**A Level Psychology**

**Personal Learning Checklists:**

1. **Approaches**

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| **The** **origins** **of** **Psycol****-****ogy** |  1. Discuss the origins of psychology including reference of Wundt.  |   |
| 2. Discuss the emergence of psychology as a science.  |   |
|  | Discuss Classical conditioning as an explanation for human behaviour  |   |
| **The cognitive approach** | 3. Discuss **Pavlov’s** research  |   |
| 4. Discuss Operant conditioning as an explanation for human behaviour  |   |
| 5. Discuss Skinner’s research  |   |
| 6. Discuss Social learning theory as an explanation for human behaviour  |   |
| 7. Discuss **Bandura’**s research  |   |
| 8. Discuss the cognitive approach as an explanation for human behaviour  |   |
| **The** **cognitive** **approach**The biological  |  9. Discuss The emergence of cognitive neuroscience in psychology  |   |
|  approach10. Discuss the biological approach as an explanation for human behaviour  |   |
| The psycho-dynami approach  |  11. Discuss the psychodynamic approach as an explanation for human behaviour.  |   |
| The humanistic approach  |  12. Discuss the humanistic approach as an explanation for human behaviour  |   |
| Comp-arison of approaches | 13. To be able to compare and contrast the various approaches using similarities and differences of each.  |   |

1. **Research methods**

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| **Types of** **Experiment** |  1. Lab  |   |
| 2. Field  |   |
| 3. Natural  |   |
| 4. Quasi  |   |
| **Observational** **Methods** | 5. Naturalistic  |   |
| 6. Covert  |   |
| 7. Overt  |   |
| 8. Participant  |   |
| 9. Non-Participant  |   |
| Self report technique  | 10. Questionnaires (Structured / Unstructured)  |   |
| 11. Interviews (Structured / Unstructured)  |   |
| **Correl****-****ations** | 12. Analysis of relationship between co-variables (Strength and direction of correlation)  |   |
| 13. The difference between a correlation and an experiment  |   |
| **Qualitat****ive** **measur****es** | 14. Content analysis  |   |
| 15. Case Studies  |   |
|  | **Scientific Process**  |   |
| **Hypothesis & aims** | 16. Aims - To be able to write an aim  |   |
| 17. Write and understand a hypothesis -  |   |
| 18. Directional / non-directional – one or two tailed and reasons why  |   |
| 19. State the difference between an aim and a hypothesis  |   |

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| **Sampling** **-****including issues,** **generalisation and bias in** **each technique** | 20. Explain the term population and sample  |   |
| 21. Random  |   |
| 22. Systematic  |   |
| 23. Stratified  |   |
| 24. Opportunity  |   |
| 25. Volunteer  |   |
| **Pilot** **Studies** | 26. Understand what a pilot study is  |   |
| 27. Explain the aims of a pilot study  |   |
| **Experimental** **designs** **-****explanation** **and issues**  | 28. Repeated Measures +ives / -ives  |   |
| 29. Independent groups +ives / -ives  |   |
| 30. Matched pairs +ives / -ives  |   |
| **Observa****-****tional design**  | 31. Behavioural categories  |   |
| 32. Event sampling  |   |
| 33. Time Sampling  |   |
| **Questio****nnaire** **Constru****ction**  | 34. Use of open and closed questions  |   |
| 35. Design of Interviews  |   |
| **Variables ; control,** **manipulation &** **operationalisation** | 36. Identification of IV / DV  |   |
| 37. Extraneous variables  |   |
| 38. Confounding variables  |   |
| 39. Operationalisation of variables  |   |
| **Methods of control** | 40. Randomisation  |   |
| 41. Counterbalancing  |   |
| 42. Randomisation  |   |
| 43. Standardisation  |   |
| 44. Demand Characteristics  |   |
| 45. Investigator effects  |   |

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| **Ethics and control in the** **research process** | 46. The role of the BPS code of ethics  |   |
| 47. Ethical issues in the design and conduct of Psychological studies  |   |
| 48. Dealing with ethical issues in research  |   |
| 49. The role of peer review in the scientific process  |   |
| 50. The implications of psychological research for the economy  |   |
| **Types, assessment and** **improvement of Validity**  | 51. Face validity  |   |
| 52. Concurrent validity  |   |
| 53. Ecological validity  |   |
| 54. Temporal validity  |   |
| 55. Assessment of validity  |   |
| 56. Improving validity  |   |
| **Features of Science** | 57. Objectivity  |   |
| 58. Empirical Method  |   |
| 59. Replicability  |   |
| 60. Falsifiability  |   |
| 61. Theory construction  |   |
| 62. Hypothesis Testing  |   |
| 63. Paradigms / Paradigm shift  |   |
| **Reporting Psychological** **investigations**  | 64. Abstract  |   |
| 65. Introduction  |   |
| 66. Method  |   |
| 67. Results  |   |
| 68. discussion  |   |
| 69. Referencing  |   |
| **Data** **Handling** **&** **Analysis** | 70. Distinction between quantitative and qualitative data techniques  |   |
| 71. Primary data  |   |

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|  | 72. Secondary data  |   |
| **Descriptive Stats** **–****Measures of central** **tendancy and measures of dispersion** | 73. Meta-analysis  |   |
| 74. Mean – justification, understanding and calculation  |   |
| 75. Median – justification, understanding and calculation  |   |
| 76. Mode – Justification, understanding and calculation  |   |
| 77. Range - Justification, understanding and calculation  |   |
| 78. Standard Deviation - justification and understanding  |   |
| 79. Calculation of percentages  |   |
| **Presentation &** **Display of** **quantitative data** | 80. Graphs  |   |
| 81. Tables  |   |
| 82. Scattergrams  |   |
| 83. Histograms  |   |
| **Distribu****-****tions** | 84. Normal distributions – presentation and characteristics  |   |
| 85. Skewed distributions – presentations and characteristics  |   |
| **Correlati****on** | 86. Correlation – analysis and presentation including correlation co-efficient  |   |
| 87. Zero, positive and negative correlations Plus strength  |   |
| **Levels of** **measurement** | 88. Nominal  |   |
| 89. Ordinal  |   |
| 90. Interval  |   |
| **Content** **analysis** | 91. Content analysis  |   |
| 92. Thematic analysis  |   |
| **Knowledge and** **understanding of** **Inferential tests**  | 93. Sign Test - justification, understanding and calculation  |   |
| 94. Probability and significance  |   |
| 95. Use of statistical tables and critical values in interpretation of significance  |   |
| 96. Type I and type II errors  |   |
| **Choice of Statistical test**  | 97. Spearmans Rho - justification and understanding  |   |
| 98. Chi –Squared- justification and understanding  |   |
| 99. Wilcoxon T - justification and understanding  |   |
| 100. Mann-Whitney U - justification and understanding  |   |
| 101. Related T Test - justification and understanding  |   |
| 102. Unrelated T test - justification and understanding  |   |

1. Memory

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|   **Characteristics of memory, STM, LTM,** **Episodic,** **Semantic &** **Procedural**  | Summary of a study on encoding in STM and LTM eg. (Baddeley)   |  |
| Summary of study on capacity of STM and LTM (Miller)   |  |
| Summary of study on duration of STM (Peterson & Peterson)   |  |
| Summary of study on duration of LTM (Bahrick)   |  |
|  | Description of LTM - Episodic  |  |
| Description of LTM - Semantic  |  |
| Description of LTM - Procedural  |  |
|    **Models of memory**  | Description of the multi-store model of memory, plus evaluation inc. research (Atkinson & Shiffrin)   |  |
| Description of the working memory model, plus evaluation inc. research (Baddeley & Hitch)   |  |
| **Explanations for forgetting**  |  **Description of interference Theory:** Retroactive interference **with** **supporting research / evaluation** (Miller)  |  |
| **Description of interference Theory:**  Proactive interference **with supporting research / evaluation** (Underwood)  |  |
| **Retrieval Failure** Description of retrieval failure & evaluation / supporting research (Tulving & Pearlstone)  |  |
| **Accuracy of eye witness testimony**  / Improving Accuracy of EWT    |  Misleading Information: Leading Questions (Loftus & Palmer)   |  |
| Post-Event Discussion   |  |
| Knowledge of the factors which affect the accuracy of EWT - anxiety   |  |
| Supporting / refuting research in real life (Yuille & Cutshall)   |  |
| Features of the cognitive interview plus evaluation ( Milne & Bull)  |  |

# Attachment

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| caregiver-infant interactions    |  1. Reciprocity  |   |
| 2. Interactional synchrony  |   |
| 3. Multiple attachments Shaffer & Emerson (Glasgow babies)  |   |
| 4. Role of the father  |   |
| Animal studies of attachmnt  | 5. Lorenz  |   |
| 6. Harlow  |   |
| Explanations of attachment | 7. Learning theory  |   |
| 8. Bowlby’s monotropic theory  |   |
| 9. Concepts of the critical period  |   |
| 10. Internal working model  |   |
| Ainsworth’s strange situation  | 11. Types of attachment: secure, insecure-avoidant and insecureresistant  |   |
| Cultural variations in attachment | 12. Van IJzendoorn  |   |
| Bowlby’s theory  | 13. Maternal deprivation  |   |
| Romanian orphan studies  | 14. Effects of institutionalisation  |   |
| Influence of early attachment  | 15. Internal working model  |   |

#  Psychopathology

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| **Definitions of** **abnormality**  |  1. Deviation from social norms  |   |
| 2. Failure to function adequately  |   |
| 3. Statistical infrequency  |   |
| 4. Deviation from ideal mental health  |   |
| **Mental disorders – explanations**  | 5. The behavioural approach to explaining phobias  |   |
| 6. Two process model to gaining and maintaining a phobia  |   |
| 7. The cognitive approach to explaining depression  |   |
| 8. The biological approach to explaining OCD  |   |
| **Mental** **Disorders** **–****Treatments**  | 9. The behavioural approach to treating phobias  |   |
| 10. The cognitive approach to treating depression  |   |
| 11. The biological approach to treating OCD  |   |

# Social Influence

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| **Types,** **explanations of confomity****plus** **variables affecting conformity** | 1. Types of conformity; compliance, internalisation and identification  |   |
| 2. Explanations for conformity – Normative Social Influence  |   |
| 3. Explanations for conformity – Informational Social influence  |   |
| 4. Variables affecting conformity – Key study – Asch ( 1956) Line study - APFCC  |   |
| 5. Variable one – Group size  |   |
| 6. Variable two – unanimity of the majority  |   |
| 7. Variable three – Task difficulty  |   |
| **Conformity to social roles**  | 8. Key Study – Zimbardo (1973) – Stanford prison study - APFCC  |   |
| 9. Alternative study for evaluation – Reicher and Haslam – BBC prison study  |   |
| **Factors affecting obedience** | 10. Key study – Milgram (1963) Electric shock study APFCC  |   |
| 11. Situational factors affecting obedience – Proximity  |   |
| 12. Situational factors affecting obedience – location  |   |
| 13. Situational factors affecting obedience – The power of uniform  |   |
| 14. Situational factors affecting obedience – The Agentic state  |   |
| 15. Situational factors affecting obedience – legitimacy of authority  |   |
| 16. Dispositional factors affecting obedience – The Authoritarian personality  |   |
| **Resistance to social influence**  | 17. Social Support -  |   |
| 18. Locus of control  |   |
| **Minority influence**  | 19. How minorities influence majorities – Consistency, commitment and flexibility  |   |
| **Social**  | 20. Social change through minority influence  |   |
| **influence processes in social change**  | 21. Social change through majority influence (conformity)  |   |

**Year 2**

1. **Issues and Debates in Psychology**

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|   | **Requirements broken down** **Research studies are in bold**  | **Notes on this?**  |
|   |  |
| **Gender** **and** **culture** **bias** | 1. Discuss gender bias in research including universality, androcentrism and alpha and beta bias.  |   |
| 2. Discuss cultural bias in research including universality, ethnocentrism and cultural relativism.  |   |
|   |   |   |
|  | 3. Discuss the free will and determinism debate including hard and soft determinism, biological, environmental and psychic determinism and the scientific emphasis on causal explanations.  |   |
|  | 4. Discuss the nature-nurture debate including heredity, the environment and the interactionist approach.  |   |
|  | 5. Discuss holism and reductionism including levels of explanation, biological and environmental reductionism.  |   |
|  | 6. Discuss idiographic and nomothetic approaches to psychological investigation.  |   |
|  | 7. Discuss ethical implications of research studies and theory including socially sensitive research.  |   |

# Relationships

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| **Evolut. Expl.** **Partner pref.** |  1. The evolutionary explanation for partner preferences   |   |
| 2. Relationship between sexual selection and human reproductive behaviour  |   |
| **Facttors Affecting** **attraction** | 3. Self- disclosure  |   |
| 4. Physical attractiveness, including **Walster’s matching hypothesis**  |   |
| 5. **Kerchoff & Davis’** **Filter theory**, including social demography, similarity in attitudes and complementarity  |   |
| **Theories of****Romantic** **relationships**  | **6. Social Exchange Theory (Thibaut & Kelly)**  |   |
| **7. Equity Theory ( Hatfield)**  |   |
| 8. Investment model of relationships ( Rusbult)  |   |
| 9. **Duck’s model of relationship breakdown** including phases; Intapsychic, dyadic, social and grave dressing.  |   |
| **Virtual** **relatio****nships** **in** **social**  | 10. Self-disclosure in virtual relationships  |   |
| 11. Effects of the absence of gating in virtual relationships  |   |
| **Para****-****social** **relationships** | 12. Levels of para-social relationships  |   |
| **13. Absorption addiction model**  |   |
| 14. **Attachment theory explanation** of para-social relationships  |   |

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|  **Student checklist for Mathematical Skills in A level Psychology** **(7181 & 7182)**  |
| **Mathematical Skills**  | **Example of use in psychology**  | **Outline**  | **Evaluate**  | **Outline**  | **Evaluate**  | **Outline**  | **Evaluate**  |
|  | Use a scatter diagram to |   | 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.  |  |  |  |  |  |  |
| identify a correlation |   |
| between two variables | .  |
|  |
| Use a statistical test.  | For example, calculating a nonparametric 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.(Types of data used)  | For example, stating the level of measurement (nominal, ordinal or interval) that has been used in a study. |  |  |  |  |  |  |
|  | Know the characteristics of |   | 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).  |  |  |  |  |  |  |
| normal and skewed |   |
| distributions. |   |
|  |
| 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.  |  |  |  |  |  |  |
|  | Understand measures o | f  | 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.      |  |  |  |  |  |  |
| dispersion, including |   |
| standard deviation and range. |   |
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| **Mathematical Skills**  |  | **Example of use in psychology**  | **Outline**  | **Evaluate**  | **Outline**  | **Evaluate**  | **Outline**  | **Evaluate**  |
| 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  |  |  | 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.  |  |  |  |  |  |  |
| symbols: =, <, <<, >>, |   |
| >, ∝, ~.  |
| Substitute numerical value into algebraic equations using appropriatunits for physical quantities.  | s e  | 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 |   |  | For example, using a set of numerical data (a set of scores) from a record sheet to construct a bar graph.  |  |  |  |  |  |  |
| between graphical, |   |
| numerical and algebrai | c  |
| forms | .  |
|  |
|  | Plot two variables from  |  |   | For example, sketching a scatter diagram using two sets of data from a correlational investigation.  |  |  |  |  |  |  |
| experimental or other data. |
|  |
|  | Simple fractions, percentag | es |   | How to convert between and show in simplified format.  |  |  |  |  |  |  |
| and decimals |   |  |
|  | Significant figures |   |  | Show numbers to two significant figures.  |  |  |  |  |  |  |
|  |