

# Year 13 Summer Exam Checklist

Subject PSYCHOLOGY	Paper 2	Duration 2 hours
What to revise	How to revise it: <a href="#">PAGES OF TEXT BOOK</a> 'Strengthen Your Learning' / 'Assessment Check' / Pages in text Book / past paper pack / Exam pro Paper Pack	
<b>Section A Approaches in Psychology</b>		
1	<p>BIO</p> <p>Basic assumptions (statements about behaviour that these psychologists believe), including; genetics, nervous system, neurology &amp; brain structure</p> <p>At least 2 x Key pieces of research from your specification</p> <p>At least 2 x applications of the approach – where it has been used to positive effect (drug therapy, genetic vulnerability)</p> <p>At least 3 x criticisms of the approach; include a methodological critique also.</p>	199-205 Year 1 book
2	<p>BEH</p> <p>Basic assumptions (statements about behaviour that these psychologists believe), including; conditioning,</p> <p>2 x Key pieces of research from your specification</p> <p>At least 2 x applications of the approach – where it has been used to positive effect (therapy, gender)</p> <p>At least 3 x criticisms of the approach; include a methodological critique also.</p> <p>Pavlov (1910), Watson &amp; Raynor (1920), Skinner ()</p>	206-211 Year 1 book
3	<p>SLT</p> <p>Basic assumptions (statements about behaviour that these psychologists believe), including; role models, vicarious learning, cognitive element, to learning, comparison with behaviourism,</p> <p>2 x Key pieces of research from your specification</p> <p>At least 2 x applications of the approach – where it has been used to positive effect (Gender, addiction)</p> <p>At least 3 x criticisms of the approach; include a methodological critique also.</p> <p>Bandura (1961)</p>	212-216 Year 1 book
4	<p>COG</p> <p>Basic assumptions (statements about behaviour that these psychologists believe), including; context, information processing analogies, schema, development, memory models</p> <p>2 x Key pieces of research from your specification</p> <p>At least 2 x applications of the approach – where it has been used to positive effect (memory, gender, addiction, therapy)</p> <p>At least 3 x criticisms of the approach; include a methodological critique also.</p> <p>Loftus &amp; palmer (1974), Endel Tulving (1972)</p>	218-223 Year 1 book
5	<p>PSYD</p> <p>Basic assumptions (statements about behaviour that these psychologists believe), including; the unconscious, structure of the mid, psych-sexual stages, impact later in life, defence mechanisms.</p> <p>2 x Key pieces of research from your specification</p> <p>At least 2 x applications of the approach – where it has been used to positive effect (Gender, therapy, attachment, forgetting)</p> <p>At least 3 x criticisms of the approach; include a methodological critique also.</p> <p>Freud (1909)</p>	2-10 Year 2 book

6	<p>HUMBasic assumptions (statements about behaviour that these psychologist believe), including; free-will, holism, self –actualisation, the role of the self,  2 x Key pieces of research from your specification  At least 2 x applications of the approach – where it has been used to positive effect (therapy, addiction)  At least 3 x criticisms of the approach; include a methodological critique also.  Maslow (1962), Rogers (1970s)</p>	11-18 Year 2 book
7	<p>COMPARE APPSWhere does each approach ‘sit’ on the spectrum of debates in psychology?  Identify the approaches relationship with the debate and use at least one study to demonstrate this:  Free-Will determinism  Nature – Nurture  Holism – reductionism  Idiographic – nomothetic  Scientific method – non-scientific method  Use of animals – non-use of animals  Ethical research – unethical research</p>	19-25 Year 2 book
<h2>Section B Biopsychology</h2>		
8	<p><b>Circadian rhythms</b> and associated research (Schiffre)Sleep-Wake cycle (24)  Exogenous zeitgebers/internal pacemakers debate and discussion  <b>Infradian Rhythms</b> and associated research (McClintock &amp; Stern), Exogenous zeitgebers/internal pacemakers debate and discussion. Menstrual cycle (24+)  <b>Ultradian Rhythms</b> and associated research; Dement &amp; Kleitman. Sleep patterns within sleep (-24)</p>	249-255
9	<p>Hemispheres and <b>lateralisation</b>  Right hemisphere functions and research  Left hemisphere functions and research  Spatial relationships  Cortexes and their role, visual, auditory etc.  Language centres  Sperry <b>Split brain research</b> and other associated research. Evaluation of the study  <b>Plasticity and functional recovery</b>  Axon sprouting, brain stimulation, denervation super sensitivity, factors that inhibit plasticity  Schneider et al brain injury recovery</p>	235-246
10	<p><b>Scanning techniques</b> MRI, FMRI, EEG, ERP, post mortem examinations, strength and weaknesses, examples of their use (to show S&amp;W)</p>	247-248
11	<p>The divisions of the <b>nervous system</b>  CNS, PNS, Autonomic and Somatic</p> <p>The <b>Central Nervous System (CNS)</b>  Neuron types and synaptic transmission  Features of a neuron and types of a neuron  Excitation and inhibition  Synaptic transmission  Links to schizophrenia  Key research to illustrate the processes</p> <p>The <b>Endocrine System</b> and the role of <b>Hormones</b>  Types of gland and their associated hormone  The flight or fight conditions and the role adrenaline  Link to bio psych approach and evolution  Key research to illustrate the process  The Parasympathetic Nervous System PNS</p>	226-233

	<b>Section C Psychological Methods</b>	
12	One tailed, Two tailed and reasons for these Operational/Alternate, Null Generating a hypothesis Accepting a hypothesis	271
13	<b>Types</b> of experiment <b>Designs</b> of experiment Strengths & weaknesses of each design <i>e.g. counterbalancing, order effects, matching criteria</i> Overcoming problems of experiments	258-262  276
14	Types of observation Participation, Covert/Overt Strengths & weaknesses of all designs Coding schemes/Behaviour checklists Time Sampling/Event Sampling Inter-observer reliability	262-264
15	Gathering data Positive/Negative correlations Correlation co-efficient and calculating this, Correlation and causation Extraneous variables and Strengths & weaknesses of correlation e.g. ethical benefits etc. The correlational hypothesis and how this is different to experimental hypothesis	268-270
16	Questionnaire, Open/Closed questions, scaled Qs Strengths and weaknesses incl: validity, interviewer effects, small talk and rapport, clarifications, superficiality etc. Interviews and sub types, Strengths and weaknesses Designs of interview for the topic and respondent Issues incl: validity, interviewer effects, small talk and rapport, clarifications etc. Comparison of interviews and questionnaires	265-268
17	Examples from course Strengths and weaknesses with examples	270
18	Random Stratified Self-selecting/Volunteer Opportunity Strengths & weaknesses Bias in sampling Practical steps and evaluations	272-274
19	Primary & Secondary data Qualitative measurements (Content & Thematic) Measures of central tendency Mean, Mode, Median, Range, Standard deviation Strengths and weaknesses of MCT	292-299
20	Consent, deception, protection, withdrawal, confidentiality, anonymity, observation, advice.	278
21	Parametric and non-parametric tests Levels of data Formulas and examples P levels Type I and type II errors	299-311
22	Peer review & Publication Theory construction	282-285 & 288-290

	Paradigm Shifts Scientific revolution	
23	Reliability Types and tests Validity Types and tests Operationalisation Recap Pilot studies	280-281