PSYCHOLOGY

Summer work for students taking Psychology starting September 2026.

Psychology will be a new subject for most students, so your task over the summer is to do a small amount of research.
Research and write a report about your chosen psychologist. Use books or the internet to find information.
Roll a dice to determine which Psychologist you need to find out about (this way we should end up with a reasonable mix in each group). Roll 1 – research psychologist number 1, roll 2 – do number 2 etc.
Bring written report to your first Psychology lesson next term. You will be using your research to introduce yourselves to the group.

Include this information in your report (length should be around 500 words). Please ensure that you write the report in your own words and **reference** any sources used.

a) Name.
b) Dates and brief life story.
c) Key areas of study including main assumptions.
d) Main methods of collecting data or testing theories.

Psychologist number 1 = B.F. Skinner
2 = Sigmund Freud
3 = Albert Bandura
4 = Wilhelm Wundt
5 = Carl Rogers
6 = Charles Darwin

As 10% of your final grade in Psychology comes from demonstrating your mathematical skills (for example measures of central tendency, calculating percentage change and justifying the selection of statistical test). We would also like you to complete a series of questions to assess your knowledge, understanding an application of these skills.

Have a good summer; we look forward to meeting you in September.

SWGS Psychology Department

Math skills in Psychology Section 1

This task is designed to give you the opportunity to share your confidence in various mathematical areas that will be explored in Psychology.
Section 1- confidence rating (Likert scale)
Click the link to access this from

Math skills in Psychology Section 2

Application of knowledge
Click the link to access this form

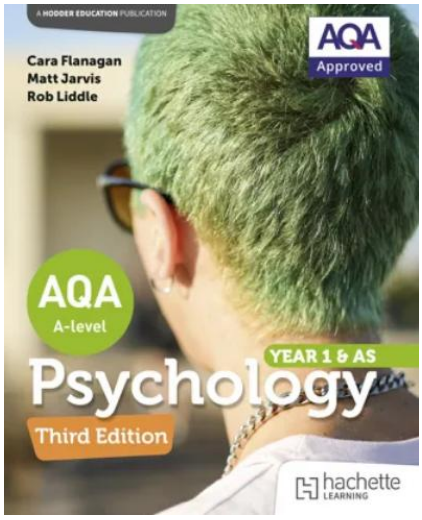
Please ensure that both forms are completed before you join us in September ☺

SWGS Psychology Department

PSYCHOLOGY TEXTBOOK

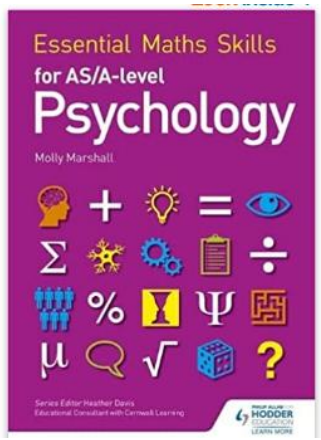
This is the textbook that we use in lessons during Year 1.

All students will be given the opportunity to purchase a digital copy of this textbook at the start of the year. Letters will be sent out in September.



https://www.hachettelearning.com/psychology/aqa-psychology-for-a-level-year-1-and-as-third-edition

Additional resource to supplement your mathematical skills



https://www.amazon.co.uk/Essential-Maths-Skills-Level-Psychology/dp/1471863530/ref=asc_df_1471863530/?tag=googshopuk-21&linkCode=df0&hvadid=310831412334&hvpos=&hvnetw=g&hvrand=14554152977690630519&hvpone=&hvptwo=&hvqmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=1007044&hvtargid=pla-618107828847&psc=1&th=1&psc=1

A-level

In order to be able to develop their skills, knowledge and understanding in Psychology, students need to have been taught, and to have acquired competence in, the appropriate areas of mathematics as indicated in the table of coverage below.

Overall, at least **10%** of the marks in assessments for Psychology will require the use of mathematical skills. These skills will be applied in the context of A-level Psychology and will be at least the standard of higher tier GCSE mathematics.

The following tables illustrate where these mathematical skills may be developed during teaching or could be assessed.

This list of examples is not exhaustive. These skills could be developed in other areas of specification content. Other areas where these skills could be developed have been exemplified throughout the specification.

Mathematical skills	Exemplification of mathematical skill in the context of A-level Psychology
Arithmetic and numerical computation	
Recognise and use expressions in decimal and standard form.	For example, converting data in standard form from a results table into decimal form in order to construct a pie chart.
Use ratios, fractions and percentages.	For example, calculating the percentages of cases that fall into different categories in an observation study.
Estimate results.	For example, commenting on the spread of scores for a set of data, which would require estimating the range.
Handling data	
Use an appropriate number of significant figures.	For example, expressing a correlation coefficient to two or three significant figures.
Find arithmetic means.	For example, calculating the means for two conditions using raw data from a class experiment.

Mathematical skills	Exemplification of mathematical skill in the context of A-level Psychology
Construct and interpret frequency tables and diagrams, bar charts and histograms.	For example, selecting and sketching an appropriate form of data display for a given set of data.
Understand simple probability.	For example, explaining the difference between the 0.05 and 0.01 levels of significance.
Understand the principles of sampling as applied to scientific data.	For example, explaining how a random or stratified sample could be obtained from a target population.
Understand the terms mean, median and mode.	For example, explaining the differences between the mean, median and mode and selecting which measure of central tendency is most appropriate for a given set of data. Calculate standard deviation.
Use a scatter diagram to identify a correlation between two variables.	For example, plotting two variables from an investigation on a scatter diagram and identifying the pattern as a positive correlation, a negative correlation or no correlation.
Use a statistical test.	For example, calculating a non-parametric test of differences using data from a given experiment.
Make order of magnitude calculations.	For example, estimating the mean test score for a large number of participants on the basis of the total overall score.
Distinguish between levels of measurement.	For example, stating the level of measurement (nominal, ordinal or interval) that has been used in a study.
Know the characteristics of normal and skewed distributions.	For example, being presented with a set of scores from an experiment and being asked to indicate the position of the mean (or median, or mode).
Select an appropriate statistical test.	For example, selecting a suitable inferential test for a given practical investigation and explaining why the chosen test is appropriate.
Use statistical tables to determine significance.	For example, using an extract from statistical tables to say whether or not a given observed value is significant at the 0.05 level of significance for a one-tailed test.

Mathematical skills	Exemplification of mathematical skill in the context of A-level Psychology
Understand measures of dispersion, including standard deviation and range.	For example, explaining why the standard deviation might be a more useful measure of dispersion for a given set of scores, eg where there is an outlying score.
Understand the differences between qualitative and quantitative data.	For example, explaining how a given qualitative measure (for example, an interview transcript) might be converted into quantitative data.
Understand the difference between primary and secondary data.	For example, stating whether data collected by a researcher dealing directly with participants is primary or secondary data.
Algebra	
Understand and use the symbols: =, <, <<, >>, >, ∝, ~.	For example, expressing the outcome of an inferential test in the conventional form by stating the level of significance at the 0.05 level or 0.01 level by using symbols appropriately.
Substitute numerical values into algebraic equations using appropriate units for physical quantities.	For example, inserting the appropriate values from a given set of data into the formula for a statistical test, eg inserting the N value (for the number of scores) into the Chi Square formula.
Solve simple algebraic equations.	For example, calculating the degrees of freedom for a Chi Square test.
Graphs	
Translate information between graphical, numerical and algebraic forms.	For example, using a set of numerical data (a set of scores) from a record sheet to construct a bar graph.
Plot two variables from experimental or other data.	For example, sketching a scatter diagram using two sets of data from a correlational investigation.

https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/mathematical-requirements-and-exemplification