KEEP
CALM
AND
LEARN
PSYCHOLOGY

Bishop Perowne
Church of England College
Endeavour Forever

Revision Guidance

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Course Details

The specification you are studying is **Psychology** with examination board **EDEXCEL** and the qualification is made up of 8 different topics which take place over 2 papers:

| Paper Title	Topics	Length/ Time	Marks	Worth
Paper 1	Topic 1: Development – How do you develop? Topic 2: Memory – How does your memory work? Topic 3: Psychological problems – How would psychological problems affect you? Topic 4: The brain and neuropsychology – How does your brain affect you? Topic 5: Social influence – How do others affect you?	1 hour 45 minutes	98	55%
Paper 2	Topic 6: Criminal Psychology – Why do people become criminals? Topic 9: Sleep and dreaming – Why do you need to sleep and dream? Topic 11: Research methods – How do you carry out psychological research?	1 hour 20 minutes	79	45%

specification and past papers:

https://qualifications.pearson.com/en/qualifications/edexcel-gcses/psychology-2017.html

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Textbooks and Revision Guides

In the first instance, we would encourage students to utilise their topic guides provided in their folders alongside any revision booklets provided for each topic. The textbook for the course is below and a possible revision guide.
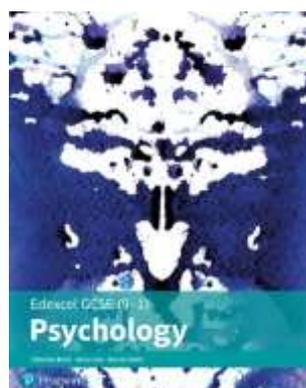
Paper 1 Topic 1 PLC: Development – How did you develop?

1. Understand early brain development, including the development of :	Red	Amber	Green
(a)Forebrain			
(b)Midbrain			
(c)Hindbrain			
(d)Cerebellum			
(e) Medulla			
2. Understand the role of education and intelligence, including Piaget's Theory of Cognitive Development, and the four stages of cognitive development, including strengths and weaknesses of the theory:			
(a)Sensorimotor			
(b)Pre-operational			
(c)Concrete operational			
(d)Formal operational			
(e)Schemata/schemas			
(f)Assimilation			
(g)Accommodation			
(h)Equilibrium			
3. Understand the effects of learning on development using Carol Dweck's mindset theory, including strengths and weaknesses of the theory:			
(a)Fixed mindset			
(b)Growth mindset			
(c)Ability and effort			
4. Understand the effects of learning on development using Daniel Willingham's learning theory, including strengths and weaknesses of the theory:			
(a)Factual knowledge precedes skill			
(b)The importance of practice and effort			
(c)Strategies to support cognitive development			
(d)Strategies to support physical development			
(e)Strategies to support social development			
5. Understand the aims, procedures and findings (results and conclusions), strengths and weaknesses of:			
(a)Piaget and Inhelder (1956) Three mountains task			

(b)Gunderson et al (2013) Parent Praise to 1 to 3 year olds Predicts Children's Motivational Frameworks 5 years Later			
6. Issues and debates			
Understand morality issues in psychology and the individual, including:			
(a)The terms 'morality' and 'morals'			
(b)Pre-conventional, conventional and post-conventional stages of morality			
(c)The use of content, theories and research drawn from cognitive development to explain development of morality			

Paper 1 Topic 1 – Knowledge Recall Questions

Use the Topic booklet/textbook to support.

Q1. What is the forebrain? Page 4

Q2. What is the midbrain?

Q3. What is the hindbrain?

Q4. Which of these parts does not divide by the time the foetus is 5 weeks old?

Q5. At what age can the cerebellum be seen in the foetus?

Q6. Give the function of the cerebellum.

Q7. What is the function of the medulla?

Q8. Name Piaget's four stages of development and their ages. Page 5

Q9. During which of Piaget's stages does object permanence develop?

Q10. Define object permanence.

Q11. At what stage are children said to be egocentric?

Q12. Define egocentrism. Page 6

Q13. What stage do children find morality difficult?

Q14. What is morality?

Q15. Define the term schema.

Q16. What can be done to help sensorimotor development?

Q17. What can be done to help children in the formal operational stage?

Page 7

Q18. Piaget believed children develop through adaptation. What does this mean? Page 8.

Q19. Define the terms assimilation and accommodation?

Q20. Give one strength and one weakness of Piaget's theory. Page 9.

Q21. What is meant by the term 'mindset'? Page 10

Q22. What is the difference between a fixed mindset and a growth mindset?

Q23. What should children be praised for according to Carol Dweck?

Q24. Give one weakness of mindset theory.

Q25. According to Willingham, what should come before skill? Page 12.

Q26. What is our working memory?

Q27. What does Willingham emphasise as important? Page 13.

Q28. Outline one strength and one weakness of Willingham's theory.

Q29. What was the aim pf Piaget and Inhelder's (1956) three Mountains Task?

Q30. What were the findings of this study?

Q31. Evaluate this study – one strength and one weakness.

Q32. What is meant by process praise?

Q33.What is person praise?

Q34. What is the difference between entity theory and incremental theory?

Q35. Give the aim of Gunderson et al's (2013) study.

Q36. Give a strength of this study.

Q37. Define the term morals. Page 24

Q38. What is meant by heteronomous?

Q39. What did Piaget say about a child's moral development from age 5-10 years?

Q40. According to Piaget, what does a child realise from the age of 10?

Q41. What did Kohlberg say about moral development in stage 1? Page 25.

Q42. Give a weakness of both Piaget and Kohlberg's theory.

Paper 1 Topic 2 PLC: Memory – How does your memory work?

Topic 2: Memory - How does your memory work?	Red	Amber	Green
Define the following key terms: input, processing, output, encoding, storage, retrieval.			
Identify the key stages involved in information processing.			
Describe how we process information.			
Identify the features of short and long term memory including their capacity and duration.			
Define the term 'amnesia'.			
Define the terms retrograde and anterograde amnesia.			
Identify the symptoms of the two types of amnesia.			
Define the term 'schema' and describe how they are formed.			
Describe how schemas influence our memory.			
Describe the theory of reconstructive memory - Bartlett (1932).			
Critically evaluate this theory - strengths and weaknesses of it.			
Describe the structure and process of memory using the Multi-store model of Memory (Atkinson and Shiffrin (1968).			
Describe the role of attention and rehearsal in memory.			
Key Studies: Understand the aims, procedures, and findings (results and conclusions), strengths and weaknesses of the following:			
1.Bartlett (1932) War of the Ghosts.			
2. Peterson and Peterson (1959) Short-term Retention of Individual Verbal Items			
Issues and Debates: Describe the reductionism and holism debate including the terms 'reductionism', 'reductionist' 'holism' and 'holistic'.			
The use of content, theories and research drawn from human memory to explain the reductionism and holism debate			

Paper 1 Topic 2 – Knowledge Recall Questions

Use the Topic booklet/textbook to support.

Q1. What does encoding mean? Page 30

Q2. Give 3 ways of encoding information.

Q3. Define the term storage.

Q4. Define the term retrieval.

Q5. How long does short term memory (STM) last for? Page 31.

Q6. How does STM encode information?

Q7. What does rehearse mean?

Q8. What is the duration of long-term memory (LTM)?

Q9. What type of encoding happens in LTM?

Q10. Define the term capacity.

Q11. How can forgetting occur in STM and LTM? Page 32

Q12. What is amnesia? Page 33.

Q13. What is the difference between anterograde amnesia and retrograde amnesia?

Q14. Why did H.M have brain surgery?

Q15. What part of his brain was damaged?

Q16. What happened as a result?

Q17. Define active reconstruction. Page 34.

Q18. What are schemas?

Q19. According to Bartlett, how do schemas form?

Q20. What did Bartlett mean by omissions? Page 35.

Q21. Bartlett found recall displayed transformations. What does this mean?

Q22. Give a strength of Bartlett's theory. Page 35.

Q23. Give a weakness of Bartlett's theory. Page 36.

Q24. What is our sensory register? Page 37.

Q25. What is a trigram?

Q26.Name 5 sensory registers. Page 38

Q27. STM is described as modality free. What does this mean?

Q28. Give a strength of the Multi-Store Model of memory. Page 38.

Q29. Give a weakness of the Multi-Store Model of memory.

Q30. Give the aim of Bartlett's (1932) War of the Ghosts.

Q31. Give the aim of the key study by Peterson and Peterson (1959).

Q32. What were the results of this study?

Q33. Define reductionism. Page 45

Q34. Define holism. Page 46.

Paper 1 Topic 3 PLC: Psychological Problems – How would psychological problems affect you?

Topic 3: Psychological Problems - How would psychological problems affect you?	Green	Amber	Red
Identify the symptoms and features of unipolar depression that diagnose this as a mental health problem.			
Recognise how the number of people diagnosed with unipolar depression has changed over time.			
Describe how unipolar depression can affect individual people and society in general.			
Describe how the influence of genes can explain why people develop unipolar depression.			
Evaluate this explanation - strengths and weaknesses.			
Describe cognitive theory as an explanation of depression.			
Evaluate this explanation - strengths and weaknesses.			
Describe how Cognitive Behavioural Therapy (CBT) is used to treat people with depression.			
Evaluate the strengths and weaknesses of using CBT to treat depression.			
Describe how drugs are used to treat depression.			
Evaluate drugs as a treatment for depression.			
Identify the symptoms and features of addiction that diagnose this as a mental health problem.			
Recognise how the number of people diagnosed with addiction has changed over time.			
Describe how addiction can affect individuals and society.			
Explain the influence of genes on why people get addictions.			
Evaluate the strengths and weaknesses of this explanation.			
Explain why people develop addictions according to learning theory.			
Evaluate this explanation - strengths and weaknesses.			
Describe how CBT is used to treat people with addictions.			
Evaluate the use of CBT to treat addiction.			
Describe how drugs are used to treat addiction.			
Evaluate drugs as a treatment for addiction.			
Key Studies - understand the aims, procedures, findings, conclusion, strengths and weaknesses of the following studies:			
Caspi et al. (2003) Influence of Life Stress on Depression: Moderation by a Polymorphism in the 5-HTT Gene.			
Young (2007) Cognitive Behaviour Therapy with Internet Addicts: Treatment Outcomes and Implications			
Describe the nature and nurture debate including the terms 'nature' and 'nurture'.			
Explain the nature and nurture debate using content, theories and research drawn from psychological problems.			

Paper 1 Topic 3– Knowledge Recall Questions

Use the Topic booklet/textbook to support.

Q1. What is unipolar depression. Page 50

Q2. Give 3 symptoms associated with it.

Q3. Give one feature of unipolar depression. Page 51

Q4. Give one way depression affects individuals. Page 52

Q5. Give one way depression can affect society.

Q6. What is the difference between MZ and DZ twins? Page 53

Q7. What did the study by Peter McGuffin et al (1996) find?

Q8. Define the term genetic predisposition. Page 54

Q9. What does the diathesis-stress model mean?

Q10. Give one strength of the genetic explanation of depression.

Q11. Give one weakness of the genetic explanation of depression.

Q12. What does cognitive theory state? Page 55

Q13. Who thought depression could be explained by 3 negative thought processes?

Q14. What is a negative triad?

Q15. Define magnification.

Q16. Give a strength of cognitive theory. Page 56

Q17. Give a weakness of cognitive theory.

Q18. What is cognitive behavioural theory? (CBT)Page 57

Q19. What is the first stage of CBT for treating depression?

Q20. Give a strength of using CBT to treat depression. Page 58

Q21. Give a weakness of using CBT to treat depression.

Q22. Name 3 types of antidepressants. Page 59

Q23. Define the term neurotransmitter.

Q24. What is a placebo?

Q25. Define the term addiction. Page 61

Q26. Give 3 symptoms of dependence disorder/addiction.

Q27. Give 3 symptoms of behavioural addiction. Page 62.

Q28. State one way addiction can affect individuals. Page 63.

Q29. State one way addiction can affect society.

Q30. Which gene has been shown to be related to developing addiction?

Page 64.

Q31. What has been found in twins with addiction? Page 64

Q32. Define the term classical conditioning. Page 66

Q33. What is operant conditioning?

Q34. How can classical conditioning explain addiction?

Q35. How can operant conditioning explain addiction?

Q36. What does social learning theory about addiction?

Q37. Give one strength of learning theory as an explanation of addiction.

Page 67

Q38. Give one weakness of learning theory as an explanation of addiction.

Q39. What is the first stage of CB to treat addiction that identifies triggers?

Q40. What happens during the second stage of CBT to treat addiction?

Q41. Define the term detoxification. Page 70

Q42. What was the aim of the study by Caspi et al (2003)?

Q43. What did they find?

Q44. Give a strength of this study.

Paper 1 Topic 4 PLC: The brain and neuropsychology – How does your brain affect you?

Topic 4: The brain and neuropsychology - How does your brain affect you?	Red	Amber	Green
Identify the structure and function of the brain, including: temporal, occipital, frontal and parietal lobes and cerebellum.			
Describe what is meant by lateralisation of function in the hemispheres.			
Define the term 'asymmetrical function'.			
Describe the role of the left and right hemispheres.			
Describe the role of the corpus callosum.			
Evaluate lateralisation as an explanation of sex differences between males and females.			
Describe what neurons and synapses are and their function.			
Describe how neurons and synapses interact.			
Explain the role of the central nervous system (CNS).			
Explain the impact of neurological damage on cognitions and behaviour.			
Define the terms 'visual agnosia', 'prosopagnosia'.			
Identify the symptoms of visual agnosia and prosopagnosia.			
Key Studies - understand the aims, procedures, findings, conclusion, strengths and weaknesses of the following studies:			
Damasio et al (1994). The Return of Phineas Gage: Clues About the Brain from the Skull of a Famous Patient.			
Sperry (1968) Hemisphere Deconnection and Unity in Conscious Awareness			
Describe how psychology has changed over time including the use of content, theories and research drawn from studying the brain.			

Paper 1 Topic 4– Knowledge Recall Questions

Use the Topic booklet/textbook to support.

1. Name the 4 lobes of the brain.
2. What are the two halves of the brain known as?
3. Which lobe mainly deals with our ability to see and helps process visual information from our eyes?
4. What is the upper part of the brain called?
5. How is the brain adapted for its function?
6. Define the term lateralisation of function.
7. What is meant by the term asymmetrical function?
8. Give the function of the corpus callosum.
9. Give 3 functions of the left hemisphere of the brain.
10. Which area controls the production of speech?
11. What is the CNS made up of?
12. What is the peripheral nervous system?
13. Give the function of neurotransmitters.
14. Name 3 neurotransmitters and describe briefly what each one does.
15. Explain what happens during synaptic transmission – you may include a diagram if it helps.
16. Name the structure that connects the cell body of a neuron to the terminal button at the end of the cell.
17. What are vesicles?
18. Describe what prosopagnosia is.
19. Give 3 symptoms of visual agnosia.
20. What is the fusiform face area (FFA)
21. Give 2 symptoms of prosopagnosia.
22. Describe what the impact can be if the pre-frontal cortex is damaged.
23. Describe how the brain was first studied.
24. Give 3 methods used to study the brain.
25. Explain how a PET scan works.
26. Explain the advantage of using the methods today to study the brain.
27. Give the aim(s) of the study by Damasio.
28. What was the aim of the study by Sperry (1968)?
29. Outline one weakness of the study by Sperry.
30. In total, how many entry points and exit points were tested to find the path most likely taken by the rod in the study by Damasio?

Paper 1 Topic 5 PLC: Social Influence – How do others affect you?

Topic 5: Social influence - How do others affect you?	Red	Amber	Green
Define the terms: obedience, conformity, deindividuation and bystander intervention.			
Identify the personal and situational factors affecting bystander intervention.			
Describe the personal and situational factors affecting bystander intervention.			
Describe what is meant by conformity to majority influence.			
Identify the factors affecting conformity to majority influence to include personality factors and the situation.			
Identify the factors affecting obedience to authority figures to include personality and the situation.			
Describe the factors affecting obedience to authority figures.			
Define the terms pro and anti-social behaviour.			
Explain the behaviour of crowds and the individuals within them with reference to deindividuation.			
Describe the effects of collective behaviour.			
Identify possible ways to prevent blind obedience to authority figures.			
Key studies - describe the aims, procedures, findings (results and conclusions), strengths and weaknesses of:			
1. Piliavin et al (1969) Good Samaritanism: An Underground Phenomenon			
2. Haney, Banks and Zimbardo (1973). A Study of Prisoners and Guards in Simulated Prison.			
Describe the social and cultural issues in psychology.			
Define the terms 'society' and 'social issues'.			
Define the term culture.			
Explain social and cultural issues in psychology using content, theories and research drawn from social influence.			

Topic 5– Knowledge Recall Questions

Use the Topic booklet/textbook to support.

Q1. Define the term obedience. Page 100

Q2. Define conformity.

Q3. How is internalisation different to compliance? Page 101

Q4. Why can identification happen?

Q5. Define deindividuation.

Q6. When is deindividuation likely to occur?

Q7. What is meant by the bystander effect? Page 102

Q8. What is bystander intervention? Page 103

Q9. Give 3 situational factors affecting bystander intervention.

Q10. Describe what diffusion of responsibility is.

Q11. How can mood and competence affect bystander intervention? Page 104

Q12. Give 3 situational factors affecting conformity. Page 106.

Q13. What is locus of control? What are the two types?

Q14. Outline the experiment by Asch intro conformity. Page 106.

Q15. Define the term blind obedience. Page 108.

Q16. Outline Milgram's experiment and what he found.

Q17. Give 3 situational factors affecting obedience.

Q18. What personality type is associated with being more obedient? Page 111.

Q19. What two key terms can be used to explain crowd behaviour? Page 112.

Q20. What can influence obedience within a crowd? Page 113.

Q21. Give 3 ways to prevent blind obedience. Page 114.

Q22. Outline the aim of the study by Piliavin.

Q23. Describe the procedure of this study.

Q24. What did this study conclude?

Q25. Give a strength of this study.

Q26. Give a weakness of this study – refer to ethics.

Q27. What was the aim of the study by Haney, Banks and Zimbardo (1973)?

Q28. Outline the procedure of this study.

Q29. What ethical issues did this study present?

Q30. What weakness was there with the participants?

Q31. How can conformity help us to understand social issues? Page 121.

Q32. How can deindividuation help us to explain social issues? Page 122.

Paper 2 Topic 6: Criminal Psychology – Why do people become criminals?

Personalised Learning Checklist (PLC)

Edexcel GCSE (9-1) Psychology

Topic 6: Criminal Psychology - Why do people become criminals?	Red	Amber	Green
Define the following key terms linked with operant conditioning: positive reinforcement, negative reinforcement, positive punishment, negative punishment, primary reinforcers, secondary reinforcers.			
Explain how operant conditioning provides an explanation for criminality.			
Define the following key terms linked with Social Learning Theory: role models, modelling, identification, observational learning and vicarious reinforcement.			
Explain how social learning theory can provide an explanation for criminality.			
Evaluate (give strengths and weaknesses) of operant conditioning as an explanation of criminality.			
Evaluate (give strengths and weaknesses) of Social Learning Theory as an explanation of criminality.			
Describe biological explanations of criminality such as genetics.			
Describe how personality types (Eysenck, 1964) could provide an explanation for criminality.			
Define the following personality traits: extraversion, introversion, neuroticism and psychoticism.			
Evaluate (give strengths and weaknesses) of biological explanations of criminality.			

Define the term recidivism			
Describe the effects of punishments on recidivism - prison, community sentencing and restorative justice.			
Evaluate (give strengths and weaknesses) of each punishment - prison, community sentencing and restorative justice.			
Describe how token economy programmes can be used as treatments to rehabilitate and reduce criminal and antisocial behaviour and increase pro-social behaviour.			
Describe how anger-management can be used as treatments to rehabilitate and reduce criminal and antisocial behaviour and increase pro-social behaviour.			
Evaluate (give strengths and weakness) of the two types of treatment - token economy programmes and anger-management programmes.			
Key studies - describe the aims, procedures, findings (results and conclusions), strengths and weaknesses of:			
Bandura, Ross and Ross (1961) Transmission of Aggression through Imitation of Aggressive Models.			
Charlton et al (2000) Children's Playground Behaviour Across Five Years of Broadcast Television: A Naturalistic Study in a Remote Community.			

Paper 2 Topic 6– Knowledge Recall Questions

Use the Topic booklet to support.

Q1. Define the term operant conditioning. Page 168.

Q2. Define positive reinforcement.

Q3. What is negative reinforcement? Give an example.

Q4. Give two examples of primary reinforcers. Page 169.

Q5. What is a secondary reinforcer?

Q6. Give a strength of operant conditioning as an explanation for criminality. Page 170.

Q7. Give a weakness of operant conditioning as an explanation for criminality. Page 170.

Q8. How does Social Learning Theory (SLT) explain criminality? Pages 170-171.

Q9. Give a strength of SLT as an explanation of criminality.

Q10. Define the term vicarious reinforcement.

Q11. What evidence did Christiansen find for genetics and criminality? Page 172.

Q12. Why are adoption studies useful in studying genetic explanations for criminality?

Q13. Define the term personality. Page 173.

Q14. What traits are associated with extraversion?

Q15. What traits are associated with introversion?

Q16. How can personality be measured?

Q17. What personality scores are linked with criminality? Page 174

Q18. Give a strength of Eysenck's theory.

Q19. Give a weakness of Eysenck's theory.

Q20. Define the term recidivism? Page 175

Q21. Describe prison as a form of punishment. Page 175.

Q22. What does community sentencing involve? Page 176.

Q23. Outline what happens in restorative justice. Page 177.

Q24. Give a strength and a weakness of prison as a deterrent to reoffending. Page 176.

Q25. What are the strengths of community sentencing to reduce reoffending?

Q26. Outline a weakness of restorative justice as a way to reduce reoffending. Page 178

Q27. Outline a strength of restorative justice as a way to reduce reoffending.

Q28. What is a token economy programme? Page 179

Q29. What are the benefits of using them?

Q30. What are the strengths of using token economy programmes?

Q31. What are the 3 stages involved in anger management programmes? Page 180

Q32. Outline the aim of the study by Bandura, Ross and Ross (1961).

Q33. What did this study find?

Q34. What ethical issue did this study have as a weakness? Page 183.

Q35. What type of experiment was used in the study by Charlton et al. (2000)?

Q36. Give a weakness of using this research method.

Q37. Give a strength of this study.

Paper 2 Topic 9: Sleep and dreaming – Why do you need to sleep and dream?

Topic 9: Sleep and dreaming - Why do you need to sleep and dream?	Red	Amber	Green
Identify the 4 stages of sleep.			
Describe the function of REM sleep.			
Explain what happens during the sleep cycle.			
Describe the benefits of sleep.			
Define the terms circadian and ultradian rhythms.			
Describe the internal and external influences on sleep including zeitgebers such as light.			
Identify the function of the pineal gland and melatonin.			
Critically evaluate internal and external influences of sleep.			
Identify two examples of sleep disorders.			
Describe the symptoms and explanations of each sleep disorder.			
Define the terms manifest content, latent content and dreamwork in relation to Freud's dream theory.			
Describe Freud's dream theory.			
Evaluate Freud's dream theory.			
Define random activation, sensory blockade and movement inhibition.			
Describe the Activation Synthesis Theory of dreaming.			
Evaluate the Activation Synthesis Theory of dreaming.			
Describe the case study of Little Hans.			
Describe the aim, procedure, results and conclusion for Siffre (1975) six months alone in a cave.			
Critically evaluate Siffre (1975).			

Paper 2 Topic 9– Knowledge Recall Questions

Use the Topic booklet to support.

Q1. What is REM sleep? Page 230

Q2. Define the term sensory blockade.

Q3. Define the term movement inhibition.

Q4. What is the sleep cycle?

Q5. Which stage of sleep can you be easily woken?

Q6. What happens during stage 2 of sleep?

Q7. Which stage of sleep has mainly slow delta waves?

Q8. What is sleep deprivation? Page 231.

Q9. What are circadian rhythms? Page 232

Q10. Give the function of the suprachiasmatic nuclei (SCN) found in the brain.

Q11. How does body temperature vary during the day?

Q12. How long is the sleep-wake cycle?

Q13. Give two things that can affect the sleep-wake cycle.

Q14. What are ultradian rhythms? Give 3 examples.

Q14. How can hormones affect sleep? Page 233.

Q15. What is melatonin? Where is it produced?

Q16. Give 3 external influences on sleep.

Q17. Give a strength of internal influences on sleep deprivation.

Give a weakness of internal influences on sleep deprivation.

Q18. Give 3 symptoms associated with insomnia. Page 235.

Q19. Define insomnia.

Q20. What can insomnia be caused by?

Q21. Describe what narcolepsy is. Page 235.

Q22.Give two symptoms of narcolepsy.

Q23. Give 3 explanations of narcolepsy. Page 236.

Q24. What is cataplexy?

Q25. What are hallucinations?

Q26. Which part of the mind is most important according to Freud? Page 237.

Q27. What can dreams reveal according to Freud? Page 238

Q28. Describe the differences between the id, ego and the superego. Page 238.

Q29. What is dreamwork according to Freud.

Q30. What are the 3 things that make up dreamwork? Briefly describe them.

Q31. Freud's data was qualitative. Why is this a strength of his theory? Page 239.

Paper 2 Topic 11 PLC: Research Methods

Topic 11: Research Methods	Red	Amber	Green
Identify an independent variable (IV) and a dependent variable (DV)			
Identify extraneous variables including situational and participant variables.			
Suggest possible ways to control extraneous variables including: use of standardised instructions, counterbalancing, randomisation, single-blind techniques and double-blind techniques			
Be able to write a null hypothesis			
Be able to write an alternative hypothesis			
Define what is meant by a target population			
Describe and evaluate methods of sampling to include: random sampling, stratified sampling, volunteer sampling and opportunity sampling.			
Describe the differences between the experimental designs: independent measures, repeated measures and matched pairs design.			
Evaluate the different experimental designs.			
Be able to determine the reliability and validity of sampling methods, experimental designs, quantitative and qualitative methods.			
Be able to identify and describe ethical issues in psychological research and how to deal with them: informed consent, deception, confidentiality, right to withdraw and protection of participants.			
Identify the features, strengths and weaknesses and the types of research for which they are suitable for the following research methods:			
Laboratory experiments, field experiments and natural experiments			
Interviews including structured, semi-structured and unstructured			
Questionnaires including open-ended and closed ended			
Correlations			
Case studies			
Observations			

Recognise and use expression in decimal and standard form			
Be able to estimate results			
Be able to use an appropriate number of significant figures			
Define and calculate the mean, median and mode			
Use and calculate ratios, fractions, percentages and the range (measure of dispersion)			
Identify the characteristics of normal distributions			
Construct and interpret frequency tables and diagrams			
Construct and interpret bar charts and histograms			
Construct a scatter diagram			
Use a scatter diagrams to identify a positive or negative correlation			
Define qualitative and quantitative data			
Identify the differences between qualitative and quantitative data			
Understand the ethical issues in psychological research - use content, theories and research drawn from Topics 1-5 to explain ethical issues in psychological research.			

Q1. What is the independent variable? Page 132

Q2. What is the dependent variable?

Q3. Define the term extraneous variable.

Q4. Give 3 situational variables that can affect an investigation.

Q5. Give 3 participant variables that can affect an investigation.

Q6. Why is counterbalancing used? Page 134

Q7. What is the double-blind technique?

Q8. What is meant by a null hypothesis?

Q9. Give an example of a null hypothesis.

Q10. Name 4 sampling methods. Pages 136-137

Q11. Which sampling method is involves minimal effort on the part of the researcher?

Q12. Which sampling technique can lead to a biased sample?

Q13. Give a strength of using a repeated measured design. Page 138

Q14.Give a weakness of suing an independent measures design.

Q15. Define the term reliability. Page 139

Q16. What are the two types of validity?

Q17. Name 3 ethical issues in Psychology.

Q18. Describe what a laboratory experiment is. Page 143

Q19. What is the difference between a lab and a field experiment?

Q20. What are the strengths of using a field experiment?

Q21. What are the weaknesses of using a field experiment?

Q22. What is an interview?

Q23. Outline the differences between the 3 types of interviews.

Q24. Describe the two types of questions that can be used in a questionnaire.

Q25. What are the strengths of using a questionnaire?

Q26. Why is the use of open-ended questions in questionnaires a possible weakness?

Q27. What is the difference between a positive and a negative correlation? Page 148

Q28. When are correlations useful?

Q29. Give a serious weakness of using correlations.

Q30. What are the 6 types of observations? Page 149.

Q31. Why can observations be unreliable? Page 150.

Q32. How can reliability be checked in observations?

Q33. How do you calculate a percentage? Page 153.

Q34. What is a ratio?

Q35. Define what is meant by the range. Page 154.

Q36. Outline the difference between the mean, median and mode with examples. Page 155.

Revision Strategies:

Your Psychology exam is based on the following assessment objectives:

1. **A01** - Knowledge & understanding
2. **A02** – Application of knowledge
3. **A03** – Analysing and evaluating, forming judgements and drawing conclusions.

Revision strategies that help with these skills:

Knowledge & understanding (remembering facts)	- Flashcards - Testing a partner - Post-it notes - Using the knowledge questions in this booklet and getting your parent or carer to test you using the topic booklets for answers. - Make up a comical rhyme or mnemonic - Mind map of key content for key studies
Application of Knowledge	- Work with the information – draw it/ say it) - Mind maps (link ideas together) - Asking yourself – 'so what?' - Practice exam questions - Using exit passes for exam style scenario based questions. - Make your own exam questions.
Analysing and Evaluating and Forming judgements	- Balancing arguments in a table - A debate with your friends. - Flash cards summarising advantages and disadvantages

Extended Questions

There will be <u>two</u> extended open-response questions in Paper 1 of the examination. These questions will focus on debates within Psychology. For example, the nature/nurture debate and reductionism/holism debate and each is worth 9 marks. The command word used will be **'assess'.**

'Assess command'

A01 – Use knowledge and understanding to give careful consideration the factors or events that apply to the scenario – which are the most important or relevant?

A02 – Apply knowledge and understanding of psychological ideas. Processes and procedures – link to the scenario given

A03 - Make a judgement on the importance of something and come to a conclusion where needed.

You will have approximately 2 sides of A4 to write your response.

'Evaluate' – 12 markers – you will have approximately 2/3 sides of A4 to write your response.

In Paper 2 of the examination there will be two open-response question worth 9 marks on the optional topics (Topic 6 and Topic 9). In addition to this, there will also be one extended open-response question on Research methods (Topic 11) worth 12 marks. This 12 mark question will have **'evaluate'** as the command word.

'Evaluate' command

AO1 – Knowledge and understanding of psychological ideas, processes and procedures

AO2 – Apply knowledge and understanding of psychological ideas, processes and procedures – link to the scenario

AO3 – Analyse and Evaluate (strengths and weaknesses) psychological information, ideas, processes and processes to make judgements and draw conclusions.

- For these 12 markers you will be given a study/scenario
- You will then be asked to *evaluate* (which means strengths/weaknesses) something from Research Methods
- AO1: wants you to *describe* some good things and some bad things about the target question (e.g. whether it's asked you to evaluate labs/correlations/observations etc)
- AO2: wants you to apply these strengths/weaknesses to the scenario/study given in the exam question
- AO3: wants you to mention how these strengths/weaknesses impact the validity, reliability, generalisability, application, ethics, objectivity or subjectivity of the study. Is there a way that these things could be improved? E.g. how could you improve the reliability?

Key Terms - Paper 1 Topics 1-5

Key terms for Topic 1 - Development

Brain	The organ in your head made up of nerves that processes information and controls behaviour
Forebrain	The anterior part of the brain, including the hemispheres and the central brain structures
Midbrain	The middle section of the brain forming part of the central nervous system
Hindbrain	The lower part of the brain that includes the cerebellum, pons and medulla oblongata
Anterior	Directed towards the front, when used in relation to our biology
Posterior	Directed towards the back, when used in relation to our biology
Cerebellum	An area of the brain near to the brainstem that controls motor movements (muscle activity)
Medulla oblongata	Connects the upper brain to the spinal cord and controls automatic responses
Involuntary response	A response to a stimulus that occurs without someone making a conscious choice. They are automatic such as reflexes
Neural connections	Links formed by messages passing from one nerve cell (neuron) to another
Cognitive	Thinking, including problem solving, perceiving, remembering, using language and reasoning
Operations	How we reason and think about things
Object permanence	Knowing something exists even if it is out of sight
Symbolic play	Children play using objects and ideas to represent other objects and ideas
Egocentrism	Unable to see the world from any other viewpoint but one's own
Animism	Believing that objects that are not alive can behave as if they are alive
Centration	Focusing on one feature of a situation and ignoring other relevant features
Irreversibility	Not understanding that an action can be reversed to return to the original state
Morality	General principles about what is right and wrong, including good and bad behaviour
Schema/Schemata	Mental representations of the world based on one's own experiences. The plural of schema is 'schemata' though 'schemas' can also be used and is more common

Adaptation	Using assimilation and accommodation to make sense of the world
Assimilation	Incorporating new experiences to existing schemas
Accommodation	When a schema has to be changed to deal with a new experience
Equilibrium	When a child's schemas can explain all that they experience; a state of mental balance
Subjective	Based on personal opinion or feelings
Validity	When the results of a study represent the situation they are testing (in real life)
Mindset	A set of beliefs someone has that guides how someone responds to or interprets a situation
Ability	What someone can do, such as maths ability or ability to plat tennis. Dweck suggests ability can be seen as either fixed and innate or as able to be improved
Effort	When you try to do better using determination
Fixed mindset	Believing your abilities and fixed and unchangeable
Growth mindset	Believing practice and effort can improve your abilities
Working memory	Has different parts for processing information coming in from our senses, including visual and sound data, and involves a decision-making part.
Short term memory	Our initial memory store that is temporary and limited
Rehearsal	Repeat information over and over to make it stick
Long term memory	A memory store that holds potentially limitless amounts of information for up to a lifetime
Motor skills	Actions that involve muscles and brain processes, resulting in movement
Decentration	Being able to separate yourself from the world and take different views of a situation, so not being egocentric
Social learning	Learning by observing and copying others
Self-regulation	Limiting and controlling yourself without influence from others
Nature	Explanations of behaviour that focus on biological factors
Nurture	Explanations of behaviour that focus on environmental factors
Qualitative data	Data that is descriptive, not numbers, such as words or pictures
Reliability	The consistency of an outcome or result of an investigation
Framework	A basic understanding of ideas and facts that is used when making decisions
Person praise	Someone praises the individual rather than what they are doing
Process praise	Someone praises what is being done, not the individual
Entity theory/ motivational framework	A belief that behaviour or ability results from a person's nature

Incremental theory/motivational framework	A belief that effort drives behaviour and ability, which can change
Ecological validity	The extent to which the findings still explain the behaviour in real life situations
Ethics	Moral principles about how someone should behave in a society
Debrief	After an investigation participants are given full disclosure of the study
Generalisability	The extent to which the results of a study represent the whole population, not just the sample used
Morals	Standards of right and wrong behaviour that can differ between cultures and can depend on the situation
Moral development	Children's growing understanding about right and wrong
Heteronomous	Rules put into place by others
Autonomous	Rules can be decided by the individual person
Norms	Society's values and customs, which a person in that society would be governed by
Nativist theories	Theories that view morality as part of human nature

Key terms for Topic 2 - Memory

Processing	The operations we perform on sensory information
Input	The sensory information we receive
Storage	The retention of information in our memory system
Encoding	Turning sensory information into a form that can be used and stored by the brain
Acoustic encoding	The process of storing sound in our memory system
Visual encoding	The process of storing something that is seen in our memory system
Semantic coding	The process of storing the meaning of information in our memory system – the definition of the word
Output	The information we recall and our behavioural response
Retrieval	The recall of stored memories
Short term memory	Our initial memory store – limited and temporary
Long term memory	Memory store that holds limitless information for a lifetime
Duration	The length of time information can be stored
Capacity	The amount of information that can be stored
Rehearse	When we repeat information over and over so it sticks
Displacement	When short term memory becomes full and pushes older information out
Interference	New information overwrites old information
Amnesia	Memory loss e.g. through an accident or disease
Anterograde amnesia	A memory condition whereby new long-term information cannot be made
Retrograde amnesia	A memory condition that affects recall of memories prior to an injury to the brain
Active reconstruction	Memory is not an exact copy of our experience but an interpretation or reconstruction of events
Schema	A packet of knowledge about an event, person or place that influences how we perceive and remember
Omission	When we leave out unfamiliar, irrelevant or unpleasant detail when remembering
Transformation	When details are changed to make them more familiar and rational
Familiarisation	When unfamiliar details are changed to fit schemas
Rationalisation	When we add details to our recall to give reason for something
Cognitive interview	A police interview to ensure a witness does not actively reconstruct their memory
Ecological validity	The extent in which the findings still explain the behaviour in different situations

Subjective	Based on personal experiences and feelings
Sensory register	Our immediate memory of sensory information
Attention	Focus on certain sensory information
Trigram	A set of 3 letters that makes a meaningless string of letters rather than a word
Iconic memory	The sensory register for visual information
Echoic memory	The sensory register for auditory / sound information
Modality free	Not linked to a specific type of sensory information
Primacy	The tendency to recall words at the beginning of a list when asked to remember it
Recency	The tendency to recall words at the end of a list when asked to remember it
Serial reproduction	Participants retell something to another participant to form a chain
Repeated reproduction	Participants are asked to recall something repeatedly
Reliable	Outcomes of a study are consistent
Standardised procedure	The procedure of a study is the same across all conditions
Extraneous variables	Variables that could affect the results
Mundane realism	A realistic / everyday task
Reductionism	The theory of explaining something, according to its basic constituent parts
reductionist	The practice of reductionism
Holism	The theory of explaining something as a whole
Holistic	The practice of holism

Key terms for Topic 3 – Psychological Problems

Unipolar depression	A type of mood disorder causing periods of feeling sad and lacking motivation to do everyday tasks
Mental health problem	A form of psychological problem characterised by symptoms affecting your mind and behaviour
Twin studies	Research that compares behaviour in groups of twins to see if there are similarities in each pair of twins
Monozygotic twins	Twins developed from one fertilised egg that has split into two; genetically identical
Dizygotic twins	Twins developed from two different eggs fertilised during the same pregnancy; not genetically identical
Genetic predisposition	A biological tendency to develop a particular behaviour as a result of the gene someone has
Diathesis stress model	An explanation for depression that claims people can have a gene that makes them more likely to develop depression but only if they face a stressful situation that triggers depressive thoughts
Serotonin	A neurotransmitter associated with controlling mood
Deterministic	Our actions come from what we are born with and what we experience
Free will	Explanations of behaviour that claim we have the ability to choose exactly what type of behaviour we want to show
Cognitive theory	An explanation that focuses on how thought processes influence behaviour
Negative triad	A set of three thought patterns where people feel bad about themselves, the future and the world
Magnification	A form of cognitive bias that makes people see their problems as far bigger than they actually are
Nature	Explanations of behaviour that focus on innate factors
Nurture	Explanations of behaviour that focus on environmental factors
Cognitive behavioural therapy	A therapy for mental health disorders that aims to change thought processes in order to reduce symptoms
Neurotransmitters	Chemicals found within the nervous system that pass messages from one neuron to another across a synapse
Noradrenaline	A type of neurotransmitter that is involved in mood and is released during times of stress
Reuptake	The process by which neurons reabsorb neurotransmitters that they released
Placebo	An inactive substance or fake pill used instead of an active substance. The person the placebo will not know its fake
Relapse	A return of symptoms after treatment has been given

Addiction	A mental health problem that means people need a particular thing – a substance or an activity – in order to be able to go about their normal routine
Withdrawal	A set of unpleasant physical or psychological symptoms someone gets when they are trying to quit or cannot satisfy their addiction
Learning theory	An explanation that believes behaviour is learned through associations and experiences
Classical conditioning	Learning by associations
Operant conditioning	Learning from the consequences of actions
Social learning theory	Behaviour is learned through observation and imitation of role models
Reinforcement	An outcome resulting from behaviour that increases the chance of the behaviour being repeated or avoided in the future. The outcome may be the result of gaining something positive or something negative being removed
Functional analysis	The first stage of CBT to treat addiction that identifies triggers
Skills training	The second stage of CBT to treat addiction whereby addicts learn ways to control the patterns of behaviour that lead to their addiction
Detoxification	When an addict tries to stop taking the substance they are addicted to
Longitudinal study	The same people are tested over a period of time to investigate changes
Likert-type scale	A scale where a person can rate their level of agreement to a statement

Key terms for Topic 4 – Neuropsychology

Brain	The organ in your head made up of nerves that processes information and controls behaviour
Hemisphere	Half of the brain; if we imagine a person facing forward and then look down on the brain from the top, the right hemisphere is on the right side of the brain, while the left hemisphere is on the left
Cerebrum	The largest part of the brain where higher processing happens; it includes the cortex
Cortex	The outer layer on the brain
Spinal cord	A pathway of nerves inside the spine, which connects the brain to the rest of the body through the peripheral nervous system
Brainstem	The part of the brain that connects the spinal cord to the upper brain
Reflexes	Actions that are automatic and do not require conscious thought
Frontal lobe	The area at the front of the brain responsible for decision-making and impulse control
Temporal lobe	The area one the side of the brain that controls hearing and memory
Parietal lobe	The area at the top of the brain that plays an important role in perception and sensations of touch
Occipital lobe	The area at the back of the brain that controls vision
Cerebellum	An area of the brain to the brainstem that controls motor movements
Lateralisation of function	The different jobs that are done by each half of the brain; each hemisphere will have different specialist roles that it performs
Asymmetrical	The two hemispheres of the brain are not equal in terms of what they do; each hemisphere controls different functions, or plays a larger or smaller role in a particular behaviour
Corpus callosum	A thick bundle of nerve fibres connecting the two hemispheres of the brain so they can communicate with each other
Broca's area	A part of the left hemisphere of the brain that controls speech production
Spatial awareness	The ability to negotiate space and navigate our way around our environment
Central nervous system	A brain and spinal cord, which relays messages from the brain to the rest of the body to instruct it what to do
Peripheral nervous system	The system of nerves that connect the central nervous system to skin, muscles and organ in the body
Neurotransmitters	Chemicals found within the nervous system that pass messages from one neuron to another across a synapse
Neuron	A nerve cell that transmits information

Synaptic transmission	The process by which neurotransmitters are released by a neuron, move across the synaptic gap and are then taken up by another neuron
Synapse	A gap between two neurons that allows messages, in the form of neurotransmitters, to pass from one cell to another
Axon	The long structure that connects the cell body of a neuron to the terminal button at the end of the cell
Terminal button	The end of a neuron
Vesicles	Small sacs containing neurotransmitter (chemical) molecules
Receptors	Special sites on neurons that are designed to absorb neurotransmitter molecules
Neurological damage	Damage to the body's central and peripheral nervous system
Visual agnosia	An inability to recognise things that can be seen
Prosopagnosia	Face blindness or an inability to recognise faces
Pre-frontal cortex	The area of the brain's cortex at the very front of the frontal lobe, immediately behind the forehead
Agnosia	An inability to interpret sensations and thus recognise faces
Fusiform face area (FFA)	Part of the temporal lobe, close to the occipital lobe, that is thought to help in face recognition
White matter	Brain and spinal cord tissue, consisting mainly of nerve fibres (axons)
Neuroscience	The scientific study of the brain and nervous system
Post-mortem	An examination of a body after death
EEG	A method of measuring brain activity using electrodes placed on the scalp
MRI	A method of studying the brain using electromagnets
PET	Imagery showing the amount of energy being used throughout the brain

Key terms for Topic 5 – Social Influence

Obedience	Means complying with the request of orders of an authority figure.
Authority figure	Is someone who has more power and control than others and is seen as having legitimate authority
Conformity	Is the behaviour of following what the majority of people are doing. We often follow a crowd, such as dressing like our friends or buying the latest games because all our friends are playing them. In this way conformity helps us to fit in with our social group.
Compliance	Going along with the majority even if we don't agree privately with them and can be explained by normative social influence, where we follow the group norm because we want to be accepted and not rejected.
Internalisation	Going along with the majority because we do not know how to behave in a situation so we adopt the beliefs of the group and can be explained by informational social influence, where we look to others, observe their behaviour and copy them because we are uncertain of how to behave yourself. It's called internalisation because you adopt the attitude of the group in a more permanent way.
Identification	Temporarily adopting the behaviours of a role model or group and is similar to compliance. The change of attitude or behaviour to match the group lasts only as long as the group is present. This is common as we change friendship / social groups =- for example going from college to university or beginning a job.
Deindividuation	Refers to a loss of personal self-awareness and responsibility as a result of being in a group.
Bystander effect	Bystander effect is sometimes referred to as bystander apathy and means that sometimes we fail to help someone else when they are in need.
Situational factors	Features of a situation that influence whether or not we intervene in an emergency
Personal factors	Features of an individual that influence how likely they are to intervene in an emergency
Diffusion of responsibility	When we believe others will help so we don't
Pluralistic ignorance	We interpret the situation according to other's actions
Confederate	An actor but doesn't know what the study is about
Locus of control	The extent to which we believe we have control over our behaviour and life
Internal locus of control	When we feel we have personal control over our behaviour

External locus of control	When we feel factors external to us control our behaviour
Blind obedience	When we comply with the orders of an authority figure without question
Anti semitic	Negative attitudes, prejudice and discrimination against Jews
Momentum of compliance	When we start something we feel compelled to finish it
Authoritarian personality	A personality respectful of authority / right wind in beliefs
F scale	A questionnaire designed to identify types of authoritarian personality / traits
Prosocial behaviour	Behaviour seen as helpful, kind, cooperative and peaceful
Antisocial behaviour	Behaviour that is unhelpful, destructive and aggressive
Field experiment	Procedure in a naturalistic setting
Covert observation	Participants are unaware they are being observed
Demand characteristics	Participant behaviour changes as they want to please and conform to experimenter expectations
Generalisability	The extend of which the results represent the whole population or just the sample used
Society	A group of people in the community
Social issue	A social problem / conflict that affects a community of people
Culture	A set of beliefs, traditions and values shared by a group
Individual culture	A culture that is independent and individual
Collectivist culture	A culture that cooperated and is interdependent

Key Terms – Paper 2 Topics 6, 9 and 11

Key terms for Topic 6 – Criminal Psychology

Operant conditioning	Learning from the consequences of actions
Positive reinforcement	Receiving something pleasant for a behaviour, so we repeat it
Negative reinforcement	The avoidance of something unpleasant, so we don't do it again
Positive punishment	Receiving something unpleasant for a behaviour, so we don't do it again
Negative punishment	Removing something pleasant so we do not repeat the behaviour again
Primary reinforcement	A reinforce that satisfies a biological need
Secondary reinforcement	A reinforce of no survival value, but we have learnt to associate it with a primary reinforce
Social learning theory	Behaviour is learnt through the observation and imitation of role models
Modelling	Learning a new behaviour through paying attention to, retaining and reproducing the behaviour of a role model
Observational learning	Learning new behaviours through watching and modelling a role model
Role model	A person who we admire / share similar characteristics
Vicarious reinforcement	Model the behaviour of others who we see being rewarded for their behaviour
Identification	Temporarily adopting the behaviour of a role model or group
Monozygotic twins	Twins developed from one fertilised egg that has split into two – genetically identical
Dizygotic twins	Twins developed from two different eggs during the same pregnancy – not genetically identical
Personality	An individual character – characteristics and qualities
Temperament	The nature someone is born with which can affect their behaviour
Extraversion	Outgoing, attention seeking and sociable behaviour
Introversion	Reserved, calm and quiet behaviour
Unstable neuroticism	A personality trait associated with being over-reactive in stressful situations / over emotional and anxious
Stable neuroticism	A personality trait associated with being unreactive in stressful situations and emotionally unaffected
Psychoticism	A personality trait that is cold, lacks empathy, is antisocial and can be aggressive

Eysenck's personality questionnaire	Questionnaire to measure extraversion, introversion, stable and unstable neuroticism, and psychoticism
Socialisation	The way you are raised and taught to behave
Holism	Theory explaining something as a whole
Sociologist	Type of researcher interested in the effects of social conditions on behaviour and societies
Recidivism	Offender is punished for their crime but commits another crime when released
Rehabilitation	Programme designed to help offenders rather than punish
Detention / custody	A prison sentence
Humanitarian	A concern with the welfare of humans
Community sentencing	Offender serves a sentence in the community rather than prison
Curfew	Having to be home at a certain time
Restorative justice	When the victim and offender meet – helps the victim recover and the offender understand the impact of the crime
Token economy programme	Programme designed to reward prisoners for pro social behaviour. Collection of tokens can be exchanged for privileges
Anger management programme	Cognitive behavioural treatment for violent offenders to help them control their anger
Psychopath	A person who is characterised by a lack of gilt and emotion, antisocial behaviour and selfishness

Key terms for Topic 9 – Sleep and Dreaming

REM sleep	Rapid eye movement when dreaming occurs / part of the sleep wake cycle
Sleep cycle	A nightly pattern of deep sleep, light sleep and dreaming
NERM Sleep	Non rapid eye movement
Sensory blockade	In REM sleep, all incoming sensory information is stopped
Neuron	A nerve cell that transmits information
Movement inhibition	In REM sleep, when movement is prevented
Sleep deprivation	Not having enough sleep, this can affect physical functioning such as weight and brain functioning
Circadian rhythms	Human body rhythms that have a daily24 hour cycle – sleep wake cycle
Sleep wake cycle	A circadian daily rhythm / day night cycle
Ultradian rhythm	Rhythms that occur in a period of less than 24 hours – sleep cycle
Endogenous	Internal pacemakers – biological clock
Hormones	Chemical messengers taking messages through the blood stream
Melatonin	A hormone involved in setting circadian rhythms –including blood pressure / sleep wake cycle
Pineal gland	A small endocrine gland that produces melatonin. An endocrine gland produces a hormone that is secreted into the bloodstream
Exogenous	External cues in the environment that affect our biological clock
Zeitgebers	External cues that synchronise our biological rhythms
Entrainment	When biological rhythms are matched to their environmental triggers – circadian rhythms set in response to external light cues
Insomnia	Problems with sleeping at nights causing difficulty functioning during the day
Narcolepsy	Inability to control sleeping and waking, so experiencing involuntary daytime sleeping
Hallucinations	Seeing, hearing, smelling, tasting, feeling something that is not there
Cataplexy	A loss of muscle power and tone, triggered by an onset of strong emotions e.g. laughter
Unconscious mind	An inaccessible part of the mind that affects behaviour and feelings
Id	Part of Freud's personality theory – I want
Superego	Conscience – you can't have
Ego	Reasoning to balance the demands of the id and superego

Manifest content	The story the dreamer tells
Latent content	The deeper meaning behind the dream
Dreamwork	The transformation of unconscious thoughts into dream content
Psychosexual stages	Freud's theory of child development – oral, anal, phallic, latent, genital
Phallic stage	The third of Freud's stages – Oedipus complex
Oedipus complex	A boy has unconscious feeling for his mother and hates his father, who he sees as a rival and fears will castrate him

Key terms for Topic 11 – Research Methods

Independent variable	The variable directly manipulated by the researcher
Dependent variable	The variable being measured in a study
Operationalisation	Making the variables in an investigation detailed and specific
Extraneous variable	A variable that is not controlled, which could affect the results of a study
Confounding variable	An extraneous variable that affects the results of the study so that the effect of the IV is not truly being seen
Situation variable	An extraneous variable present in the environment of the study
Order effects	When participants improve or worsen in the second condition because they have practised or become fatigued
Demand characteristics	When the participant alters their behaviour in response to the perceived aims of the investigation
Investigator effects	When a researcher unintentionally gives clues to participants, altering their behaviour
Participant variables	Extraneous variables specific to the participants of an investigation
Standardised procedure	Where the procedure of a study is the same across all conditions
Counterbalancing	Where half the participant group experience condition A and then condition B, while the other half experience condition B then condition A
Randomisation	When participants are randomly assigned to condition A or B as their first or second test condition
Single-blind techniques	When information about the study is withheld from participants
Double-blind technique	When the aims of the study is withheld from both participants and researchers
Random allocation	When participants are randomly assigned to a condition
Null hypothesis	A prediction that the results will fail to show any difference (or relationship) that is consistent or systematic
Alternative (experimental hypothesis)	A prediction of the outcome of a study based on what is expected to happen
Directional hypothesis	A hypothesis that predicts the direction the results will go in
Non-directional hypothesis	A hypothesis that predicts that a difference/relationship will be found, but does not specify what the difference/relationship will be

Experimental hypothesis	The name given to a hypothesis when used in field and lab experiments
Target population	The group of people being investigated
Sample	The selection of the target population that is directly studied in an investigation
Generalisability	The extent to which the results of a study represent the whole population not just the sample used
Sampling method	A technique used to gather a representative group of people as a sample from the target population
Random sampling	A technique used to gather a random sample of participants from the target population
Stratified sampling	A technique that ensures subgroups of the target population are proportionately represented in a sample
Sample error	When a sample differs in qualities from the target population it intends to represent
Volunteer sampling	A technique that asks for participants by placing an advert for volunteers
Biased sample	When the sample recruited is made up of a particular type of person which may not reflect the target population
Opportunity sample	A technique that recruits participants who are readily available at the time
Research design	How participants are allocated to the conditions of a study
Experimental design	The name given to research design when used in an experiment
Independent measures deign	Participants are split into groups with each group tested in only one condition
Repeated measures deign	The same participants are used in all conditions
Matched pairs design	Different participants are used in each condition but are matched for likeness on important characteristics
Reliability	The consistency of an outcome or result of an investigation
Validity	Whether the test measures what was intended
Internal validity	Whether the measures used in a test genuinely test what they were designed to test
External validity	Whether the findings are generalizable to the target population
Qualitative method	Ways of conducting research that find out new information rather than testing a prediction; often resulting in gathering qualitative data
Researcher bias	When a researcher interprets the outcome of a study according to their own view (subjective)
Triangulation	When more than one measure is taken for a behaviour to cross-validate the findings

Objective	Not open to interpretation, unbiased
Quantitative methods	Ways of conducting research that test a prediction and gather quantitative data
Ethical issues	Researchers follow codes or rules of conduct when carrying out research to protect participants from hard
Right to withdraw	Ensuring that participants are clearly aware of their results to leave the study at any point
Informed consent	Agreement of participants to take part once they are fully aware of the nature of the study
Deception	Misleading participants
Debrief	After an investigation participants are given full disclosure
Confidentiality	Not disclosing the identity of participants
Protection of participants	Safeguarding participants against physical and psychological harm
Laboratory	A procedure staged in an artificial environment
Field	A procedure staged in a naturalistic environment
Natural	A study that examines a naturally occurring variable in a real-life situation
Interview	A research method designed to gather self-reported information from participants
Structured interview	A set of pre-set questions asked to a respondent
Interview schedule	A list of set questions around the study aim
Semi-structured interview	A mix of pre-set questions and unprepared questions asked to a respondent
Unstructured interview	A free-flowing conversation around a particular topic
Social desirability bias	During an interview a respondent may answer a question in a way that is deemed socially acceptable
Interviewer effect	The characteristics of an interviewer may impact the way a respondent answers
Questionnaires	A self-report technique designed to ask lots of people questions
Closed-ended questions	Questions with a fixed response to choose from
Open-ended questions	Questions with no fixed response
Correlation	A way of analysing relationships between variables
Co-variables	Two variables that can be plotted against each other to indicate the type of relationship
Positive correlation	As one co-variable increases, the other co-variable increase
Negative correlation	As one co-variable increases the other decreases

Case study	A study of a single person, group or event
Observation	A research method that involves watching and recording behaviour
Naturalistic observation	An observation conducted in an everyday environment where the behaviour is normally seen
Controlled or structured observation	An observation carried out in a lab or controlled environment
Overt observation	Participants know they are being observed
Covert observation	Participants are unaware they are being observed
Participant observation	When an observer is involved in the group they are observing
Non-participant observation	The observer watches and records people without being actively involved
Inter-rater reliability	When more than one observer codes behaviour and their results are compared to check for agreement
Observer bias	When an observer interprets the observed behaviour according to their own view
Data analysis	Transforming and summarising data to find and show useful information
Standard form	A way of writing large numbers abbreviated
Decimal form	To the number 10 or tenths
Decimal places	The number of digits after the decimal point
Rounding	A way of simplifying a number by reducing it to a specified number of decimal places
Significant figures	Digits that have meaning in a number and signify a level of accuracy
Estimate	Do a quick rough calculation of what the results are showing
Ratios	Compare one thing against another to show proportions
Fractions	A way of cutting something up to show proportion
Percentages	A fraction of 100 found by multiplying a fraction by 100
Descriptive statistics	Ways of summarising data to make raw data easier to understand (mean, mode, median, range and graphs)
Raw data	The results themselves
Range	The difference between the highest and lowest score in a set of data to show the spread
Measure of dispersion	A way of showing the spread of scores and variability
Mode	In a set of numbers the most common one
Bi-modal	When there are two modes in a set of numbers
Multi-modal	When there is more than two modes in a set of numbers
Median	The middle score in a set of numbers

Mean	The average of a set of numbers, found by adding them all up and dividing the result by how many original numbers there were
Normal distribution	When mean, median and mode are very similar
Skewed distribution	When the median/mode differ from the mean
Frequency scores	The number of times each score is found in a dataset
Frequency table	Shows how often each score in a dataset is found using tallying
Tally	A way of recording each instance of something using a vertical mark for each instance
Frequency diagram/histogram	Illustrates frequency to show the distribution of continuous data
Bell curve	The shape of a normal distribution curve
Bar chart	A graph to show categories of data; a way of summarising data, which can then be compared
x-axis	Horizontal line along the base of a chart/graph
y-axis	Vertical line at the side of a chart/graph
Scatter diagram	A graph used to illustrate a relationship or correlation between two variables to see if they co-vary
Line of best fit	A line on a scatter diagram through the centre of a cluster of points to see if there is a correlation and which direction it is
Primary data	Data collected directly for a specific research purpose
Secondary data	Data used in a study that have already been collected often for a different purpose
Meta-analysis	A procedure used to merge and analyse findings from studies focusing on a similar issue in order to draw overall conclusions
Qualitative data	Data that are descriptive, not numbers
Quantitative data	Numerical data
Participatory	Research that involves children and young people from the start, including the design and data-gathering phases, as well as in the analysis
Participation rights	The rights of people including children to participate in decisions about them
Protection rights	The rights of a child to be protected at all times
Risk-benefit	Comparing a study's risks and benefits to ensure the benefits outweigh the risks

Revision for Year 11 Psychology –2021

Week A- Tuesday – in P17 3-4pm

Week B – Friday – in P17 3-4pm

Revision will focus firstly on 9 mark questions and revisiting topics covered during lockdown. There will be access to revision mind maps, past exam questions and key studies.