

# IBDP PSYCHOLOGY

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## 100 AI PROMPTS

for Smarter Revision *and* Exam Prep

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



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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 book is designed for students following the International Baccalaureate Diploma Programme (IBDP) Psychology course at both Standard Level (SL) and Higher Level (HL). IB Psychology is a Group 3 subject that applies scientific methodology to the study of human behaviour and mental processes, requiring students to engage critically with research evidence, theoretical perspectives, and ethical considerations.

Assessment in IB Psychology consists of Paper 1 (three short-answer questions and one extended-response essay on the biological, cognitive, and sociocultural approaches to behaviour), Paper 2 (essay-based responses on options such as Abnormal Psychology, Developmental Psychology, Health Psychology, and Human Relationships), and an Internal Assessment (IA) requiring students to design and conduct a simple experimental study. HL students study two options for Paper 2, while SL students study one.

The IB uses specific command terms such as 'describe', 'explain', 'discuss', 'evaluate', 'contrast', and 'to what extent', each requiring distinct levels of engagement with psychological evidence and theory. Upper markband responses demonstrate critical thinking, use of relevant research studies, balanced evaluation, and clear linkage between theory, evidence, and real-world applications.

Prompts in this book are adaptable across both SL and HL pathways. Where content is specific to HL — such as additional options or greater depth of methodological analysis — this is clearly indicated. All students should use the core approach prompts, while selecting option prompts relevant to their chosen areas of study.

By practising with AI-driven prompts that mirror the analytical demands of IB Psychology assessment, students can build confidence in describing and evaluating research studies, constructing well-structured essays, applying psychological concepts to real-world scenarios, and developing the critical evaluative skills that distinguish top-band responses in IB Psychology examinations.

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# Section 1

## Biological Approach to Behaviour

The biological approach examines the physiological origins of behaviour, including the role of the brain, neurotransmitters, hormones, genetics, and evolutionary explanations. This is one of the three core approaches in IB Psychology, assessed in Paper 1, and requires students to understand how biological factors influence cognition, emotion, and behaviour.

IB assessment demands that students can describe and evaluate relevant research studies, explain biological concepts with accuracy, and discuss the interaction between biological and environmental factors. The nature-nurture debate is a recurring theme, and students must demonstrate awareness of reductionist and interactionist perspectives.

The prompts below progress from describing biological mechanisms through to evaluating research evidence and discussing ethical implications, building the skills needed for strong Paper 1 performance in the biological approach.

### **Prompt 1: Brain Localisation of Function**

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

*Explain the theory of brain localisation of function, providing at least two examples such as Broca's area for speech production and the hippocampus for memory formation. Then evaluate one supporting study, such as Maguire et al.'s (2000) research on London taxi drivers, assessing its methodology, including sample size, use of MRI scanning, and ecological validity.*

**What this helps you practise:**

Explaining localisation theory and evaluating  
Maguire et al.

**How to use it well:**

Write your explanation of localisation with two brain areas. Evaluate Maguire et al. using methodology, sample, and ecological validity.

**Prompt 2: Neurotransmitters and Behaviour**

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

*Present a behaviour such as aggression or depression and challenge me to explain it through the role of neurotransmitters, specifically serotonin, dopamine, or noradrenaline. Then test whether I can evaluate a relevant study such as Caspi et al. (2003) on serotonin and depression, assessing the study's methodology and the bidirectional relationship between neurotransmitters and behaviour.*

**What this helps you practise:**

Linking neurotransmitters to behaviour with study evaluation

**How to use it well:**

Link the neurotransmitter to the behaviour with biological mechanisms. Evaluate Caspi et al. assessing methodology and bidirectional causation.

**Prompt 3: Hormones and Behaviour**

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

*Test me on the following: Explain how one hormone, such as cortisol, testosterone, or oxytocin, influences human behaviour. Then test whether I can describe a relevant research study and evaluate the strengths and limitations of using hormonal explanations for complex behaviours. Evaluate whether hormones provide a sufficient explanation for behaviour or whether environmental factors also play a significant role in modulating hormonal effects.*

**What this helps you practise:**

Explaining hormonal influences on behaviour and evaluating research methodology

**How to use it well:**

Consider ethical issues in hormone research, such as the difficulty of conducting controlled experiments on humans with hormonal manipulation.

**Prompt 4: Genetics and Behaviour**

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

*Offer a behaviour that has been investigated through twin studies or adoption studies and ask me to explain what the research suggests about the genetic basis of this behaviour. Then challenge me to discuss the limitations of genetic explanations, including the role of environmental factors and gene-environment interaction. Evaluate the relative contributions of genetics and environment using concordance rate data and assess the methodological strengths of twin and adoption studies.*

**What this helps you practise:**

Explaining genetic research findings and discussing the limits of genetic

**How to use it well:**

Always discuss concordance rates critically — even high concordance in identical twins does not prove purely genetic causation.

**Prompt 5: Evolutionary Explanations of Behaviour**

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

*Quiz me on the principles of evolutionary explanations of behaviour, including natural selection, adaptive value, and reproductive fitness. Then test whether I can evaluate a specific study such as Buss (1989) on mate selection preferences*

*across cultures, assessing the study's methodology, cultural bias, and the distinction between proximate and ultimate explanations.*

**What this helps you practise:**

Evaluating evolutionary explanations using Buss (1989) study

**How to use it well:**

Explain evolutionary principles with examples. Evaluate Buss (1989) assessing methodology, cultural bias, and explanatory limitations. Review your work against IB criteria and refine weak areas.

**Prompt 6: Brain Plasticity**

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

*Evaluate my understanding of brain plasticity and neural pruning by asking me to explain how the brain reorganises itself after injury. Challenge me to describe Draganski et al.'s (2004) study on juggling and grey matter changes, or Merzenich's research on cortical remapping, and assess the implications for rehabilitation and lifelong learning.*

**What this helps you practise:**

Explaining brain plasticity with Draganski et al. research

**How to use it well:**

Explain plasticity with Draganski et al. or Merzenich's research. Assess methodology and discuss implications for rehabilitation. Review your work against IB criteria and refine weak areas.

**Prompt 7: Research Methods in the Biological Approach**

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

*Supply me with a research method commonly used in the biological approach, such as brain imaging (fMRI, PET scans) or case studies of brain-damaged patients. Challenge me to explain the strengths and*

*limitations of this method and evaluate its contribution to our understanding of the brain-behaviour relationship. Evaluate how neuroimaging evidence from studies such as fMRI and PET scans has advanced our understanding of biological mechanisms while acknowledging methodological limitations.*

**What this helps you practise:**

Evaluating biological research methods and their contribution to psychological knowledge

**How to use it well:**

Discuss ecological validity and the difficulty of generalising from laboratory-based brain research to real-world behaviour. Review your work against IB criteria and refine weak areas.

**Prompt 8: Ethical Considerations in Biological Research**

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

*Test me: an ethical dilemma in biological psychology research, such as the use of animal experiments in neuroscience or genetic screening for behavioural traits. Ask me to analyse the ethical issues and evaluate whether the potential benefits of the research justify the ethical concerns. Evaluate the ethical implications of genetic testing for behavioural predispositions and assess how ethical guidelines protect participants in biological research.*

**What this helps you practise:**

Analysing research ethics in the biological approach and evaluating benefit-risk

**How to use it well:**

Reference specific ethical guidelines and principles — IB examiners reward precise engagement with ethics rather than vague statements about harm.

### **Prompt 9: The Nature-Nurture Debate**

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

*Explain the nature-nurture debate in psychology, distinguishing between genetic predisposition and environmental influence on behaviour. Evaluate one study that demonstrates the interaction of nature and nurture, such as the Minnesota Twin Study (Bouchard et al., 1990). Then address the TOK knowledge question: to what extent can genetic research provide objective knowledge about human behaviour when environmental variables are difficult to control?*

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

Analysing nature-nurture interaction with TOK connection

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

Explain nature-nurture interaction with twin study evidence. Address the TOK question on genetic research objectivity explicitly. Review your work against IB criteria and refine weak areas.

### **Prompt 10: Biological Approach: Evaluation Essay**

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

*Construct a Paper 2 style essay question on the biological approach to behaviour, requiring evaluation of at least two studies including Maguire et al. (2000) on neuroplasticity and Caspi et al. (2003) on the serotonin transporter gene. Test whether I can structure a balanced argument addressing strengths and limitations of the biological approach.*

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

Structuring biological approach essay with two studies

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

Structure your essay with introduction, two study

evaluations, and conclusion. Check that strengths and limitations are balanced. Review your work against IB criteria and refine weak areas.

**Prompt 11: Biological Approach: Study Evaluation**

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

*Name the key study by Maguire et al. (2000) investigating brain plasticity in London taxi drivers and evaluate its strengths, such as the use of MRI technology and the real-world application, alongside its limitations, including the correlational design and small, unrepresentative sample. Then assess how well this study supports the theory of brain localisation.*

**What this helps you practise:**

Evaluating Maguire et al. strengths and limitations critically

**How to use it well:**

Evaluate Maguire et al. listing strengths then limitations. Assess how well the study supports localisation theory overall. Review your work against IB criteria and refine weak areas.

## Section 2

### Cognitive Approach to Behaviour

The cognitive approach investigates mental processes such as memory, perception, decision-making, and thinking. As one of the three core approaches in IB Psychology, it focuses on how people process, store, and retrieve information, and how cognitive processes influence behaviour. Models and theories of cognition are central to this approach.

IB assessment requires students to describe cognitive models and theories, evaluate the research evidence supporting them, and discuss the reliability of cognitive processes. Students must also consider the relationship between cognitive processes and other factors, including emotion, culture, and biology.

The prompts below build from explaining cognitive concepts through to critically evaluating models of cognition and discussing the implications of cognitive research for understanding human behaviour.

#### **Prompt 12: Multi-Store Model of Memory**

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

*Set up a scenario involving a student revising for examinations and challenge me to explain how the multi-store model of memory (Atkinson and Shiffrin, 1968) accounts for their encoding, storage, and retrieval processes. Then test whether I can evaluate this model by comparing it with alternative models such as the working memory model (Baddeley and Hitch, 1974).*

**What this helps you practise:**

Applying multi-store model and comparing with alternatives

**How to use it well:**

Apply the multi-store model to the revision scenario. Compare with working memory model identifying specific improvements. Review your work against IB criteria and refine weak areas.

**Prompt 13: Working Memory Model**

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

*Provide a scenario involving a complex cognitive task and ask me to explain how the working memory model (Baddeley and Hitch) would account for the processing involved. Then challenge me to evaluate the strengths and limitations of the working memory model compared to the multi-store model. Evaluate how effectively the working memory model addresses the limitations of the multi-store model, particularly regarding the role of the central executive.*

**What this helps you practise:**

Applying the working memory model to scenarios and evaluating it

**How to use it well:**

Use specific components of the model (phonological loop, visuospatial sketchpad, central executive) in your explanation for precision. Review your work against IB criteria and refine weak areas.

**Prompt 14: Schema Theory**

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

*Construct an IB-style structured question on schema theory, requiring me to define schemas, explain how they influence cognitive processing including memory distortion and stereotyping, and evaluate a supporting study such as Bartlett's (1932) War of the*

*Ghosts experiment. Test whether I can discuss the strengths and limitations of using schema theory to explain cultural differences in memory.*

**What this helps you practise:**

Evaluating schema theory with Bartlett's War of Ghosts

**How to use it well:**

Define schemas and explain cognitive processing effects. Evaluate Bartlett (1932) assessing methodology and cultural implications. Review your work against IB criteria and refine weak areas.

**Prompt 15: Cognitive Biases**

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

*Set up a decision-making scenario and challenge me to identify the cognitive biases that might influence the outcome, such as confirmation bias, anchoring, or availability heuristic. Then test whether I can evaluate the extent to which cognitive biases undermine rational decision-making. Evaluate the strengths and limitations of dual-process theory in explaining why heuristics lead to systematic errors in judgement and real-world decision-making.*

**What this helps you practise:**

Identifying cognitive biases in context and evaluating their impact on

**How to use it well:**

Connect cognitive biases to real-world applications such as marketing, medical diagnosis, or legal decisions for stronger analysis. Review your work against IB criteria and refine weak areas.

**Prompt 16: Reliability of Cognitive Processes**

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

*Challenge me to evaluate the reliability of cognitive processes by examining how cognitive biases, anchoring effects, and heuristics distort thinking.*

*Then test whether I can analyse a relevant study such as Tversky and Kahneman's (1974) research on heuristics, or Loftus and Palmer's (1974) study on leading questions and eyewitness testimony, assessing ecological validity and real-world application. [SL/HL: HL candidates should also discuss how qualitative research methods can investigate subjective cognitive experiences.]*

**What this helps you practise:**

Evaluating cognitive reliability with SL/HL differentiation

**How to use it well:**

Evaluate cognitive biases with Tversky and Kahneman or Loftus and Palmer. Check SL/HL requirements for qualitative methods. Review your work against IB criteria and refine weak areas.

**Prompt 17: Reconstructive Memory and Eyewitness Testimony**

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

*Construct a scenario involving a criminal trial and challenge me to explain how reconstructive memory affects eyewitness testimony, referencing Loftus and Palmer's (1974) study on leading questions and the misinformation effect. Then test whether I can evaluate the ecological validity, demand characteristics, and real-world implications of this research for the legal system.*

**What this helps you practise:**

Explaining reconstructive memory with Loftus and Palmer

**How to use it well:**

Explain reconstructive memory with the courtroom scenario. Evaluate ecological validity and demand characteristics of Loftus and Palmer. Review your work against IB criteria and refine weak areas.

## **Prompt 18: Cognitive Processing and Emotion**

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

*Explain how cognitive processes interact with emotion, referencing studies such as LeDoux's (1996) research on the amygdala and emotional processing, or Lazarus's (1991) cognitive appraisal theory. Challenge me to evaluate how cognitive appraisal mediates the relationship between an event and the emotional response, and assess the research methodology used. Evaluate the methodological strengths of laboratory experiments on emotion and assess whether findings can be generalised to real-world emotional experiences.*

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

Evaluating cognitive-emotional interaction with research evidence

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

Explain cognitive appraisal theory with LeDoux's research. Evaluate the methodology and assess cognitive mediation of emotion. Review your work against IB criteria and refine weak areas.

## **Prompt 19: Cognitive Processing and Technology**

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

*Evaluate how technology affects cognitive processing, examining phenomena such as the Google effect on memory (Sparrow et al., 2011) and the impact of screen time on attention span. Challenge me to discuss whether digital technology is fundamentally changing how humans process, store, and retrieve information, and evaluate the supporting research evidence.*

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

Evaluating technology's impact on cognitive processing

**How to use it well:**

Evaluate the Google effect and screen time research. Assess whether evidence supports fundamental changes in cognitive processing. Review your work against IB criteria and refine weak areas.

**Prompt 20: Research Methods in the Cognitive Approach**

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

*Test me: me with an experimental method used in cognitive psychology, such as a laboratory memory experiment. Challenge me to explain its strengths and limitations, and then test whether I can evaluate whether laboratory experiments can tell us meaningful things about real-world cognitive processes. Evaluate the methodological challenges of studying cognitive processes in digital environments, including the ecological validity of laboratory-based technology research.*

**What this helps you practise:**

Evaluating cognitive research methods and their ecological validity

**How to use it well:**

The tension between experimental control and ecological validity is central to cognitive psychology — practise discussing this trade-off clearly.

**Prompt 21: Cognitive Approach: Evaluation Essay**

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

*Construct a Paper 2 essay question on the cognitive approach, requiring evaluation of at least two key studies including Loftus and Palmer (1974) on eyewitness testimony and Bartlett (1932) on reconstructive memory. Test whether I can structure a balanced argument addressing the strengths,*

*limitations, and applications of the cognitive approach to behaviour.*

**What this helps you practise:**

Structuring cognitive approach essay with two studies

**How to use it well:**

Structure your essay evaluating Loftus and Palmer and Bartlett. Check for balanced argument and justified conclusion. Review your work against IB criteria and refine weak areas.

**Prompt 22: Cognitive Approach: Study Evaluation**

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

*Name the key study by Loftus and Palmer (1974) on the effect of leading questions on eyewitness testimony and evaluate its strengths, including the controlled experimental design and practical implications for the legal system, alongside its limitations such as artificial stimuli, demand characteristics, and questions about ecological validity. Evaluate whether the findings from laboratory-based eyewitness research can be reliably applied to real criminal investigations and courtroom testimony.*

**What this helps you practise:**

Evaluating Loftus and Palmer strengths and limitations

**How to use it well:**

Evaluate Loftus and Palmer listing strengths then limitations. Assess practical implications for the legal system. Review your work against IB criteria and refine weak areas.

## Section 3

### Sociocultural Approach to Behaviour

The sociocultural approach examines how social and cultural factors influence behaviour, cognition, and identity. This core approach in IB Psychology covers topics including social identity theory, conformity, cultural dimensions, stereotyping, and the role of social norms in shaping behaviour.

IB assessment requires students to describe and evaluate theories and studies related to social and cultural influences, discuss the interaction between individual behaviour and group dynamics, and consider how cultural context affects psychological research and its conclusions.

The prompts below develop skills from explaining sociocultural concepts through to evaluating cross-cultural research and discussing the ethical implications of social influence research.

#### **Prompt 23: Social Identity Theory**

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

*Evaluate whether I can explain Tajfel's Social Identity Theory (1979), including the concepts of social categorisation, social identification, and social comparison. Then test my understanding by presenting a scenario involving intergroup conflict and asking me to apply the theory, referencing the minimal group paradigm study by Tajfel et al. (1971).*

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

Applying Social Identity Theory with minimal group paradigm

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

Explain SIT with three core concepts. Apply to the

scenario and evaluate Tajfel's minimal group paradigm methodology. Review your work against IB criteria and refine weak areas.

**Prompt 24: Conformity**

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

*Prepare a social scenario and ask me to explain why conformity might occur, distinguishing between informational and normative conformity. Then challenge me to describe and evaluate Asch's conformity experiments, including their methodological strengths, limitations, and cultural implications. Evaluate the ecological validity and cultural sensitivity of Asch-type conformity experiments, assessing whether findings generalise across individualist and collectivist cultures.*

**What this helps you practise:**

Explaining conformity types and critically evaluating classic conformity research

**How to use it well:**

Discuss cross-cultural replications of Asch's study — this demonstrates awareness of cultural variability in conformity, a key IB theme.

**Prompt 25: Cultural Dimensions**

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

*Quiz me on Hofstede's cultural dimensions theory, including individualism-collectivism, power distance, and uncertainty avoidance. Challenge me to apply these dimensions to explain cultural differences in behaviour, and evaluate the methodology of Hofstede's (1980) original IBM study, including the strengths and limitations of using corporate survey data. [SL/HL: HL candidates should also discuss how qualitative research methods could complement Hofstede's quantitative approach.]*

**What this helps you practise:**

Evaluating Hofstede's cultural dimensions with  
SL/HL depth

**How to use it well:**

Explain Hofstede's dimensions and apply to cultural examples. Check SL/HL requirements for qualitative research discussion. Review your work against IB criteria and refine weak areas.

**Prompt 26: Stereotyping and Prejudice**

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

*Explain the formation and maintenance of stereotypes, referencing studies such as Hamilton and Gifford (1976) on illusory correlation and Steele and Aronson (1995) on stereotype threat. Then evaluate whether stereotypes are primarily a product of cognitive processing or sociocultural influence, assessing the research evidence from both perspectives. Evaluate the methodological challenges of studying implicit stereotypes and assess whether interventions can effectively reduce stereotype threat in educational settings.*

**What this helps you practise:**

Evaluating stereotype formation with Hamilton and Gifford

**How to use it well:**

Explain stereotype formation with two studies. Evaluate whether stereotypes are cognitive or sociocultural in origin. Review your work against IB criteria and refine weak areas.

**Prompt 27: Cultural Influences on Behaviour**

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

*Compare two cultural influences on behaviour, such as the effect of individualist versus collectivist cultures on conformity, referencing Berry's (1967) study on the Temne and Inuit, or Bond and Smith's*

*(1996) meta-analysis of Asch-type studies. Evaluate the methodological challenges of cross-cultural research, including cultural bias, imposed etics, and the emic-etic distinction.*

**What this helps you practise:**

Comparing cultural influences on behaviour cross-culturally

**How to use it well:**

Compare cultural influences with specific study evidence. Evaluate cross-cultural methodology including emic-etic challenges. Review your work against IB criteria and refine weak areas.

**Prompt 28: Enculturation and Acculturation**

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

*Distinguish between enculturation and acculturation, providing specific examples from psychological research such as Berry's (2005) acculturation model. Then evaluate the psychological impact of acculturation on identity and mental health, referencing studies on acculturative stress and discuss how cultural identity is negotiated in multicultural societies. Evaluate the methodological strengths and limitations of Berry's acculturation model, assessing its applicability across different immigrant and refugee populations.*

**What this helps you practise:**

Distinguishing enculturation and acculturation with Berry's model

**How to use it well:**

Distinguish enculturation and acculturation with examples. Apply Berry's model and evaluate impact on identity and wellbeing. Review your work against IB criteria and refine weak areas.

**Prompt 29: Social Learning Theory**

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

*Examine Bandura's Social Learning Theory (1977) by explaining the concepts of observational learning, modelling, vicarious reinforcement, and self-efficacy. Then evaluate the Bobo doll experiment (Bandura, Ross, and Ross, 1961), assessing its methodology, including demand characteristics, ecological validity, and ethical considerations around exposing children to aggressive models. Evaluate whether findings from the Bobo doll study can be generalised to explain real-world aggression in children, considering cultural and contextual factors.*

**What this helps you practise:**

Evaluating Bandura's Social Learning Theory and Bobo doll

**How to use it well:**

Explain SLT concepts and evaluate the Bobo doll study. Assess demand characteristics, ecological validity, and ethics. Review your work against IB criteria and refine weak areas.

**Prompt 30: Compliance, Obedience, and Authority**

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

*Give me a Paper-style question: Distinguish between compliance and obedience. Then present Milgram's obedience experiments and test whether I can describe the study, evaluate its methodology and ethics, and discuss what it reveals about the power of situational factors in influencing behaviour. Evaluate the methodological challenges of studying cultural identity in an era of globalisation and assess the validity of self-report measures of cultural belonging.*

**What this helps you practise:**

Distinguishing types of social influence and evaluating Milgram's research critically

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

Milgram's study raises major ethical concerns — practise discussing these in relation to the study's scientific contribution. Review your work against IB criteria and refine weak areas.

### **Prompt 31: Globalisation and Cultural Identity**

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

*Evaluate how globalisation affects cultural identity, discussing concepts such as cultural homogenisation, hybridisation, and resistance. Reference studies on the psychological impact of globalisation, such as Arnett's (2002) research on bicultural identity among adolescents, and assess whether globalisation strengthens or weakens individuals' sense of cultural belonging. Evaluate the methodological strengths of cross-cultural research on globalisation and assess whether Western-centric research frameworks adequately capture diverse cultural experiences.*

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

Evaluating globalisation's impact on cultural identity

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

Evaluate globalisation's identity effects with Arnett's research. Discuss cultural homogenisation versus hybridisation. Review your work against IB criteria and refine weak areas.

### **Prompt 32: Sociocultural Approach: Evaluation Essay**

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

*Construct a Paper 2 essay question on the sociocultural approach, requiring evaluation of at least two key studies including Tajfel et al. (1971) on minimal groups and Bandura, Ross, and Ross (1961) on observational learning. Test whether I can structure a balanced argument addressing the*

*strengths and limitations of the sociocultural approach.*

**What this helps you practise:**

Structuring sociocultural approach essay with two studies

**How to use it well:**

Structure your essay evaluating Tajfel and Bandura studies. Check for balanced argument on sociocultural approach. Review your work against IB criteria and refine weak areas.

**Prompt 33: Sociocultural Approach: Cross-Cultural Research**

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

*Design a cross-cultural research study investigating how cultural norms influence a specific behaviour such as conformity or prosocial behaviour. Specify your hypothesis, sampling method including how you would address cultural bias, and ethical considerations. Evaluate the challenges of ensuring both emic and etic validity in cross-cultural psychological research. Evaluate the practical and ethical implications of your proposed methodology and assess how you would ensure informed consent across different cultural contexts.*

**What this helps you practise:**

Designing cross-cultural research with emic-etic awareness

**How to use it well:**

Design your cross-cultural study with specific methodology. Evaluate emic-etic challenges and ethical considerations. Review your work against IB criteria and refine weak areas.

## Section 4

### Research Methods and Ethics

Research methods and ethics underpin all areas of IB Psychology. Students must understand experimental, correlational, observational, interview, and case study methods, as well as the ethical principles that govern psychological research. These skills are assessed across Papers 1 and 2 and are central to the Internal Assessment.

IB assessment rewards students who can evaluate research methods critically, identifying strengths and limitations related to validity, reliability, generalisability, and ecological validity. Ethical considerations — including informed consent, deception, protection from harm, and the right to withdraw — must be discussed in relation to specific studies.

The prompts below develop methodological literacy progressively, from identifying research methods through to evaluating their appropriateness and discussing the ethical tensions that arise in psychological research.

#### **Prompt 34: Experimental Methods**

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

*Present me with the following task: Explain the key features of a true experiment, including independent variables, dependent variables, and controls. Then present a research scenario and test whether I can identify potential confounding variables and suggest how to control for them. Evaluate the internal and external validity of true experiments compared with quasi-experiments and natural experiments in psychological research.*

**What this helps you practise:**

Explaining experimental design principles and identifying threats to internal validity

**How to use it well:**

Practise operationalising variables — clear operational definitions are essential for both exam responses and your own IA design.

**Prompt 35: Quasi-Experiments and Natural Experiments**

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

*Test me on the following: Distinguish between true experiments, quasi-experiments, and natural experiments, giving an example of each. Then challenge me to evaluate the strengths and limitations of quasi-experimental designs compared to true experiments. Evaluate the strengths and limitations of quasi-experiments and natural experiments, including the researcher's inability to randomly assign participants to conditions.*

**What this helps you practise:**

Differentiating experimental designs and evaluating their relative strengths

**How to use it well:**

Discuss why quasi-experiments are often necessary in psychology — ethical and practical constraints prevent random assignment in many situations.

**Prompt 36: Qualitative Research Methods**

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

*Explain the characteristics of qualitative research methods, including interviews, case studies, and observations, and evaluate their strengths and limitations compared with quantitative approaches. Reference a specific qualitative study such as a case study of H.M. (Milner, 1966). [SL/HL: HL candidates should demonstrate in-depth understanding of*

*qualitative research methods, including thematic analysis, reflexivity, and credibility checks such as triangulation.]*

**What this helps you practise:**

Explaining qualitative methods with SL/HL differentiation

**How to use it well:**

Explain qualitative methods with examples. Check SL/HL requirements for thematic analysis and credibility criteria. Review your work against IB criteria and refine weak areas.

**Prompt 37: Sampling Methods**

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

*Present a research scenario and ask me to identify the sampling method used and evaluate its appropriateness. Then challenge me to explain how the sampling method might affect the generalisability of the findings and suggest an alternative approach. Evaluate the strengths and limitations of different sampling methods including how sampling bias can affect the generalisability of psychological research findings.*

**What this helps you practise:**

Identifying and evaluating sampling methods and their impact on research

**How to use it well:**

Understanding sampling bias is crucial for evaluating any study — practise identifying how sample characteristics limit conclusions. Review your work against IB criteria and refine weak areas.

**Prompt 38: Ethical Principles in Research**

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

*Quiz me on the ethical principles governing psychological research, including informed consent, deception, right to withdraw, and protection from*

*harm. Then present an ethical dilemma from a classic study such as Milgram's (1963) obedience experiment and challenge me to evaluate the ethical issues. Consider the TOK knowledge question: to what extent can ethical guidelines provide objective standards for knowledge production in psychology?*

**What this helps you practise:**

Evaluating research ethics using Milgram with TOK connections

**How to use it well:**

Apply ethical principles to Milgram's study. Address the TOK question on ethical guidelines and knowledge production. Review your work against IB criteria and refine weak areas.

**Prompt 39: Ethical Dilemmas in Psychology**

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

*Present an ethical dilemma where conducting valuable research would require a degree of deception or risk to participants. Ask me to analyse the ethical issues from multiple perspectives and evaluate whether the research should proceed, using cost-benefit analysis. Evaluate how ethical guidelines have evolved since the study was conducted and assess whether modern ethical standards would permit such research to be replicated.*

**What this helps you practise:**

Analysing ethical dilemmas and applying cost-benefit reasoning to research decisions

**How to use it well:**

Practise considering both the potential harm to participants and the potential benefit to society — this balanced approach reflects genuine ethical reasoning.

**Prompt 40: Reliability and Validity**

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

*Challenge me to define reliability and validity and explain the different types of each (e.g., internal validity, external validity, test-retest reliability, inter-rater reliability). Then present a study and challenge me to evaluate its reliability and validity using specific criteria. Evaluate the methodological challenges of establishing reliability and validity in qualitative research, assessing credibility checks such as member checking and triangulation.*

**What this helps you practise:**

Defining and applying reliability and validity concepts to evaluate research

**How to use it well:**

These concepts appear in virtually every study evaluation — develop a confident, precise understanding that you can apply flexibly across different studies.

**Prompt 41: Demand Characteristics and Researcher Bias**

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

*You are an IB examiner. Explain the concepts of demand characteristics and researcher bias. Then present a research scenario and test whether I can identify how these factors might affect the results and suggest methodological improvements to reduce their impact. Evaluate the practical strategies researchers use to minimise demand characteristics and experimenter bias, including single-blind and double-blind experimental designs.*

**What this helps you practise:**

Identifying demand characteristics and researcher bias, and recommending methodological safeguards

**How to use it well:**

Discuss techniques such as single-blind and double-blind procedures — knowledge of these safeguards

demonstrates methodological sophistication. Review your work against IB criteria and refine weak areas.

**Prompt 42: Animal Research in Psychology**

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

*Evaluate the ethical arguments for and against using animals in psychological research, referencing studies such as Harlow's (1958) maternal deprivation experiments with rhesus monkeys and Pavlov's classical conditioning research. Challenge me to consider whether the scientific knowledge gained from animal research justifies the potential suffering, and assess how ethical guidelines have evolved.*

**What this helps you practise:**

Evaluating ethical arguments for animal research critically

**How to use it well:**

Evaluate Harlow and Pavlov research ethically. Assess whether scientific knowledge justifies potential animal suffering. Review your work against IB criteria and refine weak areas.

**Prompt 43: Triangulation and Mixed Methods**

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

*Give me an IB-style question about the following topic: Explain the concept of triangulation in psychological research and why researchers might use mixed methods (combining qualitative and quantitative approaches). Then test whether I can evaluate the advantages and challenges of mixed methods research with reference to a specific study or research area.*

**What this helps you practise:**

Explaining triangulation and evaluating mixed methods approaches in psychology

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

Discuss how triangulation strengthens the credibility of findings — this methodological concept is useful across all IB Psychology essays.

### **Prompt 44: Interpreting Statistical Findings**

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

*Present a set of research results including measures of central tendency, variability, and significance levels. Ask me to interpret the findings accurately and then evaluate what conclusions can and cannot be drawn from the data, considering issues such as correlation versus causation. Evaluate the strengths and limitations of using inferential statistics versus descriptive statistics to interpret psychological data and support research conclusions.*

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

Interpreting statistical results and evaluating the strength of evidence-based conclusions

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

Always distinguish between correlation and causation — this is one of the most common analytical errors in psychology and a frequent exam focus.

### **Prompt 45: Credibility and Bias in Psychological Research**

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

*Evaluate the credibility and potential bias in published psychological research by examining issues such as publication bias, the replication crisis highlighted by the Open Science Collaboration (2015), and researcher allegiance effects. Consider the TOK knowledge question: to what extent can psychology be considered a reliable science when so many landmark studies fail to replicate?*

**What this helps you practise:**

Evaluating research credibility with TOK replication concerns

**How to use it well:**

Evaluate replication crisis and publication bias. Address the TOK question on psychology's reliability as a science. Review your work against IB criteria and refine weak areas.

## Section 5

### Abnormal Psychology

Abnormal Psychology is one of the most popular option topics in IB Psychology, examined in Paper 2. It covers the concepts and definitions of normality and abnormality, the classification of mental disorders, the etiology of disorders (biological, cognitive, and sociocultural explanations), and the effectiveness of different treatment approaches.

Students must understand the diagnostic systems (DSM and ICD), evaluate the validity and reliability of diagnosis, and discuss the role of cultural factors in defining and treating mental disorders. The interaction between biological, cognitive, and sociocultural factors in causing and maintaining disorders is a key analytical theme.

The prompts below develop from defining abnormality through to evaluating treatment effectiveness and discussing the ethical dimensions of diagnosis, building the essay-writing skills required for Paper 2.

#### **Prompt 46: Defining Abnormality**

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

*Define abnormality using at least three approaches: statistical infrequency, deviation from social norms, failure to function adequately, and deviation from ideal mental health (Jahoda, 1958). Then evaluate the strengths and limitations of each approach, including cultural relativism and labelling theory, using specific examples from different cultural contexts. Evaluate how the concept of abnormality differs across cultures and time periods, and assess*

*whether a universal definition of mental disorder is achievable.*

**What this helps you practise:**

Defining abnormality using multiple approaches with evaluation

**How to use it well:**

Define abnormality using three approaches with examples. Evaluate each including cultural relativism and labelling effects. Review your work against IB criteria and refine weak areas.

**Prompt 47: Classification Systems: DSM and ICD**

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

*Present me with a question about the following task:*

*Explain the purpose and structure of diagnostic classification systems such as the DSM and ICD.*

*Then test whether I can evaluate the reliability and validity of psychiatric diagnosis, discussing issues such as comorbidity, cultural bias, and the medicalisation of normal behaviour.*

**What this helps you practise:**

Explaining diagnostic systems and evaluating the reliability and validity of

**How to use it well:**

Reference Rosenhan's 'Being Sane in Insane Places' study as evidence for the limitations of psychiatric diagnosis. Review your work against IB criteria and refine weak areas.

**Prompt 48: Biological Etiology of Disorders**

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

*Explain the biological etiology of one mental disorder, such as depression, by examining the role of neurotransmitters (the serotonin hypothesis), genetics (twin studies such as McGuffin et al., 1996), and brain structure. Then evaluate the evidence for*

*biological explanations, considering the nature-nurture interaction and the limitations of reductionist approaches. [SL/HL: HL candidates should also evaluate the diathesis-stress model.]*

**What this helps you practise:**

Explaining biological etiology with SL/HL diathesis-stress model

**How to use it well:**

Explain biological etiology with neurotransmitters, genetics, brain structure. Check SL/HL for diathesis-stress model. Review your work against IB criteria and refine weak areas.

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**Prompt 49: Cognitive Etiology of Disorders**

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

*Ask me to explain a cognitive explanation for a mental disorder, such as Beck's cognitive triad for depression or cognitive biases in anxiety disorders. Then test whether I can evaluate the strengths and limitations of cognitive explanations compared to biological ones. Evaluate the cognitive approach to understanding mental disorders by comparing Beck's cognitive triad (1967) with Ellis's rational emotive behaviour therapy framework.*

**What this helps you practise:**

Explaining cognitive models of disorder and evaluating them against alternative

**How to use it well:**

Discuss whether cognitive distortions are causes or consequences of disorders — this critical question demonstrates deeper analytical thinking.

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**Prompt 50: Sociocultural Factors in Mental Health**

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

*Test whether I can Discuss the role of sociocultural factors in the prevalence and experience of mental*

*disorders, such as poverty, discrimination, cultural norms, and social support. Then challenge me to evaluate the extent to which mental disorders are culturally constructed versus biologically universal. Evaluate the evidence for sociocultural explanations including labelling theory, poverty, urbanisation, and cultural norms in contributing to the prevalence of mental disorders.*

**What this helps you practise:**

Discussing sociocultural influences on mental health and evaluating cultural construction

**How to use it well:**

Consider culture-bound syndromes as evidence for cultural variation in mental disorder — this demonstrates cross-cultural awareness. Review your work against IB criteria and refine weak areas.

**Prompt 51: Biomedical Treatments**

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

*Describe one biomedical treatment for a mental disorder, such as selective serotonin reuptake inhibitors (SSRIs) for depression or antipsychotics for schizophrenia. Then evaluate its effectiveness compared with psychological treatments such as cognitive behavioural therapy, referencing studies by Kirsch et al. (2008) on antidepressant efficacy and discussing placebo effects, side effects, and long-term outcomes.*

**What this helps you practise:**

Comparing biomedical and psychological treatments with evidence

**How to use it well:**

Compare SSRIs with CBT using Kirsch et al. evidence. Assess effectiveness, side effects, and long-term outcomes. Review your work against IB criteria and refine weak areas.

## **Prompt 52: Psychological Treatments**

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

*Present a mental disorder and ask me to explain how cognitive-behavioural therapy (CBT) would be used to treat it. Then challenge me to evaluate the effectiveness of CBT compared to other treatment approaches, using research evidence. Evaluate the effectiveness and ethical implications of combining psychological treatments with biomedical approaches for a disorder such as depression or anxiety.*

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

Explaining CBT techniques and evaluating comparative treatment effectiveness

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

Discuss the therapeutic alliance and patient factors that influence treatment outcomes — effectiveness is not solely determined by the therapy type.

## **Prompt 53: Stigma and Mental Health**

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

*Challenge me: Explain how stigma affects individuals with mental disorders, including its impact on help-seeking behaviour, social relationships, and self-esteem. Then test whether I can evaluate strategies for reducing mental health stigma and discuss their effectiveness. Evaluate the effectiveness and ethical implications of anti-stigma campaigns and assess whether reducing stigma leads to measurable improvements in treatment-seeking behaviour.*

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

Explaining stigma effects and evaluating anti-stigma intervention strategies

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

Link stigma to diagnostic labelling — discuss

whether the act of diagnosis itself can create stigma through labelling effects.

**Prompt 54: Prevalence and Risk Factors**

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

*Present data on the prevalence of a mental disorder across different populations and ask me to analyse factors that might explain the patterns observed. Then challenge me to discuss methodological issues in measuring the prevalence of mental disorders, including reporting bias and cultural variation in symptom expression. Evaluate the ethical and practical implications of diagnostic systems, including the risk of cultural bias, over-diagnosis, and the impact of labelling on patient identity.*

**What this helps you practise:**

Analysing prevalence data and evaluating methodological challenges in epidemiological research

**How to use it well:**

Discuss why prevalence rates vary across cultures — this could reflect genuine differences, diagnostic bias, or cultural reporting norms.

**Prompt 55: Abnormal Psychology: Paper 2**

**Essay**

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

*Construct a Paper 2 essay question on abnormal psychology, requiring evaluation of the biological and cognitive etiologies of depression and an assessment of at least one treatment approach. Test whether I can compare explanations using studies such as Caspi et al. (2003) and Beck's (1967) cognitive triad, structure a balanced argument, and reach a justified conclusion.*

**What this helps you practise:**

Structuring abnormal psychology essay with balanced argument

**How to use it well:**

Structure your essay comparing biological and cognitive etiologies. Use Caspi et al. and Beck's cognitive triad. Review your work against IB criteria and refine weak areas.

**Prompt 56: Ethical Issues in Diagnosis and Treatment**

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

*Ask me to discuss the ethical issues involved in diagnosing and treating mental disorders, including informed consent, the right to refuse treatment, involuntary hospitalisation, and the power dynamics between practitioner and patient. Then challenge me to evaluate whether current ethical safeguards are sufficient to protect patient rights. Evaluate the ethical challenges of diagnosing and treating individuals who may not recognise or accept their condition, including issues of autonomy and involuntary treatment.*

**What this helps you practise:**

Discussing ethical issues in clinical practice and evaluating the adequacy

**How to use it well:**

Consider real-world examples of ethical failures in psychiatric treatment to support your analysis with concrete evidence. Review your work against IB criteria and refine weak areas.

## Section 6

### Developmental Psychology

Developmental Psychology examines how psychological processes change across the lifespan, with particular focus on childhood and adolescence. As an option topic for Paper 2, it covers attachment theory, cognitive development, identity formation, and the influence of social and cultural contexts on development.

IB assessment expects students to describe and evaluate developmental theories and research, discuss the interaction between biological maturation and environmental experience, and consider how cultural context shapes developmental pathways. Nature-nurture interactions and the validity of stage theories are recurring evaluative themes.

The prompts below build from explaining key developmental theories through to evaluating their research evidence and discussing their implications for child-rearing, education, and social policy.

#### **Prompt 57: Attachment Theory**

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

*Examine Bowlby's attachment theory (1969), including the concepts of monotropy, the internal working model, and the critical period hypothesis. Then evaluate supporting evidence from Ainsworth's Strange Situation study (1970), assessing its methodology and cultural variations found in Van Ijzendoorn and Kroonenberg's (1988) meta-analysis across cultures. Evaluate the practical implications of attachment research for childcare policy and early*

*intervention programmes designed to support at-risk families.*

**What this helps you practise:**

Evaluating Bowlby's attachment theory with cross-cultural evidence

**How to use it well:**

Explain Bowlby's theory then evaluate with Ainsworth and Van Ijzendoorn. Assess cross-cultural validity. Review your work against IB criteria and refine weak areas.

**Prompt 58: Attachment and Later Development**

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

*Give me a Paper-style question: Discuss the extent to which early attachment experiences influence later social and emotional development. Then challenge me to evaluate the evidence for the continuity hypothesis and consider whether insecure attachment can be overcome through later positive experiences. Evaluate the longitudinal evidence linking early attachment styles to later social, emotional, and romantic relationship outcomes, referencing Hazan and Shaver (1987).*

**What this helps you practise:**

Discussing the long-term impact of attachment and evaluating continuity versus

**How to use it well:**

Consider resilience research — not all children with insecure attachments develop problems, and discussing why demonstrates nuanced analysis.

**Prompt 59: Cognitive Development: Piaget**

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

*Evaluate Piaget's theory of cognitive development, including the stages of sensorimotor, pre-operational, concrete operational, and formal operational thinking. Challenge me to compare*

*Piaget's theory with Vygotsky's sociocultural approach, referencing the zone of proximal development and scaffolding, and assess which theory provides a more comprehensive account of cognitive development. Evaluate the methodological strengths and limitations of Piaget's clinical interview method compared with Vygotsky's emphasis on social and cultural context.*

**What this helps you practise:**

Comparing Piaget and Vygotsky's developmental theories

**How to use it well:**

Compare Piaget and Vygotsky systematically. Evaluate which provides more comprehensive account of development. Review your work against IB criteria and refine weak areas.

**Prompt 60: Cognitive Development: Vygotsky**

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

*Ask me to explain Vygotsky's sociocultural theory of cognitive development, including the zone of proximal development (ZPD) and scaffolding. Then challenge me to compare Vygotsky's approach with Piaget's and evaluate which offers a more complete account of cognitive development. Evaluate the methodological strengths of Vygotsky's approach to cognitive development and assess its practical applications in educational scaffolding and collaborative learning.*

**What this helps you practise:**

Explaining Vygotsky's theory and evaluating it comparatively against Piaget's account

**How to use it well:**

Piaget emphasised the individual child as an active learner; Vygotsky emphasised social interaction — discuss the implications of each perspective.

## **Prompt 61: Identity Formation in Adolescence**

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

*Examine Erikson's theory of psychosocial development, focusing on the identity versus role confusion stage during adolescence, and evaluate how Marcia's (1966) identity status model extends Erikson's framework. Challenge me to apply these theories to explain adolescent identity formation in different cultural contexts. [SL/HL: HL candidates should also evaluate the role of qualitative research methods in studying identity formation.]*

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

Examining identity formation with SL/HL qualitative methods

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

Apply Erikson and Marcia to adolescent identity. Check SL/HL requirements for qualitative research methods. Review your work against IB criteria and refine weak areas.

## **Prompt 62: Gender Development**

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

*Test me on the following: Explain one theory of gender development, such as social learning theory, cognitive developmental theory, or gender schema theory. Then challenge me to evaluate the theory using research evidence and discuss the extent to which gender is biologically determined versus socially constructed. Evaluate the evidence linking early attachment experiences to later gender role development and assess the methodological strengths of longitudinal versus cross-sectional designs.*

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

Explaining gender development theories and evaluating the biology-socialisation interaction

**How to use it well:**

Present evidence from both biological and social constructionist perspectives to demonstrate the balanced approach IB examiners expect. Review your work against IB criteria and refine weak areas.

**Prompt 63: Moral Development**

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

*Quiz me on the following: Describe Kohlberg's stages of moral development and explain one criticism of his theory. Then test whether I can evaluate whether moral development is universal or culturally specific, using cross-cultural research evidence. Evaluate the research methodology used in studies of moral development, including the validity of moral dilemmas as measures of real-world moral reasoning.*

**What this helps you practise:**

Describing moral development theory and evaluating its universality across cultures

**How to use it well:**

Discuss Gilligan's critique that Kohlberg's stages reflect a male-oriented justice perspective — this demonstrates awareness of gender bias in research.

**Prompt 64: Effects of Deprivation and Privation**

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

*Ask me to distinguish between deprivation and privation in the context of child development. Then present research evidence on the effects of early deprivation (such as Romanian orphan studies) and test whether I can evaluate the extent to which early deprivation can be reversed. Evaluate the long-term outcomes of deprivation and privation using evidence from Romanian orphan studies (Rutter et al., 1998) and assess implications for intervention.*

**What this helps you practise:**

Distinguishing deprivation from privation and evaluating evidence on reversibility

**How to use it well:**

Discuss individual differences in resilience — not all deprived children show the same outcomes, and explaining this variation demonstrates sophistication.

**Prompt 65: The Role of Play in Development**

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

*Challenge me to explain the role of play in cognitive, social, and emotional development. Then challenge me to evaluate the extent to which structured educational environments should incorporate play-based learning, using developmental research to support my argument. Evaluate the methodological challenges of studying play in naturalistic settings and assess whether laboratory-based play research captures authentic developmental processes.*

**What this helps you practise:**

Explaining play's developmental functions and evaluating its implications for education

**How to use it well:**

Connect your argument to specific developmental theories — Piaget, Vygotsky, and social learning theory each offer different perspectives on play.

**Prompt 66: Developmental Psychology: Paper 2 Essay**

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

*Write a Paper 2 essay question on developmental psychology, requiring evaluation of attachment theory using studies by Bowlby (1969), Ainsworth (1970), and Van Ijzendoorn and Kroonenberg (1988). Test whether I can structure a balanced argument addressing the strengths, cross-cultural validity, and*

*limitations of attachment theory as an explanation for later development.*

**What this helps you practise:**

Structuring developmental psychology essay with attachment studies

**How to use it well:**

Structure your essay on attachment with three studies. Assess cross-cultural validity and practical applications. Review your work against IB criteria and refine weak areas.

**Prompt 67: Cross-Cultural Perspectives on Development**

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

*You are an IB examiner. Discuss how cultural context influences one aspect of development, such as attachment, cognitive development, or adolescence. Then challenge me to evaluate whether Western developmental theories can be applied to non-Western cultural contexts without modification. Evaluate the methodological challenges of studying development across different cultural contexts and assess how cultural norms influence developmental milestones and expectations.*

**What this helps you practise:**

Discussing cultural influences on development and evaluating the universality of

**How to use it well:**

This question directly addresses ethnocentrism in developmental psychology — a critical issue for achieving upper markbands. Review your work against IB criteria and refine weak areas.

## Section 7

### Health Psychology

Health Psychology is an option topic for Paper 2 that examines the psychological factors influencing health, illness, and health-related behaviour. Topics include stress and coping, health promotion, substance abuse, addiction, and the biopsychosocial model of health. Students must understand how biological, cognitive, and sociocultural factors interact to affect health outcomes.

IB assessment requires students to discuss the determinants of health, evaluate interventions designed to promote healthy behaviour, and analyse the psychological impact of chronic illness. Research evidence must be used to support arguments, and students should consider the ethical implications of health psychology research and interventions.

The prompts below develop from explaining health psychology concepts through to evaluating health interventions and discussing the role of psychological factors in health and illness, preparing students for Paper 2 essay responses.

#### **Prompt 68: The Biopsychosocial Model**

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

*Construct an IB-style structured question on the biopsychosocial model of health, requiring me to explain how biological, psychological, and social factors interact to influence health outcomes.*

*Challenge me to apply this model to a specific condition such as cardiovascular disease, referencing studies including Friedman and Rosenman's (1974) Type A behaviour research and evaluating the model's strengths.*

**What this helps you practise:**

Applying biopsychosocial model with Friedman and Rosenman

**How to use it well:**

Apply the biopsychosocial model to cardiovascular disease. Evaluate with Friedman and Rosenman research evidence. Review your work against IB criteria and refine weak areas.

**Prompt 69: Stress: Physiological Responses**

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

*Ask me to explain the physiological stress response, including the roles of the sympathetic nervous system, the HPA axis, and cortisol. Then challenge me to discuss the short-term benefits and long-term health consequences of chronic stress activation. Evaluate the role of individual differences in stress responses and assess why some people develop stress-related disorders while others demonstrate psychological resilience.*

**What this helps you practise:**

Explaining the stress response and discussing the health consequences of

**How to use it well:**

Link physiological stress responses to specific health outcomes such as cardiovascular disease or immune suppression for applied understanding.

**Prompt 70: Stress and Coping Strategies**

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

*Present a stressful life scenario and ask me to distinguish between problem-focused and emotion-focused coping strategies. Then test whether I can evaluate which type of coping is more effective in the given context and discuss factors that influence coping strategy choice. Evaluate the effectiveness of problem-focused versus emotion-focused coping*

*strategies and assess whether cultural factors influence coping preferences and outcomes.*

**What this helps you practise:**

Distinguishing coping strategies and evaluating their situational effectiveness

**How to use it well:**

Consider individual differences, social support, and cultural factors that influence how people cope with stress. Review your work against IB criteria and refine weak areas.

**Prompt 71: Health Promotion Strategies**

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

*Design a health promotion strategy for reducing obesity in a specific cultural context, applying the Health Belief Model (Rosenstock, 1966) and social cognitive theory. Challenge me to evaluate the effectiveness of different health promotion approaches, referencing studies such as Naidoo and Wills (2009) on health education versus empowerment, and assess cultural considerations. [SL/HL: HL candidates should also evaluate using qualitative methods to assess programme effectiveness.]*

**What this helps you practise:**

Designing health promotion with SL/HL qualitative evaluation

**How to use it well:**

Design your health promotion applying Health Belief Model. Check SL/HL requirements for qualitative evaluation methods. Review your work against IB criteria and refine weak areas.

**Prompt 72: Health Belief Model**

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

*Present me with a question about the following task: Explain the Health Belief Model and its key*

*components (perceived susceptibility, severity, benefits, barriers, and self-efficacy). Then test whether I can apply the model to explain why people might not adopt a recommended health behaviour, and evaluate the model's strengths and limitations.*

**What this helps you practise:**

Explaining and applying the Health Belief Model and evaluating its

**How to use it well:**

Discuss why the model is better at predicting health beliefs than actual behaviour change — this is a key limitation to address.

**Prompt 73: Substance Abuse and Addiction**

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

*Evaluate my understanding of substance abuse and addiction by asking me to explain biological, cognitive, and sociocultural factors contributing to addiction. Reference specific studies such as Volkow et al.'s (2004) research on dopamine and addiction, and Robinson and Berridge's (1993) incentive sensitisation theory. Assess whether addiction is best understood as a disease or a learned behaviour.*

**What this helps you practise:**

Evaluating addiction explanations with Volkow et al. research

**How to use it well:**

Explain biological, cognitive, and sociocultural addiction factors. Evaluate Volkow and Robinson and Berridge research. Review your work against IB criteria and refine weak areas.

**Prompt 74: Obesity and Eating Behaviour**

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

*Ask me to discuss the biological, psychological, and social factors that contribute to obesity. Then test whether I can evaluate the effectiveness of*

*interventions designed to address obesity, considering both individual behaviour change and broader social and policy approaches. Evaluate the relationship between cultural attitudes towards body image and the prevalence of eating disorders, referencing cross-cultural studies on beauty standards.*

**What this helps you practise:**

Analysing multi-factor obesity explanations and evaluating intervention strategies

**How to use it well:**

Discuss why individual behaviour-change approaches alone are often insufficient — social and environmental factors significantly shape eating behaviour.

**Prompt 75: Chronic Illness and Psychological Well-Being**

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

*Present a scenario involving a patient diagnosed with a chronic illness and ask me to discuss the psychological impact of the diagnosis. Then challenge me to evaluate strategies that can improve psychological well-being in patients with chronic conditions. Evaluate the psychological impact of chronic illness diagnosis on identity, relationships, and quality of life, referencing studies on adjustment and coping processes.*

**What this helps you practise:**

Discussing the psychological impact of chronic illness and evaluating support

**How to use it well:**

Consider the role of social support, cognitive appraisal, and perceived control in adjustment to chronic illness. Review your work against IB criteria and refine weak areas.

## **Prompt 76: Placebo Effects and Expectation**

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

*Explain the placebo effect and its implications for health psychology research, referencing studies such as Benedetti et al. (2005) on placebo mechanisms and Wager et al. (2004) on neuroimaging of placebo responses. Consider the TOK knowledge question: if placebos produce real physiological changes, what does this reveal about the relationship between belief and knowledge in health outcomes?*

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

Explaining placebo effect with TOK belief-knowledge question

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

Explain placebo mechanisms with Benedetti and Wager research. Address the TOK question on belief and knowledge. Review your work against IB criteria and refine weak areas.

## **Prompt 77: Health Psychology: Paper 2 Essay**

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

*Outline a Paper 2 essay question on health psychology, requiring evaluation of at least two models or approaches to understanding health behaviour, such as the Health Belief Model and the biopsychosocial model. Test whether I can compare their explanatory power using specific studies, assess cultural validity, and reach a justified conclusion.*

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

Structuring health psychology essay comparing two models

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

Structure your essay comparing Health Belief and biopsychosocial models. Assess cultural validity and

reach conclusions. Review your work against IB criteria and refine weak areas.

**Prompt 78: Cultural Influences on Health Behaviour**

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

*Challenge me: Discuss how cultural factors influence health behaviours and attitudes toward illness. Then challenge me to evaluate whether health promotion strategies developed in Western cultures are effective when applied to non-Western populations.*

*Evaluate how cultural beliefs about health and illness influence health behaviours and access to healthcare, referencing specific cross-cultural studies on health practices.*

**What this helps you practise:**

Discussing cultural influences on health and evaluating the transferability of

**How to use it well:**

Discuss specific examples of culturally adapted health programmes to show how cultural sensitivity improves intervention effectiveness. Review your work against IB criteria and refine weak areas.

## Section 8

### Human Relationships (HL)

Human Relationships is an option topic available for Paper 2, covering the formation and maintenance of personal relationships, the role of communication in relationships, group dynamics, and the factors that contribute to pro-social and anti-social behaviour. This section has particular relevance for HL students who study additional options.

IB assessment requires students to discuss psychological explanations for relationship formation, evaluate research on interpersonal attraction, analyse the role of communication and conflict in relationships, and consider cultural and individual differences in relationship dynamics.

The prompts below develop from explaining relationship theories through to evaluating research evidence and discussing the complex interplay of biological, cognitive, and sociocultural factors that shape human connections and social behaviour.

#### **Prompt 79: Formation of Relationships**

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

*Examine theories of relationship formation, including social exchange theory (Thibaut and Kelley, 1959) and the matching hypothesis (Walster et al., 1966). Then evaluate the research evidence, including methodological strengths and limitations, and discuss how cultural factors and technology influence relationship formation in contemporary societies. [SL/HL: This entire section is HL content covering human relationships.]*

**What this helps you practise:**

Examining relationship formation theories with HL depth

**How to use it well:**

Examine social exchange theory and matching hypothesis. Evaluate research evidence and discuss cultural influences. Review your work against IB criteria and refine weak areas.

**Prompt 80: Interpersonal Attraction**

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

*Ask me to explain the psychological factors that influence interpersonal attraction, including physical attractiveness, similarity, proximity, and reciprocity.*

*Then test whether I can evaluate the relative importance of each factor and discuss whether attraction research is culturally biased. Evaluate how cultural and evolutionary perspectives on interpersonal attraction contribute to our understanding of mate selection preferences across different societies.*

**What this helps you practise:**

Explaining attraction factors and evaluating their relative importance and cultural

**How to use it well:**

Discuss the halo effect and evolutionary explanations for attractiveness preferences — then evaluate these critically. Review your work against IB criteria and refine weak areas.

**Prompt 81: Communication in Relationships**

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

*Present a scenario involving a couple experiencing communication difficulties and ask me to analyse the factors contributing to the breakdown. Then test whether I can explain Gottman's research on communication patterns and evaluate its*

*implications for relationship maintenance. Evaluate the role of communication styles in relationship satisfaction and assess whether gender differences in communication are culturally constructed or biologically determined.*

**What this helps you practise:**

Analysing communication patterns and evaluating research on relationship maintenance

**How to use it well:**

Reference Gottman's 'Four Horsemen' (criticism, contempt, defensiveness, stonewalling) as a framework for analysing relationship communication. Review your work against IB criteria and refine weak areas.

**Prompt 82: Relationship Breakdown**

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

*Construct a Paper-style essay question on relationship breakdown, requiring me to explain Duck's (1982) model of relationship dissolution and evaluate it using research evidence such as Gottman's (1994) Four Horsemen predictors of divorce. Test whether I can assess the model's explanatory power, cultural limitations, and practical applications for relationship counselling.*

**What this helps you practise:**

Evaluating relationship breakdown using Duck and Gottman

**How to use it well:**

Explain Duck's model and evaluate with Gottman's predictors. Assess cultural limitations and counselling applications. Review your work against IB criteria and refine weak areas.

**Prompt 83: Pro-Social Behaviour**

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

*Set me a task: Explain psychological explanations for pro-social behaviour, including the empathy-altruism hypothesis and the negative-state relief model. Then test whether I can evaluate whether truly altruistic behaviour exists or whether all helping behaviour is ultimately self-serving. Evaluate the methodological strengths of longitudinal studies on prosocial behaviour and assess whether altruism can be adequately explained by evolutionary or social exchange theories.*

**What this helps you practise:**

Explaining pro-social behaviour theories and evaluating the altruism debate

**How to use it well:**

This philosophical dimension adds depth to your psychological analysis — practise discussing the conceptual question alongside the research evidence.

**Prompt 84: Bystanderism**

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

*Examine theories of bystander behaviour, including Latane and Darley's (1968) model of bystander intervention and the concepts of diffusion of responsibility and pluralistic ignorance. Evaluate the supporting evidence from the Kitty Genovese case and subsequent experimental studies, and assess the ecological validity and ethical considerations of bystander research. Evaluate how situational factors and individual differences interact to determine whether bystander intervention occurs, referencing both field and laboratory research evidence.*

**What this helps you practise:**

Examining bystander behaviour with Latane and Darley model

**How to use it well:**

Explain bystander model with diffusion of

responsibility. Evaluate Kitty Genovese case and experimental evidence. Review your work against IB criteria and refine weak areas.

**Prompt 85: Conflict and Conflict Resolution**

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

*Evaluate conflict and conflict resolution strategies, referencing Sherif's (1961) Robbers Cave experiment on intergroup conflict and the role of superordinate goals in reducing hostility. Challenge me to analyse the methodology of this study, including ethical concerns about manipulating children's behaviour, and assess the applicability of these findings to real-world conflicts.*

**What this helps you practise:**

Evaluating Robbers Cave experiment methodology critically

**How to use it well:**

Analyse Robbers Cave methodology and ethical concerns. Assess applicability of superordinate goals to real conflicts. Review your work against IB criteria and refine weak areas.

**Prompt 86: Social Responsibility**

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

*Ask me to discuss the factors that influence individuals' sense of social responsibility, including cultural norms, personal values, and social identity. Then challenge me to evaluate the extent to which social responsibility is influenced by individual personality versus situational factors. Evaluate the cultural validity of social responsibility research and assess whether findings from Western individualist societies can be generalised to collectivist cultural contexts.*

**What this helps you practise:**

Discussing social responsibility determinants and evaluating person-situation interactions

**How to use it well:**

Connect this to the broader person-situation debate in psychology — this overarching theme demonstrates sophisticated psychological thinking. Review your work against IB criteria and refine weak areas.

**Prompt 87: Origins of Violence**

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

*Test me on the following: Discuss biological, cognitive, and sociocultural explanations for violence and aggression. Then challenge me to evaluate the relative contribution of each factor and discuss the implications for violence prevention strategies. Evaluate the methodological challenges of studying the origins of violence, including the ethical issues of researching aggressive behaviour in controlled experimental settings.*

**What this helps you practise:**

Discussing multi-factor explanations of violence and evaluating prevention implications

**How to use it well:**

Avoid reductionist explanations — violence is best understood through the interaction of multiple factors at biological, psychological, and social levels.

**Prompt 88: Human Relationships: Paper 2 Essay**

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

*Design a Paper 2 essay question on human relationships, requiring evaluation of at least two theories of relationship formation or maintenance. Test whether I can compare social exchange theory with equity theory using specific research evidence,*

*structure a balanced HL-level argument, and assess the cultural validity of Western-centric relationship theories.*

**What this helps you practise:**

Structuring HL relationships essay comparing two theories

**How to use it well:**

Compare social exchange and equity theories with evidence. Structure an HL-level argument assessing cultural validity. Review your work against IB criteria and refine weak areas.

**Prompt 89: Technology and Relationships**

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

*Quiz me on the following: Discuss how digital technology and social media have changed the nature of human relationships, including formation, maintenance, and breakdown. Then challenge me to evaluate whether technology-mediated relationships are qualitatively different from face-to-face relationships, using research evidence. Evaluate whether technology strengthens or weakens human relationships by examining evidence on social media use, online communication, and digital intimacy.*

**What this helps you practise:**

Discussing technology's impact on relationships and evaluating the quality of

**How to use it well:**

This contemporary topic allows you to demonstrate engagement with current research trends — combine classic theories with recent digital relationship studies.

## Section 9

### Internal Assessment and Experimental Design

The Internal Assessment (IA) in IB Psychology requires students to design, conduct, analyse, and evaluate a simple experimental study. The IA is a significant component of the final grade and is assessed against specific IB criteria covering introduction, exploration (methodology), analysis, and evaluation.

Students must identify a relevant psychological theory or study to replicate or modify, formulate a clear hypothesis, design an ethical experiment with appropriate controls, collect and analyse data using descriptive statistics, and evaluate their findings in relation to the original research and broader psychological knowledge.

The prompts below support each stage of the IA process, from selecting a topic and designing an experiment through to data analysis, evaluation, and presentation, helping students develop the practical research skills needed for a high-scoring Internal Assessment.

#### **Prompt 90: Choosing an IA Topic**

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

*Propose three potential IA topics suitable for a simple experimental design, such as the effect of colour on memory recall, the Stroop effect, or the impact of music on concentration. For each topic, identify the independent variable, dependent variable, and potential confounding variables, and evaluate which topic offers the most feasible and ethically sound research design. [SL/HL: HL*

*candidates should justify their design choices with reference to research methodology theory.]*

**What this helps you practise:**

Proposing IA topics with variable identification and SL/HL

**How to use it well:**

Propose three topics identifying IV, DV, and confounds. Check SL/HL requirements and evaluate feasibility. Review your work against IB criteria and refine weak areas.

**Prompt 91: Formulating Hypotheses**

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

*Present me with an IA topic and ask me to write a null hypothesis and an alternative (research) hypothesis. Then challenge me to explain the difference between directional and non-directional hypotheses and justify which type I have chosen for my study. Evaluate the clarity and testability of your hypotheses and assess whether they meet the requirements for a well-designed IB Psychology IA.*

**What this helps you practise:**

Writing clear, testable hypotheses and justifying hypothesis direction choices

**How to use it well:**

Ensure your hypotheses are operationalised — they should specify exactly what you are measuring and how, not use vague psychological terms.

**Prompt 92: Experimental Design**

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

*Design a true experiment for your IA investigating a cognitive process such as the effect of word frequency on recall, specifying independent groups or repeated measures design. Justify your choice of experimental design, explain how you would control for order effects, demand characteristics, and*

*experimenter bias, and evaluate the internal validity of your proposed methodology.*

**What this helps you practise:**

Designing an IA experiment with validity controls

**How to use it well:**

Justify your experimental design choice. Explain controls for order effects, demand characteristics, and experimenter bias. Review your work against IB criteria and refine weak areas.

**Prompt 93: Sampling and Participants**

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

*Identify the most appropriate sampling method for your IA, such as opportunity, random, or stratified sampling. Evaluate the strengths and limitations of your chosen method, including representativeness, generalisability, and practical constraints. Then explain how sample size and participant characteristics might affect the reliability and validity of your results. Evaluate how you would ensure ethical compliance in your sampling process, including voluntary participation, informed consent, and the right to withdraw.*

**What this helps you practise:**

Evaluating sampling method choices for IA reliability

**How to use it well:**

Evaluate your sampling method's strengths and limitations. Explain how sample characteristics affect reliability and validity. Review your work against IB criteria and refine weak areas.

**Prompt 94: Ethical Considerations in the IA**

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

*Give me an IB-style question about the following topic: Identify all ethical considerations relevant to my IA experiment, including informed consent, deception, debriefing, and protection from harm.*

*Then test whether I can explain how I would address each ethical issue and why ethical compliance is essential for my study. Evaluate how your choice of graph or chart type affects the clarity and interpretability of your findings, and justify why your format is appropriate.*

**What this helps you practise:**

Identifying and addressing ethical requirements in experimental research design

**How to use it well:**

Prepare a consent form and debriefing script as part of your IA materials — IB examiners look for evidence that ethics were taken seriously.

**Prompt 95: Materials and Procedures**

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

*Set me a challenge: Write a detailed procedure section for my IA experiment, including standardised instructions, materials, timing, and the specific steps participants would follow. Then challenge me to evaluate whether my procedure is detailed enough for another researcher to replicate the study exactly.*

*Evaluate the strengths and limitations of your chosen methodology and assess how procedural improvements could enhance the replicability of your experiment.*

**What this helps you practise:**

Writing replicable procedures with standardised instructions and clear operational steps

**How to use it well:**

Test your procedure by having someone else read it — if they cannot follow it without asking questions, it needs more detail.

**Prompt 96: Descriptive Statistics**

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

*Present me with a set of raw experimental data and ask me to calculate appropriate descriptive statistics, including measures of central tendency (mean, median, mode) and dispersion (range, standard deviation). Then test whether I can interpret these statistics and explain what they reveal about the results. Evaluate the extent to which your results can be replicated by other researchers, considering the clarity of your procedure and the reliability of your measures.*

**What this helps you practise:**

Calculating and interpreting descriptive statistics for experimental data analysis

**How to use it well:**

Choose the most appropriate measure of central tendency for your data — the mean is not always the best choice, especially with skewed distributions.

**Prompt 97: Data Presentation**

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

*Construct descriptive statistics from a dataset, including measures of central tendency (mean, median, mode) and measures of dispersion (range, standard deviation). Then evaluate which descriptive statistics are most appropriate for your IA data, explaining how the level of measurement and distribution shape affect your choice and interpretation of results. Evaluate how you would present your descriptive statistics visually to maximise clarity and support the interpretation of your experimental findings.*

**What this helps you practise:**

Calculating and selecting appropriate descriptive statistics

**How to use it well:**

Calculate central tendency and dispersion measures. Evaluate which statistics best suit your data's level

of measurement. Review your work against IB criteria and refine weak areas.

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**Prompt 98: Interpreting Results**

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

*Present experimental results and ask me to interpret them in relation to my hypothesis. Then test whether I can explain whether the results support or fail to support the hypothesis, discuss the findings in relation to the original study, and identify potential confounding variables that might explain the results. Evaluate whether your experimental results support or refute your hypothesis, considering the impact of confounding variables, methodological limitations, and sample characteristics.*

**What this helps you practise:**

Interpreting experimental results in relation to hypotheses and prior research

**How to use it well:**

Discuss alternative explanations for your results — this demonstrates the critical thinking that moves IAs into higher markbands.

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**Prompt 99: Writing the IA Evaluation**

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

*Test whether I can Write an evaluation section for my IA that discusses the strengths and limitations of my methodology, the reliability and validity of my findings, and specific suggestions for how the study could be improved. Then provide feedback on whether my evaluation demonstrates genuine critical reflection rather than superficial commentary.*

**What this helps you practise:**

Producing critical evaluations with specific methodological improvements and genuine reflection

**How to use it well:**

Avoid vague limitations — instead of 'more participants would improve the study', explain exactly how your sample size affects statistical power.

**Prompt 100: Meeting IB Assessment Criteria**

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

*Show me the IB Psychology IA assessment criteria and ask me to evaluate a sample IA extract against one specific criterion. Then test whether I can identify the likely mark level the extract would achieve and explain the specific improvements needed to reach the next markband. Evaluate whether your evaluation section demonstrates genuine critical reflection on methodological limitations and identifies realistic suggestions for future research.*

**What this helps you practise:**

Applying IB assessment criteria to self-assess and improve IA quality

**How to use it well:**

Review your IA against each criterion before submission — systematic self-assessment is the most effective way to maximise your IA score.

## **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 IB DP subjects.

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