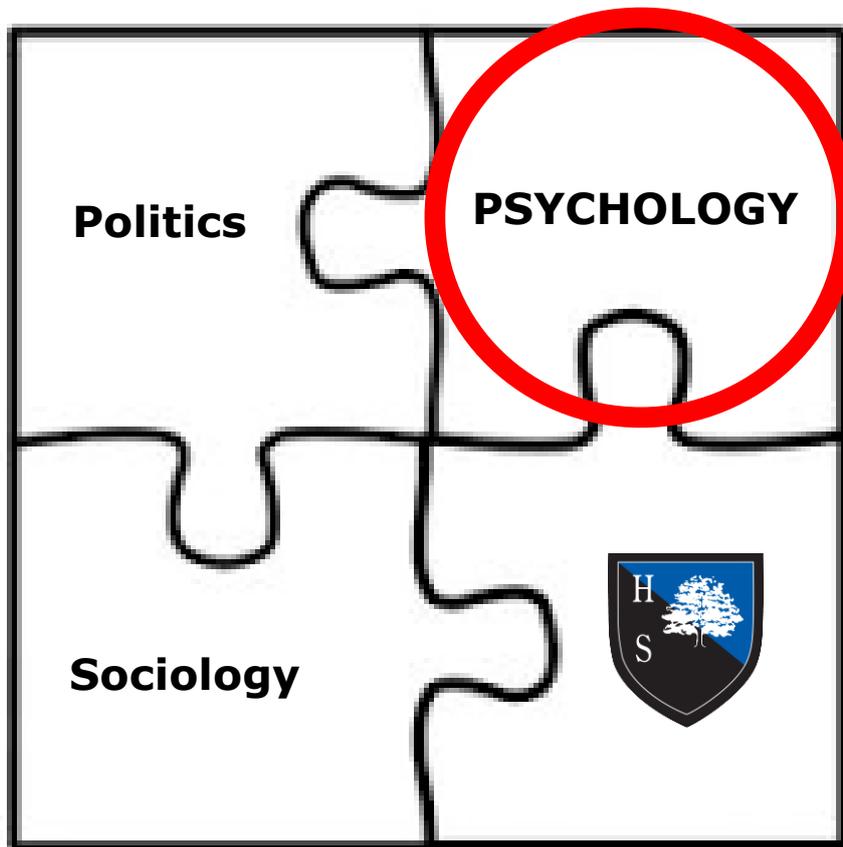


Heathcote School and Science College

Social Sciences Department



Welcome to the Social Sciences Department!

Congratulations on choosing to study **Politics**, **Psychology** and/or **Sociology** at A-level!



The social sciences are a group of subjects that involve studying **SOCIETY** and analysing how people behave and influence the world around us.

So, while Politics, Psychology and Sociology address similar issues, they are distinct subjects which approach these issues in slightly **different** ways.

Take the issue of *authority* ... figures of authority exist in all areas of society, from the government, to schools to families.

When studying *authority* ...

Psychology questions *why* we obey figures of authority

Sociology explores *how* authority is exercised

Politics investigates *why* (or *whether*) we need figures of authority

In taking a social science subject at Heathcote, you'll develop a wide range of skills such as how to **analyse** and **interpret** data and arguments and how to *apply* theories and concepts to explain our social world.

Most crucially though, you'll gain an **understanding** of, and learn to **think critically** about, the way individuals and social groups behave.

Developing in this way will **expand** your options, both at university and in later life!

*We very much look forward to meeting you and to helping you **achieve** your potential at Heathcote Sixth Form.*

Dr Taylor (Head of Social Sciences)

Ms Ayub (Psychology teacher)

Mr Angeletos (EPQ co-ordinator and Sociology teacher)

Mr Shevelew (Psychology teacher)

Department Expectations

To help students **achieve their potential**, it is important that staff and students meet the following expectations.

Student expectations:

I will...

- i. Attend lessons, on time and with the correct equipment. If I am late, I will apologise to the class and to the teacher
- ii. Act politely and respectfully toward classmates and staff at all times
- iii. Take responsibility for catching up on any missed work
- iv. Meet all homework deadlines. If I fail to meet homework deadlines, I will complete the work at the teacher's discretion
- v. Organise my work appropriately. Folders will be checked to ensure I am managing my work effectively
- vi. Complete all work to the best of my ability.

Teacher expectations:

We will...

- i. Set high expectations which inspire, motivate and challenge students.
- ii. Promote good progress and outcomes by students.
- iii. Demonstrate good subject and curriculum knowledge.
- iv. Plan and teach well-structured lessons.
- v. Adapt teaching to respond to the strengths and needs of all students.
- vi. Make accurate and productive use of assessment.
- vii. Manage behaviour effectively to ensure a good and safe learning environment.
- viii. Fulfil wider professional responsibilities.

We, the undersigned, agree to meet these expectations:

Dr Taylor

Ms Ayub

Mr Angeletos

Mr Shevelew

A-level Psychology

The commitment

5

hours of Psychology classes per week

1

piece of **non-classwork** per week

Plus 7 hours independent study weekly

Homework

If homework is not submitted on time, you will complete it at the teacher's discretion. This could involve compulsory completion of the work after-school.

Absences

It is your responsibility as a sixth form student to request any work missed.

Course overview

Year 1

Introductory topics in Psychology

- **Social Influence**

Why do people conform?

Why do people obey?

Can we use research to change how people behave?

- **Memory** – How does your memory work? Are you forgetful? Do you make things up?

- **Attachment** – why do we take care of babies? Does your first relationship affect you for the rest of your life?



Psychology in Context

- **Origins of Psychology** – How did it all start?

- **Approaches in Psychology** – Why do we have mental illnesses? - do we learn it? Are we born with it? Or is it because of the way we think? In other words how can we explain human behaviour.

- **Biopsychology** – Where does all my energy come from when I am scared? Does my brain control everything?

- **Psychopathology** – who do we define as abnormal? What causes my mental illness and can it be treated?

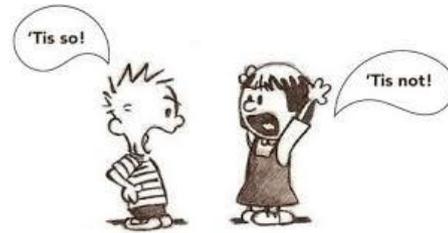


- **Research Methods** – How do we actually study people?
Who do we study? What do we do with the results? How do we come to a conclusion? Can we do anything we want?

Year 2

Issues and debates in psychology:

- Is all our behaviour determined or do we have free will?
- Can I research a few people and say everyone in the world is like them?



Relationships:

- Who do we like and why?



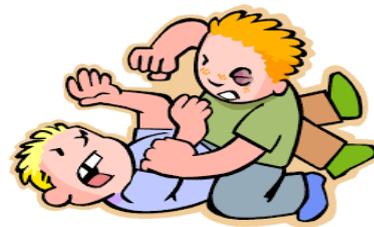
Schizophrenia:

- What is schizophrenia?
- Is it the fault of genes, upbringing or both?
- How can it be treated?



Aggression:

- Why do some people act aggressively?
Is it even their fault? Maybe they were born to be aggressive- they can't help it? What do you think?



Assessment information

- AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.
- AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures:
 - in a theoretical context
 - in a practical context
 - when handling qualitative data
 - when handling quantitative data.
- AO3: Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to:
 - make judgements and reach conclusions
 - develop and refine practical design and procedures.

Paper 1: Introductory topics in psychology	+	Paper 2: Psychology in context	+	Paper 3: Issues and options in psychology
<p>Assessed</p> <ul style="list-style-type: none"> • written exam: 2 hours • 96 marks in total • 33.3% of A-level 		<p>Assessed</p> <ul style="list-style-type: none"> • written exam: 2 hours • 96 marks in total • 33.3% of A-level 		<p>Assessed</p> <ul style="list-style-type: none"> • written exam: 2 hours • 96 marks in total • 33.3% of A-level
<p>Questions</p> <ul style="list-style-type: none"> • Section A: multiple choice, short answer and extended writing, 24 marks • Section B: multiple choice, short answer and extended writing, 24 marks • Section C: multiple choice, short answer and extended writing, 24 marks • Section D: multiple choice, short answer and extended writing, 24 marks 		<p>Questions</p> <ul style="list-style-type: none"> • Section A: multiple choice, short answer and extended writing, 24 marks • Section B: multiple choice, short answer and extended writing, 24 marks • Section C: multiple choice, short answer and extended writing, 48 marks 		<p>Questions</p> <ul style="list-style-type: none"> • Section A: multiple choice, short answer and extended writing, 24 marks • Section B: one topic from option 1, 9–11 above, multiple choice, short answer and extended writing, 24 marks • Section C: one topic from option 2, 12–14 above, multiple choice, short answer and extended writing, 24 marks • Section D: one topic from option 3, 15–17 above, multiple choice, short answer and extended writing, 24 marks

A-level Psychology

Flipped Learning Tasks:

***** This project *must* be completed by the end of the first week *****

TASK

Carry out research to investigate whether there is any relationship between how obedient someone is and how strict their parents / carers are.

What should I do?

Ask ten people to rate how obedient they feel they are (on a scale of 1-10, 1 being not very and 10 being very) and how strict their parents/carers are (on the same scale of 1-10).

These are quite personal questions, so each participant will have a number instead of recording their name (see the results table). Additionally, you will need to gain informed consent. Write what you will say to the participant to get their consent on the lines below

You will need to ask each participant exactly the same questions. Write your questions on the lines below (remember to tell them what the numbers on the scale mean)

Results table:

Record the results in the table below. For each participant record which number they give you as a rating of their obedience and their parents/carers strictness.

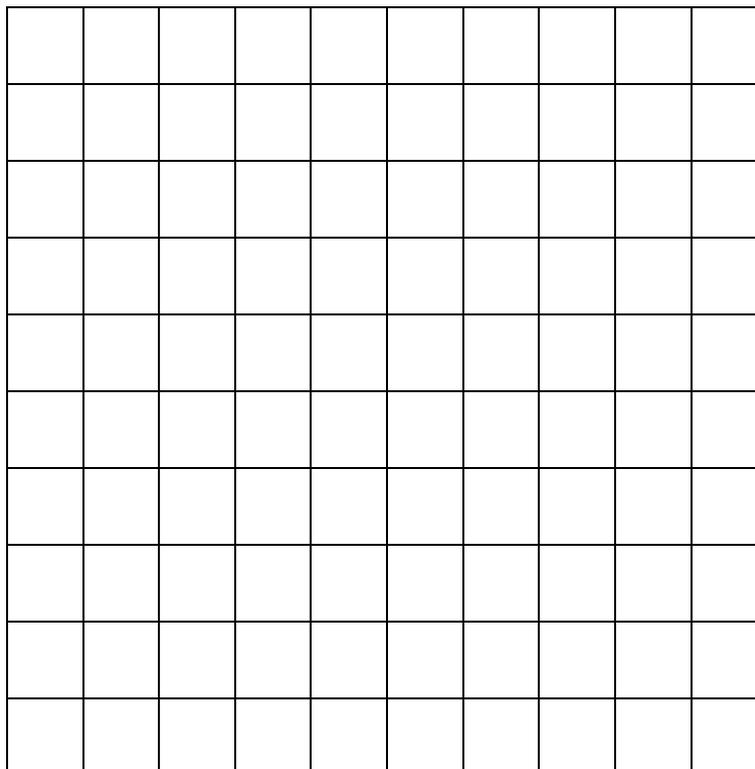
See next page...

Participant Number	Obedience rating	Strictness rating
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Plotting your results:

Using the graph paper below, plot the results on a scattergraph.

For example, if Participant 1 gave an obedience rating of 7 and a strictness rating of 9, you would need to go along the x axis (obedience rating) to 7 and then up the y axis (strictness rating) to 9 and plot a point there.

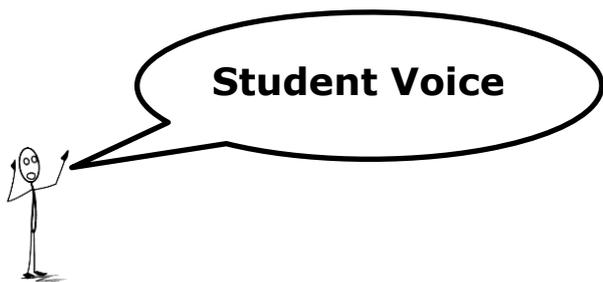


What kind of correlation have you got?

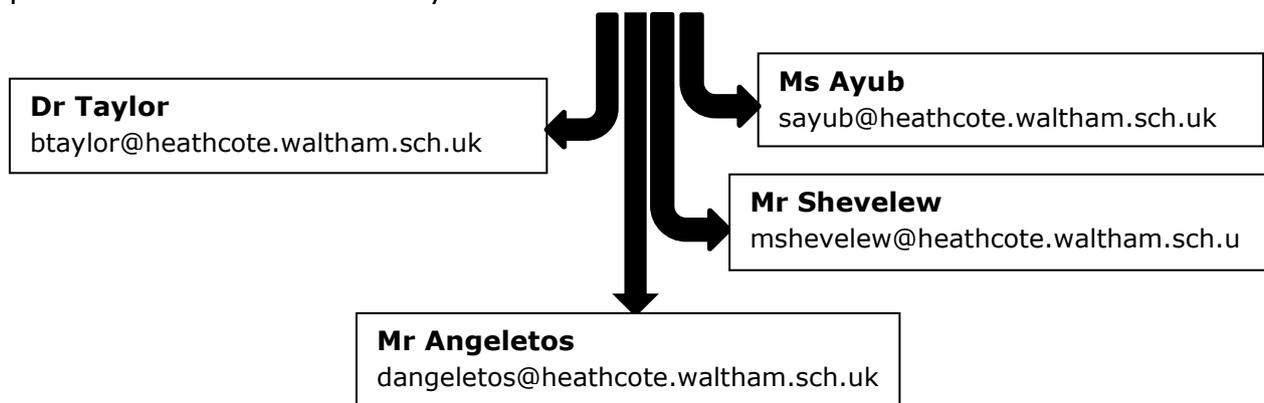
What conclusions can you draw from your graph? What do the points show?

Does your research have any weaknesses?

Social Sciences Department



It's important that you *communicate* with staff members so that we have a better idea of how you're progressing. Please email your class teacher if you have any questions or concerns about your studies.



Additionally, throughout the year you will have regular opportunities to **feedback** on all aspects of your studies (e.g. our teaching, your progress etc.).

Student profile – complete this and hand it to your teacher in your first lesson.

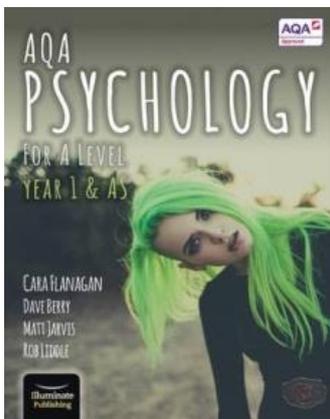
Name:	Subject:		
What level did you achieve at GCSE in:			
English Lit.	English Lang.	Maths	Science
Why did you decide to take this subject?			
What is the most important thing your teacher can do to support your learning?			

Letter to parents / carers

Dear Parent / Carer,

Re: Year 12 Psychology textbook

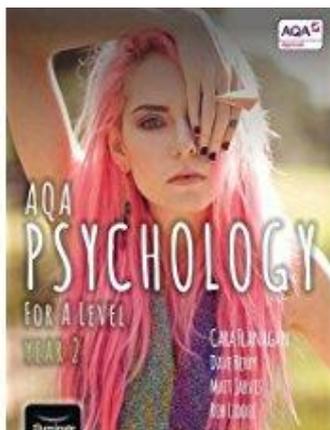
Your child has chosen to study A-level Psychology. In order to help your child achieve their full academic potential, it is *essential* that they own a copy of the course textbook. The Year 12 textbook is:



Little, Flanagan, Berry and Jarvis
(2015) AQA Psychology for A-Level Year 1 & AS, Illuminate Press.
£23.59

This book is available at online suppliers such as amazon.co.uk and wordery.com. or via Waterstones and W H Smith. This textbook should be purchased by the end of August 2018

Students will be examined on this material at the end of Year 13. The Year 13 textbook is:



Little, Flanagan, Berry and Jarvis
(2015) AQA Psychology for A-Level Year 2, Illuminate Press.
£27.99

This book is available at online suppliers such as amazon.co.uk and wordery.com. or via Waterstones and W H Smith. Students should acquire these by the Easter half term of yr 12

Consequently, these textbooks will be useful throughout your son's / daughter's time at Heathcote.

We look forward to helping your child achieve his / her potential.

CHECKLISTS

COGNITIVE PSYCHOLOGY- MEMORY

<u>Spec area</u>	I Have notes on it.	I can explain and evaluate it.
1. The Multi-store model of memory: Sensory register, STM & LTM (Coding, capacity and duration of each)		
2. LTM: Episodic, Semantic and Procedural		
3. The Working memory model: Central executive, phonological loop, visuo-spatial sketchpad and episodic buffer		
4. Forgetting: Proactive and retroactive interference and cue dependent forgetting		
5. Accuracy of EWT: Misleading information (leading questions and post-event discussion) and anxiety		
6. Improving EWT: Cognitive Interview Technique		

Key concepts: Memory

Memory	Forgetting	Eyewitness Testimony
<ul style="list-style-type: none"> • Coding • Capacity • Duration • LTM • STM • Multi- store model • Sensory register • Episodic memory • Semantic memory • Procedural memory • Working memory model • Central executive • Phonological loop • Visio-spatial sketchpad • Episodic buffer 	<ul style="list-style-type: none"> • Interference • Retroactive interference • Proactive interference • Retrieval failure • Cue- context • Cue- state 	<ul style="list-style-type: none"> • Eyewitness testimony • Misleading Information • Leading questions • Post-event discussion • Anxiety • Cognitive interview

SOCIAL PSYCHOLOGY- CONFORMITY AND OBEDIENCE

<u>Spec area</u>	I Have notes on it.	I can explain and evaluate it.
Types of conformity: internalisation, identification and compliance.		
Explanations for conformity: informational social influence and normative social influence		
Asch study on conformity		
Variables affecting conformity including group size, unanimity and task difficulty as investigated by Asch.		
Conformity to social roles as investigated by Zimbardo.		
Explanations for obedience: agentic state and legitimacy of authority,		
Milgram study on obedience		
Situational variables affecting obedience including proximity, location and uniform, as investigated by Milgram. Dispositional explanation for Obedience: the Authoritarian Personality.		
Explanations of resistance to social influence and independent behaviour, including social support and locus of control.		
Minority influence including reference to consistency, commitment and flexibility.		
The role of social influence processes in social change.		

Key concepts: Social influence

Conformity	Obedience	Minority influence
<ul style="list-style-type: none"> • Conformity • Internalisation • Compliance • Identification • Informational social influence (ISI) • Normative social influence (NSI) • nAffiliaters • Unanimity • Social roles 	<ul style="list-style-type: none"> • Obedience • Situational variables • Proximity • Location • Uniform • Agentic state • Legitimate authority • Dispositional explanations • Authoritarian personality • Social support • Resistance to social influence • Locus of control 	<ul style="list-style-type: none"> • Minority Influence • Consistency • Commitment • Flexibility • Crypto amnesia • Snowball effect • Social influence • Social change

DEVELOPMENTAL PSYCHOLOGY- ATTACHMENT

<u>Spec area</u>	I Have notes on it.	I can explain and evaluate it.
Caregiver-infant interactions, reciprocity and synchronised interactions, Schaffer - stages of attachment, multiple attachments and the role of the father		
Animal studies: Lorenz & Harlow		
Explanations of attachment: learning theory and monotropy (Bowlby) Critical period and internal working model		
Ainsworth's Strange Situation; Secure, insecure-avoidant, insecure-resistant. Van Ijzendoorn - Cultural variations		
Bowlby's theory of maternal deprivation, Romanian orphan studies		
Influence of early attachment on childhood and adult relationships: internal working model		

Key concepts: Attachment

Attachment	Explanations	Effects of attachment
<ul style="list-style-type: none"> • Reciprocity • Interactional synchrony • Stages of attachment • Multiple attachment • Strange situation • Secure attachment • Insecure- resistant • Insecure- Avoidant • Cultural variations 	<ul style="list-style-type: none"> • Learning theory • Classical conditioning • Operant conditioning • Monotropic • Internal working model • Critical period • Social releasers • Animal studies • Ethical issues • Theoretical value 	<ul style="list-style-type: none"> • Maternal deprivation • Separation • Privation • Affectionless psychopathy • Institutionalisation • Orphan studies • Childhood relationships • Adult relationships

PSYCHOPATHOLOGY- ABNORMALITY

<u>Spec area</u>	I Have notes on it.	I can explain and evaluate it.
Definitions of abnormality: Deviation from social norms, failure to function adequately, statistical infrequency and deviation from ideal mental health		
Behavioural, emotional and cognitive characteristics of phobias.		
Behavioural, emotional and cognitive characteristics of depression.		
Behavioural, emotional and cognitive characteristics of OCD.		
Behavioural approach to explaining phobias: two-way process model, classical and operant conditioning.		
Behavioural approach to treating phobias: classical conditioning, systematic desensitisation, flooding		
Cognitive approach to explaining depression: Beck's negative triad and Ellis's ABC model		
Cognitive approach to treating depression: CBT and REBT		
Biological approach to explaining OCD; genetic and neural		
Biological approach to treating OCD; drug therapy		

Key concepts: Psychopathology

Definitions	Abnormalities	Explanations
<ul style="list-style-type: none"> • Statistical infrequency • Normal distribution • Deviation from social norms • Deviation from ideal mental health • Failure to function adequately • Cultural Relativism • Intellectual disability disorder 	<ul style="list-style-type: none"> • Phobias • Depression • OCD • Behavioural characteristics • Cognitive • Emotion 	<ul style="list-style-type: none"> • Behavioural approach • Two process model • Systematic desensitisation • Flooding • Cognitive approach • Irrational thoughts • Negative triad • ABC model • CBT • REBT • Genetic explanations • Neural explanations • Polygenic • Drug therapy

APPROACHES IN PSYCHOLOGY

<u>Spec area</u>	I Have notes on it.	I can explain and evaluate it.
Origins of Psychology: Wundt, introspection and the emergence of Psychology as a science		
Learning approaches: Behaviourism; Classical conditioning - Pavlov, Operant conditioning - Skinner.		
Social Learning theory - Bandura/The role of mediational processes.		
Cognitive approach: study of internal mental processes, schema theory, theoretical and computer models to explain mental processes.		
Emergence of cognitive neuroscience		
Biological approach: influence of genes, biological structures and neurochemistry on behaviour.		
Genotype and phenotype, genetic and evolutionary basis of behavior.		
The Psychodynamic approach: The role of the unconscious mind, the structure of personality (tripartite), defense mechanisms.		
Psychosexual stages.		
Humanistic psychology: Free will, self-actualisation and Maslow's hierarchy of needs, focus on the self, congruence, the roles of conditions and worth.		
The influence of counselling psychology.		

BIO- PSYCHOLOGY

<u>Spec area</u>	I Have notes on it.	I can explain and evaluate it.
Divisions of the nervous system; central and peripheral (somatic & autonomic)		
Structure and function of sensory, relay and motor neurons. Synaptic transmission, neurotransmitters, excitation and inhibition		
Function of the endocrine system: glands and hormones		
Fight or flight response including the role of adrenaline		
Discuss localisation of function in the brain including motor, somatosensory, visual, auditory and language centres; Broca's and Wernicke's areas		
Discuss plasticity and functional recovery of the brain after injury.		
Discuss split-brain research into hemispheric lateralisation.		
Discuss ways of studying the brain including functional magnetic resonance imaging (fMRI), Electroencephalogram (EEG), Event-related potentials (ERPs) and Post-mortem examinations.		
Discuss circadian, infradian and ultradian rhythms and the difference between them.		
The effects of endogenous pacemakers and exogenous zeitgebers on the sleep/ wake cycle.		

Key concepts: Approaches- Biopsychology

<p>Origins of Psychology</p> <ul style="list-style-type: none"> • Psychology • Science • Introspection • Controlled methods <p>Psychodynamic Approach</p> <ul style="list-style-type: none"> • Psychodynamic approach • The unconscious • Id • Ego • Superego • Defence mechanisms • Psychosexual stages <p>Humanistic Approach</p> <ul style="list-style-type: none"> • Humanistic approach • Free will • Self-actualisation • Hierarchy of needs • Self • Congruence • Conditions of worth <p>Cognitive Approach</p> <ul style="list-style-type: none"> • Cognitive approach • Artificial intelligence • Internal mental processes • Schema • Inference • Cognitive neuroscience • Scientific and objective methods 	<p>Biological Approach</p> <ul style="list-style-type: none"> • Genes • Neurochemistry • Genotype/phenotype • Evolution • Nervous system (NS) • Peripheral and somatic NS • Autonomic NS • Endocrine system • Glands • Hormones • Fight or flight response • Adrenaline • Sensory/ Motor and Relay Neurons • Synaptic transmission • Neurotransmitter • Excitation • Inhibition • Localisation of function • Motor area • Somatosensory area • Visual area • Auditory area • Broca's area • Wernicke's area • Plasticity • Functional recovery • Hemispheric lateralisation • Split brain research • Functional magnetic resonance imaging (fMRI's) • Electroencephalogram (EEG) • Event-related potentials. • Post-mortem examinations • Biological rhythms • Circadian rhythms • Endogenous pacemakers • Exogenous zeitgebers • Sleep/wake cycle • Infradian rhythm • Ultradian rhythm 	<p>Behaviorism Approach</p> <ul style="list-style-type: none"> • Behaviourist approach • Classical conditioning • Neutral stimulus/ response • Conditioned Stimulus/ response • Operant conditioning • Positive reinforcement • Negative reinforcement • Punishment <p>Social Learning theory</p> <ul style="list-style-type: none"> • SLT • Imitation • Modelling • Identification • Vicarious reinforcement • Mediation processes <p>Comparison of approaches</p> <ul style="list-style-type: none"> • Development • Nature vs Nurture • Reductionism • Determinism • Idiographic • Nomothetic • The eclectic approach
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ISSUES AND DEBATES

<u>Spec area</u>	I Have notes on it.	I can explain and evaluate it.
Discuss gender bias in research including universality, androcentrism and alpha and beta bias.		
Discuss cultural bias in research including universality, ethnocentrism and cultural relativism.		
Discuss the free will and determinism debate including hard and soft determinism, biological, environmental and psychic determinism and the scientific emphasis on causal explanations.		
Discuss the nature-nurture debate including heredity, the environment and the interactionist approach.		
Discuss holism and reductionism including levels of explanation, biological and environmental reductionism.		
Discuss idiographic and nomothetic approaches to psychological investigation.		
Discuss ethical implications of research studies and theory including socially sensitive research.		

Key concepts: Issues and debates in Psychology

<p>Gender bias</p> <ul style="list-style-type: none"> • Universality • Androcentrism • Alpha bias • Beta bias • Reflexivity • Essentialism <p>Cultural bias</p> <ul style="list-style-type: none"> • Ethnocentrism • Cultural relativism • Imposed etic • Imposed emic 	<p>Free will and determinism</p> <ul style="list-style-type: none"> • Hard determinism • Soft determinism • Biological determinism • Environmental determinism • Psychic determinism <p>The nature-nurture debate</p> <ul style="list-style-type: none"> • Heredity • Environment • The interactionist approach 	<p>Holism and reductionism</p> <ul style="list-style-type: none"> • Biological reductionism • Environmental reductionism <p>Idiographic approach</p> <p>Nomothetic approach</p> <p>Ethical implications</p> <ul style="list-style-type: none"> • Social sensitivity
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RELATIONSHIPS

<u>Spec area</u>	I Have notes on it.	I can explain and evaluate it.
The evolutionary explanations for partner preferences, including the relationship between sexual selection and human reproductive behavior.		
Factors affecting attraction in romantic relationships: self-disclosure; Social penetration theory.		
Physical attractiveness. The matching hypothesis and halo effect.		
Filter theory including demography, similarity in attitudes and complementarity.		
Theories of romantic relationships: Social exchange theory.		
Equity theory.		
Rusbult's investment model of commitment. Satisfaction and comparisons.		
Duck's phase model of relationship breakdown: intrapsychic, dyadic, social and grave dressing phases.		
Virtual relationships in social media: Self-disclosure in virtual relationships; Effects of absence of gating on the nature of virtual relationships.		
Parasocial relationships: Levels of parasocial relationships, the absorption addiction model and attachment theory explanation.		

Key concepts: Relationships

Attraction	Theories	Media and relationship
<ul style="list-style-type: none"> • Sexual selection • Human reproductive behaviour • Self- disclosure • Social penetration theory • Physical attractiveness • Matching hypothesis • Filter theory • Social demography • Similarity in attitudes • Complimentarity 	<ul style="list-style-type: none"> • Social exchange theory • Equity theory • Commitment • Satisfaction • Comparison with alternative • Investment • Phase model of relationship breakdown • Intra-psyche phase • Dyadic phase • Social phase • Grave dressing phase 	<ul style="list-style-type: none"> • Computer mediated communication • Self disclosure • Absence of gating • Reduced cues theory • The hyperpersonal model • Parasocial relationship • Levels of parasocial relationship • Absorption-addiction model • Attachment theory

SCHIZOPHRENIA

<u>Spec area</u>	I Have notes on it.	I can explain and evaluate it.
Describe the classification of schizophrenia including positive symptoms (hallucinations and delusions) and negative symptoms (speech poverty and avolition)		
Discuss the reliability and validity of diagnosing schizophrenia including issues such as co-morbidity, culture and gender bias and symptom overlap.		
Discuss the biological explanation of schizophrenia; genes, Neural correlates and Dopamine .		
Discuss family dysfunction as an explanation for schizophrenia.		
Discuss cognitive explanations for schizophrenia including dysfunctional thought processing.		
Discuss the use of typical and atypical antipsychotics to treat schizophrenia.		
Discuss the use psychological treatments; cognitive behavioural therapy (CBT), family therapy and token economies		
Discuss the interactionist approach in explaining and treating schizophrenia including the diathesis stress model		

Key concepts:Schizophrenia

Classification	Explanations	Treatment
<ul style="list-style-type: none"> • Schizophrenia • Positive symptoms • Hallucinations • Delusions • Negative symptoms • Speech poverty • Avolition • Co-morbidity • Symptom overlap 	<ul style="list-style-type: none"> • Genetics • Dopamine • Hyperdopaminergia • Hypodopaminergia • Neural correlates • Family dysfunction • Double bind theory • Cognitive explanations • Metarepresentation • Central control 	<ul style="list-style-type: none"> • Antipsychotics • Typical antipsychotics • Atypical antipsychotics • Cognitive behaviour therapy • Family therapy • Token economies <p>Alternatives</p> <ul style="list-style-type: none"> • The interactionist approach • Diathesis stress model

AGGRESSION

<u>Spec area</u>	I Have notes on it.	I can explain and evaluate it.
Discuss neural mechanisms in aggression including the role of the limbic system and serotonin levels.		
Discuss hormonal mechanisms in aggression including the role of Testosterone		
Discuss genetic factors in aggression, including twin and adoption studies and the role of the MAOA.		
Discuss the ethological explanation of aggression		
Discuss the evolutionary explanation of aggression		
Discuss the Frustration-aggression hypothesis		
Discuss the social learning theory		
Discuss de-individuation and how it leads to aggression		
Discuss institutional aggression with reference to dispositional (importation model) and situational explanations (the deprivation model)		
Discuss the role of computer games on aggression		
Discuss the role of desensitisation and disinhibition on aggression and cognitive priming.		

Key concepts: Aggression

<p>Biological theories</p> <ul style="list-style-type: none"> • Limbic system • Serotonin • Testosterone • Genetic factors • MAOA gene <p>Media</p> <ul style="list-style-type: none"> • Media • Computer games • Desensitisation • Disinhibition • Cognitive priming 	<p>Evolutionary and ethological theories</p> <ul style="list-style-type: none"> • Adaptive • Innate releasing mechanism • Fixed action pattern • Mate retention • Naturally selected • IPV <p>Institutional aggression</p> <ul style="list-style-type: none"> • Institutional aggression • Dispositional explanation • Situational explanation 	<p>Social psychological theories</p> <ul style="list-style-type: none"> • Frustration-aggression • Environmental cues • Negative effect theory • Social learning theory • Direct and indirect learning • Self efficacy • Cognitive control • Deindividuation • Self awareness
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A Level Research Methods Checklist

What you need to know:	Covered in class	Page no.	Have notes	Revised once	Revised twice	Confident
<i>Methods of research</i>						
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						
<i>Scientific Processes</i>						
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.						
<i>Data analysis and analysis</i>						
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						
Presentation and display of quantitative data: graphs, tables, scatter grams, bar charts						
Presentation and display of quantitative data: histograms						
Distributions: normal and skewed distributions; characteristics of normal and skewed distributions.						
Analysis and interpretation of correlation, including correlation coefficients.						
Levels of measurement: nominal, ordinal and interval						
Content analysis and coding. Thematic analysis						
<i>Inferential testing</i>						
Introduction to statistical testing; the sign test.						
Probability and significance: use of statistical tables and critical values in interpretation of significance						
Type I and Type II errors						
Factors affecting the choice of statistical test, including level of measurement and experimental design						
When to use the following tests: Spearman's rho, Pearson's r, Wilcoxon, Mann-Whitney, related t-test, unrelated t-test and Chi-Squared test						