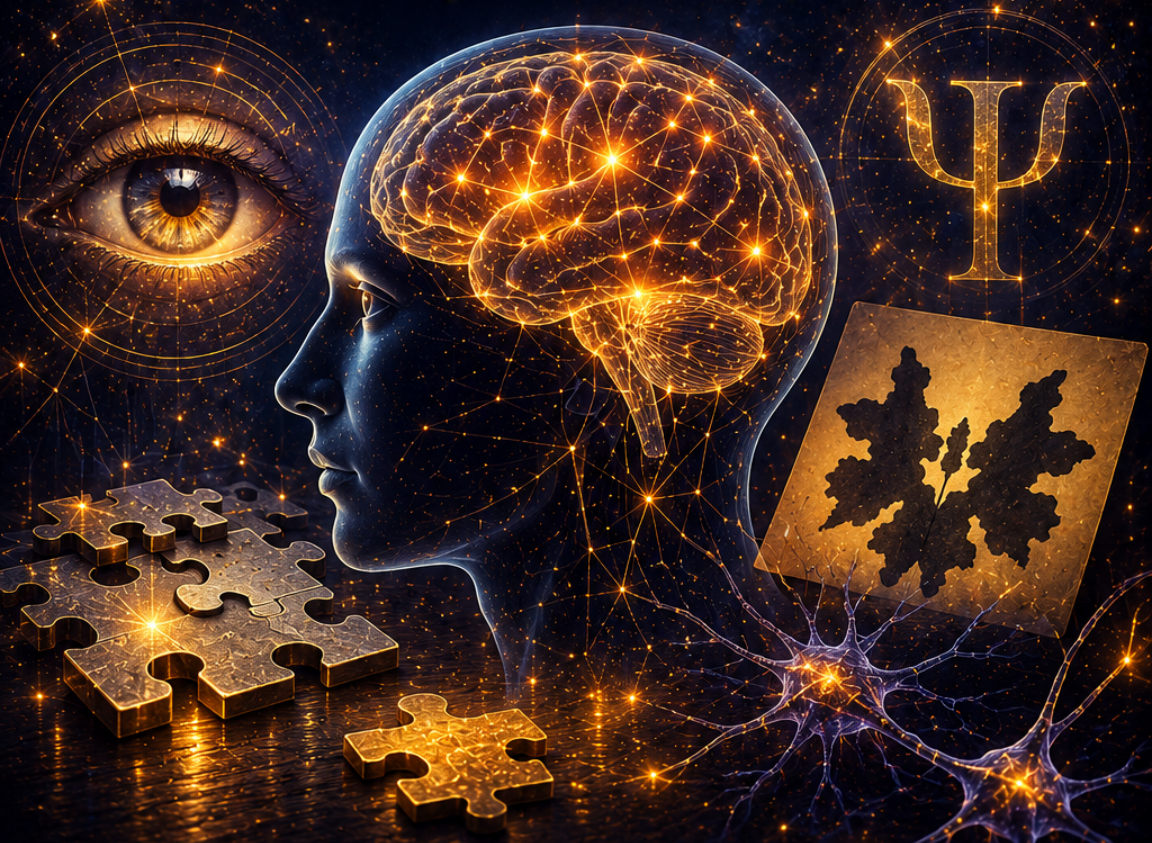
GCSE PSYCHOLOGY

100 AI PROMPTS

for Smarter Revision *and* Exam Prep

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



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This book is intended to support revision and exam preparation. It does not replace formal teaching, textbooks, or official specifications. Students are responsible for ensuring that all work submitted for assessment is their own.

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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

GCSE Psychology is primarily offered by AQA and Edexcel, both of which cover core areas including research methods, memory, development, social influence, psychological problems, brain and neuropsychology, and learning theories. While the exact specification wording and structure differ between boards, the fundamental psychological concepts, key studies, and evaluation skills are broadly similar across both.

OCR offers Psychology at various levels and some centres may follow OCR-based courses. The core scientific principles, research methodology, and critical evaluation skills practised in these prompts are fully transferable regardless of which board you are studying. Always check your specific specification to confirm which topics and named studies are required for your particular exam.

These prompts are designed to develop the three main assessment objectives used across all boards: AO1 (demonstrating knowledge and understanding of psychological concepts, theories, and studies), AO2 (applying psychological knowledge to novel situations and contexts), and AO3 (analysing and evaluating psychological theories, studies, and research methods). Strengthening all three skills is essential for achieving top marks.

Throughout these prompts you will encounter key terminology such as independent and dependent variables, hypotheses, experimental designs, ethical guidelines, and named psychological studies. The prompts encourage you to use this terminology precisely and in context, which is exactly what examiners reward. Vague or everyday language will limit your marks, so practise expressing ideas in accurate psychological terms.

Whether you are following AQA, Edexcel, or any other specification, the interactive format of these prompts helps you move beyond passive reading into active retrieval practice, elaboration, and self-testing. These evidence-based revision strategies are proven to improve long-term retention and exam performance, making your study time more effective regardless of your exam board.

Contents

Section 1

Research Methods and Scientific Inquiry

Research methods form the backbone of GCSE Psychology. Understanding how psychologists design studies, collect data, and draw conclusions is essential not only for the dedicated research methods questions but also for evaluating any study you discuss across the entire specification. This section covers the scientific process from forming hypotheses through to analysing and presenting data.

You will need to distinguish between different types of hypotheses, understand how variables are identified and controlled, select appropriate experimental designs and sampling methods, and apply ethical guidelines to research scenarios. These skills appear in both short-answer and extended-response questions, so confident and precise use of terminology is vital.

The prompts in this section will ask you to actively construct hypotheses, identify variables, spot methodological flaws, and interpret data. By working through each prompt interactively, you will build the critical thinking skills that examiners reward at AO2 and AO3, while reinforcing the factual knowledge needed for AO1.

Prompt 1: Identifying the IV, DV, and Extraneous Variables

Copy this prompt into your AI tool:

Read the following study description and identify the independent variable (IV), the dependent variable (DV), and at least two possible extraneous variables that the researcher should control. Study: A teacher

wants to find out whether students who eat breakfast perform better on a maths test than students who skip breakfast. She tests 30 students from her Year 11 class at 9am on a Monday morning. State each variable clearly and explain how the extraneous variables could be controlled. Wait for my answer before providing feedback.

What this helps you practise:

Accurately identifying and distinguishing between IVs, DVs, and extraneous variables.

How to use it well:

State each variable as a clear, operationalised phrase rather than a vague label. Practise spotting extraneous variables that could confound results.

Prompt 2: Experimental Design: Independent Groups vs Repeated Measures vs Matched Pairs

Copy this prompt into your AI tool:

Test me on the three experimental designs used in psychology: independent groups, repeated measures, and matched pairs. Ask me to define each one, give one strength and one limitation of each, and then present a study scenario for me to identify which design is being used. Present them one at a time and wait for my answer after each before moving on.

What this helps you practise:

Recalling definitions, strengths, and limitations of each experimental design from memory.

How to use it well:

Use precise terms like order effects, participant variables, and individual differences rather than vague language.

Prompt 3: Sampling Methods Comparison

Copy this prompt into your AI tool:

I want you to test me on the four main sampling methods used in GCSE Psychology: random sampling, opportunity sampling, stratified sampling, and systematic sampling. Ask me to define each one, give a strength and limitation of each, and provide an example of when each might be used. Present them one at a time and wait for my answer after each before moving to the next sampling method.

What this helps you practise:

Recalling definitions, strengths, limitations, and applications of all four sampling methods.

How to use it well:

Make sure each strength and limitation is specific to that method, not a generic point that could apply to any method.

Prompt 4: Understanding Demand Characteristics and Investigator Effects

Copy this prompt into your AI tool:

Test me on demand characteristics and investigator effects. Ask me to define each one and explain how they reduce the validity of a study. Then give me a study scenario and ask me to identify whether demand characteristics, investigator effects, or both might be present, and how the researcher could reduce their impact. Wait for my answer before giving feedback and a new scenario.

What this helps you practise:

Identifying threats to validity in research scenarios and suggesting improvements.

How to use it well:

Always link demand characteristics and investigator effects back to validity in your answers. Suggest practical ways to reduce each threat in a given study.

Prompt 5: Operationalisation of Variables

Copy this prompt into your AI tool:

Operationalisation means defining variables in a way that they can be measured or manipulated precisely. I am going to give you some vaguely worded variables, and you need to operationalise them so they could be used in a real study. For example, if I say the DV is 'happiness', you might operationalise it as 'score out of 20 on a standardised happiness questionnaire'. Here is your first variable to operationalise: the IV is 'stress level'. Operationalise this variable clearly. Wait for my answer before giving feedback and presenting the next variable.

What this helps you practise:

Turning vague psychological variables into specific, measurable definitions.

How to use it well:

Make every operationalised variable specific enough that another researcher could replicate the measurement exactly. Avoid vague terms like 'a lot' or 'better'.

Prompt 6: Confounding Variables and Their Impact

Copy this prompt into your AI tool:

Test me on the difference between extraneous and confounding variables. Ask me to define each one and explain the distinction. Then describe a study scenario where a confounding variable has affected the results, and ask me to identify the confounding variable, explain how it has affected the dependent variable, and suggest how the researcher could redesign the study to eliminate it. Wait for my answer before giving feedback.

What this helps you practise:

Distinguishing between extraneous and confounding variables and spotting them in studies.

How to use it well:

A confounding variable must vary systematically with the IV, not just be uncontrolled. Explain how it offers an alternative explanation for the results.

Prompt 7: Standardisation in Research

Copy this prompt into your AI tool:

Test me on standardisation in psychological research. Ask me to define standardisation and explain why it is important. Then give me a description of a poorly standardised experiment and ask me to identify at least three things the researcher should standardise and explain how each improvement would affect the reliability and validity of the study. Wait for my answer before providing feedback.

What this helps you practise:

Identifying standardisation failures and linking fixes to reliability and validity.

How to use it well:

Connect standardisation directly to replicability and reliability in every answer. Give specific examples of what should be kept constant between conditions.

Prompt 8: Writing Directional and Non-Directional Hypotheses

Copy this prompt into your AI tool:

I am going to give you a psychological scenario and I need you to write two hypotheses for it: one directional (one-tailed) and one non-directional (two-tailed). Remember, a directional hypothesis predicts the specific direction of the difference or relationship, while a non-directional hypothesis predicts that there will be a difference or relationship but does not state the direction. Here is the scenario: A psychologist wants to investigate whether listening to music while revising affects the

number of words recalled in a memory test. Write both hypotheses, making sure you operationalise the variables clearly. Wait for my answer before giving feedback.

What this helps you practise:

Constructing operationalised hypotheses from novel scenarios.

How to use it well:

Always operationalise both variables so they are specific and measurable. Use precise wording that another researcher could test directly.

Prompt 9: Ethical Guidelines in Psychological Research

Copy this prompt into your AI tool:

The British Psychological Society outlines key ethical guidelines that researchers must follow. I am going to describe five different study scenarios, one at a time. For each scenario, identify which ethical guideline or guidelines are being violated and explain what the researcher should do differently to make the study ethical. The guidelines to consider are: informed consent, deception, right to withdraw, confidentiality, and protection from harm. Present the first scenario and wait for my answer before moving on.

What this helps you practise:

Applying ethical principles to unfamiliar research scenarios.

How to use it well:

Always name the specific guideline and suggest a practical fix, not just identify the problem.

Prompt 10: Descriptive Statistics: Mean, Median, Mode, and Range

Copy this prompt into your AI tool:

Give me a data set of 10 numbers and ask me to calculate the mean, median, mode, and range. After I give you my answers, check my calculations and explain any errors. Then ask me which measure of central tendency would be most appropriate for this data set and why. Wait for my answer at each stage before moving on.

What this helps you practise:

Calculating and selecting appropriate measures of central tendency under pressure.

How to use it well:

Always justify your choice of average by referring to the shape of the data, especially the presence of outliers.

Prompt 11: Understanding Standard Deviation

Copy this prompt into your AI tool:

Test me on standard deviation. Give me two data sets with the same mean but different standard deviations, and ask me to explain what the difference in standard deviation tells us about the spread of scores. Also ask me when a high or low standard deviation might be important in interpreting psychological research. Wait for my answer before providing feedback.

What this helps you practise:

Interpreting what standard deviation reveals about the consistency of results.

How to use it well:

Link spread of data to consistency of findings and explain what this means for the reliability of a study.

Prompt 12: Validity: Internal, External, and Ecological

Copy this prompt into your AI tool:

Test me on the three types of validity: internal, external, and ecological. Ask me to define each one

and explain how they differ. Then present me with three study scenarios, one at a time, and ask me to evaluate each study in terms of these three types of validity. For each scenario, I should identify which type of validity is strong or weak and justify my answer. Wait for my answer on each scenario before moving to the next.

What this helps you practise:

Applying different types of validity to specific research scenarios.

How to use it well:

Always specify which type of validity you are discussing and give a reason tied to the study's design.

Prompt 13: Presenting Data: Tables, Bar Charts, and Histograms

Copy this prompt into your AI tool:

Test me on data presentation in psychology. Ask me to explain the difference between a bar chart and a histogram, including when each should be used. Then give me a set of results from a study and ask me to decide which type of graph would be most appropriate to display the data, describe how I would label the axes, and explain when a table might be more appropriate than a graph. Wait for my answer before providing feedback.

What this helps you practise:

Selecting the correct graph type for different data sets and justifying the choice.

How to use it well:

Always link your graph choice to whether the data is discrete or continuous. State why your chosen display is more appropriate than the alternatives.

Prompt 14: Qualitative vs Quantitative Data

Copy this prompt into your AI tool:

Test me on the difference between qualitative and quantitative data. Ask me to define each type and give one strength and one limitation of each. Then present me with five examples of data, and for each one ask me to identify whether it is qualitative or quantitative and to justify my answer. Wait for my answer before presenting the examples.

What this helps you practise:

Distinguishing between qualitative and quantitative data and evaluating both types.

How to use it well:

Always link strengths and limitations to specific features like richness of detail versus ease of analysis.

Prompt 15: Reliability and How to Assess It

Copy this prompt into your AI tool:

Test me on reliability in psychological research. Ask me to define reliability, explain the difference between test-retest reliability and inter-observer reliability, and describe how each can be assessed. Then give me a scenario where reliability might be low and ask me to explain what the researcher could do to improve it. Wait for my answer before providing feedback.

What this helps you practise:

Defining types of reliability and suggesting practical improvements to research designs.

How to use it well:

Link reliability to specific features of methodology rather than defining it in the abstract. Always name the type of reliability being discussed in your answer.

Prompt 16: Peer Review and Replication

Copy this prompt into your AI tool:

Test me on peer review and replication. Ask me to describe the process of peer review step by step, explain why it is important in the scientific process, and give one strength and one limitation of peer review. Then ask me to explain what replication means and why the ability to replicate a study matters for the credibility of its findings. Wait for my answer before giving feedback.

What this helps you practise:

Recalling the peer review process and evaluating its role in science.

How to use it well:

Evaluate the peer review process with specific strengths and limitations, not just describe it. Explain why replication is essential for building confidence in findings.

Section 2

Memory

Memory is one of the core cognitive topics in GCSE Psychology and is a favourite area for exam questions. You need to understand the key models of memory, including the multi-store model proposed by Atkinson and Shiffrin and the working memory model developed by Baddeley and Hitch, as well as the different types of long-term memory and factors that affect how well we remember information.

This section also covers the important applied topic of eyewitness testimony, including the influential research by Loftus and Palmer on the effect of leading questions on memory recall. Understanding how memory can be distorted has real-world implications for the criminal justice system, and examiners frequently set questions that require you to apply your knowledge to practical scenarios.

The prompts below will test your knowledge of memory models, challenge you to evaluate their strengths and limitations, and help you apply your understanding to unfamiliar contexts. Active recall and elaboration are themselves memory strategies, so by working through these prompts interactively you are simultaneously revising memory content and using evidence-based techniques to improve your own memory.

Prompt 17: Context-Dependent and State-Dependent Memory

Copy this prompt into your AI tool:

Test me on context-dependent and state-dependent memory. Ask me to explain the difference between them, describe the theory behind each, provide a research example for each, and give a real-life

situation where each might affect recall. Then present a scenario and ask me to predict whether context-dependent or state-dependent memory would help or hinder recall. Wait for my answer before providing feedback.

What this helps you practise:

Distinguishing between context-dependent and state-dependent cues and predicting their effects.

How to use it well:

Always specify whether the cue is environmental (context) or internal (state) when applying these concepts.

Prompt 18: Interference Theory of Forgetting

Copy this prompt into your AI tool:

Test me on interference theory. Ask me to define proactive and retroactive interference, give a specific example of each, and explain why interference causes forgetting. Then present me with three scenarios and ask me to identify whether proactive or retroactive interference is occurring in each case and to explain my reasoning. Wait for my answer before giving feedback.

What this helps you practise:

Accurately classifying scenarios as proactive or retroactive interference.

How to use it well:

Remember: proactive means old interferes with new, retroactive means new interferes with old. Practise applying both types to novel everyday scenarios.

Prompt 19: The Multi-Store Model of Memory

Copy this prompt into your AI tool:

Describe the multi-store model of memory proposed by Atkinson and Shiffrin in as much detail as you can. Include the three stores, how information flows between them, the capacity, duration, and encoding

of each store, and the processes involved in transferring information from one store to another. Wait for my answer before giving feedback on accuracy and completeness.

What this helps you practise:

Recalling the full structure of the multi-store model including capacity, duration, and encoding for each store.

How to use it well:

State the encoding type for each store precisely — this is a detail students often omit.

Prompt 20: The Working Memory Model

Copy this prompt into your AI tool:

Describe the working memory model proposed by Baddeley and Hitch. Explain the role of each component: the central executive, the phonological loop (including the phonological store and articulatory process), the visuo-spatial sketchpad, and the episodic buffer. For each component, explain what type of information it processes and give an everyday example. Wait for my answer before giving feedback.

What this helps you practise:

Linking each component of the working memory model to the type of information it handles.

How to use it well:

Name the specific component for each type of processing — vague references to 'working memory' will not earn full marks.

Prompt 21: Types of Long-Term Memory

Copy this prompt into your AI tool:

Test me on the three types of long-term memory: episodic, semantic, and procedural. Ask me to define each type and provide two examples. Then give me five memory examples and ask me to classify each

one as episodic, semantic, or procedural, justifying my answer. Start by asking for my definitions and wait for my answer before presenting the examples.

What this helps you practise:

Classifying memories into the correct long-term memory type with clear justification.

How to use it well:

If a memory could fit more than one type, explain why you chose one over the other.

Prompt 22: Factors Affecting Memory Accuracy

Copy this prompt into your AI tool:

Identify and explain at least four factors that can affect the accuracy of memory. For each factor, explain the psychological mechanism behind it and provide a real-world example of how it might affect someone's memory. Consider factors such as anxiety, context, interference, and misleading information. Wait for my answer before giving feedback and adding any factors I may have missed.

What this helps you practise:

Explaining the psychological mechanisms behind factors that distort memory.

How to use it well:

Always explain the mechanism, not just name the factor — examiners reward understanding of why, not just what.

Prompt 23: Loftus and Palmer: Eyewitness Testimony

Copy this prompt into your AI tool:

Describe the aim, method, results, and conclusion of the study by Loftus and Palmer on the effect of leading questions on eyewitness testimony. Make sure you include the specific verbs used in the study, the estimated speeds given by participants, and what the findings suggest about the reliability of

eyewitness accounts. Wait for my answer before giving feedback on accuracy and detail.

What this helps you practise:

Recalling specific numerical details and procedural steps of the Loftus and Palmer study.

How to use it well:

Include the actual speed estimates for each verb condition — specific numbers earn marks that vague summaries do not.

Prompt 24: Strategies for Improving Memory

Copy this prompt into your AI tool:

Describe at least three strategies for improving memory, such as verbal mnemonics, visual imagery, the method of loci, or the use of mind maps. For each strategy, explain the psychological principle behind why it works, linking it to a model or theory of memory where possible. Wait for my answer before providing feedback and suggesting any additional strategies.

What this helps you practise:

Connecting memory improvement strategies to underlying models and theories.

How to use it well:

Link each strategy to a specific model such as the multi-store or working memory model for stronger AO2 marks.

Prompt 25: Encoding, Storage, and Retrieval

Copy this prompt into your AI tool:

Test me on the three processes involved in memory: encoding, storage, and retrieval. Ask me to define each one, explain how it relates to the multi-store model, and describe what can go wrong at each stage to cause forgetting. Ask me to give a real-world example for each type of memory failure. Wait for my answer before giving feedback.

What this helps you practise:
Explaining how forgetting can occur at each stage of memory processing.
How to use it well:
Use the three stages as a framework for structuring any answer about why memory fails.

Prompt 26: Comparing Models of Memory
Copy this prompt into your AI tool:
Compare the multi-store model of memory with the working memory model. For each model, summarise its key features, then explain at least two ways in which they differ and one way in which they are similar. Evaluate which model provides a better explanation of how memory works, using research evidence to support your argument. Wait for my answer before providing feedback.
What this helps you practise:
Writing comparative analysis of memory models rather than describing each one separately.
How to use it well:
Use comparison phrases like 'whereas' and 'in contrast' to show the examiner you are directly comparing.

Prompt 27: Evaluating the Multi-Store Model
Copy this prompt into your AI tool:
Give me two strengths and two limitations of the multi-store model of memory. For each evaluation point, provide evidence from research studies or alternative models to support your argument. Make sure each point is developed rather than just stated. Wait for my answer before providing feedback on the quality of my evaluation.
What this helps you practise:
Constructing developed evaluation points with supporting research evidence.

How to use it well:

Every evaluation point needs a clear statement, named evidence, and an explanation of why it counts as a strength or limitation.

Prompt 28: Evaluating Eyewitness Testimony Research

Copy this prompt into your AI tool:

Evaluate the research into eyewitness testimony, considering both the strengths and limitations of the laboratory studies conducted by researchers such as Loftus and Palmer. Discuss issues of ecological validity, demand characteristics, and the practical applications of this research for the criminal justice system. Provide at least three developed evaluation points. Wait for my answer before providing feedback.

What this helps you practise:

Writing developed evaluation points about eyewitness testimony research using the PEEL structure.

How to use it well:

Structure each point as PEEL: Point, Evidence, Explanation, Link back to the question. This framework ensures every evaluation paragraph is fully developed.

Section 3

Development

The development topic in GCSE Psychology examines how humans change and grow across the lifespan, with a particular focus on cognitive development in children. You will study influential theories including Piaget's stage theory of cognitive development, Baillargeon's research challenging Piaget's assumptions about infant cognition, and Dweck's mindset theory and its applications to education and achievement.

A central debate in developmental psychology is the nature versus nurture question: to what extent is development determined by our biology and genetics (nature) versus our environment and experiences (nurture)? Understanding this debate and being able to apply it to specific theories and studies is an important evaluation skill that examiners frequently test.

The prompts in this section will guide you through each key theory and study, challenge you to evaluate the evidence, and ask you to apply developmental concepts to real-world educational contexts. By engaging actively with these questions, you will develop the ability to compare theories, discuss debates, and construct well-supported arguments.

Prompt 29: Piaget's Stages of Cognitive Development

Copy this prompt into your AI tool:

Describe Piaget's four stages of cognitive development in order, including the approximate age range for each stage and the key features or abilities that characterise each one. Make sure you include concepts such as object permanence,

egocentrism, conservation, and abstract thought. Wait for my answer before giving feedback on accuracy and completeness.

What this helps you practise:

Recalling all four stages with correct age ranges, key features, and associated concepts.

How to use it well:

Place each concept in the correct stage — misplacing egocentrism or conservation is a common error.

Prompt 30: Baillargeon's Violation of Expectation Research

Copy this prompt into your AI tool:

Describe Baillargeon's violation of expectation research, including the aim, method, and findings of the key study involving infants and a possible versus impossible event. Explain how this research challenged Piaget's claims about when children develop object permanence. Wait for my answer before giving feedback.

What this helps you practise:

Recalling the method and findings of Baillargeon's study and linking it to Piaget's claims.

How to use it well:

Explain why longer looking time at the impossible event is evidence of understanding — do not just state the finding.

Prompt 31: Dweck's Mindset Theory

Copy this prompt into your AI tool:

Test me on Dweck's theory of fixed and growth mindsets. Ask me to define each type of mindset, describe how each one affects a person's approach to learning and challenges, explain the educational implications, and provide examples of fixed and

growth mindset thinking. Wait for my answer before giving feedback.

What this helps you practise:

Explaining the practical educational implications of fixed and growth mindsets.

How to use it well:

Go beyond definitions and show you understand how mindset affects real behaviour in learning. Use specific classroom examples to demonstrate applied understanding.

Prompt 32: Learning Theories of Development

Copy this prompt into your AI tool:

Test me on how learning theories explain child development. Ask me to explain how classical conditioning, operant conditioning, and social learning theory can each account for a specific behaviour a child might learn, describing the mechanism involved for each. Wait for my answer before giving feedback.

What this helps you practise:

Applying different learning theories to explain specific developmental examples.

How to use it well:

Name the specific mechanism for each theory rather than giving a vague learning explanation. Distinguish clearly between classical conditioning, operant conditioning, and social learning.

Prompt 33: Brain Development in Children

Copy this prompt into your AI tool:

Describe how the brain develops during childhood and adolescence. Include key concepts such as synaptic pruning, myelination, and the development of the prefrontal cortex. Explain how these biological changes relate to cognitive and behavioural changes

observed in children and teenagers. Wait for my answer before giving feedback.

What this helps you practise:

Linking biological brain changes to observable cognitive and behavioural development.

How to use it well:

Connect each biological change to a specific cognitive ability it supports. Explain how brain maturation links to observable developmental milestones in children.

Prompt 34: Egocentrism and the Three Mountains Task

Copy this prompt into your AI tool:

Test me on egocentrism and the three mountains task. Ask me to explain what Piaget meant by egocentrism, describe the three mountains task including the method and findings, and then explain one criticism and an alternative study that suggested children are less egocentric than Piaget claimed. Wait for my answer before giving feedback.

What this helps you practise:

Comparing competing studies on egocentrism and explaining why they reached different conclusions.

How to use it well:

Explain how differences in task complexity led to different conclusions about children's abilities. Compare Piaget's findings with Hughes' policeman doll study as a counterpoint.

Prompt 35: Schemas in Cognitive Development

Copy this prompt into your AI tool:

Test me on schemas in Piaget's theory. Ask me to define what Piaget meant by a schema, explain the processes of assimilation and accommodation with clear examples, and describe how the concept of

equilibration drives cognitive development. Wait for my answer before giving feedback.

What this helps you practise:

Using the terms schema, assimilation, accommodation, and equilibration accurately and with examples.

How to use it well:

Always include a concrete example for each process to show you understand it, not just memorised the definition.

Prompt 36: Applying Developmental Theories to Education

Copy this prompt into your AI tool:

Test me on how Piaget's and Dweck's theories apply to education. Ask me to give at least two specific implications of each theory for how teachers should structure learning or interact with students, covering concepts such as readiness, discovery learning, scaffolding, and praise strategies. Wait for my answer before giving feedback.

What this helps you practise:

Linking theoretical concepts to practical classroom strategies.

How to use it well:

Name specific teaching strategies and link each one to the theory that supports it. Examiners reward precise connections between theory and classroom practice.

Prompt 37: Evaluating Piaget's Theory

Copy this prompt into your AI tool:

Give me three strengths and three limitations of Piaget's theory of cognitive development. For each evaluation point, provide supporting evidence or reference to research that either supports or challenges Piaget's ideas. Consider issues such as

methodology, cultural bias, and the work of later researchers. Wait for my answer before providing feedback.

What this helps you practise:

Producing evidence-based evaluation points about Piaget rather than unsupported opinions.

How to use it well:

Name specific researchers like Baillargeon or McGarrigle and Donaldson when challenging Piaget. Citing named studies strengthens your AO3 evaluation marks.

Prompt 38: Evaluating Dweck's Mindset Theory

Copy this prompt into your AI tool:

Evaluate Dweck's mindset theory by providing at least two strengths and two limitations. Consider the research evidence supporting the theory, any criticisms from other psychologists, issues of replication, and the practical applications in educational settings. Wait for my answer before providing feedback on the depth and accuracy of my evaluation.

What this helps you practise:

Engaging with replication debates and research criticism when evaluating a theory.

How to use it well:

Mention replication concerns to show awareness of current debates in psychology. Discuss whether mindset interventions produce lasting change as a key evaluation point.

Prompt 39: The Nature vs Nurture Debate

Copy this prompt into your AI tool:

Test me on the nature versus nurture debate. Ask me to define what is meant by nature and nurture, give two examples of psychological characteristics influenced by each, and explain why most modern

psychologists believe that nature and nurture interact rather than being separate influences. Wait for my answer before giving feedback.

What this helps you practise:

Applying the nature-nurture debate to specific psychological examples.

How to use it well:

Always argue for an interactionist position — pure nature or pure nurture answers are too simplistic for top marks.

Prompt 40: Piaget's Conservation Tasks

Copy this prompt into your AI tool:

Describe what Piaget meant by conservation and explain how he tested this concept in children. Include a specific example of a conservation task, the typical response of a pre-operational child, and the typical response of a concrete operational child. Then explain one criticism of Piaget's conservation tasks and how later researchers modified the methodology. Wait for my answer before giving feedback.

What this helps you practise:

Describing and critically evaluating Piaget's conservation methodology.

How to use it well:

Reference McGarrigle and Donaldson's 'Naughty Teddy' study as a key methodological critique. Explain how their findings challenge Piaget's conclusions about children's abilities.

Section 4

Social Influence

Social influence explores how our thoughts, feelings, and behaviours are affected by the presence and actions of other people. At GCSE level, this topic focuses on two key phenomena: conformity and obedience. You will study the landmark research by Asch on conformity and Milgram on obedience, as well as the factors that increase or decrease social influence and the theories that explain why people conform or obey.

Understanding social influence requires you to engage with the interplay between situational factors (such as group size, unanimity, and the presence of an authority figure) and dispositional factors (individual personality characteristics that might make someone more or less likely to conform or obey). You will also need to understand broader theories such as agency theory and social identity theory, which provide frameworks for explaining these behaviours.

The prompts in this section will test your recall of key studies, challenge you to evaluate research methods and ethical issues, and ask you to apply social influence concepts to real-world situations such as crowd behaviour and bystander intervention. Developing the ability to move fluently between describing, applying, and evaluating is the key to achieving top marks in this topic.

Prompt 41: Agency Theory

Copy this prompt into your AI tool:

Test me on Milgram's agency theory. Ask me to define the autonomous state and the agentic state, explain what causes the agentic shift, describe the

role of binding factors, and provide one strength and one limitation of the theory. Wait for my answer before giving feedback.

What this helps you practise:

Using agency theory terminology accurately to explain obedience behaviour.

How to use it well:

Always use the precise terms — agentic state, autonomous state, agentic shift, and binding factors.

Prompt 42: Types of Conformity

Copy this prompt into your AI tool:

Test me on the three types of conformity: compliance, identification, and internalisation. Ask me to define each type, describe whether the attitude change is public or private and whether it is temporary or permanent, and give an example for each. Then present scenarios and ask me to identify which type of conformity is occurring. Wait for my answer before presenting the scenarios.

What this helps you practise:

Classifying real scenarios as compliance, identification, or internalisation with justification.

How to use it well:

Emphasise the depth and permanence of each type — this is what distinguishes them. Rank compliance, identification, and internalisation from shallowest to deepest.

Prompt 43: Asch's Conformity Study

Copy this prompt into your AI tool:

Describe the aim, method, results, and conclusion of Asch's study on conformity. Include specific details about the line comparison task, the role of confederates, the percentage of participants who conformed on at least one trial, and the overall

conformity rate. Wait for my answer before giving feedback on accuracy and completeness.

What this helps you practise:

Recalling specific statistics and procedural details of Asch's conformity study.

How to use it well:

Include the exact conformity percentages — vague statements like 'many conformed' will not earn full marks.

Prompt 44: Factors Affecting Conformity

Copy this prompt into your AI tool:

Identify and explain at least three factors that Asch found affected the rate of conformity in his variations. For each factor, describe what Asch changed in the procedure, what effect it had on conformity rates, and explain why this factor might influence conformity using psychological concepts. Wait for my answer before giving feedback.

What this helps you practise:

Linking specific Asch variations to changes in conformity rates with psychological explanations.

How to use it well:

State the specific condition and its effect on conformity rates, not just the general factor.

Prompt 45: Milgram's Obedience Study

Copy this prompt into your AI tool:

Describe the aim, method, results, and conclusion of Milgram's study on obedience. Include details about the shock generator, the role of the experimenter and the confederate learner, the voltage levels, the prods used by the experimenter, and the percentage of participants who administered the maximum shock. Wait for my answer before giving feedback.

What this helps you practise:
Recalling the full procedural detail and key findings of Milgram's study.
How to use it well:
The 65 percent obedience rate is essential — always include it with a brief explanation of what it shows about situational factors.

Prompt 46: Situational Factors in Obedience
Copy this prompt into your AI tool:
Test me on how situational factors affect obedience. Ask me to describe at least three situational factors from Milgram's variations (such as proximity, location, and uniform), explain how Milgram varied each one, state the effect on obedience rates, and explain why each factor increases or decreases obedience using psychological principles. Wait for my answer before giving feedback.
What this helps you practise:
Recalling specific obedience rates from Milgram's variations and explaining the underlying principles.
How to use it well:
Learn the specific obedience percentages for each variation — they are easy marks if you know them.

Prompt 47: Dispositional Factors and Obedience
Copy this prompt into your AI tool:
Test me on how dispositional factors affect obedience. Ask me to define locus of control and the authoritarian personality, explain how each relates to obedience behaviour, and provide research evidence where possible. Wait for my answer before giving feedback.
What this helps you practise:
Explaining how individual differences such as locus of control affect obedience.

How to use it well:
Compare situational and dispositional explanations to show you understand the debate, not just one side.

Prompt 48: Social Identity Theory

Copy this prompt into your AI tool:
Test me on social identity theory. Ask me to explain social categorisation, social identification, and social comparison, describe how the theory explains conformity to group norms, and explain how it can lead to in-group favouritism and out-group discrimination. Ask me to provide a real-world example. Wait for my answer before giving feedback.

What this helps you practise:
Applying social identity theory's three processes to explain real-world group behaviour.

How to use it well:
Cover all three stages — categorisation, identification, and comparison — in the correct order. Explain how each stage contributes to in-group favouritism and out-group discrimination.

Prompt 49: Crowd Behaviour and Deindividuation

Copy this prompt into your AI tool:
Test me on deindividuation and crowd behaviour. Ask me to define deindividuation, explain the factors that lead to it, and describe how it can lead to both antisocial and prosocial behaviour. Ask me to include a research study or real-world example. Wait for my answer before giving feedback.

What this helps you practise:
Explaining how deindividuation leads to changes in behaviour with supporting evidence.

How to use it well:

Mention both antisocial and prosocial outcomes of deindividuation to show balanced understanding. Use named research to support each possible outcome in your evaluation.

Prompt 50: Bystander Intervention and the Bystander Effect

Copy this prompt into your AI tool:

Test me on the bystander effect. Ask me to define the bystander effect and diffusion of responsibility, describe the key factors affecting whether a bystander will intervene, and include reference to relevant research. Wait for my answer before giving feedback.

What this helps you practise:

Explaining the bystander effect using psychological concepts like diffusion of responsibility.

How to use it well:

Always explain the psychological mechanism, not just describe what happens. Link diffusion of responsibility and pluralistic ignorance to specific real-world examples.

Prompt 51: Resisting Social Influence

Copy this prompt into your AI tool:

Test me on resistance to social influence. Ask me to explain at least three factors that enable people to resist conformity and obedience, describe how each works psychologically, and provide evidence from research such as Asch's or Milgram's variations. Wait for my answer before giving feedback.

What this helps you practise:

Explaining why some individuals resist social pressure using both situational and dispositional factors.

How to use it well:

Always support each resistance factor with specific evidence from named studies. Explain why some individuals resist social pressure while others conform or obey.

Prompt 52: Evaluating Milgram's Study

Copy this prompt into your AI tool:

Evaluate Milgram's obedience study by providing at least three strengths and three limitations. Consider ethical issues (informed consent, deception, protection from harm, right to withdraw), methodological issues (ecological validity, demand characteristics, sample bias), and the study's contribution to our understanding of obedience. Wait for my answer before providing feedback on the quality of my evaluation points.

What this helps you practise:

Balancing ethical concerns against scientific value when evaluating a study.

How to use it well:

Develop each point fully — state the issue, give evidence, and explain why it matters.

Section 5

Psychological Problems

This section of GCSE Psychology explores mental health conditions, focusing on how psychological problems such as depression and addiction are defined, explained, and treated. You will need to understand the characteristics of these conditions, including their emotional, behavioural, and cognitive features, as well as the biological, psychological, and social factors that contribute to their development.

A critical part of this topic involves understanding and evaluating different treatments and therapies. You will study biological approaches (such as drug therapy), cognitive approaches (such as cognitive behavioural therapy or CBT), and behavioural approaches (such as systematic desensitisation). Being able to compare these treatments and evaluate their effectiveness using research evidence is essential for higher-mark questions.

The prompts below will help you build a thorough understanding of psychological problems, from recognising symptoms to evaluating explanations and treatments. You will practise applying your knowledge to case studies, comparing different approaches, and constructing balanced arguments about the most effective ways to treat mental health conditions.

Prompt 53: Characteristics of Depression

Copy this prompt into your AI tool:

Describe the characteristics of depression, organising your answer into emotional characteristics, behavioural characteristics, and cognitive characteristics. For each category, provide at least two specific symptoms. Then explain why it

is important for psychologists to define the characteristics of mental health conditions clearly. Wait for my answer before giving feedback.

What this helps you practise:

Categorising depression symptoms accurately into emotional, behavioural, and cognitive groups.

How to use it well:

Check that each characteristic is in the correct category — misclassifying symptoms is a common error.

Prompt 54: Characteristics of Addiction

Copy this prompt into your AI tool:

Describe the key characteristics of addiction, including physical dependence, psychological dependence, tolerance, and withdrawal symptoms. Explain the difference between physical and psychological dependence and provide examples of each. Then explain one social factor that might contribute to the development of an addiction. Wait for my answer before giving feedback.

What this helps you practise:

Distinguishing between physical and psychological dependence with clear examples.

How to use it well:

Define tolerance and withdrawal as separate concepts — do not merge them into one vague point.

Prompt 55: Biological Explanations of Psychological Problems

Copy this prompt into your AI tool:

Test me on the biological approach to explaining psychological problems. Ask me to explain the roles of genetics, brain chemistry, and brain structure, and to apply this approach to explain either depression or addiction, describing the specific

biological mechanisms involved. Wait for my answer before giving feedback.

What this helps you practise:

Explaining specific biological mechanisms such as neurotransmitter imbalances in depression.

How to use it well:

Name the specific neurotransmitter and explain its role rather than saying 'chemical imbalance' vaguely. State whether levels are too high or too low and the effect.

Prompt 56: Psychological Explanations of Psychological Problems

Copy this prompt into your AI tool:

Test me on cognitive explanations of depression. Ask me to describe Beck's cognitive triad, explain negative automatic thoughts, and show how cognitive distortions lead to and maintain depressive symptoms. Wait for my answer before giving feedback.

What this helps you practise:

Applying Beck's cognitive triad to explain how negative thinking maintains depression.

How to use it well:

Cover all three elements of the triad — self, world, and future — every time you use it.

Prompt 57: Social Explanations of Psychological Problems

Copy this prompt into your AI tool:

Test me on social explanations of psychological problems. Ask me to explain how at least three social factors (such as life events, social isolation, poverty, peer pressure, or family dysfunction) might contribute to the development of either depression or addiction. Wait for my answer before giving feedback.

What this helps you practise:

Explaining how multiple social factors interact to contribute to psychological problems.

How to use it well:

Show how social factors work alongside biological and psychological factors, not in isolation. Use a biopsychosocial approach to demonstrate sophisticated understanding.

Prompt 58: Cognitive Behavioural Therapy (CBT)

Copy this prompt into your AI tool:

Describe how cognitive behavioural therapy (CBT) works as a treatment for depression. Explain the key principles of CBT, the stages involved in treatment, and how CBT helps patients to challenge and change their negative thought patterns. Include specific techniques used in CBT sessions. Wait for my answer before giving feedback.

What this helps you practise:

Describing the process and techniques of CBT and linking them to the cognitive explanation.

How to use it well:

Link CBT techniques directly to Beck's cognitive triad to show you understand why the treatment works.

Prompt 59: Drug Therapy for Psychological Problems

Copy this prompt into your AI tool:

Test me on drug therapy for depression. Ask me to explain how SSRIs work at the level of neurotransmitters, describe the mechanism of action, and explain why they can take several weeks to have an effect. Wait for my answer before giving feedback.

What this helps you practise:

Explaining the neurotransmitter mechanism of SSRIs and linking it to the biological explanation of depression.

How to use it well:

Explain the mechanism at the synapse level — reuptake inhibition increasing serotonin in the synaptic cleft.

Prompt 60: Systematic Desensitisation

Copy this prompt into your AI tool:

Describe the process of systematic desensitisation as a treatment for phobias. Explain the three key stages: creating an anxiety hierarchy, learning relaxation techniques, and gradual exposure. Link this treatment to the principles of classical conditioning, explaining how counter-conditioning works. Wait for my answer before giving feedback.

What this helps you practise:

Linking the steps of systematic desensitisation to classical conditioning principles.

How to use it well:

Explain reciprocal inhibition — relaxation and fear cannot coexist — as the key mechanism. Describe each step of the anxiety hierarchy clearly in your answer.

Prompt 61: Comparing Treatments for Psychological Problems

Copy this prompt into your AI tool:

Compare two treatments for a psychological problem you have studied (for example, CBT and drug therapy for depression, or systematic desensitisation and drug therapy for phobias). For each treatment, describe how it works, explain one strength and one limitation, and then write a conclusion about which treatment you think is more

effective and why. Wait for my answer before giving feedback.

What this helps you practise:

Writing comparative evaluations of different treatments rather than describing each in isolation.

How to use it well:

Compare throughout your answer using linking phrases, and always reach a supported conclusion. Address effectiveness, appropriateness, and ethical considerations for each treatment.

Prompt 62: Effectiveness of Treatments: Evidence and Evaluation

Copy this prompt into your AI tool:

Test me on how psychologists evaluate the effectiveness of treatments. Ask me to explain what a randomised controlled trial is, why placebo groups are used, and what ethical issues arise when testing new treatments. Then ask me to evaluate the evidence for the effectiveness of one treatment I have studied, using specific research findings. Wait for my answer before giving feedback.

What this helps you practise:

Evaluating treatment effectiveness using knowledge of research methodology.

How to use it well:

Reference specific research findings rather than making general claims about effectiveness. Name studies, sample sizes, or outcome measures to strengthen your evaluation.

Section 6

The Brain and Neuropsychology

This section explores the biological basis of behaviour, focusing on the structure and function of the brain, how neurons communicate, and how modern scanning techniques allow psychologists to study the brain in living people. Understanding brain structure and function provides the foundation for biological explanations of behaviour across all areas of the specification.

You will need to know about the major areas of the brain (including the frontal lobe, temporal lobe, parietal lobe, occipital lobe, cerebellum, and brain stem), the process of synaptic transmission, the role of key neurotransmitters such as serotonin and dopamine, and concepts such as lateralisation and brain plasticity. These topics connect directly to explanations of psychological problems, memory, and development.

The prompts below will test your knowledge of brain anatomy and function, challenge you to explain the process of neural communication, and help you evaluate the strengths and limitations of different brain scanning techniques. Being able to link brain structure and function to psychological processes is a skill that will enhance your answers across multiple topics.

Prompt 63: Brain Structure and Function: The Lobes

Copy this prompt into your AI tool:

Describe the four main lobes of the cerebral cortex (frontal, temporal, parietal, and occipital), identifying the location of each lobe and its primary function. Also describe the roles of the cerebellum

and the brain stem. Wait for my answer before giving feedback on accuracy and completeness.

What this helps you practise:

Recalling the location and function of each brain lobe, the cerebellum, and the brain stem.

How to use it well:

Match each lobe to its correct function precisely — confusing locations is a common mistake.

Prompt 64: Neurons and Synaptic Transmission

Copy this prompt into your AI tool:

Describe the structure of a neuron, including the cell body, dendrites, axon, myelin sheath, and terminal buttons. Then explain the process of synaptic transmission step by step, from the electrical impulse travelling down the axon to the neurotransmitter binding with receptors on the post-synaptic neuron. Wait for my answer before giving feedback.

What this helps you practise:

Describing the steps of synaptic transmission in the correct sequence.

How to use it well:

Write the steps in order and use precise terminology — examiners mark for correct sequencing.

Prompt 65: Neurotransmitters: Serotonin and Dopamine

Copy this prompt into your AI tool:

Test me on serotonin and dopamine. Ask me to explain the role of each neurotransmitter, what happens when levels are too high or too low, how each links to specific psychological conditions, and give at least one example of a drug or treatment that affects levels of each. Wait for my answer before giving feedback.

What this helps you practise:
Connecting neurotransmitter imbalances to specific psychological conditions and treatments.
How to use it well:
Always specify whether levels are too high or too low and name the condition this relates to.

Prompt 66: Lateralisation of Brain Function
Copy this prompt into your AI tool:
Test me on lateralisation of brain function. Ask me to define lateralisation, describe the key differences between the left and right hemispheres, explain the role of the corpus callosum, and include reference to Broca's area and Wernicke's area. Wait for my answer before giving feedback.
What this helps you practise:
Accurately describing hemisphere specialisation and naming key language areas.
How to use it well:
Distinguish between scientific evidence for lateralisation and the oversimplified left-brain/right-brain myth. Use split-brain research by Sperry as your key supporting evidence.

Prompt 67: Brain Plasticity
Copy this prompt into your AI tool:
Test me on brain plasticity. Ask me to define it, explain why it is important for brain development and recovery from brain damage, describe at least two examples of research evidence, and explain how plasticity challenges the idea that the brain is fixed and unchangeable. Wait for my answer before giving feedback.
What this helps you practise:
Explaining brain plasticity using specific research evidence such as the London taxi driver study.

How to use it well:

Mention both the strengths and age-related limitations of plasticity for a balanced answer. Explain how recovery after brain injury provides evidence for neural reorganisation.

Prompt 68: Brain Scanning: EEG

Copy this prompt into your AI tool:

Test me on EEG scanning. Ask me to describe how it works, what it measures, give one strength and one limitation compared to fMRI, and describe a specific use of EEG in research. Wait for my answer before giving feedback.

What this helps you practise:

Comparing EEG and fMRI in terms of temporal and spatial resolution.

How to use it well:

State the trade-off clearly: EEG has excellent temporal resolution but poor spatial resolution. Compare it with fMRI to highlight when each method is more appropriate.

Prompt 69: Brain Scanning: CT Scans

Copy this prompt into your AI tool:

Test me on CT scanning. Ask me to describe how it works, give one strength and one limitation, explain when it might be used clinically, and compare it briefly to fMRI and EEG. Wait for my answer before giving feedback.

What this helps you practise:

Distinguishing between structural and functional scanning techniques.

How to use it well:

Emphasise that CT scans show structure only, not activity — this is the key distinction.

Prompt 70: The Role of the Central Nervous System

Copy this prompt into your AI tool:

Test me on the central nervous system. Ask me to describe the structure and function of the CNS, explain how the brain and spinal cord interact with the peripheral nervous system, and give a specific example of how a sensory stimulus leads to a motor response through the nervous system. Wait for my answer before giving feedback.

What this helps you practise:

Tracing the pathway from sensory stimulus to motor response through the nervous system.

How to use it well:

Name each component in the pathway — receptor, sensory neuron, relay neuron, motor neuron, effector.

Prompt 71: Linking Brain and Neuropsychology to Other Topics

Copy this prompt into your AI tool:

Test me on cross-topic links. Ask me to choose two other topics from the GCSE Psychology specification and explain how brain and neuropsychology knowledge is relevant to each, giving a specific example of how brain structure, neurotransmitters, or neural processes contribute to the psychological phenomenon being studied. Wait for my answer before giving feedback.

What this helps you practise:

Making cross-topic links between neuropsychology and other areas of the specification.

How to use it well:

Examiners reward answers that draw connections across topics — practise linking brain science to memory, development, and psychological problems.

Prompt 72: Brain Scanning: fMRI

Copy this prompt into your AI tool:

Test me on fMRI scanning. Ask me to describe how it works, what it measures, how it produces images of brain activity, and to give one strength, one limitation, and an example of how it has been used in psychological research. Wait for my answer before giving feedback.

What this helps you practise:

Describing what fMRI measures and evaluating it as a research tool.

How to use it well:

Be clear that fMRI measures blood flow as a proxy for brain activity, not brain activity directly.

Section 7

Learning Theories and Behaviour

Learning theories explain how organisms acquire new behaviours through experience. At GCSE level, you will study three main approaches: classical conditioning (associated with Pavlov), operant conditioning (associated with Skinner), and social learning theory (associated with Bandura). Each theory offers a different explanation of how learning occurs and has important applications to understanding both normal and abnormal behaviour.

Classical conditioning explains how involuntary responses can become associated with new stimuli through repeated pairing. Operant conditioning explains how voluntary behaviours are shaped by their consequences through reinforcement and punishment. Social learning theory explains how people learn by observing and imitating the behaviour of models, particularly when the model is seen to be reinforced (vicarious reinforcement).

These prompts will guide you through each learning theory, ask you to apply them to real-world situations such as the development and treatment of phobias, and challenge you to evaluate the strengths and limitations of each approach. Understanding learning theories will also help you answer questions in other areas of the specification, such as development and psychological problems.

Prompt 73: Classical Conditioning: Pavlov's Research

Copy this prompt into your AI tool:

Describe Pavlov's research on classical conditioning, including the procedure he used and the key findings. Define the following terms and explain how

each one applies to Pavlov's experiment: unconditioned stimulus (UCS), unconditioned response (UCR), neutral stimulus (NS), conditioned stimulus (CS), and conditioned response (CR). Wait for my answer before giving feedback.

What this helps you practise:

Accurately labelling all five classical conditioning components in a given scenario.

How to use it well:

Practise applying the five terms to novel examples, not just the Pavlov experiment. Use UCS, UCR, NS, CS, and CR with a fresh scenario to test your understanding.

Prompt 74: Applying Classical Conditioning to Phobias

Copy this prompt into your AI tool:

Test me on how classical conditioning explains phobias. Ask me to use a specific phobia example and apply the classical conditioning process step by step, identifying the UCS, UCR, NS, CS, and CR. Then ask me to explain how generalisation and extinction relate to phobias. Wait for my answer before giving feedback.

What this helps you practise:

Mapping the five classical conditioning components onto phobia development step by step.

How to use it well:

Always label each component explicitly — do not just describe the process in general terms.

Prompt 75: Operant Conditioning: Skinner's Research

Copy this prompt into your AI tool:

Describe Skinner's research on operant conditioning, including the apparatus he used and the key findings. Define and explain the differences

between positive reinforcement, negative reinforcement, and punishment, giving a clear example of each. Explain how these consequences affect the likelihood of a behaviour being repeated. Wait for my answer before giving feedback.

What this helps you practise:

Distinguishing accurately between positive reinforcement, negative reinforcement, and punishment.

How to use it well:

Remember: negative reinforcement increases behaviour by removing something unpleasant — it is not the same as punishment.

Prompt 76: Reinforcement Schedules and Their Effects

Copy this prompt into your AI tool:

Test me on reinforcement schedules. Ask me to explain the difference between continuous and partial reinforcement, describe how fixed ratio, variable ratio, fixed interval, and variable interval schedules affect behaviour, and give a real-world example of each schedule. Wait for my answer before giving feedback.

What this helps you practise:

Explaining how different reinforcement schedules produce different patterns of behaviour.

How to use it well:

Link variable ratio schedules to real-world examples like gambling or social media for strong AO2 application.

Prompt 77: Social Learning Theory: Bandura's Research

Copy this prompt into your AI tool:

Describe Bandura's social learning theory, including the key concepts of observation, imitation,

identification, modelling, and vicarious reinforcement. Then describe the Bobo doll study, including the aim, method, results, and conclusion. Explain what the study demonstrated about how children learn aggressive behaviour. Wait for my answer before giving feedback.

What this helps you practise:

Recalling the Bobo doll study in detail and linking findings to social learning theory concepts.

How to use it well:

Distinguish between vicarious reinforcement and direct reinforcement — this shows deeper understanding. Explain why observation alone is not enough for imitation to occur.

Prompt 78: Mediational Processes in Social Learning Theory

Copy this prompt into your AI tool:

Test me on the four mediational processes in social learning theory: attention, retention, motor reproduction, and motivation. Ask me to define each one, explain why it is necessary for observational learning, and give an example showing how failure at any one stage would prevent imitation. Wait for my answer before giving feedback.

What this helps you practise:

Explaining each mediational process and why failure at any stage prevents learning.

How to use it well:

Emphasise that the mediational processes make social learning theory cognitive, not purely behaviourist. Name all four processes: attention, retention, reproduction, and motivation.

Prompt 79: Comparing Classical and Operant Conditioning

Copy this prompt into your AI tool:

Compare classical conditioning and operant conditioning, identifying at least three key differences between them. Consider differences in the type of behaviour involved (involuntary versus voluntary), the role of reinforcement, and how each type of learning occurs. Also identify one similarity between them. Wait for my answer before giving feedback.

What this helps you practise:

Writing direct comparisons between classical and operant conditioning rather than separate descriptions.

How to use it well:

Use comparative phrases like 'whereas' and 'in contrast' to show you are actively comparing. Address key differences in how each type of learning is acquired.

Prompt 80: Applications of Learning Theories to Behaviour Modification

Copy this prompt into your AI tool:

Test me on real-world applications of learning theories. Ask me to describe at least two applications (such as token economies, systematic desensitisation, or aversion therapy), explain which learning principle each is based on, and evaluate its effectiveness. Wait for my answer before giving feedback.

What this helps you practise:

Linking real-world behaviour modification programmes to specific learning principles.

How to use it well:

Name the specific learning principle behind each application — do not just describe what happens.

Prompt 81: The Role of Biology in Learning

Copy this prompt into your AI tool:

Test me on the role of biology in learning. Ask me to explain biological preparedness, discuss whether all stimuli are equally likely to become associated with fear, and explain how this challenges a purely behaviourist account of learning. Wait for my answer before giving feedback.

What this helps you practise:

Using biological preparedness to challenge purely behaviourist explanations of phobia development.

How to use it well:

Explain why evolutionary-relevant stimuli are more easily conditioned than modern dangers. Use biological preparedness to challenge the assumption that all stimuli are equally conditionable.

Prompt 82: Evaluating Learning Theories

Copy this prompt into your AI tool:

Evaluate learning theories as explanations of human behaviour. Consider at least two strengths (such as scientific evidence, practical applications) and two limitations (such as reductionism, animal research, and ignoring cognitive and biological factors). Compare the learning approach with at least one other approach in psychology. Wait for my answer before giving feedback.

What this helps you practise:

Evaluating the learning approach as a whole, including its strengths and limitations.

How to use it well:

Balance specific strengths like scientific rigour against limitations like reductionism for a well-rounded evaluation. Always link each point to supporting evidence.

Section 8

Fixing Common Mistakes and Exam Technique

Even students with strong psychological knowledge can lose marks through common mistakes and weak exam technique. This section targets the errors that examiners report seeing most frequently, from confusing correlation with causation to writing vague evaluation points that lack specific evidence. Identifying and correcting these mistakes before the exam can make a significant difference to your grade.

Understanding the assessment objectives is crucial: AO1 requires you to demonstrate knowledge and understanding, AO2 requires you to apply your knowledge to scenarios and contexts, and AO3 requires you to analyse and evaluate theories, studies, and methods. Many students lose marks by providing AO1 content when the question is asking for AO2 or AO3, so learning to read the command words carefully is essential.

The prompts in this section will present you with common mistakes, weak answers, and exam-style questions that require specific techniques. By practising identifying and fixing errors, you will develop the critical awareness needed to avoid these pitfalls in the real exam and to maximise your marks on every question.

Prompt 83: Correlation vs Causation

Copy this prompt into your AI tool:

Test me on the difference between correlation and causation. Ask me to define each one. Then present me with five statements about research findings, and for each one ask me to identify whether the statement correctly describes a correlation or

incorrectly implies causation, explaining my reasoning. Wait for my answer before presenting the statements.

What this helps you practise:

Spotting when a research claim incorrectly implies causation from correlational data.

How to use it well:

If a study does not manipulate an IV, it cannot establish causation — apply this rule every time.

Prompt 84: Naming Studies Accurately

Copy this prompt into your AI tool:

I am going to describe five key studies from the GCSE Psychology specification, but I will include some deliberate errors in the researcher names, dates, methods, or findings. For each study, identify the errors and provide the correct information. This will test whether you can recall study details accurately under pressure. Present the first study description with errors and wait for my answer before moving to the next.

What this helps you practise:

Spotting and correcting inaccurate details in study descriptions.

How to use it well:

Know researcher names, key statistics, and procedural details precisely — vague recall costs marks. Practise writing study summaries from memory to identify gaps.

Prompt 85: Structuring Extended Response Questions

Copy this prompt into your AI tool:

Test me on how to structure extended response questions. Ask me to describe how to write an effective introduction, how to organise body paragraphs using PEEL, and how to write a strong

conclusion. Then give me a sample extended response question and ask me to write a plan for it. Wait for my answer before giving feedback on my plan.

What this helps you practise:

Planning and structuring extended response answers under exam conditions.

How to use it well:

Spend two minutes planning before writing — a structured answer always scores higher than an unplanned one.

Prompt 86: Avoiding Anecdotal Evidence

Copy this prompt into your AI tool:

Test me on why anecdotal evidence is inappropriate in exam answers. Then present me with three exam answers that use anecdotal evidence and ask me to rewrite each one using appropriate psychological evidence from studies or theories. Present them one at a time and wait for my answer before moving to the next.

What this helps you practise:

Replacing personal anecdotes with named psychological research evidence.

How to use it well:

Cite a named study or theory every time you make an evaluation point. Replace personal examples with research evidence to meet AO3 marking criteria.

Prompt 87: Common Terminology Errors

Copy this prompt into your AI tool:

Present me with ten statements about psychological concepts, some of which contain common terminology errors (such as confusing reliability with validity, or confusing negative reinforcement with punishment). For each statement, I need to identify whether the terminology has been used correctly or

incorrectly, and if incorrect, provide the correct term and explain the difference. Present them one at a time and wait for my answer before moving to the next.

What this helps you practise:

Detecting and correcting misused psychological terminology.

How to use it well:

Learn the most commonly confused pairs — reliability/validity, negative reinforcement/punishment, correlation/causation. Practise defining each term precisely under timed conditions.

Prompt 88: Applying Knowledge to Unfamiliar Scenarios

Copy this prompt into your AI tool:

I am going to give you an unfamiliar scenario that you have not seen before, and I want you to apply your psychological knowledge to answer questions about it. The scenario will involve a situation that can be explained using theories and concepts from your GCSE specification. Read the scenario carefully, identify which psychological concepts are relevant, and apply them to the situation. Wait for my answer before giving feedback.

What this helps you practise:

Identifying which psychological theory applies to an unfamiliar real-world scenario.

How to use it well:

Use specific details from the scenario in your answer — generic theory without application earns limited AO2 marks.

Prompt 89: Answering Data Interpretation Questions

Copy this prompt into your AI tool:

Present me with a set of data from a psychological study, including a table or description of results. Ask me to interpret the data by identifying patterns or trends, calculating descriptive statistics if needed, and explaining what the results suggest in the context of the study. Also ask me whether the data supports the hypothesis. Wait for my answer before giving feedback.

What this helps you practise:

Interpreting data tables by identifying patterns and linking findings to hypotheses.

How to use it well:

Reference specific numbers from the data rather than making vague claims about trends. State exact values, percentages, or differences to demonstrate accurate interpretation.

Prompt 90: Positive and Negative Correlations

Copy this prompt into your AI tool:

Test me on correlations. Ask me to explain the difference between a positive and a negative correlation, and why correlation does not imply causation. Then give me three scatter graph descriptions and ask me to identify whether each shows a positive, negative, or no correlation, and to explain what the correlation tells us about the relationship between the variables. Wait for my answer before giving feedback.

What this helps you practise:

Identifying correlation direction from data descriptions and interpreting what it means.

How to use it well:

Always add that a correlation does not prove causation — this earns an easy evaluation mark.

Prompt 91: Time Management in the Exam

Copy this prompt into your AI tool:

Help me plan my time management strategy for the GCSE Psychology exam. Ask me how long the exam is and how many marks are available, and then help me work out how many minutes I should spend per mark. Give me advice on how to allocate time between short-answer questions, medium-answer questions, and extended-response questions. Also advise me on what to do if I get stuck on a question. Wait for my answer before giving personalised advice.

What this helps you practise:

Calculating and applying a minutes-per-mark time allocation strategy.

How to use it well:

Stick to your time plan rigidly — spending too long on one question steals marks from others.

Prompt 92: Writing Strong Evaluation Points

Copy this prompt into your AI tool:

I am going to give you three weak evaluation points about psychological studies or theories. For each one, explain why it is weak and then rewrite it as a strong, developed evaluation point using the PEEL structure (Point, Evidence, Explanation, Link). Present the first weak evaluation point and wait for my answer before moving to the next.

What this helps you practise:

Transforming weak, undeveloped evaluation points into fully structured PEEL paragraphs.

How to use it well:

Every evaluation point must have named evidence and an explanation — a bare statement earns minimal marks.

Prompt 93: Describe vs Explain vs Evaluate

Copy this prompt into your AI tool:

Test me on the command words 'describe', 'explain', and 'evaluate'. Ask me to define the difference between them. Then give me three exam questions on the same topic (one using each command word) and ask me what content should be included for each. Wait for my answer before giving feedback on each.

What this helps you practise:

Matching answer content to the specific demand of each command word.

How to use it well:

Read the command word before you start writing — a perfect description earns zero marks on an evaluate question.

Prompt 94: Understanding AO1, AO2, and AO3

Copy this prompt into your AI tool:

Test me on the three assessment objectives. Ask me to explain what AO1, AO2, and AO3 each require, and then ask me to give an example of what good AO1, AO2, and AO3 content looks like in an answer about Milgram's obedience study. Wait for my answer before giving feedback.

What this helps you practise:

Identifying which assessment objective different parts of an answer address.

How to use it well:

Check every extended answer covers all three AOs — missing one means missing those marks entirely.

Section 9

Final Revision and Exam-Week Prompts

The final days before your GCSE Psychology exam are not the time for learning new material. Instead, this is when you should focus on consolidating what you already know, practising retrieval under timed conditions, and building confidence in your ability to recall and apply key concepts. These prompts are designed specifically for the last week of revision.

The prompts in this section cover a rapid sweep of the entire specification, a key studies recall drill, a mini mock exam, and a final readiness check. They are deliberately fast-paced and broad to simulate exam conditions and to highlight any remaining gaps that you can address in your final study sessions.

Approach these prompts with the same focus and discipline you will bring to the exam itself. Work through them under realistic conditions: no notes, strict timing, and honest self-assessment. If you identify any weak areas, go back to the relevant section of this resource and work through those prompts again before exam day.

Prompt 95: Key Studies Recall Drill

Copy this prompt into your AI tool:

Test me on the key studies I need to know for GCSE Psychology. For each study, ask me to recall the researcher name, the aim, the method, the key findings, and the conclusion. Cover the following studies: Milgram (obedience), Asch (conformity), Loftus and Palmer (eyewitness testimony), Baillargeon (infant cognition), Piaget (cognitive development), Bandura (Bobo doll), Pavlov (classical conditioning), and Skinner (operant conditioning).

Present one study at a time and wait for my answer before giving feedback and moving to the next.

What this helps you practise:

Recalling researcher names, methods, specific findings, and conclusions for all core studies.

How to use it well:

Include specific statistics and procedural details — these earn marks that vague summaries do not.

Prompt 96: Terminology Quick-Fire Round

Copy this prompt into your AI tool:

Test me with a quick-fire round of 20 key psychology terms. For each term, give me 15 seconds to provide a concise definition. Cover terms from across the specification including: hypothesis, independent variable, dependent variable, extraneous variable, demand characteristics, operationalisation, reliability, validity, conformity, obedience, agentic state, schema, reinforcement, neurotransmitter, plasticity, ecological validity, correlation, CBT, systematic desensitisation, and vicarious reinforcement. Present them one at a time and wait for my answer before giving feedback and moving to the next.

What this helps you practise:

Producing concise, accurate definitions of key terms under time pressure.

How to use it well:

If you hesitate on any term, that signals a gap to fill before exam day.

Prompt 97: Rapid Whole-Specification Sweep

Copy this prompt into your AI tool:

I want to do a rapid sweep of the entire GCSE Psychology specification. For each topic area (research methods, memory, development, social influence, psychological problems, brain and

neuropsychology, and learning theories), give me one key question to answer from memory. Present the questions one topic at a time and wait for my answer to each before moving on to the next. After all seven, give me an overall assessment of which topics I am strongest and weakest in. Wait for my answer before starting.

What this helps you practise:

Identifying strengths and weaknesses across the full specification under timed conditions.

How to use it well:

Use the results to prioritise your remaining revision time on your weakest areas. Focus final sessions on topics where recall was slowest or least accurate.

Prompt 98: Mini Mock: Short Answer Questions

Copy this prompt into your AI tool:

Give me a mini mock exam consisting of eight short-answer questions (each worth 2 to 4 marks) covering a range of topics across the GCSE Psychology specification. I should aim to answer each question in 3 to 5 minutes. Present all eight questions and let me answer them in order. Wait for all my answers before marking them and giving feedback on each, including how many marks I would likely receive. Wait for my answer before starting.

What this helps you practise:

Answering short-answer questions concisely and accurately under timed pressure.

How to use it well:

Match the length of your answer to the marks available — do not over-write for low-mark questions.

Prompt 99: Mini Mock: Extended Response Question

Copy this prompt into your AI tool:

Give me one extended response question worth 8 to 12 marks from a topic area of your choice. I will have 15 minutes to write a full answer. The question should require me to describe, apply, and evaluate, covering AO1, AO2, and AO3. After I submit my answer, mark it against the typical mark scheme criteria, telling me what I did well and where I could improve. Wait for my answer before giving feedback.

What this helps you practise:

Writing a complete extended response covering all three AOs within a strict time limit.

How to use it well:

Plan for two minutes, write for twelve, and review for one — this is a reliable time split.

Prompt 100: Final Readiness Check and Confidence Review

Copy this prompt into your AI tool:

Help me do a final readiness check before my GCSE Psychology exam. Ask me to rate my confidence on a scale of 1 to 5 for each of the following areas: research methods, memory, development, social influence, psychological problems, brain and neuropsychology, learning theories, and exam technique. For any area where I rate myself below 4, ask me a targeted question to test whether my concern is justified or whether I know more than I think. Then give me a final summary of what to focus on in my last revision session. Wait for my answer before giving your assessment.

What this helps you practise:

Honestly assessing confidence across all topics and identifying final revision priorities.

How to use it well:

Focus your last session on your lowest-rated area — targeted revision beats general re-reading. Use

active recall rather than passive review for maximum impact.

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.

Other Titles in This Series

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

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- Physics
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- Chemistry
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- History
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- Psychology
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- Mathematics
- Further Mathematics
- Physics
- Chemistry
- Biology
- Economics
- History
- Geography
- English Literature
- Psychology
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• Politics
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IBDP

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• Mathematics: Applications & Interpretation
• Physics
• Chemistry
• Biology
• Economics
• Geography
• History
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• English A: Language & Literature
• Psychology
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