**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 |  |
| approach  10. 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  humanisti  c  approach | 12. Discuss the humanistic approach as an explanation for human behaviour |  |
| Comp  -  arison  of  approa  ches | 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  techniq  ue | 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. |  |
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|  | 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 appropriat  units 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. |  |  |  |  |  |  |
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