

A LEVEL PSYCHOLOGY PLCS

2023-2024 Version

This belongs to: _____

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NOTE: highlighted topics are those asked in previous essay questions (8+).

Starred topics are essays asked in the 2023 Exam Series.

Web Links

Exam Papers + Mark Schemes



Videos on Psych as Science, Methods etc



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1 For theories make sure you can answer these questions:

A01 (description)

Define the key terminology from the theory (agentic state etc.)

Explain the theory clearly and logically to someone who doesn't know it

A02 (application)

Apply the theory to different situations/scenarios

Apply the theory to unseen research studies (explaining results etc)

A03 (evaluation)

Supporting evidence?

Conflicting evidence?

Other theories

Usefulness

Testability

2 For named (content, classic and contemporary) studies make sure you know:

Aim/s (max 2)

Procedure (participants, method, materials equipment used)

Results (numbers, graphs) - 2 at least

Conclusions (from results) - 2 at least

Evaluation (linked to APRC, at least 1 s/w each):

Generalisability

Reliability

Application

Validity

Ethics

3 For key questions make sure you can:

State the KQ clearly (as a KQ!) - e.g. how can SP explain genocides like Rwanda?

Give 4 facts about the KQ (e.g. what happened, statistics, etc.)

Give 4 links to psychological theory, research, and/or ideas.

Ensure you have **competing arguments (this supports, this doesn't because...)**

Ensure your facts and psychological links are **connected**

4 Practical investigations: ensure you treat them as contemporary studies:

Prepare to give APRC, GRAVE-C

2 problems that you encountered - and ways you could have solved those problems

Give answers that relate **specifically** to that practical:

☺ We put word lists out around the room so that we were testing the order of the words recalled, rather than the words themselves. This replicated Baddeley and improved our internal validity....

☹ We performed the research in a controlled room, so we knew we had internal validity.

Paper 1: Foundations in psychology		*Paper code: 9PS0/01
<ul style="list-style-type: none">Externally assessedAvailability: May/JuneFirst assessment: 2017		35% of the total qualification
Overview of content <ul style="list-style-type: none">Topic 1: Social psychologyTopic 2: Cognitive psychologyTopic 3: Biological psychologyTopic 4: Learning theories		
Overview of assessment <ul style="list-style-type: none">Written examination.Students must answer all questions from five sections.Sections A–D total 70 marks and comprise mixed question types, including stimulus and data response, short-answer and extended response questions and cover the topic areas as follows:<ul style="list-style-type: none">Section A: Social psychologySection B: Cognitive psychologySection C: Biological psychologySection D: Learning theoriesSection E: Issues and debates has 20 marks and comprises two extended response questions, covering the topic area of issues and debates in psychology.The assessment is 2 hours long.The assessment consists of 90 marks.The formulae and statistical tables given in <i>Appendix 4: Formulae and statistical tables</i> will also be given in the paper.Calculators may be used in the examination.		

Topic	Detail	RAG 1	RAG 2
1.1 Content - be able to outline, apply and give 4 evaluation PEs for:			
Obedience	**Agency Theory		
	Social Impact Theory		
	Milgram's original study		
	Milgram variation 7: Telephonic Instructions		
	Milgram variation 10: Run-down office block		
	Milgram variation 13: Ordinary man gives orders		
Prejudice	Social Identity Theory (prejudice theory)		
	Realistic Conflict Theory (prejudice theory)		
Individual differences	Personality + gender impacts on obedience/dissent		
	Personality impact on prejudice/discrimination		
Dev Psychology	Situation + Culture impacts on obedience/dissent		
	Gender + Culture impacts on prejudice discrimination		

1.2 Methods – outline, identify, apply, construct, evaluate and calculate:			
Self-reporting data	Questionnaires		
	Unstructured, semi-structured + structured interviews		
	Open + closed (ranked scale) questions		
Sample selection techniques	* random, volunteer		
	* volunteer		
	* opportunity		
	* stratified		
Qualitative and quantitative data	Analyse quantitative data by calculating + interpreting:		
	* central tendency (mean, median, mode)		
	* dispersion (range, standard deviation)		
	* frequency tables		
	* bar charts		
	Outline and evaluate the use of thematic analysis		
	Analyse qualitative data using thematic analysis		
	BPS code of ethics and conduct (2009)		
	BPS advice on risk management (2009)		

1.3 Studies			
Classic	Sherif et al. (1954) - Robbers Cave Experiment		
Contemporary	Burger (2009) Replicating Milgram		

1.4 Key Question: how SP can explain atrocities such as the Rwandan Genocide			
State and discuss	State the KQ clearly		
	Discuss the KQ as a contemporary issue for society		
Apply Psychology	Use concepts, theories and/or research from social psychology to explain the KQ		

1.5 Practical investigation

Design, analyse and report on a questionnaire: do pts who report themselves as authoritarian tend to also report being agentic?

What you need to do	Design a questionnaire with open and closed questions		
	Ensure ethical guidelines are following: informed consent, debrief, risk management		
	Gathered qualitative and quantitative data		
	Analysed quantitative data with descriptive stats		
	Analysed qualitative data with thematic analysis		
What you need to know	Aims and hypotheses (null and alternative)		
	Method		
	Results/Analysis of quantitative and thematic analyses		
	Conclusions: link to hypotheses and social psychology		
	Evaluation: GRAVE		
	Evaluation: 2 issues and potential solutions to problems		

1.6 Issues and Debates

Ethics	informed consent, right to withdraw, harm		
Practical research issues	Getting informed consent, avoiding deception; designing survey considering social desirability		
Reductionism	Risk when drawing conclusions from social data		
Comp. explanations	Comparing 2 theories of obedience / prejudice		
Psychology as science	Social desirability in survey; validity and reliability issues		
Culture and gender	Is prejudice/obedience impacted by culture/gender?		
Nature v nurture	Role of personality versus situation in obedience		
Psychology over time	What Burger found when he replicated Milgram		
Social control	Why do people obey people in authority/uniform?		
Using psych in society	Reducing conflict in society (e.g., applying RCT)		
Social sensitivity in research	Impact of research on individuals in wider society (e.g., racism through social identity theory etc)		

Topic	Detail	RAG 1	RAG 2
2.1 Content - be able to outline, apply and give 4 evaluation PEs for:			
Four memory theories	Working Memory Model (Baddeley and Hitch, 1974)		
	Multi-Store Model of memory (Atkinson and Shiffrin, 1968)		
	Episodic/Semantic theory of memory (Tulving, 1972)		
	** Reconstructive Theory (Bartlett, 1932)		
Ind differences	ind diffs in processing speed + autobiographical memory		
Dev psychology	How memory span develops from 5 to 17 years old		

2.2 Methods - outline, identify, apply, construct, evaluate and/or calculate:			
Experiments (design, issues and solutions)	How to design and conduct field experiments		
	How to design and conduct laboratory experiments		
	Operationalise and write IV and DV		
	Identify and write null and experimental hypotheses		
	Identify + create 1 + 2 tailed hypotheses		
	Exp. design: rep measures, ind groups, matched pairs		
	Extraneous + confounding variables		
	Order effects: counterbalancing + randomisation (ABBA)		
	Identify/reduce impact of situational + participant variables		
	Objectivity, reliability and validity (internal, external)		
	Experimenter effects		
	Demand characteristics		
	Experimental control issues		
Quantitative data analysis and inferential statistics	Analyse quantitative data:		
	* measures of central tendency (mean, median, mode)		
	* measures of dispersion (range, standard deviation)		
	* percentages, bar charts		
	Identify, explain and interpret these inferential statistics:		
	* Levels of measurement (nominal, ordinal, interval/ratio)		
	* Mann-Whitney U test for independent groups		
	* Wilcoxon test: repeated measures and matched pairs		
	* Probability levels ($p \leq 0.10$, $p \leq 0.05$, $p \leq 0.01$)		
	* Identify, explain and interpret Type I and Type II errors		
Case Studies	Henry Molaison (HM) case study		
	Case studies and the use of qualitative/quantitative data		

2.3 Studies			
Classic	Baddeley (1966b) Working memory model: Influence of acoustic + semantic similarity on LTM for word sequences.		
Contemporary	Sebastián and Hernández-Gil (2012): Developmental pattern of digit span in Spanish population.		

2.4 Key Question: How reliable is EWT? Or – how can understanding WM help with dyslexia			
State and discuss	State the KQ clearly		
	Discuss the KQ as a contemporary issue for society		
Apply psych	Use concepts, theories and/or research to explain the KQ		

2.5 Practical investigation: An experiment on acoustic similarity of words and STM encoding			
What you need to do	Design decisions (experimental design, controls, sampling)		
	Operationalised IV and DV		
	Write fully operationalised null and experimental hypothesis		
	Design decisions (experimental design, method, sampling)		
	Control decisions (experimenter, demand characteristics)		
	Collect and analyse quantitative data (mean, sd, charts)		
	Use either MW or Wilcoxon test to significance test data		
	Report results and conclusions		
What you need to know	Aim, Hypotheses		
	Design and control decisions		
	Findings and conclusions from statistical analyses		
	GRAVE-C evaluation		
	Two possible issues with study and fully justified solutions		

Topic	Detail	RAG 1	RAG 2
2.6 Issues and Debates			
Ethics	HM and confidentiality in case studies		
Practical issues	How to measure memory and reliability/validity of experimental design		
Reductionism	Underemphasising brain interconnections; creating artificial memory parts like STM / LTM for study		
Comparing explanations	Compare the 4 different memory models		
Nat. v nurture	HM + brain structure (nat); reconstructive memory (nurt)		
Psych over time	Development of memory explanations over time (e.g. MSM to WMM)		
Social control	Memory in court situations		
Using psych in society	** Application of cognitive theories to scenario Using understanding of memory to help with dyslexia/memory loss/dementia		
Social sensitivity	Research into dementia is socially sensitive for the individual		

Topic	Detail	RAG 1	RAG 2
3.1 Content - be able to outline, apply and give 4 evaluation PEs for			
CNS and synaptic transmission	Role that the CNS plays in human behaviour		
	Structure and role of the neuron		
	Functions of neurotransmitters		
	Function and process of synaptic transmission		
Recreational drugs	Impact on CNS transmission of heroin and cocaine		
Brain structure	Location + function of:		
	* frontal, parietal, occipital, temporal lobes		
	* pre-frontal cortex, limbic system (amygdala)		
Explaining aggression	The role of brain function/structure		
	** Hormones: testosterone, cortisol, adrenaline		
	Evolution and natural selection.		
	Freud's psychodynamic explanation (NOT biological!!)		
Individual differences	Brain structure similar across all humans		
	Case studies of brain damaged patients → ind diffs		
	Freud's personality theory → ind diffs		
Developmental psychology	Role of evolution in human development		
	Role of hormones in human development		

3.2 Methods – to be able to outline, identify, apply, construct, evaluate and calculate:			
Correlational research and Spearman's Rank	Explain what correlation is		
	Interpret +, -, zero correlations		
	Construct + interpret scatter diagrams		
	Discuss issues in using correlation:		
	* cause + effect vs relationships		
	* impact of other variables		
	* use + analyse Spearman's rank		
	* explain when to use Spearman's rank		
Brain scanning	* CAT scans		
	* PET scans		
	* fMRI scans		
Twin and adoption studies	* Twin studies (+ Brendgen et al, 2005)		
	* Adoption studies (+ Cadoret and Stewart)		

3.3 Studies			
Classic	Raine et al. (1997) Brain abnormalities in murderers indicated by PET scanning		
Contemporary	Brendgen et al. (2005) Examining genetic + environmental effects on social aggression		

3.4 Key Question: How effective is drug therapy for treating addiction?

State and discuss	State the KQ clearly		
	Discuss the KQ as a contemporary issue for society		
Apply Psychology	Use concepts, theories and/or research to explain KQ		

3.5 Practical investigation: is there a correlation between the type of media consumed in a 6-month period and self-reported aggression?

Study design	Describe a clear link to aggression research		
	Operationalise co-variables for the study		
	Operationalise alternative + null hypotheses		
	Identify and justify sampling method		
	Identify and deal with ethical considerations		
Data analysis	Design data-collection tools (aggression, stress scales)		
	Analyse statistical data from study		
	* Creation and analysis of scattergraph		
	* Use Spearman's rank to test significance		
	* Summarise findings of hypothesis testing		
What to know	The correlational hypothesis (null, alternative)		
	The method (sampling, ethics, data collection)		
	Results (Scattergraph, Spearman Rank outcome)		
	Conclusions from results (reject/accept null etc)		
Evaluation	Evaluated study using GRAVE		
	Identified 2 possible issues/problems with study		
	Made 2 suggestions to solve issues above		

3.6 Issues and Debates

Ethics	Consider how research findings are used		
Practical issues	Issues in scanning + measuring brain complexity		
Reductionism	Risk of reductionism in correlational research		
Comp. explanations	Comparing Freud's to biological explanations		
Psych as science	Synaptic transmission; brain-scanning techniques		
Nature v nurture	Brain structure (nature) or environment (nurture)		
Psych over time	Development of brain scanning techniques		
Social control	Using knowledge of brain to control individuals		
Psych in society	Understanding causes of aggression to reduce it		
Social sensitivity	Impact of using brain scanning for potential aggression on individuals/groups in society		

Topic	Detail	RAG 1	RAG 2
4.1 Content - be able to outline, apply and give 4 evaluation PEs for:			
Classical conditioning	* UCS, UCR, CS, CR		
	* extinction, spontaneous recovery, generalisation		
	* Pavlov (1927) salivation in dogs (full study)		
Operant conditioning	* Types of reinforcement (positive and negative)		
	* Types of punishment		
	* Primary and secondary reinforcers		
	* Reinforcement schedules		
	- fixed and variable interval		
	- fixed and variable ratio		
	Behaviour modification through 'shaping'		
Social learning theory	* observation, modelling, imitation – ARRM stages		
	* vicarious reinforcement		
	* Bandura (1961) original Bobo Doll experiment		
	* Bandura (1963) learning from TV/cartoon models		
	* Bandura (1965) learning via vicarious reinforcement		
Phobias	**Explain the acquisition and maintenance of phobias		
	Treatments: Systematic desensitisation, Flooding		
Individual differences	* environmental influences and experiences:		
	* reward and punishment experiences		
	* different types of role model observed		
Developmental psychology	* Development: patterns of rewards + punishments		
	* Development comes through observation of others		

4.2 Methods – to be able to outline, identify, apply, construct, evaluate and calculate:			
Observation research	* tallying, event and time sampling of qual/quant data		
	* participant vs non-participant		
	* structured versus unstructured		
	* naturalistic overt versus naturalistic covert		
Content analysis	* Describe and eval. content analysis		
	* know difference between CA and Thematic Analysis		
Animal research	* Generalising results to humans		
	* Ethical issues in animal research		
	* Laws: Scientific Procedures Act (1986), Home Office		
Math skills (chi-square)	* Reasons for choosing a chi-squared test		
	* Perform and interpret Chi-Squared test		
Is Psych a science – if it is, it needs the opposite!	Reliability and Validity (internal, external/ecological)		
	Reductionism and Falsifiability		
	Empiricism, Hypothesis Testing and Variable Control		

Topic	Detail	RAG 1	RAG 2
4.3 Studies			
Classic	Watson + Raynor (1920) Little Albert: cond. reactions		
Contemporary	Capafóns et al. (1998): Systematic Des for aerophobia		

4.4 Key Question: Should airlines/airports offer treatment programmes for aerophobia?			
State and discuss	State the KQ clearly		
	Discuss the KQ as a contemporary issue for society		
Apply Psychology	Use concepts, theories and/or research to explain the KQ		

4.5 Practical investigation: Design, conduct and analyse one observation study collecting qual and quant data - do younger people use their mobile phones more in public than older people?			
Data analysis	Summary graphs + tables for quantitative data		
	Chi-Square test to analyse stat significance of results		
	Thematic analysis on the qualitative data		
What you need to know	Aims and hypotheses (null, alternative)		
	Method (observation and collection of qual/quant data)		
	Results / Analysis (Chi-Square and Thematic Analysis)		
	Overall conclusions: hypotheses and link to learning psych		
	Evaluation – GRAVE		
	2 x possible improvements you could make and why		

4.6 Issues and Debates			
Ethics	**Ethical issues involved in using animals in studies		
Practical issues	Generalising from animal study findings to humans		
Reductionism	CC, OC, SLT assume all behaviour works this way		
Comp. explanations	Compare the 3 different learning theories		
Psych as science	Learning focuses on measurable, observable behaviour		
Culture and gender	Culture - SLT and what is modelled and reinforcement patterns; Gender in observational research (Bandura)		
Nature v nurture	Are characteristics (e.g. aggression, gender) learned via reinforcement or SLT, or are they biologically given		
Psychology over time	How explanations have developed (CC, OC, then SLT)		
Social control	Issues of therapist power over client in phobia treatment		
Using psych in society	Develop token economies / treatments for phobias		
Social sensitivity	Using conditioning to control individuals/society		

Paper 2: Applications of psychology		*Paper code: 9PS0/02
<ul style="list-style-type: none"> Externally assessed Availability: May/June First assessment: 2017 		35% of the total qualification
Overview of content Mandatory content <ul style="list-style-type: none"> Topic 5: Clinical psychology Optional topics (students must study one) <ul style="list-style-type: none"> Topic 6: Criminological psychology Topic 7: Child psychology Topic 8: Health psychology 		
Overview of assessment <ul style="list-style-type: none"> Written examination. The paper is composed of two sections. Students must answer all questions from Section A and all questions from a choice of three optional topic areas in Section B. Section A has 54 marks and comprises of mixed question types, including data and stimulus response, short-answer and extended response questions with a 20-mark response covering the topic area of clinical psychology. Section B presents students with a choice of one from three optional topic areas – Criminological psychology, Child psychology or Health psychology. Each section totals 36 marks and comprises mixed question types, including stimulus and data response, short-answer and extended response questions. The assessment is 2 hours long. The assessment consists of 90 marks. The formulae and statistical tables given in <i>Appendix 4: Formulae and statistical tables</i> will also be given in the paper. Calculators may be used in the examination. 		

Topic	Detail	R 1	R 2
5.1 Content - be able to outline, apply and give 4 evaluation PEs for			
Diagnosis and diagnostic tools	Deviance, Dysfunction, Distress, Danger		
	Describe how the DSM IV is used for diagnosis		
	Evaluate the validity and reliability of DSM IV diagnosis		
	Describe how the ICD-10 is used for diagnosis		
	Evaluate the validity and reliability of ICD-10 diagnosis		
	Compare reliability and validity of DSM IV and ICD-10		
Schizophrenia	Features (incidence, gender diffs, impact on functioning)		
	Symptoms: thought insertion, hallucination, delusion, disordered thinking		
	Neurotransmitters explanation: dopamine, glutamate, serotonin		
	Genetic explanation of schizophrenia		
	Cognitive explanation of schizophrenia		
	Compare neurotransmitter, genetic + cognitive explanations		
	Treating schizophrenia (bio + non-biological treatments)		
	* Drug therapy (typical + atypical antipsychotics)		
	** * Describe + evaluate CBT for schizophrenia		
Unipolar depression	Symptoms of unipolar depression		
	Features (incidence, gender diffs, impact on functioning)		
	Neurotransmitters explanation: monoamine hypothesis		
	Cognitive behavioural explanation		
	Drug therapy: unipolar dep (SSRIs, SNRIs, Tricyclics, MAOIs)		
	CBT for depression		
Individual differences	Explain how cultural effects lead to ind. diffs in mental health		
	Explain how cultural effects lead to different diagnoses		
Dev Psych	**Explain how genetics can influence mental health		

5.2 Methods – to be able to outline, identify, apply, construct, evaluate and/or calculate:			
Methods	2 HCPC guidelines for clinical practitioners		
	Evaluate these methods for researching mental health:		
	* longitudinal studies (over time)		
	* cross sectional studies (sample of diff. age groups)		
	* cross-cultural methods		
	* meta-analysis		
	* primary and secondary data		
	Clinical case studies with example: Bradshaw (1998)		
	**Clinical interviews with example: Vallentine et al. (2010)		
	Quantitative data analysis skills and knowledge (Y12 skills)		
	Qualitative data analysis skills and knowledge:		
	* thematic analysis (see Unit 1)		
	* grounded theory		

5.3 Studies			
Classic	Rosenhan (1973) On being sane in insane places		
Contemporary Schizophrenia	Carlsson et al. (1999) Network interactions in schizophrenia - therapeutic implications		
Contemporary Depression	Williams et al. (2013) Randomised control trial of internet-based cognitive-bias modification + internet-CBT		

5.4 Key Question: How are mental health issues portrayed in the media?			
State and discuss	State the KQ clearly		
	Discuss the KQ as a contemporary issue for society		
Apply Psychology	Use concepts, theories and/or research to explain the KQ		

5.5 Practical investigation: Design, conduct and report on a summative content analysis into portrayals of mental illness in the media (2 films)			
What you need to do	Identify and clearly state the research question		
	Plan + run a summative content analysis on 2 sources (films)		
	Analyse and summarise results of content analysis		
What you need to know	The research question and background		
	Method (CA of 2 films) with how keywords were selected		
	Findings from CA		
	GRAVE-C evaluation		
	Identify 2 issues with study and justify potential solutions		

5.6 Issues and Debates			
Ethics	diagnosing MH and impact of labelling; obtaining consent for participation in research; HCPC guidelines		
Practical research issues	quant v qual data, balancing validity with reliability		
Reductionism	in research where causes of mental disorders are isolated and diagnoses are not holistic		
Comparing explanations	ICD and DSM; different explanations for MH issues		
Psychology as a science	In research that involves biological methods; in treatments such as drug therapies; in research that uses scientific research methods such as lab experiments		
Culture and gender	cultural differences in diagnosis practices and gender differences in frequency of a disorder		
Nature v nurture	different theories of what causes mental disorders, biological compared to social psychology		
Psychology over time	DSM changes; changes in therapies; changing explanations for mental health issues		
Social control	policies for the treatment + therapy for mental health issues can itself be seen as a form of social control		
Using psych in society	therapies and treatments for mental health issues		
Social sensitivity	Impact of research into MH on individuals		

Topic	Detail	R1	R2
6.1 Content - be able to outline, apply and give 4 evaluation PEs for:			
Explanations of crime and anti-social behaviour	Biological and personality explanations of crime:		
	* brain injury		
	* the amygdala and aggression		
	** * XYY syndrome		
	* personality		
	Social explanations of crime:		
	* labelling, self-fulfilling prophecy		
	* social learning theory		
	Gender differences impacting the explanations above		
Ethical interviewing	Interviewing techniques (EWT and offenders):		
	* ethical interview techniques		
	* development, use and effectiveness of the cognitive interview		
Psychological Formulation	Psychological formulation: understanding role of criminality in offender's life		
	* describe and evaluate formulation process		
	* offender's interpretation of events in their lives		
	* Use psychological theories to create a formulation		
	* Impact of relationships, biological/social factors, life events		
Offender treatment	Psychological treatment: anger management (+ Ireland, 2004)		
	Biological treatment: diet (+ Gesch, 2002)		
Factors in EWT	Factors influencing the reliability and validity of EWT:		
	* Witness factors - stress and arousal		
	* Post-event information		
	* Weapons focus		
	* pre-trial publicity		
	* during trial factors:		
	* impact of race, attractiveness and accent		
Individual differences	Personality as a factor in criminality/anti-social behaviour (Eysenck)		
	Impact of self-fulfilling prophecy/criminality		
Developmental psychology	Developmental explanations for criminality:		
	* self-fulfilling prophecy		
	* social learning theory		
	* biological causes		

6.2 Methods – outline, identify, apply, construct, evaluate and/or calculate:			
Methods	Same as Y12 Unit 1 + HCPC and Grounded Theory from Y13 Clinical		
	How research works in criminal psychology (e.g., Loftus, Howells)		

6.3 Studies			
Classic	Loftus and Palmer (1974) Reconstruction of auto mobile destruction: example of interaction between language and memory		
Contemporary	Howells et al. (2005) A brief anger management program for offenders		

6.4 Key Question: Is eyewitness testimony too unreliable to trust?			
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State and discuss	State the KQ clearly		
	Discuss the KQ as a contemporary issue for society		
Apply Psychology	Use concepts, theories and/or research from social psychology to explain the KQ		

6.5 Practical investigation: Replication of Monkey Business experiment to determine the role attention plays in the reliability of human memory			
What you have to do	Develop aim, experimental and null hypotheses		
	Design experiment with sampling/controls/ethics considered		
	Collect and analyse data – determine statistical sig of results		
	Present findings and accept/reject null hypothesis		
	Link findings/study to criminal psychology		
	Evaluate study		
What you need to know	Aim, Method, Results/Conclusions		
	How data was analysed and findings from stat analysis		
	GRAVE-C evaluation		
	Identified 2 possible issues in study with justified improvements		

6.6 Issues and Debates			
Ethics	effects of unreliability of jury decision- making; effects of unreliability of EWT; using field experiments to test EW unreliability with possible lack of debriefing		
Practical research issues	having to use mock juries and artificial situations		
Reductionism	in research where causes of crime said to be are isolated, and causes are not holistic		
Comparing explanations	different explanations for criminal behaviour: Biology, learning theories and social psychology		
Psychology as a science	using lab and field expts; using biological explanations		
Culture and gender	as issues that might affect jury decision-making – sometimes to the detriment of the defendant		
Nature v nurture	bio versus social/learning explanations for criminality		
Psychology over time	Loftus + Palmer's study of EWT and consider Loftus's current work; cognitive interview development		
Social control	treatments and therapies for those convicted of crime or anti-social behaviour; the power of a therapist, a forensic psychologist, power of legal authorities		
Using psychology in society	warning about unreliability of eye-witness testimony; warning about issues that affect jury decision-making		
Social sensitivity in research	looking at causes for criminality in areas such as socio-economic status, race, age, gender		

Paper 3: Psychological skills		*Paper code: 9PS0/03
<ul style="list-style-type: none"> Externally assessed Availability: May/June First assessment: 2017 		30% of the total qualification
Overview of content Topic 9: Psychological skills: <ul style="list-style-type: none"> Methods Synoptic review of studies Issues and debates. 		
Overview of assessment <ul style="list-style-type: none"> Written examination. Students must answer all questions from three sections. Section A has 24 marks and comprises mixed question types, including stimulus and data response and short-answer questions, covering the topic area of research methods. Section B has 24 marks and comprises mixed question types, including stimulus and data response and short-answer questions based on psychological studies and one extended response questions based on classic studies given in Topics 1-5. Section C has 32 marks and comprises two extended response questions, covering the topic area of issues and debates in psychology. The assessment is 2 hours long. The assessment consists of 80 marks. The formulae and statistical tables given in <i>Appendix 4: Formulae and statistical tables</i> will also be given in the paper. Calculators may be used in the examination. 		

Unit 3: A. Methods (these are the same as Unit 1 + 2)

Area	Detail	RAG 1	RAG 1
Ethics	Ethical issues in human research:		
	* BPS Code of Ethics and Conduct (2009)		
	* Risk assessment in performing psychological research		
	Ethical issues in animal research:		
	* Scientific procedures Act (1986)		
	* Home office regulations		
	* qualitative data vs quantitative data		
	* primary vs secondary data		
Sampling	random, stratified, volunteer, opportunity		
Study Design	independent, repeated measures, matched pairs		
Hypotheses	* null		
	* alternate		
	* experimental		
	* directional vs non-directional		
Surveys	* interviews		
	- open and closed questions (including ranked scale)		
	- structured, semi-structured, unstructured interviews		
	- strengths and weaknesses of self-report data		
	* questionnaires		
	- open and closed questions (including ranked scale)		
	- strengths and weaknesses of self-report data		
Experiments	* laboratory vs field		
	* independent variables		
	* dependent variables		
Observations	* tallying technique		
	* event vs time sampling		
	* structured vs naturalistic observations		
	* overt versus covert observations		
Biological	Twin and adoption studies		
	Animal experiments		
	Case studies		
	Brain scanning (CAT, PET and fMRI)		
	Content analysis		
	Correlational research		
	Longitudinal vs cross-sectional research		
	Cross-cultural research		
	Meta-analysis		

Area	Detail	RAG 1	RAG 1
Control issues	* order effects		
	* counter-balancing to overcome order effects (ABBA)		
	* experimenter effects		
	* social desirability		
	* demand characteristics		
	* participant variables		
	* situational variables		
	* extraneous variables		
	* confounding variables		
	* operationalisation of variables		
Descriptive statistics	* measures of central tendency (mean, median, mode)		
	* measures of dispersion (range, standard deviation)		
	* frequency tables		
	* graphs		
	- bar charts		
	- histograms		
	- scatter diagrams		
	* distribution types: normal, positive, negative		
	* sense checking of data		
	* draw comparisons between sets of scores		
Inferential statistics	* Levels of measurement:		
	- nominal data - categories - e.g., no of males/females		
	- ordinal data - ranks - e.g., 1st/2nd/3rd, 1/10, 8/10		
	* Choice of inferential test:		
	- Mann-Whitney U - independent groups		
	- Wilcoxon - repeated measures/matched pairs		
	- Spearman's Rho - correlation		
	- Chi-Squared (for difference/association)		
	* identify and use observed and critical values		
	* 1 and 2 tailed testing / hypotheses		
	* Levels of significance:		
	- $p \leq 0.05$ and rejecting/accepting null hypotheses		
	- Assess the likelihood of these testing errors:		
	> Type I - false positive - reject null when it's true		
	> Type II - false negative - accept null when it's false		
GRV_C	* validity:		
	- internal (measures what it is supposed to measure)		
	- predictive (can predict behaviour accurately)		
	- ecological (external)		
	* reliability: test-retest, inter-rater		
	* generalisability		
	* objectivity vs subjectivity		
	* credibility		
Qualitative data	* thematic (summarise ideas), content (item frequency)		
	* grounded theory		

Question 3: scenario-based question (3a = 2 marks, 3b = 6 marks)			
3a	Methods question (see Unit 3. A Methods PLC)		
3b	Use evidence from main areas of Psychology (Unit 1) in 6 mark question 3 marks for A02 link to scenario 3 marks for supporting/critical study evidence Areas covered to date (with suggested evidence) have been:		
	2017: Social Learning Theory (Bandura Bobo Doll studies) 2018: Social Impact Theory (Milgram, Sedikides & Jackson) 2019: Operant Conditioning (Skinner, Olds & Milner) 2020: Biological Psychology (Raine, Wagner, Buss, etc.) 2021: Evolution and Natural Selection (Darwin, Buss) 2022: Social Learning Theory (Bandura Bobo Doll studies) 2023: Learning theories (CC, OC, SLT)		
	Areas not covered to date:	RAG 1	RAG 2
	Agency theory		
	Social identity theory		
	Realistic conflict theory		
	Cognitive psychology (all 4 memory theories)		
	Brain structure		
	Hormones		
	Freud's explanation of aggression		
	Classical conditioning		

Question 4: Classical studies essay

16-mark classic studies question

A01 – 6 marks, A03 – 10 marks

This question has always been asked (so far!) as an evaluate with two classic studies.

The question is always linked to one or more issues and debates raised within the two studies.

Areas covered (to date) have been:

2017: Culture and gender – Sherif and Rosenhan
2018: Social control – Watson and Rayner, Raine
2019: Reductionism – Baddeley, Watson and Rayner
2020: Scientific status – Raine and Sherif
2021: Nature and nurture – Raine, Watson and Rayner
2022: Ethical issues – Watson and Rayner, Sherif
2023: Practical issues – Rosenhan, Sherif

Use this essay structure pattern:

A01 – definitions of issues/debates where possible

Study 1:

A01/A03±

A01/A03±

Mini-conclusion summarising main A03 linked to study + I/D

Study 2:

A01/A03±

A01/A03±

Main conclusion summarising main A03 linked to both studies + I/D

<i>Issues + debates not yet covered</i>	<i>RAG 1</i>	<i>RAG 2</i>
Practical research issues		
Social sensitivity of research		
Using psychological knowledge in society		
Psychology over time		
Comparison of explanations (more likely in Q5)		

Question 5: Explaining behaviour using different themes from psychology essay

12-mark question that asks you to use different themes in psychology to explain a scenario. The question will be asked as 'to what extent can x explain the behaviour from ...'

Marked as A01 * 4, A02 * 4, A03 * 4

Use this essay structure:

A01/A02/A03±

A01/A02/A03±

A01/A02/A03±

A03 **balanced** conclusion/judgement **linked** to the scenario

To revise, focus on the main themes from Unit 1. Basic elements are given below.

	<i>RAG 1</i>	<i>RAG 2</i>
Social Behaviour is influenced by our interactions with others - e.g., theories of prejudice and obedience		
Cognitive Behaviour is explained through mental processes, and information processing, i.e. models of memory		
Biological Behaviour is explained as being the result of brain structure, synaptic transmission, genetics and evolution		
Learning Behaviour is explained as being learned via classical and operant conditioning, and social learning theory		

STICK TO YOUR GUNS

The question will force you to think about trying out an explanation (e.g., biological) when a different theme (e.g., cognitive) might feel better.

FORCE the links to the scenario from the required theme and **then** use other themes as alternatives.

Question 6: Issues and debates synoptic essay and revision support

20-mark question: 8 A01, 12 A03

Always requires a judgement (to what extent, assess...) that should be in-depth and balanced.

Use this essay pattern:

A01/A01 – define issue and debate in a detailed paragraph.

A01 / A03 ±

A01 / A03 ±

Mini-judgment – balanced assessment of A03 above linked to original question.

A01 / A03 ±

A01 / A03 ±

Mini-judgment – balanced assessment of A03 above linked to original question.

A01 / A03 ±

A01 / A03 ±

Main judgment – balanced assessment of overall A03 linked to original question.

This is an open question, allowing you to select the most appropriate material..

Questions (to date) have been:

- ✓ 2017: Assess the extent to which psychology could be considered a science.
- ✓ 2018: Assess the practical + ethical implications of using animals in psychological research.
- ✓ 2019: Assess the role of both nature and nurture in psychology.
- ✓ 2020: Assess how far psychology could be considered a reductionist explanation of human behaviour.
- ✓ 2021: Assess the cultural and gender issues in psychological research.
- ✓ 2022: Assess the impact of socially sensitive research in psychology.
- ✓ 2023: Assess the ethical issues of psychological research using humans and animals.

<i>Issues and debates not covered (to date):</i>	<i>RAG 1</i>	<i>RAG 2</i>
Social control (done in <i>SAMPLE Material</i>)		
Ethical issues in human research		
Practical issues in human research		
Using psychological knowledge in society		
How psychological understanding has developed over time		
Comparison of different explanations (more likely in Q4)		

Unit 1 and 3: Big Issues and Debates PLC

I/D	Area	Suggested content	RAG 1	RAG 2
Ethics	Social	Ethical issues of informed consent, right to withdraw, harm, implications of research		
	Cognitive	HM and confidentiality in case studies		
	Biological	Need to consider how aggression research findings are used		
	Learning	Ethical issues involved in using animals in studies		
	Clinical	diagnosing mental disorders such as using labelling; obtaining consent for participation in research; HCPC guidelines for practitioners		
	Criminological	effects of unreliability of jury decision- making; effects of unreliability of eye-witness testimony; using field experiments to test EW unreliability with lack of debriefing		

I/D	Area	Suggested content	RAG 1	RAG 2
Practical research issues	Social	Getting informed consent, avoiding deception; designing questionnaires and interviews considering social desirability		
	Cognitive	Reliability + validity of experiments in human memory		
	Biological	Issues in scanning and measuring complexity of the brain		
	Learning	Generalising from animal study findings to humans		
	Clinical	quantitative v qualitative data, balancing validity + reliability		
	Criminological	having to use mock juries and artificial situations because of not being able to manipulate real trial situations		

I/D	Area	Suggested content	RAG 1	RAG 2
Reductionism	Social	Reductionism risk in drawing conclusions from social data		
	Cognitive	Underemphasising brain interconnections; creating artificial memory parts like STM / LTM for study		
	Biological	Ignoring other (e.g. social) explanations for aggression		
	Learning	Behaviourism reduces behaviour into parts to be studied / assumes all behaviour works this way		
	Clinical	in research where causes of mental disorders are isolated and diagnoses are not holistic		
	Criminological	using experiments and field experiments to test issues around eye-witness testimony such as weapons effect; biological explanations for criminal behaviour		

I/D	Area	Suggested content	RAG 1	RAG 2
Comp. explanations	Social	Comparing theories of obedience + theories of prejudice		
	Cognitive	Compare the 4 different memory models		
	Biological	Compare Freud's explanation of aggro to bio explanations		
	Learning	Compare the 3 different learning theories		
	Clinical	ICD and DSM; different explanations for mental health		
	Criminological	different explanations for criminal behaviour drawing on biology, learning theories and social psychology		

I/D	Area	Suggested content	RAG 1	RAG 2
Psych as a science	Social	Social desirability, validity and reliability issues in surveys		
	Cognitive	Laboratory experiments and controls		
	Biological	Science of synaptic transmission; brain-scanning techniques		
	Learning	OC, CC and SLT focus on measurable, observable behaviour		
	Clinical	Research that involves biological methods; treatments such as drug therapies; research that uses scientific research methods such as laboratory experiments		
	Criminological	using lab + field experiments; using biological explanations		

I/D	Area	Suggested content	RAG 1	RAG 2
Culture and gender	Social	Are prejudice / obedience influenced by cultural or gender?		
	Learning	Culture - SLT and what is modelled and reinforcement patterns; Gender in observational research (Bandura)		
	Clinical	cultural differences in diagnosis practices and gender differences in frequency of a disorder		
	Criminological	issues that might affect jury decision-making – sometimes to the detriment of the defendant		

I/D	Area	Suggested content	RAG 1	RAG 2
Nature-nurture	Social	Role of personality versus role of the situation in obedience		
	Cognitive	HM + brain structure (nature); episodic memory (nurture)		
	Biological	Brain structure (nature) vs environment (nurture)		
	Learning	Are characteristics (e.g. aggression, gender) learned via reinforcement or SLT, or are they biologically given		
	Clinical	different theories of what causes mental disorders, biological compared to social psychology		
	Criminological	biological vs social/learning explanations for criminality		

I/D	Area	Suggested content	RAG 1	RAG 2
How psychological understanding has	Social	How Burger replicated Milgram – what he found		
	Cognitive	Development of the WMM over time		
	Biological	Development of brain scanning from CAT to fMRI over time		
	Learning	How phobia therapy has developed over time		
	Clinical	DSM changes; changes in therapies; changing explanations for mental health issues		
	Criminological	Loftus and Palmer's study of eye-witness testimony and consider Loftus's work in the field currently; cognitive interview and ethical interview		

I/D	Area	Suggested content	RAG 1	RAG 2
Social control	Social	Why do people obey people in authority/uniform?		
	Cognitive	Memory in court situations		
	Biological	Using knowledge of brain functions to control individuals		
	Learning	How learning therapies can be seen as a form of social control with therapist power over the client		
	Clinical	policies for the treatment and therapy for mental health issues can itself be seen as a form of social control		
	Criminological	treatments and therapies for those convicted of crime or anti-social behaviour; the power of a therapist, a forensic psychologist, or the person controlling the treatment		

I/D	Area	Suggested content	RAG 1	RAG 2
Using psychological knowledge in society	Social	Reducing conflict in society (e.g., applying RCT)		
	Cognitive	Using memory theories to help with memory loss/dementia		
	Biological	Understanding causes of aggression to help deal with them		
	Learning	Using knowledge of reinforcement/SLT to develop treatments for phobias and other disorders		
	Clinical	therapies and treatments for mental health issues)		
	Criminological	warning about unreliability of eye-witness testimony; warning about issues that might affect jury decision-making		

I/D	Area	Suggested content		
Social sensitivity	Social	Issues of racism/cultural differences in social psychology		
	Cognitive	Dementia research is socially sensitive for those impacted		
	Biological	Confidentiality of results (e.g., brain scanning for aggression)		
	Learning	Issues of the power of therapist over the client		
	Clinical	research in the area of mental health and cultural issues		
	Criminological	looking at causes for criminal behaviour in socially sensitive areas such as socio-economic status, race, age, gender		