

# Transition booklet for A level Psychology at Roding Valley Sixth Form

# Welcome to Psychology

Welcome to Psychology at Roding Valley Sixth Form.

This booklet outlines details of the course and provides you with some activities that need to be completed before the course begins. You should put this booklet in the front of your folder and bring it to **all** of your lessons. You will be taught by two teachers and we are both very approachable. If you are having difficulties or need help in any way, please do not hesitate to ask Mrs. Delbourgo (Head of Social Sciences) on [adelbourgo@rodingvalley.net](mailto:adelbourgo@rodingvalley.net) or Miss. Garip on [sgarip@rodingvalley.net](mailto:sgarip@rodingvalley.net).

At the end of your two year course, you will be assessed by taking three exam papers. We follow the AQA specification - <https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182>

## **Paper 1: Introductory topics in Psychology (2 hours)**

33% of the A-Level, 96 marks in total

Each section is worth 24 marks

Section A Social influence

Section B Memory

Section C Attachment

Section D Psychopathology

## **Paper 2: Psychology in Context (2 hours)**

33% of A level, 96 marks

Sections A and B are worth 24 marks each, C is worth 48 marks

Section A Approaches in Psychology

Section B Biopsychology

Section C Research Methods

## **Paper 3: Issues and Options in Psychology (2 hours)**

33% of A level, 96 marks

Each section is worth 24 marks

Section A Issues and Debates in Psychology

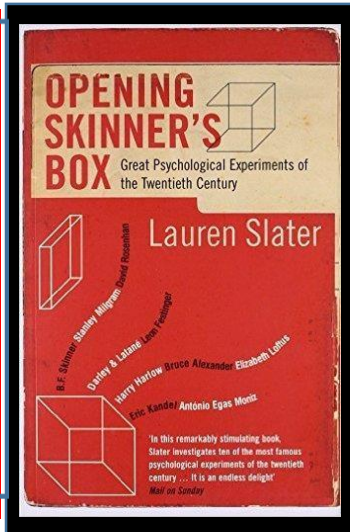
Section B Relationships

Section C Schizophrenia

Section D Forensic Psychology

# Suggested books to read

Your Key Read!!!!

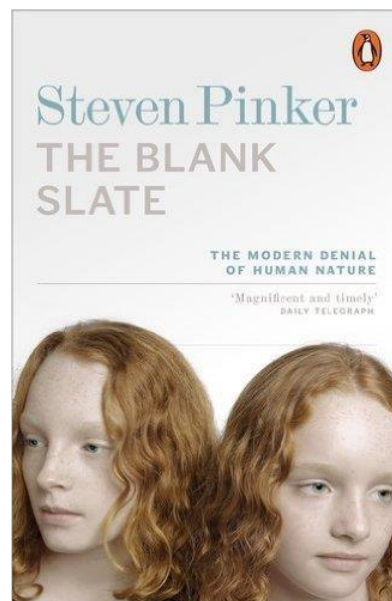


## Opening Skinner's Box

A century can be understood in many ways - in terms of its inventions, its crimes or its art. In *Opening Skinner's Box*, Lauren Slater sets out to investigate the twentieth century through a series of ten fascinating, witty and sometimes shocking accounts of its key psychological experiments. Starting with the founder of modern scientific experimentation, B.F. Skinner, Slater traces the evolution of the last hundred years' most pressing concerns - free will, authoritarianism, violence, conformity and morality.

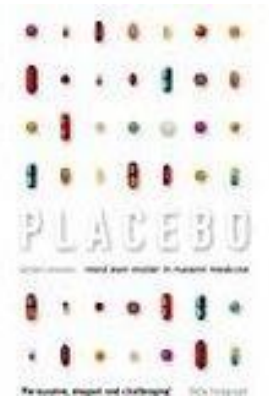
## Thinking, Fast and Slow

The phenomenal *New York Times* Bestseller by Nobel Prize-winner Daniel Kahneman, *Thinking Fast and Slow* offers a whole new look at the way our minds work, and how we make decisions. Why is there more chance we'll believe something if it's in a bold type face? Why are judges more likely to deny parole before lunch? Why do we assume a good-looking person will be more competent? The answer lies in the two ways we make choices: fast, intuitive thinking, and slow, rational thinking.



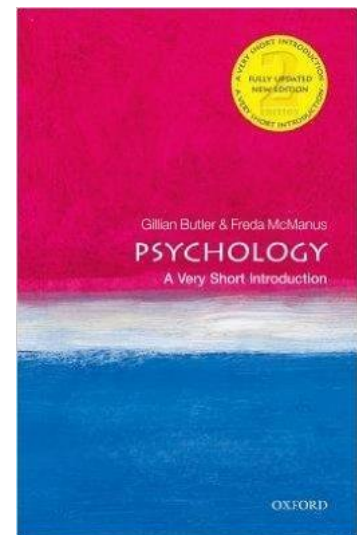
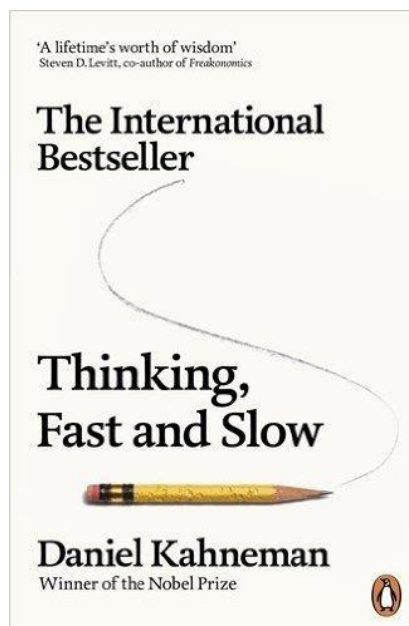
## Placebo

A lucid and stimulating explanation of how the body's natural healing mechanisms work – and how they can be triggered in non-chemical ways via the 'placebo effect'.  
 y cure ourselves of disease by the power of thought alone? Faith healers and alternative therapists are convinced that we can, but what does science say?



## The Blank Slate

Recently many people have assumed that we are shaped by our environment: a blank slate waiting to be inscribed by upbringing and culture, with innate abilities playing little part. *The Blank Slate* shows that this view denies the heart of our being: human nature. Violence is not just a product of society; male and female minds are different; the genes we give our children shape the more than our parenting practices.



An easy read..

## Psychology, a very short introduction

A whistle-stop tour of the main concepts in Psychology – a great introduction to the A Level course!

# TED Talk recommendations

If you have 30 minutes to spare, here are some great presentations (and free!) from world leading scientists and researchers on a variety of topics. They provide some interesting answers and ask some thought-provoking questions.

## **10 myths about Psychology, debunked.**

Available at :

[https://www.ted.com/talks/ben\\_ambridge\\_10\\_myths\\_about\\_psychology\\_debunked?language=en#80890](https://www.ted.com/talks/ben_ambridge_10_myths_about_psychology_debunked?language=en#80890)

How much of what you think about your brain is actually wrong? In this whistlestop tour of disproved science, Ben Ambridge walks through 10 popular ideas about psychology that have been proven wrong— and uncovers a few surprising truths about how our brains really work.



## **Jon Ronson: Strange answers to the psychopath test**

Available at :

[https://www.ted.com/talks/jon\\_ronson\\_strange\\_answers\\_to\\_the\\_psychopath\\_test?language=en#-129957](https://www.ted.com/talks/jon_ronson_strange_answers_to_the_psychopath_test?language=en#-129957)

Is there a definitive line that divides crazy from sane? With a hair-raising delivery, Jon Ronson, author of *The Psychopath Test*, illuminates the gray areas between the two.

## **Martin Seligman: A new era of positive psychology**

Available at :

[http://www.ted.com/talks/martin\\_seligman\\_on\\_the\\_state\\_of\\_psychology](http://www.ted.com/talks/martin_seligman_on_the_state_of_psychology)

As the founder of the newest modern emerging branch of Psychology, Martin Seligman utilizes this TED talk to discuss how positive psychology is revolutionizing the field by moving beyond a focus on mental illness and shifting towards examining human healthy states, including happiness and optimism.



## **Ben Goldacre: Battling Bad Science**

Available at :

[http://www.ted.com/talks/ben\\_goldacre\\_battling\\_bad\\_science?language=en#-89077](http://www.ted.com/talks/ben_goldacre_battling_bad_science?language=en#-89077)

Every day there are news reports of new health advice, but how can you know if they're right? Doctor and epidemiologist Ben Goldacre shows us, at high speed, the ways evidence can be distorted, from the blindingly obvious nutrition claims to the very subtle tricks of the pharmaceutical industry.

# Psychologists on Twitter

**David Buss** – Prolific Evolutionary Psychologist.  
@ProfDavidBuss

**Ben Goldacre** – GP, and campaigner for better media communication of science, and popular scientific communicator. @bangoldacre

**Richard Wiseman** – Magician turned Psychologist! @RichardWiseman

**Elizabeth Loftus** – Memory researcher and founder of ‘false memory’ theory.  
@eloftus1

**Philip Zimbardo** – Conducted the Stanford Prison Experiment. @PhilZimbardo

**The Beck Institute** – Centre for developing cognitive therapies. @BeckInstitute

**Freud Museum** – Follow this to see upcoming events you might be interested in.  
@FreudMuseum and @FreudMusLondon

**David Eagleman** – Neuroscientist who recently had his own series on the BBC.  
@DavidEagleman

**Michael Mosely** – Very popular science communicator and founder of the 5:2 diet.  
@DrMichaelMosely

**Derren Brown** – Magician with an interest in all things psychological! @DerrenBrown

**Stephen Pinker** – Cognitive scientist, wrote ‘the Blank Slate’. @sapinker

**Martin Seligman** – Founded the area of Positive Psychology. @MartinEPSeligma and @PositiveNewsUK

**Mark Griffiths** – Researches the psychology of Addiction.  
@DrMarkGriffiths

**Daniel Kahneman** – Author of *Thinking: Fast and Slow*, and founder of ‘pop psychology’.  
@DanielKahneman

# Tasks to complete

## Task 1 - Key Psychological Studies

You will have to demonstrate **knowledge and understanding** (AO1 skills) in all of your assessments. AO1 skills **describe** or **outline** something such as a study, an explanation or a model. These questions will begin with Describe, Identify, Outline etc.

For each of the six studies listed below summarise the following in 100-150 words:

- Background and Aim(s)
- Method (procedure and details of the sample)
- Results (this could be written or included on a graph – as long as you explain your graph)
- Conclusion(s)

1. <https://simplypsychology.org/milgram.html> - Milgram
2. <https://www.simplypsychology.org/zimbardo.html> - Zimbardo
3. [https://www.canonsociaalwerk.eu/1971\\_stigma/1973%20Rosenhan%20Being%20sane%20in%20insane%20places%20OCR.pdf](https://www.canonsociaalwerk.eu/1971_stigma/1973%20Rosenhan%20Being%20sane%20in%20insane%20places%20OCR.pdf) – Rosenhan
4. <https://www.simplypsychology.org/loftus-palmer.html> - Loftus and Palmer
5. <https://www.simplypsychology.org/mary-ainsworth.html> - Ainsworth
6. <http://www.holah.karoo.net/rainestudy.htm> - Raine

## Task 2 - Key Research Quiz

- 1) How many participants were there in Milgram's study?
  - a) 20
  - b) 40
  - c) 50
  - d) 60
  
- 2) How long (range and mean) were pseudo patients admitted to the hospitals for?
  - a) 7-52 (19 day mean)
  - b) 8-52 (18 day mean)
  - c) 9-48 (19 day mean)
  - d) 7-53 (19 day mean)

- 3) What was the speed estimate when the verb 'smashed' was used?
- a) 40.6mph
  - b) 48.1mph
  - c) 40.8mph
  - d) 41.8mph
- 4) What role did Zimbardo play in the Stamford prison experiment?
- a) A guard
  - b) A prisoner
  - c) A warden
  - d) The chief superintendent
- 5) How were the prisoners for Zimbardo's study 'collected'?
- a) Arrested at home and handcuffed by police officer
  - b) Arrested at home by Zimbardo
  - c) They made their own way to Stamford University for the experiment
  - d) Arrested at home by the guards in the study

### **Task 3 - Ted Talks/Documentaries/You Tube Clips**

Watch **at least five** of the video clips below and summarise the findings of each in 50 -100 words

- 1) <https://www.youtube.com/watch?v=O3cOvLrixhY> – Trial of O.J. Simpson – BBC documentary. The collection of forensic evidence and investigation, including court cases.
- 2) [https://www.ted.com/talks/petter\\_johansson\\_do\\_you\\_really\\_know\\_why\\_you\\_do\\_what\\_you\\_do](https://www.ted.com/talks/petter_johansson_do_you_really_know_why_you_do_what_you_do)
- 3) [https://www.ted.com/talks/laurel\\_braitman\\_depressed\\_dogs\\_cats\\_with ocd\\_what\\_animal\\_madness\\_means\\_for\\_us\\_humans](https://www.ted.com/talks/laurel_braitman_depressed_dogs_cats_with OCD_what_animal_madness_means_for_us_humans)
- 4) [https://www.ted.com/talks/elizabeth\\_loftus\\_the\\_fiction\\_of\\_memory](https://www.ted.com/talks/elizabeth_loftus_the_fiction_of_memory)

- 5) [https://www.ted.com/talks/scott\\_fraser\\_the\\_problem\\_with\\_eyewitness\\_testimony](https://www.ted.com/talks/scott_fraser_the_problem_with_eyewitness_testimony)
- 6) [https://www.ted.com/talks/steven\\_pinker\\_chalks\\_it\\_up\\_to\\_the\\_blank\\_slate](https://www.ted.com/talks/steven_pinker_chalks_it_up_to_the_blank_slate)
- 7) [https://www.ted.com/talks/philip\\_zimbardo\\_on\\_the\\_psychology\\_of\\_evil](https://www.ted.com/talks/philip_zimbardo_on_the_psychology_of_evil)
- 8) [https://www.ted.com/talks/ben\\_ambridge\\_10\\_myths\\_about\\_psychology\\_debunked](https://www.ted.com/talks/ben_ambridge_10_myths_about_psychology_debunked)
- 9) [https://www.youtube.com/watch?v=yT\\_F0dMZRU](https://www.youtube.com/watch?v=yT_F0dMZRU) (Part 1)  
<https://www.youtube.com/watch?v=B3rHTm1YLxA> (part 2) – Stephen Fry - The Secret Life Of The Manic Depressive. BBC
- 10) <https://www.youtube.com/watch?v=jhLuEKZj1oo> – The Fritzl affair. Real crime documentary.
- 11) <https://www.youtube.com/watch?v=nJm7AhdGbDk> – Freud documentary (short)
- 12) <https://www.youtube.com/watch?v=5XFjLdNO4FU> – The Nurture room – child psychology
- 13) <https://www.youtube.com/watch?v=OON81IJ9yos> – Charles Whitman documentary
- 14) <https://www.youtube.com/watch?v=L-DgV2vixSo> – Motivation and rewards in learning (Rats)

#### **Task 4 Research**

Make a list of the **command words** and their meanings from the AQA website. For example, what does the word 'discuss' mean? This will give you an insight into how you need to structure your answers and the type of language you need to use.

<http://www.aqa.org.uk/resources/psychology/as-and-a-level/psychology/teach/command-words>



### **Task 5 – Short exam style questions**

This activity is designed to recap on what you have learnt throughout this booklet. Consider each of the following a ‘four mark’ question and aim to write 50-100 words for each answer.

- 1) Outline the nature/nurture debate
- 2) Describe Milgram’s research
- 3) Outline two findings from Zimbardo’s research
- 4) Describe one strength and one weakness of Rosenhan’s research
- 5) Outline two ethical issues from Loftus and Palmer’s research

### **Task 6 - Research Methods Questions**

A psychologist wanted to find out whether males or females have better mathematical skills. 20 students, 10 boys and 10 girls, from a Sixth Form college were selected to take part in the study. The psychologist gave a mathematical test to the students. The maximum score that a student could take on the test was 20.

The results of the study are mentioned in the Table below.

	<b>The scores boys and girls got on the test</b>
Boys	12, 13, 12, 20, 10, 20, 17, 19, 10, 12
Girls	15, 16, 8, 11, 11, 10, 5, 12, 8, 7

1. Find the mode for males and females. (2 marks)

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2. Calculate the median score for males and females. Show your workings. (3 marks)

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3. Calculate the mean score for males and females. Show your workings. (3 marks)

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4. Calculate the percentage of boys who scored <15? Show your workings. (4marks)

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.....  
.....

5. Calculate the fraction of girls who scored 8? Write the fraction in lowest terms. Show your workings. (4 marks)

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.....  
.....  
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6. Calculate the ratio of boys : girls who scored 15 or more? Write the ratio in lowest terms. Show your workings. (4 marks)

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.....  
.....  
.....

Total score: /20

## **Task 7 - Biopsychology**

### The Nervous System

#### **What is the nervous system?**

Nervous system - Consists of the central nervous system and the peripheral nervous system.

**Task:** Draw a diagram to show the divisions of the nervous system

Use these terms:



The Parasympathetic Branch

The Somatic Nervous System (SNS)

The Peripheral Nervous System (PNS)

The Autonomic Nervous System (ANS)

The Sympathetic Branch

The Central Nervous System (CNS)

**Autonomic nervous system (ANS)** - Transmits information to and from internal bodily organs. It is 'autonomic' as the system operates involuntarily (i.e. it is autonomic). It has two main divisions: the sympathetic (fight or flight) and parasympathetic (rest and digest) nervous system.

**Sympathetic nervous system** - This system gets the body ready for action by increasing activity. It is the flight or fight system. It increases heart rate, increases breathing rate, dilates pupils, inhibits digestion, inhibits saliva production and contracts rectum.

**Parasympathetic nervous system** - This system calms the body down which conserves the body's natural activity levels by decreasing activity or maintaining it. It is the rest and digest system. It decreases heart rate, decreases breathing rate, constricts pupils, stimulates digestion, stimulates saliva production and relaxes rectum.

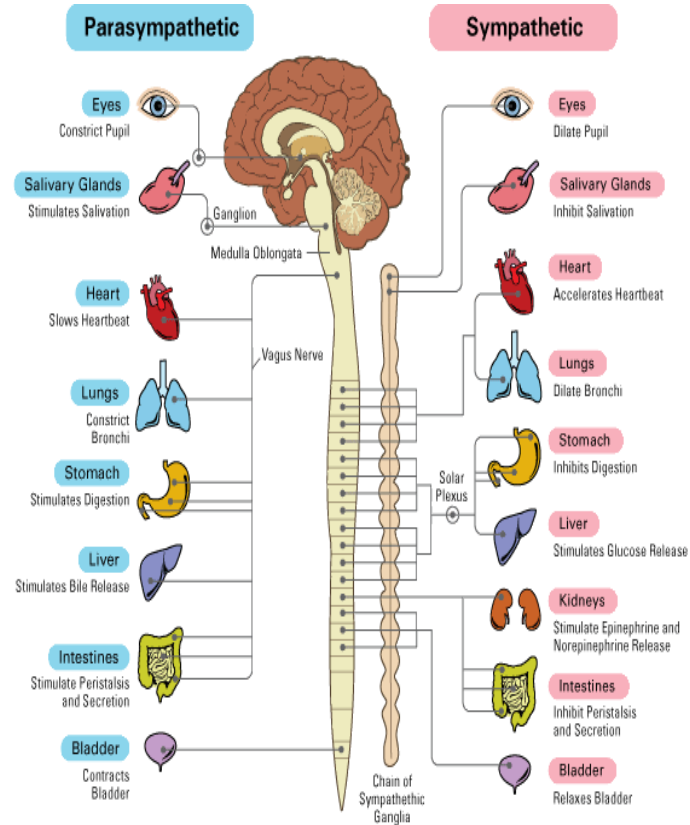
**Task:** Use processes to complete the table below:

- Inhibits digestion
- Stimulates digestion
- Inhibits saliva production
- Stimulates saliva production

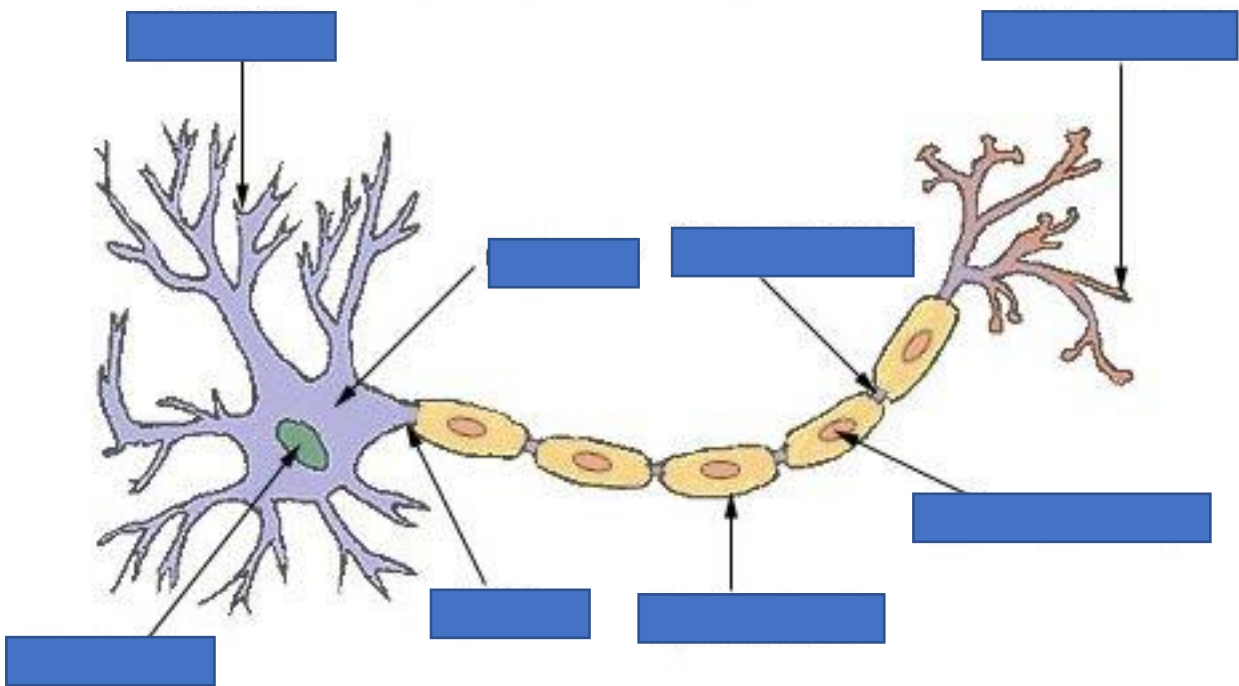
### Neurons and Synaptic Transmission

#### What is a neuron?

Neuron - The basic building blocks of the nervous system, neurons are nerve cells that process and transmit messages through electrical and chemical signals. There are 100 billion neurons in the human nervous system; 80% are located in the brain. By transmitting signals electrically, they provide the nervous system with its primary means of communication.



Sympathetic state	Parasympathetic state
Increases heart rate	Decreases heart rate
Increases breathing rate	Decreases breathing rate
Dilates pupils	Constricts pupils



**Task: Label the Neuron**

**Task:** Write one sentence about what the following features do

- Dendrite
- Axon
- Myelin sheath
- Synaptic terminals

**Task:** Label this synapse

**What you need to label:**

1. Direction of impulse.
2. Axon
3. Synaptic vesicles containing neurotransmitter
4. Synaptic cleft
5. terminal button
6. Dendrite
7. Receptor site



**What is a reflex arc?**

A reflex arc is when sensory neurons relay messages into the CNS (spinal cord) where it is picked up by a relay neuron. This signals to the motor neuron for the muscles to move. At the same time the relay neuron sends a message to the brain to say that you have felt something.

**Task:** Fill in the gaps using the terms provided at the bottom

The knee-jerk reflex is an example of a reflex arc:

A stimulus, such as a hammer, hits the knee. This is detected by sense organs in the \_\_\_\_\_, which convey a message along a \_\_\_\_\_, The message reaches the \_\_\_\_\_, where it connects with a \_\_\_\_\_, This then transfers the message to a \_\_\_\_\_, This then carries the message to a \_\_\_\_\_, which causes it to contract and, hence, causes the knee to move or jerk.

**Missing words:**

muscle

CNS (central nervous system),

sensory neuron

PNS (peripheral nervous system)

motor neuron

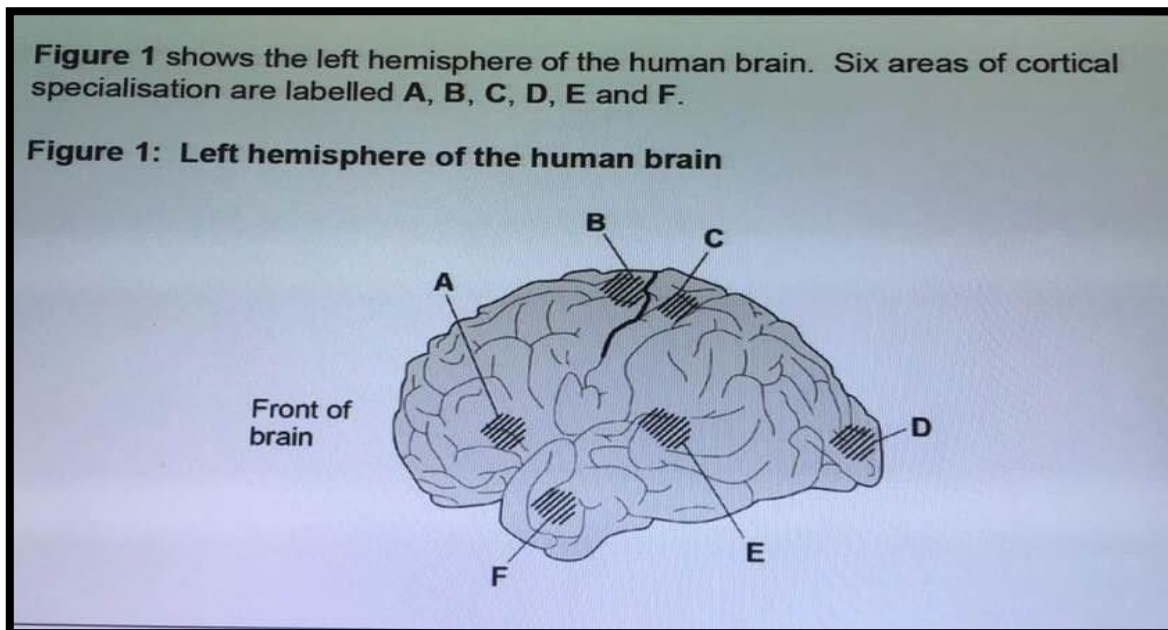
relay neuron



**The localisation of the brain:**

Localisation of function is the idea that certain functions (e.g. language, memory, etc.) have certain locations or areas within the brain. This idea has been supported by recent neuroimaging studies, but was also examined much earlier, typically using case studies.

**Task:** Look at this diagram and then answer the questions that follow.



Using your knowledge of the brain, identify these areas of the cortex. Shade one box only for each area. (one mark each, SIX marks total)

1	Broca's Area	A	B	C	D	E	F
2	Somatosensory Cortex	A	B	C	D	E	F
3	Visual Cortex	A	B	C	D	E	F
4	Wernicke's Area	A	B	C	D	E	F
5	Motor Cortex	A	B	C	D	E	F
6	Pre-frontal Cortex	A	B	C	D	E	F

**Task:** Research each of the following and describe how the evidence supports the theory of localisation.

HM (Henry Molaison) Case Study	
Phineas Gage Case Study	
Fight or Flight Response (hypothalamus)	
Brain Scan evidence e.g. Peterson (1988) – Wernicke’s area and Broca’s area	
Lobotomies and Leucotomies	

On the next page you will find your personal learning checklists for the course. This should be filed in the front of your folder and brought to **every** lesson.



# Psychology Personal Learning Checklist

Student Name: .....

<b>Unit Name:</b> Paper 1 – Introductory Topics in Psychology	<b>Unit Code:</b> 7182/1
<i>Minimum Target Grade:</i>	<i>Aspirational Target Grade:</i>

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

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

Social influence knowledge	Red	Amber	Green	To address this, I will:-
Types of conformity: internalisation, identification and compliance. Definitions, research and evaluation.				
Explanations for conformity: informational social influence and normative social influence. Definitions, research and evaluation.				
Variables affecting conformity including group size, unanimity and				

task difficulty as investigated by Asch. Definitions, research and evaluation.				
Conformity to social roles as investigated by Zimbardo. Definition, research and evaluation.				
Explanations for obedience: agentic state and legitimacy of authority and situational variables affecting obedience including proximity, location and uniform as investigated by Milgram. Dispositional explanation for obedience: the Authoritarian Personality. Definitions, research and evaluation.				
Explanations of resistance to social influence including social support and locus of control. Definitions, research and evaluation.				
Minority influence including reference to consistency, commitment and flexibility. Definitions, research and evaluation.				
The role of social influence processes in social change. Definitions, research and evaluation.				

<b>Memory knowledge</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>	<b>To address this, I will:-</b>
The multi-store model of memory: sensory register, short-term memory and long-term memory. Definitions, research and evaluation.				
Features of each store: coding, capacity and duration. Definitions, research and evaluation.				
Types of long-term memory: episodic, semantic, procedural. Definitions, research and evaluation.				
The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. Definitions, research and evaluation.				
Features of the model: coding and capacity. Definitions.				
Explanations for forgetting: proactive and retroactive interference and retrieval failure due to absence of cues. Definitions, research and evaluation.				

Factors affecting the accuracy of eyewitness testimony: misleading information, including leading questions and post-event discussion; anxiety. Definitions, research and evaluation.				
Improving the accuracy of eyewitness testimony, including the use of the cognitive interview. Definitions, research and evaluation.				

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

<b>Psychopathology knowledge</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>	<b>To address this, I will:-</b>
Definitions of abnormality, including deviation from social norms, failure to function adequately, statistical infrequency and deviation from ideal mental health. Definitions and evaluation.				

The behavioural, emotional and cognitive characteristics of phobias. Definitions and examples.				
The behavioural, emotional and cognitive characteristics of depression. Definitions and examples.				
The behavioural, emotional and cognitive characteristics of Obsessive-Compulsive Disorder (OCD). Definitions and examples.				
The behavioural approach to explaining phobias: the two-process model, including classical and operant conditioning. Definitions, research and evaluation.				
The behavioural approach to treating phobias: Systematic desensitisation, including relaxation and use of hierarchy; flooding. Definitions, research and evaluation.				
The cognitive approach to explaining depression: Beck's negative triad and Ellis's ABC model. Definitions, research and evaluation.				
The cognitive approach to treating depression: Cognitive behaviour therapy (CBT), including challenging irrational thoughts. Definitions, research and evaluation.				
The biological approach to explaining OCD: genetic and neural explanations. Definitions, research and evaluation.				
The biological approach to treating OCD: Drug therapy. Definitions, research and evaluation.				

**Unit Name:**  
Paper 2 – Psychology in Context

**Unit Code:**  
7182/2

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

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

<b>Research Methods knowledge</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>	<b>To address this, I will:-</b>
<b><i>Methods of research</i></b>				
Types of experiment: laboratory and field experiments				
Types of experiment: natural and quasi experiments				
Types of observation: naturalistic and controlled observation				

Types of observation: covert and overt observation				
Types of observation: participant and non-participant observation				
Self-report techniques: Questionnaires				
Self-report techniques: interviews, structured and unstructured				
Correlations. Analysis of the relationship between co-variables.				
The difference between correlations and experiments.				
Content analysis				
Case studies				
<b>Scientific Processes</b>				
Aims: stating aims, the difference between aims and hypotheses				
Hypotheses: directional and non-directional				
Sampling: the difference between population and sample				
Sampling techniques including: random, systematic, stratified, opportunity, volunteer				
Implications of sampling techniques, including bias and generalisation				
Pilot studies and the aims of piloting				
Experimental designs: repeated measures, independent groups, matched pairs				
Observational design: behavioural categories; event sampling; time sampling				
Questionnaire construction, including use of open and closed questions				
Design of interviews				
Variables: manipulation and control of variables, including independent, dependent, extraneous, confounding				
Operationalisation of variables				
Control: random allocation and counterbalancing, randomisation and standardisation.				
Demand characteristics and investigator effects.				
Ethics, including the role of the British Psychological Society's code of ethics				
Ethical issues in the design and conduct of psychological studies				
Dealing with ethical issues in research.				
The role of peer review in the scientific process				

The implications of psychological research for the economy				
Reliability across all methods of investigation				
Ways of assessing reliability: test-retest and inter observer				
Improving reliability				
Types of validity across all methods of investigation: face validity, concurrent validity, ecological validity and temporal validity				
Assessment of validity				
Improving validity				
Features of science: objectivity and the empirical method; replicability and falsifiability				
Theory construction and hypothesis testing				
Paradigms and paradigm shifts				
Reporting psychological investigations. Sections of a scientific report: abstract, introduction, method, results, discussion and referencing.				
<b>Data analysis and analysis</b>				
Quantitative and qualitative data; the distinction between qualitative and quantitative data collection techniques.				
Primary and secondary data, including meta-analysis				
Descriptive statistics: measures of central tendency – mean, median, mode; calculation of mean, median and mode;				
Measures of dispersion; range and standard deviation; calculation of range				
Calculation of percentages				
Positive, negative and zero correlations				



**Unit Name:**

Paper 3 – Issues and Options in Psychology

**Unit Code:**

7182/3

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

<b>Relationships in Psychology knowledge</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>	<b>To address this, I will:-</b>
The evolutionary explanations for partner preferences, including the relationship between sexual selection and human reproductive				

behaviour; Definitions, research and evaluation.				
Factors affecting attraction in romantic relationships: self-disclosure; Definitions, research and evaluation.				
Factors affecting attraction in romantic relationships: physical attractiveness, including the matching hypothesis; Definitions, research and evaluation.				
Factors affecting attraction in romantic relationships: filter theory, including social demography, similarity in attitudes and complementarity; Definitions, research and evaluation.				
Theories of romantic relationships: social exchange theory; Definitions, research and evaluation.				
Theories of romantic relationships: equity theory; Definitions, research and evaluation.				
Theories of romantic relationships: Rusbult's investment model of commitment, satisfaction, comparison with alternatives and investment; Definitions, research and evaluation.				
Theories of romantic relationships: Duck's phase model of relationship breakdown: intra-psychic, dyadic, social and grave dressing phases; Definitions, research and evaluation.				
Virtual relationships in social media: self-disclosure in virtual relationships; effects of absence of gating on the nature of virtual relationships; Definitions, research and evaluation.				
Parasocial relationships: levels of parasocial relationships, the absorption addiction model and the attachment theory explanation; Definitions, research and evaluation.				

<b>Schizophrenia knowledge</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>	<b>To address this, I will:-</b>
Positive symptoms of schizophrenia, including hallucinations and delusions				
Negative symptoms of schizophrenia, including speech poverty and avolition				
Reliability and validity in diagnosis and classification of schizophrenia, including reference to co-morbidity, culture and gender bias and symptom overlap				
Biological explanations for schizophrenia: genetics, the dopamine hypothesis and neural correlates				
Psychological explanations for schizophrenia: family dysfunction and cognitive explanations, including dysfunctional thought processing				
The importance of the interactionist approach (diathesis-stress model)				
Drug therapy: typical and atypical antipsychotics				
Cognitive behaviour therapy and family therapy				
Token economies as used in the management of schizophrenia				
The importance of the interactionist approach (diathesis-stress model)				

<b>Forensic Psychology knowledge</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>	<b>To address this, I will:-</b>
Problems in defining crime. Ways of measuring crime, including official statistics, victim surveys and offender surveys; Definitions, research and evaluation.				
Offender profiling: the top-down approach, including organised and disorganised types of offender; Definitions, research and evaluation.				
Offender profiling: the bottom-up approach, including investigative Psychology; geographical profiling; Definitions, research and evaluation.				
Biological explanations of offending behaviour: an historical approach (atavistic form); Definitions, research and evaluation.				
Biological explanations of offending behaviour: genetics and neural explanations; Definitions, research and evaluation.				
Psychological explanations of offending behaviour: Eysenck's theory of the criminal personality; Definitions, research and evaluation.				
Psychological explanations of offending behaviour: cognitive explanations; level of moral reasoning and cognitive distortions, including hostile attribution bias and minimalisation; differential association theory; Definitions, research and evaluation.				
Psychological explanations of offending behaviour: psychodynamic explanations; Definitions, research and evaluation.				

<p>Dealing with offending behaviour: the aims of custodial sentencing and the psychological effects of custodial sentencing. Recidivism; Definitions, research and evaluation.</p>				
<p>Dealing with offending behaviour: Behaviour modification in custody; Definitions, research and evaluation.</p>				
<p>Dealing with offending behaviour: Anger management and restorative justice programmes; Definitions, research and evaluation.</p>				