

## Year 13 Psychology Assessment Checklist

Subject Psychology		Paper 1 Introductory Topics in Psychology	Duration 2hours Written Paper Pre-Prepared Booklet
What to revise		How to revise it	
1	<b>Social Psychology</b> 24 marks 30 mins	Past paper questions Topic Practice Papers Pages 1-45 Black text book <i>Strengthen your learning tasks</i> (text book) <i>Assessment Check</i> (text book)  See break down	
2	<b>Memory</b> 24 marks 30 mins	Past paper questions Topic Practice Papers Pages 51-92 Black text book <i>Strengthen your learning tasks</i> (text book) <i>Assessment Check</i> (text book)  See break down	
3	<b>Attachment</b> 24 marks 30 mins	Past paper questions Topic Practice Papers Pages 102-144 Black text book <i>Strengthen your learning tasks</i> (text book) <i>Assessment Check</i> (text book)  See break down	
4	<b>Psychopathology</b> 24 marks 30 mins	Past paper questions Topic Practice Papers Pages 145-184 Black text book <i>Strengthen your learning tasks</i> (text book) <i>Assessment Check</i> (text book)  See break down	

# Social Psychology Unit Breakdown

Section	Details & Specifics This content is included in this section	Pages of Text (Year 1) For ref	Notes/ Revised?
Introduction to and Types of <b>Conformity</b>	<i>Compliance, Identification, Internalisation</i> Example of this in reality	3	
<b>Explanations</b> for Conformity	<i>Informative SI</i> <b>Jeness (1932)</b> <i>Normative SI</i> <b>Ash (1955), Mori &amp; Arai (2010)</b> Evaluation of these studies and application in real life setting	4-8	
The Asch Paradigm, Conformity, Factors <b>affecting</b> Conformity	Asch study and details, outline the key features, link to NSI and ISI, Asch <b>variations</b> : <i>Size, Unanimity, task difficulty</i> Evidence and discussion about the importance of these factors	9-12	
Conformity to <b>Social roles</b> and the <b>SPE</b>	<b>Zimbardo (1973)</b> Explanations of behaviour (the <b>situational</b> argument vs the dispositional argument) Evaluation of the research (ethics and application) Alternative explanations; child of its time, Reicher & Haslam	13-14	
<b>Obedience</b>	<b>Milgram (1963)</b> Evidence for obedience process and factors that contribute to obedience. Evaluation of research <i>Variations</i> of Milgram study and their contribution to understanding obedience: Location. <b>Milgram (1974)</b> Proximity. <b>Milgram (1974)</b> Uniform. <b>Bickman (1974)</b> Personality Vs External factors affecting obedience <b>Adorno (1950)</b> Authoritarian Personality <b>Situational VS dispositional</b> Arguments Associated research	17-23, 27-28 29-31 30-31	
<b>Resistance</b> to Social Pressure (Obedience and Conformity)	<ul style="list-style-type: none"> <li>➤ Social Support</li> <li>➤ Locus of Control</li> <li>➤ Reactance</li> <li>➤ Systematic Processing</li> <li>➤ Morality</li> <li>➤ Personality</li> </ul> <p><b>At least 1 x research for each one</b> and discussion on the relative strength of this factor. Ensure knowledge of the process and application to different scenarios</p>	33-37 & 38-39	
<b>Minority Influence &amp; Social Change</b>	Consistent/committed minorities; <b>Moscovici (1969)</b> Use civil rights/feminist movement to demonstrate Flexible minorities; <b>Nemeth (1986)</b> use negotiation scenarios to demonstrate Resistance to Persuasion by minority; <b>Hewstone &amp; Martin (2007)</b> Use Euthanasia issue to demonstrate <i>Cryptoamnesia</i> ; Use Greenpeace/Green Movement to demonstrate	41-48	

# Memory Module Unit Breakdown

Section (One divider)	Details & Specifics This content is included in this section	Pages of Text	Notes/ Revised ?
The <b>Multi Store</b> Model of Memory	Key Features; <b>Coding, capacity, &amp; duration</b> of the Sensory Register; <b>Crowder (1993), Sperling (1960) Treisman (1964)</b> Coding, capacity, & duration of the Short Term memory; <b>Posner &amp; Keele (1967), Jacobs (1887) Peterson &amp; Peterson (1959)</b> Coding, capacity, & duration of the Long Term Memory; <b>Baddeley (1966), Anokhin (1973), Bahrick (1975)</b> Research that supports the model (as above) Arguments that criticise the model	52-61	
The <b>Working Memory</b> Model of Memory	Key Features and Functions Brief context of history and relevance <b>Baddeley (1996), Baddeley (1986), Gathercole &amp; Badderley (1993), Alkhalifa (2009)</b> <b>Evidence</b> for the existence and functions of the respective parts of the model <b>Arguments</b> and evidence that undermine the model Brief comparisons between the models (MSM & WMM)	62-67	
<b>Long Term Memory</b>	Types of LTM Episodic (explicit), Semantic (explicit). Procedural (implicit) Evidence that these are separate stores with separate functions <b>Tulving (1989), Maguire (2007), Vicari (2007), Finke et al (2012)</b>	69-75	
Explanations for <b>forgetting</b>	Interference theory (retroactive and proactive) <b>Schmidt (2000)</b> Cue dependent Forgetting (context and state) <b>Abernethy (1940) &amp; Overton (1972)</b> Repression <b>Williams (1994)</b> Key features, examples and applications of these theories	76-83	
<b>Eye Witness testimony</b>	Leading Questions; <b>Loftus &amp; Palmer (1974)</b> Schema; <b>Bartlett (1932)</b> Weapon Focus; <b>Loftus (1987)</b> Advertising (applied to news); <b>Loftus &amp; Pickrell (2003)</b> Anxiety/Yerkes Dodson U theory; <b>Deffenbacher (1983)</b> Anxiety/Repression; <b>Freud (1894)</b> Supporting evidence for each theory, apply to criminal situations	85-91	
<b>Improving Eye Witness Testimonies</b>	Cognitive Interview; key features and supporting evidence, <b>Tulvin's specificity theory (1973)</b> Enhanced Cognitive Interview; key features and supporting evidence, <b>Fisher &amp; Geiselman (1987)</b> Modified Cognitive Interview; key features and supporting evidence, <b>Memom et al, Meisner &amp; Fraser (2010)</b> Applications to, children old people and other witnesses	92-98	

# Attachment Module Unit Breakdown

Section (One divider)	Details & Specifics This content is included in this section	Pages of Text For reference	Notes/ Revised?
What is attachment?	<b>4 features</b> of attachment <i>Including, caregiver-ese, bodily contact, mimicking, interactional synchronicity, reciprocity</i>	103	
<b>Schaffer's Stages</b> of attachment	Know the <b>3 stages</b> <b>Features</b> of those stages, (e.g. <i>multiple</i> attachments) At least one piece of research to support the theory of stages <b>Schaffer &amp; Emerson (1964)</b> At least <b>one</b> argument against (either a discussion point or alternative research)	105	
<b>The Role of Father</b>	How Fathers are <b>different</b> to Mothers e.g. <b>Geiger (1996)</b>	107-109	
<b>Animal Studies</b>	<b>Harlow's Monkeys (1959)</b> <b>Lorenz's Geese (1935)</b> One piece of research to support the theory of <b>imprinting</b> & innate attachment theory One argument against (either a discussion point or alternative research) Discussion on usefulness of studies; links to humans, ethics, applications (e.g. eugenics)	109-111	
<b>Learning theories</b> of attachment	<b>Classical &amp; Operant principles</b> applied to attachment At least One piece of research to support the theories of learning attachment At least One argument against (either a discussion point or alternative research) <b>Dollard &amp; Miller (1950)</b>	115-119	
<b>Ainsworth Strange Situation</b> research	The paradigm; The 8 episodes At <u>least</u> <b>one</b> piece of research to support the theory of <b>Ainsworth (1978)</b> At <u>least</u> <b>one</b> argument against (either a discussion point or alternative research) <b>McMahon (2001)</b> D type attach	121	
<b>Cultural Variations</b> in attachment	<b>Van Ijzendoorn &amp; Kroonenberg (1988)</b> <b>McMahon et al (2001)</b> Description of differences across culture <b>Imposed Etic</b> and example of aboriginal lost generation <b>Soo See Yeo (2003)</b> Link to nature nurture debate	123,125	
Bowlby's Monotropic theory	Links to Lorenz <i>Evolution, social releasers, critical period, internal working model</i>	116-119	
Bowlby's MDH	ST sep, LT dep, Privation Institutionalisation One piece of research to support the theory of Bowlby <b>44 Thieves study (1951)</b> At least one argument against (either a discussion point or alternative research) <b>Romanian Orphan studies</b> – at least one that supports Bowlby <b>Freud &amp; Dann (1951)</b> and at least one against <b>Rutter (1998)</b>	129-134	
Later Life impact of poor attachments	One piece of research to support the theory of later life problems; relationships, cognition and one other One argument against (either a discussion point or alternative research) <b>Hazen &amp; Shaver (1987)</b> Love Quiz Continuity Hypothesis	139-142	

# Psychopathology Module Unit Breakdown

Section (One divider)	Details & Specifics This content is included in this section	Pages of Text For reference	Notes/ Revised ?
Definitions of <b>Abnormality</b>	4 definitions Deviation from statistical norm; Deviation from social norm; Deviation from Ideal mental Health; Failure to function adequately 2x strengths and 2x weaknesses of each definition	146-152	
Phobias <b>description</b>	Behavioural symptoms / Cognitive symptoms / Emotional-affective symptoms, Subtypes and examples	154-156	
Phobias; <b>Explanations</b> and <b>Treatments</b>	Classical Conditioning; <b>Ivan Pavlov (1903), Watson &amp; Raynor (1920)</b> Operant Conditioning 2 Step Process Supporting evidence; <b>Bagby (1922), Mowrer (1960)</b> Discussion and evaluation of theory Systematic desensitisation, <b>Bronson &amp; Thorpe (2006), Jones (1924)</b> <b>Flooding, Ost (1997), Solter (2007)</b> Evaluation of effectiveness, ethical concerns, short and long term impact, nature of phobia, children and adults etc.	162-166       167-170	
Depression <b>description</b>	Behavioural symptoms / Cognitive symptoms / Emotional-affective symptoms, Subtypes and examples	156-158	
Depression; <b>Explanations</b> and <b>Treatments</b>	Negative Triad Theory, <b>Beck (1987)</b> , Negative Schema's and cognitive Biases <b>ABC Model; Ellis (1970s), Beevers (2010)</b> Discussion and evaluation of theories Cognitive Behavioural Therapy, <b>Embling (2002)</b> Rational emotive Therapy <b>David (2008)</b>	172-175       177-180	
Obsessive Compulsive Disorder <b>description</b>	<b>Behavioural</b> symptoms / <b>Cognitive</b> symptoms / <b>Emotional-affective</b> symptoms, Subtypes and examples Be able to describe the details of each in a paragraph	158-160	
Obsessive Compulsive Disorder <b>Explanations</b> and <b>Treatments</b>	Genetic Explanations, <b>Grootheest, Cath, Beekman &amp; Boomsma (2005), Davis et al (2013)</b> Neural Explanations; <b>Pichichero (2009)</b> Evolutionary theory, <b>Chepko-Sade (1989)</b>  Drug Therapy; <b>Koran, Ringold &amp; Elliott (2000)</b> Psychosurgery; <b>Richter et al (2004)</b>	184-191	
<b>Alternative Explanations &amp; treatments</b> OCD/Depression/Phobias	Cognitive Behavioural Therapy Combination therapies; <b>O'Connor (1999)</b> Genetic explanation <b>Plomin (2003)</b> Behaviourist theory; <b>Lewinsohn (1974)</b> Drug treatment, <b>Cuijers (2008)</b> Electroconvulsive therapy Strength and weaknesses of these techniques Impact on individual, side effects and costs	192 176 181	

## Year 13 Psychology Assessment Checklist for January 2024

Subject Psychology		Paper 2 Psychology in Context	Duration 2hours Written Paper Pre-Prepared Booklet
What to revise		How to revise it	
1	<b>Approaches in Psychology</b> 24 marks 30 mins	Past paper questions Topic Practice Papers Pages 198-218 Black text book and Pages 1-19 White text book <i>Strengthen your learning tasks</i> (text book) <i>Assessment Check</i> (text book)  See unit breakdown	
2	<b>Bio Psychology</b> 24 marks 30 mins	Past paper questions Topic Practice Papers Pages 225-249 Black text book <i>Strengthen your learning tasks</i> (text book) <i>Assessment Check</i> (text book)  See unit breakdown	
3	<b>Psychological Methods</b> 48 marks 60 mins	Past paper questions Topic Practice Papers Pages 102-144 Black text book <i>Strengthen your learning tasks</i> (text book) <i>Assessment Check</i> (text book)  See Unit breakdwon	

# Approaches Module Unit Breakdown

Section (One divider)	Details & Specifics This content is included in this section	Pages of Text For reference	Notes/ Revised ?
The <b>Biological Approach</b>	Basic assumptions (statements about behaviour that these psychologists believe), including; genetics, nervous system, neurology & brain structure At least 2 x Key pieces of research from your specification At least 2 x applications of the approach – where it has been used to positive effect (drug therapy, genetic vulnerability) At least 3 x criticisms of the approach; include a methodological critique also.	199-205 Year 1 book	
The <b>Behaviourist Approach</b>	Basic assumptions (statements about behaviour that these psychologists believe), including; conditioning, 2 x Key pieces of research from your specification At least 2 x applications of the approach – where it has been used to positive effect (therapy, gender) At least 3 x criticisms of the approach; include a methodological critique also. <b>Pavlov (1910), Watson &amp; Raynor (1920), Skinner</b>	206-211 Year 1 book	
The <b>Social Learning Approach</b>	Basic assumptions (statements about behaviour that these psychologists believe), including; role models, vicarious learning, cognitive element, to learning, comparison with behaviourism, 2 x Key pieces of research from your specification At least 2 x applications of the approach – where it has been used to positive effect (Gender, addiction) At least 3 x criticisms of the approach; include a methodological critique also. <b>Bandura (1961)</b>	212-216 Year 1 book	
The <b>Cognitive Approach</b>	Basic assumptions (statements about behaviour that these psychologists believe), including; context, information processing analogies, schema, development, memory models 2 x Key pieces of research from your specification At least 2 x applications of the approach – where it has been used to positive effect (memory, gender, addiction, therapy) At least 3 x criticisms of the approach; include a methodological critique also. <b>Loftus &amp; palmer (1974), Endel Tulving (1972)</b>	218-223 Year 1 book	
The following approaches are studied as part of 'Year 2' but should be included in the same section of the paper			
The <b>Psychodynamic Approach</b>	Basic assumptions (statements about behaviour that these psychologists believe), including; the unconscious, structure of the mind, psych-sexual stages, impact later in life, defence mechanisms. 2 x Key pieces of research from your specification At least 2 x applications of the approach – where it has been used to positive effect (Gender, therapy, attachment, forgetting) At least 3 x criticisms of the approach; include a methodological critique also. <b>Freud (1909)</b>	2-10 Year 2 book	
The <b>humanist Approach</b>	Basic assumptions (statements about behaviour that these psychologists believe), including; free-will, holism, self –actualisation, the role of the self, 2 x Key pieces of research from your specification At least 2 x applications of the approach – where it has been used to positive effect (therapy, addiction) At least 3 x criticisms of the approach; include a methodological critique also. <b>Maslow (1962), Rogers (1970s)</b>	11-18 Year 2 book	
<b>Comparison of the approaches</b>	Where does each approach 'sit' on the spectrum of debates in psychology? Identify the approaches relationship with the debate and use at least one study to demonstrate this: Free-Will determinism Nature – Nurture Holism – reductionism Idiographic – nomothetic Scientific method – non-scientific method Use of animals – non-use of animals Ethical research – unethical research	19-25 Year 2 book	

# Year 13 Bio-Psychology Unit Breakdown

Section Name	Details and content of these sections	Pages of Book 1	Notes
<p><b>Biological Rhythms</b> and their impact on behaviour and psychology</p>	<p><b>Circadian rhythms</b> and associated research (Schiffre) Sleep-Wake cycle (24) Exogenous zeitgebers/internal pacemakers debate and discussion <b>Infradian Rhythms</b> and associated research (McClintock &amp; Stern), Exogenous zeitgebers/internal pacemakers debate and discussion. Menstrual cycle (24+) <b>Ultradian Rhythms</b> and associated research; Dement &amp; Kleitman. Sleep patterns within sleep (-24)</p>	249-255	
<p><b>Localisation of brain function</b> What we know about what parts of the brain do what</p>	<p>Hemispheres and <b>lateralisation</b> Right hemisphere functions and research Left hemisphere functions and research Spatial relationships Cortexes and their role, visual, auditory etc. Language centres Sperry <b>Split brain research</b> and other associated research. Evaluation of the study <b>Sperry</b> <b>Plasticity and functional recovery</b> Axon sprouting, brain stimulation, denervation super sensitivity, factors that inhibit plasticity Schneider et al brain injury recovery <b>Hubel &amp; Weisel (1963) – kittens eyes</b> <b>Bezzola et al (2012) – golf lessons</b> <b>Maguire – MRI scanner taxi hippocampus</b></p>	235-246	
<p>How we study the brain – <b>Scanning techniques</b> and technology that enable us to see what is happening in the brain</p>	<p><b>Scanning techniques</b> MRI, FMRI, EEG, ERP, post mortem examinations, strength and weaknesses, examples of their use (to show S&amp;W) <b>Dement &amp; Kleitman - EEG</b> <b>Maguire – MRI scanner</b> <b>Tulving - PET</b></p>	247-248	
<p><b>Biological structures</b> and their role in our behaviour</p>	<p>The divisions of the <b>nervous system</b> CNS, PNS, Autonomic and Somatic The <b>Central Nervous System (CNS)</b> Neuron types and synaptic transmission Features of a neuron and types of a neuron Excitation and inhibition Synaptic transmission Links to schizophrenia Key research to illustrate the processes The <b>Endocrine System</b> and the role of <b>Hormones</b> Types of gland and their associated hormone The flight or fight conditions and the role adrenaline Link to bio psych approach and evolution Key research to illustrate the process The Parasympathetic Nervous System PNS <b>Eysenck - Personality</b></p>	226-233	



# Methods in Psychology Unit Breakdown

Folder Section	Details of content	Pages Book 1	Notes
<b>Generating a Hypothesis</b>	One tailed, Two tailed and reasons for these Operational/Alternate, Null Generating a hypothesis Accepting a hypothesis	271	Year 1
<b>Experimentation</b>	<b>Types</b> of experiment <b>Designs</b> of experiment Strengths & weaknesses of each design <i>e.g. counterbalancing, order effects, matching criteria</i> Overcoming problems of experiments	258- 262  276	Year 1
<b>Observation</b>	Types of observation Participation, Covert/Overt Strengths & weaknesses of all designs Coding schemes/Behaviour checklists Time Sampling/Event Sampling Inter-observer reliability	262- 264	Year 1
<b>Correlation</b>	Gathering data Positive/Negative correlations Correlation co-efficient and calculating this, Correlation and causation Extraneous variables and Strengths & weaknesses of correlation e.g. ethical benefits etc. The correlational hypothesis and how this is different to experimental hypothesis	268- 270	Year 1
<b>Self-Report</b>	Questionnaire, Open/Closed questions, scaled Qs Strengths and weaknesses incl: validity, interviewer effects, small talk and rapport, clarifications, superficiality etc. Interviews and sub types, Strengths and weaknesses Designs of interview for the topic and respondent Issues incl: validity, interviewer effects, small talk and rapport, clarifications etc. Comparison of interviews and questionnaires	265- 268	Year 1
<b>Case Studies</b>	Examples from course Strengths and weaknesses with examples	270	Year 1
<b>Sampling techniques</b>	Random Stratified Self-selecting/Volunteer Opportunity Strengths & weaknesses Bias in sampling Practical steps and evaluations	272- 274	Year 1
<b>Analysing Quantitative Data</b>	Primary & Secondary data Qualitative measurements (Content & Thematic) Measures of central tendency Mean, Mode, Median, Range, Standard deviation Strengths and weaknesses of MCT	292- 299	Year 1
<b>Ethics in Research</b>	Consent, deception, protection, withdrawal, confidentiality, anonymity, observation, advice.	278	Year 1

