**Little Heath Sixth Form**

**Psychology** Personal Learning Checklist

**Student Name: ……………………….…………………………………..………**

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| **Unit Name:**  Paper 1 – Introductory Topics in Psychology | **Unit Code:**  7182/1 |
| *Minimum Target Grade:* | *Aspirational Target Grade:* |

*KEY:* ***Red =*** *with difficulty* ***Amber*** *= not sure* ***Green*** *= yes*

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| **Skills** | **Red** | **Amber** | **Green** | **To address this before the exam I will:-** |
| * **(AO1) Demonstrate knowledge and understanding of psychological key terms, theories, research methods and ethical issues in relation to Social influence, Attachments and Memory.** |  |  |  |  |
| * **(AO2) Apply psychological knowledge and understanding of Social influence, Attachments and Memory in a range of new situations.** |  |  |  |  |
| * **(AO3) Evaluate (strengths and weaknesses) of psychological key terms, theories, research studies and research methods in relation Social influence, Attachments and Memory.** |  |  |  |  |
| * **Knowledge and understanding of *research methods*, practical research skills (by doing ethical research) and mathematical skills (by interpreting data).** |  |  |  |  |

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| **Social influence knowledge** | **Red** | **Amber** | **Green** | **To address this before the exam I will:-** |
| * Types of conformity: internalisation, identification and compliance. Definitions, research and evaluation. |  |  |  |  |
| * Explanations for conformity: informational social influence and normative social influence. Definitions, research and evaluation. |  |  |  |  |
| * Variables affecting conformity including group size, unanimity and task difficulty as investigated by Asch. Definitions, research and evaluation. |  |  |  |  |
| * Conformity to social roles as investigated by Zimbardo. Definition, research and evaluation. |  |  |  |  |
| * Explanations for obedience: agentic state and legitimacy of authority and situational variables affecting obedience including proximity, location and uniform as investigated by Milgram. Dispositional explanation for obedience: the Authoritarian Personality. Definitions, research and evaluation. |  |  |  |  |
| * Explanations of resistance to social influence including social support and locus of control. Definitions, research and evaluation. |  |  |  |  |
| * Minority influence including reference to consistency, commitment and flexibility. Definitions, research and evaluation. |  |  |  |  |
| * The role of social influence processes in social change. Definitions, research and evaluation. |  |  |  |  |

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| **Memory knowledge** | **Red** | **Amber** | **Green** | **To address this before the exam I will:-** |
| * The multi-store model of memory: sensory register, short-term memory and long-term memory. Definitions, research and evaluation. |  |  |  |  |
| * Features of each store: coding, capacity and duration. Definitions, research and evaluation. |  |  |  |  |
| * Types of long-term memory: episodic, semantic, procedural. Definitions, research and evaluation. |  |  |  |  |
| * The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. Definitions, research and evaluation. |  |  |  |  |
| * Features of the model: coding and capacity. Definitions. |  |  |  |  |
| * Explanations for forgetting: proactive and retroactive interference and retrieval failure due to absence of cues. Definitions, research and evaluation. |  |  |  |  |
| * Factors affecting the accuracy of eyewitness testimony: misleading information, including leading questions and post-event discussion; anxiety. Definitions, research and evaluation. |  |  |  |  |
| * Improving the accuracy of eyewitness testimony, including the use of the cognitive interview. Definitions, research and evaluation. |  |  |  |  |

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| **Attachment knowledge** | **Red** | **Amber** | **Green** | **To address this before the exam I will:-** |
| * Caregiver-infant interactions in humans: reciprocity and interactional synchrony. Definitions, research and evaluation. |  |  |  |  |
| * Stages of attachment identified by Schaffer. Definitions, research and evaluation. |  |  |  |  |
| * Multiple attachments and the role of the father. Research and evaluation. |  |  |  |  |
| * Animal studies of attachment: Lorenz and Harlow. Research and evaluation. |  |  |  |  |
| * Explanations of attachment: learning theory and Bowlby’s monotropic theory; the concepts of a critical period and an internal working model. Definitions, research and evaluation. |  |  |  |  |
| * Ainsworth’s ‘Strange Situation’. Types of attachment: secure, insecure-avoidant and insecure resistant. Definitions, research and evaluation. |  |  |  |  |
| * Cultural variations in attachment, including van Ijzendoorn. Research and evaluation. |  |  |  |  |
| * Bowlby’s theory of maternal deprivation. Romanian orphan studies: effects of institutionalisation. The influence of early attachment on childhood and adult relationships, including the role of an internal working model. Definitions, research and evaluation. |  |  |  |  |

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| **Psychopathology knowledge** | **Red** | **Amber** | **Green** | **To address this before the exam I will:-** |
| * Definitions of abnormality, including deviation from social norms, failure to function adequately, statistical infrequency and deviation from ideal mental health. Definitions and evaluation. |  |  |  |  |
| * The behavioural, emotional and cognitive characteristics of phobias. Definitions and examples. |  |  |  |  |
| * The behavioural, emotional and cognitive characteristics of depression. Definitions and examples. |  |  |  |  |
| * The behavioural, emotional and cognitive characteristics of Obsessive- Compulsive Disorder (OCD). Definitions and examples. |  |  |  |  |
| * The behavioural approach to explaining phobias: the two-process model, including classical and operant conditioning. Definitions, research and evaluation. |  |  |  |  |
| * The behavioural approach to treating phobias: Systematic desensitisation, including relaxation and use of hierarchy; flooding Definitions, research and evaluation. |  |  |  |  |
| * The cognitive approach to explaining depression: Beck’s negative triad and Ellis’s ABC model. Definitions, research and evaluation. |  |  |  |  |
| * The cognitive approach to treating depression: Cognitive behaviour therapy (CBT), including challenging irrational thoughts. Definitions, research and evaluation. |  |  |  |  |
| * The biological approach to explaining OCD: genetic and neural explanations. Definitions, research and evaluation. |  |  |  |  |
| * The biological approach to treating OCD: Drug therapy. Definitions, research and evaluation. |  |  |  |  |

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| **Unit Name:**  Paper 2 – Psychology in Context | **Unit Code:**  7182/2 |

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| **Approaches in Psychology knowledge** | **Red** | **Amber** | **Green** | **To address this before the exam I will:-** |
| * Origins of Psychology: Wundt, introspection and the emergence of Psychology as a science. |  |  |  |  |
| * Learning approaches: the behaviourist approach, including classical conditioning and Pavlov’s research, operant conditioning, types of reinforcement and Skinner’s research. Definitions, research and evaluation. |  |  |  |  |
| * Social learning theory including imitation, identification, modelling, vicarious reinforcement, the role of mediational processes and Bandura’s research. Definitions, research and evaluation. |  |  |  |  |
| * The cognitive approach: the study of internal mental processes, the role of schema, the use of theoretical and computer models to explain and make inferences about mental processes. The emergence of cognitive neuroscience. Definitions, research and evaluation. |  |  |  |  |
| * The biological approach: the influence of genes, biological structures and neurochemistry on behaviour. Genotype and phenotype, genetic basis of behaviour, evolution and behaviour. Definitions, research and evaluation. |  |  |  |  |
| * The psychodynamic approach: the role of the unconscious, the structure of personality that is Id, Ego and Superego, defence mechanisms including repression, denial and displacement, psychosexual stages. Definitions, research and evaluation. |  |  |  |  |
| * Humanistic Psychology: free will, self-actualisation and Maslow’s hierarchy of needs, focus on the self, congruence, the role of conditions of worth. The influence on counselling Psychology. Definitions, research and evaluation. |  |  |  |  |
| * Comparison of approaches. Definitions, research and evaluation. |  |  |  |  |

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| **Biopsychology knowledge** | **Red** | **Amber** | **Green** | **To address this before the exam I will:-** |
| * The divisions of the nervous system: central and peripheral (somatic and autonomic). Definitions and explanations. |  |  |  |  |
| * The structure and function of sensory, relay and motor neurons. The process of synaptic transmission, including reference to neurotransmitters, excitation and inhibition. Definitions and explanations. |  |  |  |  |
| * The function of the endocrine system: glands and hormones. Definitions and evaluation. |  |  |  |  |
| * The fight or flight response including the role of adrenaline. Definitions and evaluation. |  |  |  |  |
| * Localisation of function in the brain and hemispheric lateralisation: motor, somatosensory, visual, auditory and language centres; Broca’s and Wernicke’s areas, split brain research. Plasticity and functional recovery of the brain after trauma. Definitions and evaluation. |  |  |  |  |
| * Ways of studying the brain: scanning techniques, including functional magnetic resonance imaging (fMRI); electroencephalogram (EEGs) and event-related potentials (ERPs); post-mortem examinations. Definitions and evaluation. |  |  |  |  |
| * Biological rhythms: circadian, infradian and ultradian and the difference between these rhythms. The effect of endogenous pacemakers and exogenous zeitgebers on the sleep/wake cycle. Definitions and evaluation. |  |  |  |  |

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| **Research Methods knowledge** | **Red** | **Amber** | **Green** | **To address this before the exam I will:-** |
| ***Methods of research*** |  |  |  |  |
| * Types of experiment: laboratory and field experiments |  |  |  |  |
| * Types of experiment: natural and quasi experiments |  |  |  |  |
| * Types of observation: naturalistic and controlled observation |  |  |  |  |
| * Types of observation: covert and overt observation |  |  |  |  |
| * Types of observation: participant and non-participant observation |  |  |  |  |
| * Self-report techniques: Questionnaires |  |  |  |  |
| * Self-report techniques: interviews, structured and unstructured |  |  |  |  |
| * Correlations. Analysis of the relationship between co-variables. |  |  |  |  |
| * The difference between correlations and experiments. |  |  |  |  |
| * Content analysis |  |  |  |  |
| * Case studies |  |  |  |  |
| ***Scientific Processes*** |  |  |  |  |
| * Aims: stating aims, the difference between aims and hypotheses |  |  |  |  |
| * Hypotheses: directional and non-directional |  |  |  |  |
| * Sampling: the difference between population and sample |  |  |  |  |
| * Sampling techniques including: random, systematic, stratified, opportunity, volunteer |  |  |  |  |
| * Implications of sampling techniques, including bias and generalisation |  |  |  |  |
| * Pilot studies and the aims of piloting |  |  |  |  |
| * Experimental designs: repeated measures, independent groups, matched pairs |  |  |  |  |
| * Observational design: behavioural categories; event sampling; time sampling |  |  |  |  |
| * Questionnaire construction, including use of open and closed questions |  |  |  |  |
| * Design of interviews |  |  |  |  |
| * Variables: manipulation and control of variables, including independent, dependent, extraneous, confounding |  |  |  |  |
| * Operationalisation of variables |  |  |  |  |
| * Control: random allocation and counterbalancing, randomisation and standardisation. |  |  |  |  |
| * Demand characteristics and investigator effects. |  |  |  |  |
| * Ethics, including the role of the British Psychological Society’s code of ethics |  |  |  |  |
| * Ethical issues in the design and conduct of psychological studies |  |  |  |  |
| * Dealing with ethical issues in research. |  |  |  |  |
| * The role of peer review in the scientific process |  |  |  |  |
| * The implications of psychological research for the economy |  |  |  |  |
| * Reliability across all methods of investigation |  |  |  |  |
| * Ways of assessing reliability: test-retest and inter observer |  |  |  |  |
| * Improving reliability |  |  |  |  |
| * Types of validity across all methods of investigation: face validity, concurrent validity, ecological validity and temporal validity |  |  |  |  |
| * Assessment of validity |  |  |  |  |
| * Improving validity |  |  |  |  |
| * Features of science: objectivity and the empirical method; replicability and falsifiability |  |  |  |  |
| * Theory construction and hypothesis testing |  |  |  |  |
| * Paradigms and paradigm shifts |  |  |  |  |
| * Reporting psychological investigations. Sections of a scientific report: abstract, introduction, method, results, discussion and referencing. |  |  |  |  |
| ***Data analysis and analysis*** |  |  |  |  |
| * Quantitative and qualitative data; the distinction between qualitative and quantitative data collection techniques. |  |  |  |  |
| * Primary and secondary data, including meta-analysis |  |  |  |  |
| * Descriptive statistics: measures of central tendency – mean, median, mode; calculation of mean, median and mode; |  |  |  |  |
| * Measures of dispersion; range and standard deviation; calculation of range |  |  |  |  |
| * Calculation of percentages |  |  |  |  |
| * Positive, negative and zero correlations |  |  |  |  |

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| **Unit Name:**  Paper 3 – Issues and Options in Psychology | **Unit Code:**  7182/3 |

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| **Issues and Debates in Psychology knowledge** | **Red** | **Amber** | **Green** | **To address this before the exam I will:-** |
| * Gender bias in Psychology, including androcentrism and alpha and beta bias; Definitions and evaluation. |  |  |  |  |
| * Culture bias in Psychology, including ethnocentrism and cultural relativism; Definitions and evaluation. |  |  |  |  |
| * Free will and determinism: hard determinism and soft determinism; biological, environmental and psychic determinism. The scientific emphasis on causal explanations; Definitions and evaluation. |  |  |  |  |
| * The nature-nurture debate: the relative importance of heredity and environment in determining behaviour; the interactionist approach; Definitions and evaluation. |  |  |  |  |
| * Holism and reductionism: levels of explanation in Psychology. Biological reductionism and environmental (stimulus-response) reductionism; Definitions and evaluation. |  |  |  |  |
| * Idiographic and nomothetic approaches to psychological investigation; Definitions and evaluation. |  |  |  |  |
| * Ethical implications of research studies and theory, including reference to social sensitivity; Definitions and evaluation. |  |  |  |  |

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| **Relationships in Psychology knowledge** | **Red** | **Amber** | **Green** | **To address this before the exam I will:-** |
| * The evolutionary explanations for partner preferences, including the relationship between sexual selection and human reproductive behaviour; Definitions, research and evaluation. |  |  |  |  |
| * Factors affecting attraction in romantic relationships: self-disclosure; Definitions, research and evaluation. |  |  |  |  |
| * Factors affecting attraction in romantic relationships: physical attractiveness, including the matching hypothesis; Definitions, research and evaluation. |  |  |  |  |
| * Factors affecting attraction in romantic relationships: filter theory, including social demography, similarity in attitudes and complementarity; Definitions, research and evaluation. |  |  |  |  |
| * Theories of romantic relationships: social exchange theory; Definitions, research and evaluation. |  |  |  |  |
| * Theories of romantic relationships: equity theory; Definitions, research and evaluation. |  |  |  |  |
| * Theories of romantic relationships: Rusbult’s investment model of commitment, satisfaction, comparison with alternatives and investment; Definitions, research and evaluation. |  |  |  |  |
| * Theories of romantic relationships: Duck’s phase model of relationship breakdown: intra-psychic, dyadic, social and grave dressing phases; Definitions, research and evaluation. |  |  |  |  |
| * Virtual relationships in social media: self-disclosure in virtual relationships; effects of absence of gating on the nature of virtual relationships; Definitions, research and evaluation. |  |  |  |  |
| * Parasocial relationships: levels of parasocial relationships, the absorption addiction model and the attachment theory explanation; Definitions, research and evaluation. |  |  |  |  |

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| **Eating Behaviour knowledge** | **Red** | **Amber** | **Green** | **To address this before the exam I will:-** |
| * Explanations for food preferences: the evolutionary explanation, including reference to neophobia and taste aversion; Definitions, research and evaluation. |  |  |  |  |
| * Explanations for food preferences: the role of learning in food preference, including social and cultural influences; Definitions, research and evaluation. |  |  |  |  |
| * Neural and hormonal mechanisms involved in the control of eating behaviour, including the role of the hypothalamus, ghrelin and leptin; Definitions, research and evaluation. |  |  |  |  |
| * Biological explanations for anorexia nervosa, including genetic and neural explanations; Definitions, research and evaluation. |  |  |  |  |
| * Psychological explanations for anorexia nervosa: family systems theory, including enmeshment, autonomy and control; Definitions, research and evaluation. |  |  |  |  |
| * Psychological explanations for anorexia nervosa: social learning theory, including modelling, reinforcement and media; Definitions, research and evaluation. |  |  |  |  |
| * Psychological explanations for anorexia nervosa: cognitive theory, including distortions and irrational beliefs; Definitions, research and evaluation. |  |  |  |  |
| * Biological explanations for obesity, including genetic and neural explanations; Definitions, research and evaluation. |  |  |  |  |
| * Psychological explanations for obesity, including restraint theory, disinhibition and the boundary model; Definitions, research and evaluation. |  |  |  |  |
| * Explanations for the success and failure of dieting; Definitions, research and evaluation. |  |  |  |  |

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| **Forensic Psychology knowledge** | **Red** | **Amber** | **Green** | **To address this before the exam I will:-** |
| * Problems in defining crime. Ways of measuring crime, including official statistics, victim surveys and offender surveys; Definitions, research and evaluation. |  |  |  |  |
| * Offender profiling: the top-down approach, including organised and disorganised types of offender; Definitions, research and evaluation. |  |  |  |  |
| * Offender profiling: the bottom-up approach, including investigative Psychology; geographical profiling; Definitions, research and evaluation. |  |  |  |  |
| * Biological explanations of offending behaviour: an historical approach (atavistic form); Definitions, research and evaluation. |  |  |  |  |
| * Biological explanations of offending behaviour: genetics and neural explanations; Definitions, research and evaluation. |  |  |  |  |
| * Psychological explanations of offending behaviour: Eysenck’s theory of the criminal personality; Definitions, research and evaluation. |  |  |  |  |
| * Psychological explanations of offending behaviour: cognitive explanations; level of moral reasoning and cognitive distortions, including hostile attribution bias and minimalisation; differential association theory; Definitions, research and evaluation. |  |  |  |  |
| * Psychological explanations of offending behaviour: psychodynamic explanations; Definitions, research and evaluation. |  |  |  |  |
| * Dealing with offending behaviour: the aims of custodial sentencing and the psychological effects of custodial sentencing. Recidivism; Definitions, research and evaluation. |  |  |  |  |
| * Dealing with offending behaviour: Behaviour modification in custody; Definitions, research and evaluation. |  |  |  |  |
| * Dealing with offending behaviour: Anger management and restorative justice programmes; Definitions, research and evaluation. |  |  |  |  |

**REVISION**

**Use the information on these checklists to make revision cards and notes then attempt some of the past exam questions on the AQA website (**[**http://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/assessment-resources**](http://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/assessment-resources)**) and use the mark schemes available to self-assess your answers.**