A-Level depth, one question at a time. Test whether I can describe the structure and function of sensory, relay, and motor neurons, explain the process of synaptic transmission in detail including the role of neurotransmitters, vesicles, receptors, and reuptake mechanisms, and discuss excitatory and inhibitory postsynaptic potentials. Ask me to evaluate the importance of specific neurotransmitters such as serotonin, dopamine, and noradrenaline in regulating behaviour and their relevance to psychopathology. Wait for my answer before proceeding.*

**What this helps you practise:**

Describing neuronal structure and the process of synaptic transmission, and linking neurotransmitter function to behaviour.

**How to use it well:**

Make sure you can describe synaptic transmission as a step-by-step process. Examiners reward clear, sequential descriptions with correct terminology.

**Prompt 37: The Endocrine System and Hormones**

**Copy this prompt into your AI tool:**

*Act as my A-Level Psychology revision tutor. Quiz me on the endocrine system one question at a time. Test whether I can describe the major glands (pituitary, adrenal, thyroid, ovaries, testes), explain the role of hormones such as adrenaline, cortisol, testosterone, and oxytocin, and explain the interaction between the nervous system and the endocrine system. Wait for my answer before moving on.*

**What this helps you practise:**

Describing the endocrine system and explaining how hormones influence behaviour and interact with the nervous system.

**How to use it well:**

Link specific hormones to specific behaviours. For example, link cortisol to the stress response and oxytocin to bonding and attachment.

**Prompt 38: The Fight-or-Flight Response**

**Copy this prompt into your AI tool:**

*You are an A-Level Psychology examiner. Quiz me on the fight-or-flight response one question at a time. Test whether I can describe the acute stress response step by step (amygdala, hypothalamus, sympathetic nervous system, adrenal medulla, adrenaline), explain the physiological changes that prepare the body for action, and evaluate whether the fight-or-flight response is adaptive in modern life. Also test whether I know about the tend-and-*

*befriend response as an alternative model. Wait for my answer before giving feedback.*

**What this helps you practise:**

Describing the fight-or-flight response and evaluating its relevance to modern stress, including the tend-and-befriend alternative.

**How to use it well:**

The tend-and-befriend response highlights gender bias in early stress research, which focused primarily on male participants. This connects to the issues and debates section.

**Prompt 39: Localisation of Brain Function**

**Copy this prompt into your AI tool:**

*Act as my A-Level Psychology tutor. Quiz me on localisation of brain function one question at a time. Test whether I can describe the functions of the motor cortex, somatosensory cortex, visual cortex, auditory cortex, Broca's area, and Wernicke's area. Then ask me to evaluate the evidence for localisation (including case studies of brain damage such as Phineas Gage and Broca's patient Tan) versus holistic theories (Lashley's equipotentiality). Wait for my answer before proceeding.*

**What this helps you practise:**

Describing localised brain functions and evaluating the debate between localisation and holistic theories of brain function.

**How to use it well:**

Modern neuroscience suggests that both localisation and distributed processing occur. Practise explaining how specific functions are localised but complex behaviours involve multiple brain areas working together.

**Prompt 40: Brain Lateralisation and Split-Brain Research**

**Copy this prompt into your AI tool:**

*You are my A-Level Psychology revision coach. Quiz me on brain lateralisation and split-brain research one question at a time. Test whether I can explain lateralisation of function (language typically in the left hemisphere, spatial processing in the right), describe Sperry and Gazzaniga's split-brain experiments, and evaluate what these studies reveal about hemispheric specialisation and its limitations. Wait for my answer before giving feedback.*

**What this helps you practise:**

Explaining brain lateralisation and evaluating split-brain research as evidence for hemispheric specialisation.

**How to use it well:**

Split-brain patients are unusual cases. Consider how well findings from these patients generalise to people with intact brains.

**Prompt 41: Brain Plasticity and Functional Recovery**

**Copy this prompt into your AI tool:**

*Act as my A-Level Psychology examiner. Quiz me on brain plasticity and functional recovery after trauma one question at a time. Test whether I can explain neural plasticity (synaptic pruning, new neural connections), how the brain can recover function after damage, and what factors influence recovery (age, severity, rehabilitation). Evaluate the evidence for and limitations of functional recovery. Wait for my answer before moving on.*

**What this helps you practise:**

Explaining brain plasticity and evaluating the extent to which the brain can recover function after trauma.

**How to use it well:**

Brain plasticity challenges the strict localisation

model. If the brain can reassign functions to undamaged areas, this suggests more flexibility than traditional localisation theory allows.

**Prompt 42: Ways of Studying the Brain**

**Copy this prompt into your AI tool:**

*You are my A-Level Psychology tutor. Quiz me on methods for studying the brain one question at a time. Cover fMRI, EEG, ERPs, and post-mortem examination. For each method, test whether I can explain how it works, its strengths and limitations (including spatial and temporal resolution), and what type of research question it is best suited to answer. Wait for my answer before proceeding.*

**What this helps you practise:**

Comparing brain scanning techniques in terms of what they measure, their resolution, and their advantages and limitations.

**How to use it well:**

Each method has a specific strength: fMRI has good spatial resolution, EEG has good temporal resolution. Practise explaining why a researcher would choose one method over another.

**Prompt 43: Biological Rhythms: Circadian, Infradian, Ultradian**

**Copy this prompt into your AI tool:**

*Act as my A-Level Psychology revision tutor. Quiz me on biological rhythms one question at a time. Test whether I can define and give examples of circadian rhythms (sleep-wake cycle), infradian rhythms (menstrual cycle), and ultradian rhythms (sleep stages), explain the role of endogenous pacemakers (SCN) and exogenous zeitgebers (light), and evaluate the evidence from studies such as Siffre's cave study and jet lag research. Wait for my answer before giving feedback.*

**What this helps you practise:**

Explaining the three types of biological rhythm, the role of endogenous pacemakers and exogenous zeitgebers, and evaluating the research evidence.

**How to use it well:**

Make sure you can explain the interaction between internal biological clocks and external environmental cues, rather than treating them as independent.

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**Prompt 44: The Role of the Nervous System in Stress**

**Copy this prompt into your AI tool:**

*You are an A-Level Psychology examiner. Quiz me on the role of the nervous system in the stress response one question at a time. Cover the hypothalamic-pituitary-adrenal (HPA) axis, the role of cortisol in chronic stress, and the relationship between chronic stress and immune system functioning (immunosuppression). Test whether I can evaluate the evidence linking stress to physical illness. Wait for my answer before moving on.*

**What this helps you practise:**

Describing the HPA axis and cortisol response, and evaluating the evidence for immunosuppression caused by chronic stress.

**How to use it well:**

Link the biological stress response to psychopathology. Chronic elevation of cortisol is implicated in depression, anxiety, and physical health problems.

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**Prompt 45: Genetics and Behaviour**

**Copy this prompt into your AI tool:**

*Act as my A-Level Psychology tutor. Quiz me on the role of genetics in behaviour one question at a time. Test whether I can explain genotype vs phenotype, concordance rates in twin studies, adoption studies*

*as a method for separating genetic and environmental influences, and the concept of gene-environment interaction. Evaluate whether behaviour can be explained by genes alone. Wait for my answer before proceeding.*

**What this helps you practise:**

Explaining how twin studies and adoption studies are used to investigate genetic influences on behaviour and evaluating the limitations of behavioural genetics.

**How to use it well:**

Genetics is relevant to many topics including psychopathology, intelligence, and personality. Understanding the methods of behavioural genetics helps you evaluate biological explanations across the specification.

## Section 5

### Psychopathology

Psychopathology at A-Level covers the definitions of abnormality, the characteristics, explanations, and treatments of specific mental disorders. The three disorders typically examined are phobias, depression, and obsessive-compulsive disorder (OCD). For each disorder, you need to understand the clinical characteristics, the biological and psychological explanations, and the treatments associated with each explanation.

You are expected to evaluate both explanations and treatments critically. This means considering the strengths and limitations of biological approaches (such as drug therapy) and psychological approaches (such as CBT or systematic desensitisation), and understanding how different definitions of abnormality (statistical infrequency, deviation from social norms, failure to function adequately, deviation from ideal mental health) each have limitations.

The prompts in this section will test your ability to describe clinical characteristics precisely, compare biological and psychological explanations, evaluate the effectiveness of treatments, and analyse the wider issues raised by the diagnosis and treatment of mental illness, including labelling, cultural bias, and the medical model versus alternative approaches.

#### **Prompt 46: Definitions of Abnormality**

##### **Copy this prompt into your AI tool:**

*Act as my A-Level Psychology examiner. Quiz me on the four definitions of abnormality one question at a time: statistical infrequency, deviation from social*

*norms, failure to function adequately, and deviation from ideal mental health (Jahoda). For each definition, test whether I can explain it, give an example, and evaluate its strengths and limitations. Wait for my answer before giving feedback.*

**What this helps you practise:**

Explaining and evaluating the four definitions of abnormality, including their strengths and limitations.

**How to use it well:**

Each definition has specific weaknesses. Statistical infrequency cannot distinguish desirable from undesirable behaviours; deviation from social norms is culturally relative. Make sure you know the specific criticism for each.

**Prompt 47: Phobias: Characteristics and Explanations**

**Copy this prompt into your AI tool:**

*You are my A-Level Psychology tutor. Quiz me on phobias one question at a time. Test whether I can describe the clinical characteristics (emotional, behavioural, cognitive), explain the behavioural explanation (Mowrer's two-process model: classical conditioning for acquisition, operant conditioning for maintenance), and evaluate the biological and cognitive alternatives. Wait for my answer before proceeding.*

**What this helps you practise:**

Describing the characteristics of phobias and explaining and evaluating the two-process model and alternative explanations.

**How to use it well:**

Make sure you can explain both parts of the two-process model clearly. Many students describe classical conditioning but forget to explain how

operant conditioning maintains the phobia through negative reinforcement.

**Prompt 48: Phobias: Treatments**

**Copy this prompt into your AI tool:**

*Act as my A-Level Psychology revision tutor. Quiz me on the treatment of phobias one question at a time.*

*Cover systematic desensitisation (reciprocal inhibition, anxiety hierarchy, relaxation techniques), flooding, and cognitive behavioural therapy. Test whether I can describe how each treatment works, link it to its theoretical basis, and evaluate its effectiveness using research evidence. Wait for my answer before moving on.*

**What this helps you practise:**

Describing and evaluating treatments for phobias, including systematic desensitisation, flooding, and CBT.

**How to use it well:**

Link each treatment to its theoretical explanation.

Systematic desensitisation is based on classical conditioning principles; CBT addresses the cognitive distortions that maintain the phobia.

**Prompt 49: Depression: Characteristics and Explanations**

**Copy this prompt into your AI tool:**

*You are an A-Level Psychology examiner. Quiz me on depression one question at a time. Test whether I can describe the clinical characteristics (emotional, behavioural, cognitive), explain the biological explanation (neurotransmitter theory, including the role of serotonin and noradrenaline), and the cognitive explanation (Beck's negative triad, Ellis' ABC model). Evaluate the evidence for each explanation. Wait for my answer before giving feedback.*

**What this helps you practise:**

Describing the characteristics of depression and explaining and evaluating biological and cognitive explanations.

**How to use it well:**

Make sure you can explain Beck's negative triad specifically (negative views about the self, the world, and the future) rather than vaguely referring to 'negative thinking'.

**Prompt 50: Depression: Treatments**

**Copy this prompt into your AI tool:**

*Act as my A-Level Psychology tutor. Quiz me on the treatment of depression one question at a time. Cover antidepressant medication (SSRIs and their mechanism of action), cognitive behavioural therapy (challenging negative automatic thoughts, behavioural activation), and any other relevant treatments. Test whether I can evaluate the effectiveness of each treatment and discuss the debate about medication versus therapy. Wait for my answer before proceeding.*

**What this helps you practise:**

Describing and evaluating drug therapy and CBT for depression, including the debate about their relative effectiveness.

**How to use it well:**

Consider whether drug therapy treats the symptoms while CBT addresses the underlying causes. Many guidelines recommend a combined approach for moderate to severe depression.

**Prompt 51: OCD: Characteristics and Explanations**

**Copy this prompt into your AI tool:**

*You are my A-Level Psychology revision coach. Quiz me on OCD one question at a time. Test whether I*

*can describe the clinical characteristics (obsessions, compulsions, anxiety), explain the biological explanation (genetic factors, neural explanations involving serotonin and the orbitofrontal cortex), and evaluate the evidence. Also test whether I understand the cognitive explanation (intrusive thoughts that are misinterpreted as significant).  
Wait for my answer before giving feedback.*

**What this helps you practise:**

Describing the characteristics of OCD and explaining and evaluating biological and cognitive explanations.

**How to use it well:**

The neural explanation for OCD involves specific brain circuits (the cortico-striatal circuit). Make sure you can describe this with enough detail to demonstrate understanding.

**Prompt 52: OCD: Treatments**

**Copy this prompt into your AI tool:**

*Act as my A-Level Psychology examiner. Quiz me on the treatment of OCD one question at a time. Cover drug therapy (SSRIs and their mechanism), exposure and response prevention (ERP), and CBT. Test whether I can describe how each treatment works, link it to the relevant explanation, and evaluate effectiveness using research evidence including relapse rates and side effects. Wait for my answer before moving on.*

**What this helps you practise:**

Describing and evaluating treatments for OCD, including drug therapy and exposure and response prevention.

**How to use it well:**

ERP is a key treatment for OCD. Make sure you can explain how it works (preventing the compulsive behaviour to allow anxiety to reduce naturally) and link it to the behavioural explanation.

### **Prompt 53: The Biomedical Model vs Psychological Approaches**

**Copy this prompt into your AI tool:**

*You are my A-Level Psychology tutor. Quiz me on the debate between the biomedical model and psychological approaches to mental illness one question at a time. Test whether I can explain the assumptions of the biomedical model (mental illness as brain disease), the challenges from anti-psychiatry (Szasz, Laing), and the advantages and disadvantages of each approach for the treatment and destigmatisation of mental illness. Wait for my answer before proceeding.*

**What this helps you practise:**

Comparing the biomedical model and psychological approaches to mental illness and evaluating their implications for treatment and stigma.

**How to use it well:**

This debate connects to the approaches section. Consider how the behaviourist, cognitive, and biological approaches each conceptualise mental illness differently.

### **Prompt 54: Ethical Issues in Diagnosing and Treating Mental Illness**

**Copy this prompt into your AI tool:**

*Act as my A-Level Psychology revision tutor. Quiz me on the ethical issues raised by the diagnosis and treatment of mental illness one question at a time. Cover labelling and stigma, cultural bias in diagnosis (including Cochrane and Sashidharan's research), the validity and reliability of diagnostic categories (DSM and ICD), and issues of informed consent in treatment. Wait for my answer before giving feedback.*

**What this helps you practise:**

Evaluating the ethical and cultural issues raised by psychiatric diagnosis and treatment.

**How to use it well:**

Cultural bias in diagnosis is a strong evaluative point that connects to the issues and debates section. Consider how cultural norms affect what is classified as abnormal.

**Prompt 55: Comparing Explanations and Treatments Across Disorders**

**Copy this prompt into your AI tool:**

*You are an A-Level Psychology examiner. Ask me to compare the biological and psychological explanations for two different disorders (from phobias, depression, and OCD) and evaluate which approach provides a more convincing account. Then ask me to compare the treatments and evaluate which is more effective. Wait for my answer before moving on.*

**What this helps you practise:**

Comparing explanations and treatments across different disorders to evaluate the relative strengths of biological and psychological approaches.

**How to use it well:**

Cross-disorder comparison demonstrates sophisticated understanding. Consider whether the same type of explanation (biological or psychological) works equally well for all three disorders.

## Section 6

### Research Methods and Statistics

Research methods is examined across all papers in A-Level Psychology and carries significant weight in every specification. You need to understand experimental methods (laboratory, field, natural, quasi-experiments), non-experimental methods (observations, self-report, case studies, correlations, content analysis), and the full range of methodological concepts including reliability, validity, operationalisation, demand characteristics, investigator effects, and ethical guidelines.

Statistics at A-Level is more demanding than at GCSE. You must be able to select and justify appropriate statistical tests (sign test, Wilcoxon, Mann-Whitney, chi-squared, Spearman's rho), understand levels of measurement (nominal, ordinal, interval), probability and significance, and interpret statistical outputs including tables and graphs. You should also understand the difference between descriptive and inferential statistics.

The prompts in this section will test your ability to design studies, identify methodological flaws, calculate and interpret statistical results, and evaluate research quality. These skills are essential because research methods questions appear across all papers, not just in the dedicated research methods sections.

#### **Prompt 56: Ethical Guidelines in Psychology**

##### **Copy this prompt into your AI tool:**

*You are my A-Level Psychology revision coach. Quiz me on the BPS ethical guidelines one question at a time. Cover informed consent, deception, right to withdraw, confidentiality, protection from harm, and*

*the role of ethics committees. Present me with a study that raises ethical concerns and ask me to identify the issues and suggest how they could be addressed. Wait for my answer before giving feedback.*

**What this helps you practise:**

Applying BPS ethical guidelines to research scenarios and suggesting practical solutions to ethical dilemmas.

**How to use it well:**

Go beyond simply naming the guideline. Explain why it matters and suggest a specific practical solution, such as using retrospective informed consent after a study involving deception.

**Prompt 57: Levels of Measurement and Descriptive Statistics**

**Copy this prompt into your AI tool:**

*Act as my A-Level Psychology examiner. Quiz me on levels of measurement and descriptive statistics one question at a time. Test whether I can distinguish between nominal, ordinal, and interval data, calculate measures of central tendency and dispersion, and explain when each measure is most appropriate. Give me a data set and ask me to calculate the relevant statistics. Wait for my answer before moving on.*

**What this helps you practise:**

Identifying levels of measurement, calculating descriptive statistics, and selecting the most appropriate measures for different types of data.

**How to use it well:**

The level of measurement determines which statistical test to use. Make sure you can identify the level of measurement in any given study.

## **Prompt 58: Probability, Significance, and Type I/Type II Errors**

### **Copy this prompt into your AI tool:**

*Act as my A-Level Psychology revision tutor. Quiz me on probability and significance one question at a time. Test whether I can explain what the significance level (typically  $p < 0.05$ ) means, the difference between Type I and Type II errors, when a stricter significance level should be used, and how to interpret whether a result is significant using a critical values table. Wait for my answer before giving feedback.*

### **What this helps you practise:**

Explaining significance levels, interpreting statistical results, and understanding the consequences of Type I and Type II errors.

### **How to use it well:**

Practise using critical values tables. In the exam, you may need to compare a calculated value to a critical value and state whether the result is significant.

## **Prompt 59: Experimental Methods**

### **Copy this prompt into your AI tool:**

*Act as my A-Level Psychology examiner. Quiz me on experimental methods one question at a time. Cover laboratory experiments, field experiments, natural experiments, and quasi-experiments. For each type, test whether I can define it, explain the level of control over variables, and evaluate its strengths and limitations in terms of internal validity, ecological validity, demand characteristics, and ethics. Present a research scenario and ask me to identify the experimental method being used. Wait for my answer before giving feedback.*

### **What this helps you practise:**

Distinguishing between types of experiment and

evaluating their methodological strengths and limitations.

**How to use it well:**

Make sure you can identify the specific feature that distinguishes each type. A natural experiment involves a naturally occurring IV, while a quasi-experiment involves a pre-existing participant variable.

**Prompt 60: Non-Experimental Methods**

**Copy this prompt into your AI tool:**

*You are my A-Level Psychology tutor. Quiz me on non-experimental methods one question at a time.*

*Cover observations (naturalistic, controlled, participant, non-participant, covert, overt), self-report methods (questionnaires and interviews), correlations, case studies, and content analysis. For each, test whether I can describe the method, evaluate its strengths and limitations, and explain when it would be the most appropriate method to use. Wait for my answer before proceeding.*

**What this helps you practise:**

Describing and evaluating non-experimental research methods and selecting the most appropriate method for a given research question.

**How to use it well:**

Different methods suit different research questions. Practise explaining why a researcher would choose one method over another in a specific context.

**Prompt 61: Experimental Designs: Independent Groups, Repeated Measures, Matched Pairs**

**Copy this prompt into your AI tool:**

*Act as my A-Level Psychology revision tutor. Quiz me on experimental designs one question at a time. Test whether I can define independent groups, repeated measures, and matched pairs designs, explain the*

*strengths and limitations of each (including order effects, participant variables, and demand characteristics), and describe how counterbalancing addresses order effects. Present a study and ask me to identify and justify the design used. Wait for my answer before moving on.*

**What this helps you practise:**

Defining experimental designs, evaluating their strengths and limitations, and selecting the most appropriate design for a given study.

**How to use it well:**

Use precise terminology: order effects, counterbalancing, participant variables, individual differences. Examiners reward technical accuracy.

**Prompt 62: Sampling Methods**

**Copy this prompt into your AI tool:**

*You are an A-Level Psychology examiner. Quiz me on sampling methods one question at a time. Cover random, systematic, stratified, opportunity, and volunteer sampling. For each method, test whether I can define it, explain its advantages and limitations, and evaluate how the sampling method affects the generalisability of findings. Wait for my answer before giving feedback.*

**What this helps you practise:**

Defining sampling methods and evaluating how each affects the representativeness and generalisability of research findings.

**How to use it well:**

Link your evaluation to specific studies. Consider how the sampling method in Milgram's study or Ainsworth's research limits the conclusions that can be drawn.

**Prompt 63: Reliability and Validity**

**Copy this prompt into your AI tool:**

*Act as my A-Level Psychology tutor. Quiz me on reliability and validity one question at a time. Test whether I can define internal and external reliability, internal and external validity, face validity and concurrent validity, and explain how each can be assessed and improved. Present a study and ask me to evaluate its reliability and validity. Wait for my answer before proceeding.*

**What this helps you practise:**

Defining different types of reliability and validity and evaluating them in the context of specific research studies.

**How to use it well:**

Reliability and validity are your most important evaluative tools. Practise using them precisely rather than making vague statements about whether a study is 'valid' or 'reliable'.

**Prompt 64: Selecting and Justifying Statistical Tests**

**Copy this prompt into your AI tool:**

*You are my A-Level Psychology tutor. Quiz me on selecting statistical tests one question at a time. Cover the sign test, Wilcoxon signed-rank test, Mann-Whitney U test, chi-squared test, and Spearman's rho correlation. For each, test whether I know the conditions under which it is used (type of design, level of data, test of difference or correlation) and whether I can justify my selection in a given scenario. Wait for my answer before proceeding.*

**What this helps you practise:**

Selecting and justifying appropriate statistical tests based on the experimental design, level of measurement, and type of hypothesis.

**How to use it well:**

Create a decision tree or table to help you select the

right test. In the exam, you need to justify your choice, not just name the test.

### **Prompt 65: Features of Science and the Scientific Method**

#### **Copy this prompt into your AI tool:**

*You are an A-Level Psychology examiner. Quiz me on the features of science one question at a time. Cover objectivity, replicability, falsifiability (Popper), the hypothetico-deductive method, the role of peer review, and paradigm shifts (Kuhn). Test whether I can evaluate whether psychology qualifies as a science and what the implications are for the discipline. Wait for my answer before moving on.*

#### **What this helps you practise:**

Explaining the features of science and evaluating whether psychology meets the criteria for a scientific discipline.

#### **How to use it well:**

This topic connects to the issues and debates section. Consider how different approaches within psychology (behaviourism, humanistic) differ in their scientific rigour.

### **Prompt 66: Designing a Study from Scratch**

#### **Copy this prompt into your AI tool:**

*Act as my A-Level Psychology tutor. Give me a research question and ask me to design a study to investigate it. Quiz me step by step on my choice of method, design, sampling, operationalisation of variables, procedure, ethical considerations, and how I would analyse the data. Challenge any weak points in my design. Wait for my answer at each stage before moving on.*

#### **What this helps you practise:**

Designing a complete research study including

method selection, operationalisation, procedure, ethics, and data analysis.

**How to use it well:**

Study design questions are common at A-Level. Practise working through each element of design systematically and justifying your choices.

## Section 7

### Approaches in Psychology

The approaches section requires you to understand the major theoretical perspectives in psychology: behaviourist, social learning theory, cognitive, biological, psychodynamic, and humanistic. For each approach, you need to understand its key assumptions, its explanation of behaviour, the research methods it favours, and its strengths and limitations. At A-Level, you are expected to compare approaches and evaluate which provides the most convincing explanation for different behaviours.

Each approach makes fundamentally different assumptions about human nature. The biological approach emphasises genetic and neurochemical determinism; the behaviourist approach focuses on learned associations; the cognitive approach models the mind as an information processor; the psychodynamic approach highlights unconscious conflicts; and the humanistic approach prioritises free will and self-actualisation. Understanding these differences is essential for evaluating psychological theories and research across the entire specification.

The prompts in this section will test your ability to explain each approach's assumptions, apply them to behaviour, compare them systematically, and evaluate their contributions to psychology. Strong A-Level answers demonstrate that you understand how the approach shapes the questions researchers ask, the methods they use, and the explanations they offer.

#### **Prompt 67: The Origins and Development of Psychology**

**Copy this prompt into your AI tool:**

*You are my A-Level Psychology tutor. Quiz me on the origins of psychology one question at a time. Cover Wundt's introspection and the founding of the first psychology laboratory, the shift to behaviourism, the cognitive revolution, and the emergence of other approaches. Test whether I can explain how psychology evolved from philosophy into a scientific discipline. Wait for my answer before proceeding.*

**What this helps you practise:**

Tracing the historical development of psychology from Wundt to the modern approaches.

**How to use it well:**

Understanding the historical context helps you appreciate why each approach emerged as a reaction to the limitations of its predecessors.

**Prompt 68: The Behaviourist Approach**

**Copy this prompt into your AI tool:**

*Act as my A-Level Psychology examiner. Quiz me on the behaviourist approach one question at a time. Test whether I can explain the key assumptions (focus on observable behaviour, learning through conditioning, rejection of internal mental states), describe classical conditioning (Pavlov) and operant conditioning (Skinner), and evaluate the approach in terms of its scientific rigour, its determinism, and its neglect of cognitive processes. Wait for my answer before giving feedback.*

**What this helps you practise:**

Explaining the assumptions and methods of the behaviourist approach and evaluating its contributions and limitations.

**How to use it well:**

Link behaviourism to specific applications such as systematic desensitisation for phobias and token economy systems. This demonstrates application skills.

### **Prompt 69: Social Learning Theory**

#### **Copy this prompt into your AI tool:**

*You are my A-Level Psychology tutor. Quiz me on social learning theory one question at a time. Test whether I can explain Bandura's key concepts (observational learning, imitation, identification, modelling, vicarious reinforcement, mediational processes), describe the Bobo doll study, and evaluate SLT as a bridge between behaviourism and cognitive psychology. Wait for my answer before proceeding.*

#### **What this helps you practise:**

Explaining social learning theory and evaluating it as an advance on classical behaviourism.

#### **How to use it well:**

Make sure you can explain the four mediational processes (attention, retention, reproduction, motivation) and why they make SLT more than just a behaviourist theory.

### **Prompt 70: The Cognitive Approach**

#### **Copy this prompt into your AI tool:**

*Act as my A-Level Psychology revision tutor. Quiz me on the cognitive approach one question at a time. Test whether I can explain the computer analogy (input, processing, output), the role of schemas, the use of theoretical and computer models, and the strengths and limitations of the approach (including its scientific rigour but potential lack of ecological validity). Also test my understanding of cognitive neuroscience as a development. Wait for my answer before moving on.*

#### **What this helps you practise:**

Explaining the cognitive approach and evaluating its assumptions, methods, and contributions to psychology.

**How to use it well:**

Consider how the computer analogy has both strengths (it makes the mind scientifically investigable) and weaknesses (it ignores emotion, motivation, and social context).

**Prompt 71: The Biological Approach**

**Copy this prompt into your AI tool:**

*You are an A-Level Psychology examiner. Quiz me on the biological approach one question at a time. Test whether I can explain the key assumptions (behaviour is determined by genes, neurochemistry, and brain structure), describe the role of evolution and natural selection, and evaluate the approach in terms of its scientific basis, its reductionism, and its deterministic assumptions. Wait for my answer before giving feedback.*

**What this helps you practise:**

Explaining the biological approach and evaluating its reductionism, determinism, and scientific rigour.

**How to use it well:**

Link the biological approach to specific topics such as psychopathology, biopsychology, and the nature-nurture debate.

**Prompt 72: The Psychodynamic Approach**

**Copy this prompt into your AI tool:**

*Act as my A-Level Psychology tutor. Quiz me on the psychodynamic approach one question at a time. Test whether I can explain the structure of personality (id, ego, superego), the role of the unconscious mind, defence mechanisms, and the psychosexual stages of development. Then evaluate the approach in terms of its lack of scientific testability (falsifiability), its cultural and historical limitations, and its influence on therapy. Wait for my answer before proceeding.*

**What this helps you practise:**

Explaining Freud's psychodynamic approach and evaluating its scientific status, cultural limitations, and influence on therapy.

**How to use it well:**

The psychodynamic approach is frequently criticised for lacking falsifiability. Make sure you can explain what this means and why it is a problem according to Popper's criterion of science.

**Prompt 73: The Humanistic Approach**

**Copy this prompt into your AI tool:**

*You are my A-Level Psychology revision coach. Quiz me on the humanistic approach one question at a time. Test whether I can explain Maslow's hierarchy of needs, Rogers' concept of the self and conditions of worth, the emphasis on free will and personal growth, and the concept of self-actualisation. Evaluate the approach's contributions (holistic, person-centred therapy) and limitations (lack of empirical evidence, cultural bias). Wait for my answer before giving feedback.*

**What this helps you practise:**

Explaining the humanistic approach and evaluating its emphasis on free will, self-actualisation, and the subjective experience.

**How to use it well:**

The humanistic approach stands in direct contrast to the deterministic assumptions of behaviourism and the biological approach. Use this contrast to develop evaluative comparisons.

**Prompt 74: Comparing Approaches**

**Copy this prompt into your AI tool:**

*Act as my A-Level Psychology examiner. Present me with a specific behaviour (such as aggression, depression, or attachment) and ask me to explain it*

*from at least three different psychological approaches. Then quiz me on which approach provides the most convincing explanation and why, testing whether I can evaluate the assumptions, evidence base, and practical applications of each.*

*Wait for my answer before moving on.*

**What this helps you practise:**

Comparing how different approaches explain the same behaviour and evaluating which provides the most convincing account.

**How to use it well:**

Comparison questions are common at A-Level.

Structure your answer by identifying the key assumptions of each approach and explaining how they lead to different explanations and treatments.

**Prompt 75: The Eclectic Approach and Integration**

**Copy this prompt into your AI tool:**

*Act as my A-Level Psychology revision tutor. Quiz me on the eclectic approach to psychology one question at a time. Test whether I can explain what it means to take an eclectic approach (combining insights from multiple perspectives), give examples of how modern psychology integrates different approaches (such as cognitive-behavioural therapy combining cognitive and behaviourist principles), and evaluate whether integration is always possible or whether some approaches are fundamentally incompatible.*

*Wait for my answer before giving feedback.*

**What this helps you practise:**

Evaluating the eclectic approach and whether insights from different psychological perspectives can be meaningfully integrated.

**How to use it well:**

The eclectic approach reflects the reality of modern psychology. CBT is a successful example of

integration, but some approaches (e.g., humanistic vs biological) hold fundamentally different assumptions.

**Prompt 76: Reductionism vs Holism Across Approaches**

**Copy this prompt into your AI tool:**

*You are an A-Level Psychology examiner. Quiz me on how different approaches vary in their level of reductionism one question at a time. Test whether I can explain what reductionism and holism mean, identify which approaches are more reductionist (biological, behaviourist) and which are more holistic (humanistic), and evaluate whether reductionism is a strength (parsimony, scientific rigour) or a weakness (oversimplification) of psychological explanation. Wait for my answer before moving on.*

**What this helps you practise:**

Evaluating the reductionism-holism dimension across different psychological approaches.

**How to use it well:**

This connects directly to the issues and debates section. Use it to develop your ability to discuss the approaches in the context of broader debates in psychology.

# Section 8

## Issues and Debates

Issues and debates is a synoptic topic that runs across the entire A-Level Psychology specification. You need to understand and be able to apply the following debates to any topic you have studied: gender bias (alpha bias, beta bias, androcentrism), cultural bias (ethnocentrism, cultural relativism), free will vs determinism, the nature-nurture debate, holism vs reductionism, idiographic vs nomothetic approaches, and ethical implications of research and its applications.

At A-Level, you are expected to demonstrate that you can apply these issues and debates to specific theories, studies, and approaches from across the specification. This is not a standalone topic; it pervades everything you study. For example, when evaluating Milgram's research, you should consider cultural bias; when discussing the biological approach, you should address determinism; when evaluating humanistic psychology, you should discuss the idiographic approach.

The prompts in this section will test your ability to apply issues and debates to specific topics from across the specification. You will be asked to identify the relevant debate, explain why it applies, and evaluate the implications. This is the highest level of A-Level thinking: integrating knowledge from different areas to produce sophisticated, synoptic analysis.

### **Prompt 77: Gender Bias in Psychology**

#### **Copy this prompt into your AI tool:**

*Act as my A-Level Psychology examiner. Quiz me on gender bias in psychology one question at a time.*

*Test whether I can define alpha bias (exaggerating differences between genders), beta bias (minimising differences), and androcentrism. Ask me to identify gender bias in specific theories and studies from across the specification, and evaluate the consequences of gender-biased research for theory and practice. Wait for my answer before giving feedback.*

**What this helps you practise:**

Defining types of gender bias and identifying them in specific psychological theories and research studies.

**How to use it well:**

Practise applying gender bias to topics you have studied. For example, Kohlberg's theory of moral development was originally based on male participants, representing beta bias.

**Prompt 78: Cultural Bias in Psychology**

**Copy this prompt into your AI tool:**

*You are my A-Level Psychology tutor. Quiz me on cultural bias in psychology one question at a time.*

*Test whether I can define ethnocentrism and cultural relativism, explain why research conducted primarily in Western, educated, industrialised, rich, democratic (WEIRD) societies may not generalise to other cultures, and identify examples of cultural bias in specific studies and theories. Wait for my answer before proceeding.*

**What this helps you practise:**

Defining cultural bias and identifying ethnocentrism in specific psychological research and theoretical models.

**How to use it well:**

Ainsworth's Strange Situation is a classic example of potential cultural bias. Practise explaining why attachment classifications developed in the USA may not apply to collectivist cultures.

### **Prompt 79: Free Will vs Determinism**

#### **Copy this prompt into your AI tool:**

*Act as my A-Level Psychology revision tutor. Quiz me on the free will versus determinism debate one question at a time. Test whether I can define hard determinism, soft determinism (compatibilism), and free will, explain which approaches support each position, and evaluate the implications of determinism for moral responsibility and the legal system. Ask me to apply the debate to specific areas of psychology. Wait for my answer before moving on.*

#### **What this helps you practise:**

Explaining the free will vs determinism debate and applying it to specific approaches, theories, and their practical implications.

#### **How to use it well:**

Consider the practical consequences. If behaviour is entirely determined by biology or conditioning, can people be held morally responsible for their actions?

### **Prompt 80: The Nature-Nurture Debate**

#### **Copy this prompt into your AI tool:**

*You are an A-Level Psychology examiner. Quiz me on the nature-nurture debate one question at a time. Test whether I can explain the nativist and empiricist positions, describe the interactionist approach (including epigenetics and gene-environment interactions), and evaluate the debate using evidence from twin studies, adoption studies, and cross-cultural research. Ask me to apply the debate to specific topics such as intelligence, attachment, or psychopathology. Wait for my answer before giving feedback.*

#### **What this helps you practise:**

Explaining the nature-nurture debate and applying

the interactionist perspective to specific psychological topics.

**How to use it well:**

Modern psychology emphasises the interaction between nature and nurture rather than treating them as opposing forces. Practise explaining how genes and environment interact using specific examples.

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**Prompt 81: Holism vs Reductionism**

**Copy this prompt into your AI tool:**

*Act as my A-Level Psychology tutor. Quiz me on the holism versus reductionism debate one question at a time. Test whether I can define both terms, identify levels of reductionism (biological, environmental, machine reductionism), explain which approaches are reductionist and which are holistic, and evaluate whether reductionism produces useful explanations or oversimplifies human behaviour. Wait for my answer before proceeding.*

**What this helps you practise:**

Explaining holism and reductionism, identifying them in different approaches, and evaluating whether reductionism aids or hinders psychological understanding.

**How to use it well:**

Consider whether reductionism is always negative.

Breaking complex behaviours into simpler components can be scientifically valuable, even if it misses the bigger picture.

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**Prompt 82: Idiographic vs Nomothetic Approaches**

**Copy this prompt into your AI tool:**

*You are my A-Level Psychology revision coach. Quiz me on the idiographic versus nomothetic debate one question at a time. Test whether I can define each*

*approach, identify which methods and psychological perspectives favour each, and evaluate the trade-offs between understanding individuals in depth (idiographic) and establishing general laws of behaviour (nomothetic). Present examples from across the specification. Wait for my answer before giving feedback.*

**What this helps you practise:**

Distinguishing between idiographic and nomothetic approaches and evaluating their relative contributions to psychology.

**How to use it well:**

Case studies are idiographic; experiments are nomothetic. Consider whether a combination of both approaches provides the most complete understanding of behaviour.

**Prompt 83: Ethical Implications of Research and Theory**

**Copy this prompt into your AI tool:**

*Act as my A-Level Psychology examiner. Quiz me on the ethical implications of psychological research one question at a time. Cover not just the ethics of how research is conducted but also the ethical implications of what the research claims. For example, research claiming racial differences in intelligence, or biological explanations of criminal behaviour, raises ethical concerns about how findings might be misused. Present specific examples and ask me to evaluate the ethical implications. Wait for my answer before moving on.*

**What this helps you practise:**

Evaluating the ethical implications of psychological research findings and theories, including how they might be misused socially and politically.

**How to use it well:**

This goes beyond procedural ethics (consent,

deception). Consider how research findings can be misapplied: biological determinism has historically been used to justify discrimination.

**Prompt 84: Socially Sensitive Research**

**Copy this prompt into your AI tool:**

*You are my A-Level Psychology tutor. Quiz me on socially sensitive research one question at a time. Test whether I can explain Sieber and Stanley's definition of socially sensitive research, identify examples from across the specification (such as research on intelligence, race, gender, and sexuality), and evaluate the ethical responsibilities of researchers whose findings could have significant social implications. Wait for my answer before proceeding.*

**What this helps you practise:**

Identifying and evaluating the ethical responsibilities involved in conducting and reporting socially sensitive psychological research.

**How to use it well:**

Consider whether some topics are too sensitive to study or whether avoiding them leaves important questions unanswered. There is no easy answer, which makes this a strong topic for evaluation.

**Prompt 85: Applying Issues and Debates to Specific Studies**

**Copy this prompt into your AI tool:**

*Act as my A-Level Psychology revision tutor. Name a specific study from the specification and ask me to identify and discuss all the relevant issues and debates that apply to it. For example, for Milgram's obedience study, I should discuss ethical issues, cultural bias, determinism, and the ecological validity debate. Test whether I can go beyond superficial references to genuine engagement with*

*the debates. Wait for my answer before giving feedback.*

**What this helps you practise:**

Applying multiple issues and debates to a single study to demonstrate synoptic thinking.

**How to use it well:**

This is the highest-level skill at A-Level: integrating issues and debates into your evaluation of specific studies and theories across the entire specification.

**Prompt 86: Psychology as a Science**

**Copy this prompt into your AI tool:**

*You are an A-Level Psychology examiner. Quiz me on the debate about whether psychology is a science one question at a time. Test whether I can explain the criteria for science (objectivity, replicability, falsifiability, paradigm), evaluate which approaches meet these criteria and which do not, and assess whether psychology as a whole can be considered a scientific discipline. Consider Kuhn's argument about paradigms and whether psychology is in a pre-paradigmatic state. Wait for my answer before moving on.*

**What this helps you practise:**

Evaluating whether psychology qualifies as a science and how different approaches within psychology vary in their scientific rigour.

**How to use it well:**

Link this debate to specific approaches.

Behaviourism and the biological approach are generally considered more scientific; the humanistic and psychodynamic approaches are less so.

**Prompt 87: The Role of Values in Psychology**

**Copy this prompt into your AI tool:**

*Act as my A-Level Psychology tutor. Quiz me on the role of values in psychology one question at a time.*

*Test whether I can explain how the values of researchers (political, cultural, personal) can influence the research questions they ask, the methods they choose, and the conclusions they draw. Consider whether value-free psychology is possible or desirable, and how awareness of bias can improve research quality. Wait for my answer before proceeding.*

**What this helps you practise:**

Evaluating how values and biases influence psychological research and whether objective, value-free psychology is achievable.

**How to use it well:**

This is a sophisticated evaluative point that can enhance answers across many topics. Awareness of how values shape research demonstrates critical thinking.

## Section 9

### Options: Specialist Topics

The options section of A-Level Psychology covers specialist topics that vary between exam boards but typically include areas such as forensic psychology, schizophrenia, relationships, aggression, eating behaviour, addiction, and stress. Each option requires detailed knowledge of specific theories, research studies, and their evaluation. Regardless of which option your board examines, the skills of description, application, and evaluation remain the same.

At A-Level, option topics demand the same depth of analysis as the core topics. You must be able to describe theories and studies precisely, apply them to novel scenarios, and evaluate them using methodological, ethical, and theoretical critiques. You should also be able to make connections between your option topic and the broader issues and debates that run across the specification.

The prompts in this section cover several of the most commonly examined option topics to maximise their usefulness across different specifications. Select the prompts that match your chosen options and use them alongside your specification-specific materials. The evaluative and analytical skills developed here are transferable across all option topics.

#### **Prompt 88: Forensic Psychology: Offender Profiling**

##### **Copy this prompt into your AI tool:**

*Act as my A-Level Psychology examiner. Quiz me on offender profiling one question at a time. Cover the top-down (FBI) approach and the bottom-up approach (including investigative psychology and*

*geographical profiling by Canter). Test whether I can describe each approach, compare their assumptions and methods, and evaluate the evidence for their effectiveness in real criminal investigations. Wait for my answer before giving feedback.*

**What this helps you practise:**

Comparing top-down and bottom-up approaches to offender profiling and evaluating their effectiveness.

**How to use it well:**

Be precise about the differences between the two approaches. The top-down approach uses typologies (organised vs disorganised); the bottom-up approach uses statistical analysis of crime scene data.

**Prompt 89: Forensic Psychology: Explanations of Offending**

**Copy this prompt into your AI tool:**

*You are my A-Level Psychology tutor. Quiz me on explanations of offending behaviour one question at a time. Cover Eysenck's personality theory of criminality, cognitive explanations (level of moral reasoning, hostile attribution bias, cognitive distortions), and biological explanations (genetic predisposition, neural factors, testosterone). Evaluate which explanation provides the most convincing account. Wait for my answer before proceeding.*

**What this helps you practise:**

Comparing biological, cognitive, and personality-based explanations for offending behaviour and evaluating the evidence for each.

**How to use it well:**

Link each explanation to the nature-nurture debate and consider the practical implications for the criminal justice system.

## **Prompt 90: Forensic Psychology: Dealing with Offenders**

### **Copy this prompt into your AI tool:**

*Act as my A-Level Psychology revision tutor. Quiz me on methods for dealing with offending behaviour one question at a time. Cover custodial sentencing, behaviour modification in prisons, anger management programmes, and restorative justice. Test whether I can describe each approach, explain its psychological basis, and evaluate its effectiveness in reducing recidivism. Wait for my answer before moving on.*

### **What this helps you practise:**

Describing and evaluating different approaches to dealing with offending behaviour, including their effectiveness in reducing reoffending.

### **How to use it well:**

Consider the limitations of measuring effectiveness. Recidivism rates are one measure, but they do not capture all the outcomes of treatment programmes.

## **Prompt 91: Schizophrenia: Classification and Diagnosis**

### **Copy this prompt into your AI tool:**

*You are an A-Level Psychology examiner. Quiz me on the classification and diagnosis of schizophrenia one question at a time. Test whether I can describe the positive symptoms (hallucinations, delusions) and negative symptoms (avolition, speech poverty, flat affect), explain the diagnostic criteria (DSM and ICD), and evaluate the reliability and validity of schizophrenia diagnosis, including Rosenhan's 'On Being Sane in Insane Places' study. Wait for my answer before giving feedback.*

### **What this helps you practise:**

Describing the symptoms and diagnostic criteria for

schizophrenia and evaluating the reliability and validity of diagnosis.

**How to use it well:**

Reliability of diagnosis is a crucial issue. Consider the evidence for inter-rater reliability problems and cultural differences in diagnosis rates.

**Prompt 92: Schizophrenia: Biological Explanations**

**Copy this prompt into your AI tool:**

*Act as my A-Level Psychology tutor. Quiz me on biological explanations of schizophrenia one question at a time. Cover the dopamine hypothesis (including the original and revised versions), genetic explanations (concordance rates from twin and adoption studies), and neural correlates (enlarged ventricles, reduced cortical volume). Evaluate the evidence for each explanation and consider whether a diathesis-stress model provides a more complete account. Wait for my answer before proceeding.*

**What this helps you practise:**

Explaining and evaluating biological explanations of schizophrenia, including the dopamine hypothesis and genetic factors.

**How to use it well:**

The dopamine hypothesis has been revised over time. Make sure you understand the difference between the original (excess dopamine) and the revised version (dopamine dysregulation).

**Prompt 93: Schizophrenia: Psychological Explanations and Treatments**

**Copy this prompt into your AI tool:**

*You are my A-Level Psychology revision coach. Quiz me on psychological explanations and treatments for schizophrenia one question at a time. Cover cognitive explanations (dysfunctional thought*

*processing, metarepresentation), family dysfunction theories, and the treatments: antipsychotic medication (typical and atypical), CBT for psychosis, family therapy, and token economies. Evaluate the effectiveness of each treatment. Wait for my answer before giving feedback.*

**What this helps you practise:**

Explaining psychological theories of schizophrenia and evaluating the effectiveness of biological and psychological treatments.

**How to use it well:**

Consider why a combination of medication and psychological therapy is often recommended. Think about what each type of treatment contributes.

**Prompt 94: Relationships: Theories of Romantic Relationships**

**Copy this prompt into your AI tool:**

*Act as my A-Level Psychology examiner. Quiz me on theories of romantic relationships one question at a time. Cover the filter theory (Kerckhoff and Davis), social exchange theory (Thibaut and Kelley), equity theory (Walster), Rusbult's investment model, and Duck's phase model of relationship breakdown. For each theory, test whether I can describe it and evaluate the supporting and contradicting evidence. Wait for my answer before moving on.*

**What this helps you practise:**

Describing and evaluating major theories of romantic relationships, including formation, maintenance, and breakdown.

**How to use it well:**

Relationship theories often reflect Western, individualistic assumptions about love and commitment. Consider how they apply in different cultural contexts.

## **Prompt 95: Relationships: Virtual and Parasocial Relationships**

### **Copy this prompt into your AI tool:**

*You are my A-Level Psychology tutor. Quiz me on virtual relationships and parasocial relationships one question at a time. Cover the differences between face-to-face and virtual relationships (reduced cues theory, hyperpersonal model), the characteristics of parasocial relationships (including the absorption-addiction model and the attachment theory explanation), and evaluate whether online relationships are fundamentally different from offline ones. Wait for my answer before proceeding.*

### **What this helps you practise:**

Explaining theories of virtual and parasocial relationships and evaluating the impact of technology on relationship formation and maintenance.

### **How to use it well:**

This is a contemporary topic that examiners find particularly interesting. Use up-to-date examples and consider how social media has changed relationship dynamics.

## **Prompt 96: Aggression: Biological and Psychodynamic Explanations**

### **Copy this prompt into your AI tool:**

*Act as my A-Level Psychology revision tutor. Quiz me on explanations of aggression one question at a time. Cover the role of neural mechanisms (limbic system, serotonin), hormonal mechanisms (testosterone), genetic factors (including the MAOA gene), and the psychodynamic explanation (frustration-aggression hypothesis, catharsis). Evaluate the evidence for each explanation. Wait for my answer before giving feedback.*

**What this helps you practise:**

Explaining and evaluating biological and psychodynamic explanations of aggression.

**How to use it well:**

Consider whether biological explanations are too deterministic. Do they imply that aggressive individuals cannot control their behaviour?

**Prompt 97: Aggression: Social Psychological Explanations**

**Copy this prompt into your AI tool:**

*You are an A-Level Psychology examiner. Quiz me on social psychological explanations of aggression one question at a time. Cover deindividuation (Zimbardo), social learning theory (Bandura), and the role of media in aggression (including the effects of violent video games and television). Test whether I can evaluate the research evidence and consider the practical implications for media regulation. Wait for my answer before moving on.*

**What this helps you practise:**

Explaining social psychological theories of aggression and evaluating the evidence for media effects on aggressive behaviour.

**How to use it well:**

The media and aggression debate is politically charged. Practise presenting the evidence objectively and acknowledging the limitations of the research on both sides.

**Prompt 98: Eating Behaviour: Biological and Psychological Explanations**

**Copy this prompt into your AI tool:**

*Act as my A-Level Psychology tutor. Quiz me on explanations of eating behaviour one question at a time. Cover the role of homeostatic mechanisms (hypothalamus, ghrelin, leptin), the boundary model*

*(Herman and Polivy), social learning theory explanations, and cognitive explanations of eating disorders (anorexia nervosa and obesity). Evaluate whether biological or psychological factors are more important in determining eating behaviour. Wait for my answer before proceeding.*

**What this helps you practise:**

Comparing biological and psychological explanations of eating behaviour and eating disorders.

**How to use it well:**

Eating behaviour illustrates the interaction between biology and psychology. Consider how biological hunger signals are modulated by social, cultural, and psychological factors.

**Prompt 99: Addiction: Risk Factors and Explanations**

**Copy this prompt into your AI tool:**

*You are my A-Level Psychology revision coach. Quiz me on the psychology of addiction one question at a time. Cover the biological explanation (genetic vulnerability, dopamine reward system), the learning theory explanation (operant conditioning, classical conditioning, social learning), and cognitive explanations (expectancy theory, rational choice). Test whether I can evaluate the evidence for each explanation and discuss why a biopsychosocial model may provide the most complete account. Wait for my answer before giving feedback.*

**What this helps you practise:**

Explaining biological, learning, and cognitive explanations of addiction and evaluating the biopsychosocial model.

**How to use it well:**

Addiction is a topic where the nature-nurture interaction is particularly clear. Genetic vulnerability

may predispose an individual, but environmental factors determine whether addiction develops.

**Prompt 100: Stress: Sources, Measurement, and Management**

**Copy this prompt into your AI tool:**

*Act as my A-Level Psychology examiner. Quiz me on the psychology of stress one question at a time.*

*Cover the sources of stress (life changes using the SRRS, daily hassles, workplace stress), the physiological response to stress (SAM pathway and HPA axis), and methods of stress management (drug therapy including benzodiazepines and beta-blockers, stress inoculation therapy, biofeedback).*

*Evaluate the effectiveness of biological versus psychological approaches to stress management.*

*Wait for my answer before moving on.*

**What this helps you practise:**

Explaining sources of stress, the physiological stress response, and evaluating biological and psychological approaches to stress management.

**How to use it well:**

Link the physiological response to health outcomes.

Understanding how chronic stress affects the immune system connects biopsychology to health psychology.

## **Final Closing Note**

You have now worked through 100 prompts designed to help you think more clearly, revise more effectively, and prepare more confidently for your GCSE.

Remember: the goal was never to rely on AI for answers. The goal was to use it as a tool to test, challenge, and strengthen your own understanding.

The strongest students are not those who avoid difficulty, but those who engage with it deliberately. Each mistake you identified, each explanation you improved, and each gap you filled has strengthened your thinking.

As you continue your studies, aim to depend less on prompts and more on your own judgement. AI can support you — but your reasoning, clarity, and persistence are what earn marks.

Approach your exams calmly. Think carefully. Write clearly.

You are more prepared than you think.

## Using AI Beyond This Book

The prompts in this book are starting points, not final forms.

As you grow more confident, begin modifying them:

- Add constraints (for example, “limit to three key points”).
- Increase difficulty gradually.
- Ask the AI to challenge your reasoning.
- Request alternative explanations.
- Ask it to critique your thinking rather than provide answers.

The most powerful use of AI is not asking it to tell you things — it is asking it to test and refine your thinking.

In the future, those who understand how to use tools intelligently will have an advantage. Treat AI as a tutor, not a shortcut. The skill of asking better questions will continue to matter long after your exams are over.

## **About the Author**

James R. Martin holds an MSci in Physics from the University of Bristol and a PGCE with a Physics focus from the University of Oxford. He has over a decade of experience teaching and tutoring students aged 11–18 across a range of subjects, including Physics, Biology, Chemistry, Mathematics, Economics, and Electronics.

He has worked with multiple syllabi, including GCSE, A-Level, KS3, and the International Baccalaureate Diploma Programme (IBDP), supporting students of varying abilities to develop clarity, confidence, and exam success.

His work focuses on effective revision strategies, independent thinking, and the responsible use of artificial intelligence as a tool to strengthen — not replace — understanding.

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The *100 AI Prompts for Smarter Revision* series supports students across GCSE, A-Level, and IB DP subjects.

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