

## Obedience

|                                                                                                                                            |                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| Can you describe and evaluate agency theory as an explanation of obedience, including the agentic and autonomous states and moral strain?  | <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| Can you describe and evaluate social impact theory as an explanation of obedience, including strength, immediacy and number of sources?    | <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| Can you describe the procedure, findings and conclusions of Milgram's (1963) baseline obedience study?                                     | <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| Can you describe and evaluate Milgram's Rundown Office Block variation (Experiment 10)?                                                    | <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| Can you describe and evaluate Milgram's Telephonic Instructions variation (Experiment 7)?                                                  | <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| Can you describe and evaluate Milgram's Ordinary Man Gives Orders variation (Experiment 13)?                                               | <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| Can you explain how Milgram's variation studies show situational factors that encourage dissent?                                           | <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| Can you explain how individual differences in personality (e.g. authoritarian personality, locus of control) affect obedience and dissent? | <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| Can you explain how gender affects obedience and dissent, using research evidence?                                                         | <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| Can you explain how situational factors affect obedience and dissent/resistance?                                                           | <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| Can you explain how culture affects obedience, using cross-cultural research evidence?                                                     | <input type="radio"/> <input type="radio"/> <input type="radio"/> |

## Prejudice

|                                                                                                                                                                                                    |                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| Can you describe and evaluate social identity theory (Tajfel and Turner, 1979, 1986) as an explanation of prejudice, including social categorisation, social identification and social comparison? | <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| Can you describe and evaluate realistic conflict theory (Sherif, 1966) as an explanation of prejudice?                                                                                             | <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| Can you compare social identity theory and realistic conflict theory as explanations of prejudice?                                                                                                 | <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| Can you explain how individual differences in personality (e.g. authoritarian personality, right-wing authoritarianism) affect prejudice and discrimination?                                       | <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| Can you explain how situational factors affect prejudice and discrimination?                                                                                                                       | <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| Can you explain how culture affects prejudice and discrimination?                                                                                                                                  | <input type="radio"/> <input type="radio"/> <input type="radio"/> |

## Individual differences and development

Can you explain how obedience is affected by personality and how prejudice can have a personality-linked explanation (individual differences)?



Can you explain how obedience can be affected by gender and culture, and prejudice by culture, as environmental effects on development?



## 1.2 Methods

### Self-report data

Can you design and conduct a questionnaire, taking researcher effects into account?



Can you design and conduct an interview, taking researcher effects into account?



Can you distinguish between unstructured, semi-structured and structured interviews and evaluate each?



Can you distinguish between open and closed questions, including ranked scale questions, and evaluate each?



Can you write an alternate (alternative) hypothesis for a social psychology study?



### Sampling

Can you describe and evaluate random, stratified, volunteer and opportunity sampling techniques?



### Quantitative and qualitative data

Can you analyse quantitative data using measures of central tendency (mean, median, mode)?



Can you present quantitative data in frequency tables and bar charts?



Can you calculate and interpret measures of dispersion, including the range and standard deviation?



Can you analyse qualitative data using thematic analysis?



### Ethics

Can you apply the BPS Code of Ethics and Conduct (2009) to psychological research, including risk management?



## 1.3 Studies

### Classic study

Can you describe and evaluate the aims, procedure, results and conclusions of Sherif et al. (1954/1961), the Robbers Cave Experiment?



### Contemporary study (one of)

Can you describe and evaluate Burger (2009), Replicating Milgram: Would people still obey today?



Can you describe and evaluate Reicher and Haslam (2006), Rethinking the psychology of tyranny: The BBC prison study?



Can you describe and evaluate Cohrs et al. (2012), Individual differences in ideological attitudes and prejudice: evidence from peer-report data?



## 1.4 Key question

### Key question

Can you describe a key question of relevance to today's society that social psychology can address (e.g. how can social psychology reduce prejudice in crowd behaviour or rioting, or explain heroism)?



Can you discuss your key question as a contemporary issue for society rather than as an academic argument?



Can you apply concepts, theories and research from social psychology to explain your key question?



## 1.5 Practical investigation

### Questionnaire practical

Can you design and conduct an ethical questionnaire that gathers both qualitative and quantitative data to look for a difference (e.g. gender and self-rated obedience, or in-group favouritism)?



Can you justify your decisions about questionnaire construction, sampling and ethics?



Can you analyse your quantitative data using central tendency, dispersion, a bar graph and a frequency table?



Can you analyse your qualitative data using thematic analysis?



Can you evaluate the strengths and weaknesses of your questionnaire and suggest improvements?



Can you write up the procedure, results and discussion of your practical?



## 1.6 Issues and debates

### Issues and debates

Can you discuss the ethics of researching obedience and prejudice and the ethical implications of the findings?



Can you explain practical issues in designing questionnaires and interviews, including social desirability?



Can you discuss reductionism when drawing conclusions from social psychology data?



Can you compare social identity theory and realistic conflict theory as ways of explaining prejudice?



Can you discuss social psychology as a science, including social desirability and validity in questionnaires?



Can you discuss how culture and gender influence prejudice and obedience?



Can you discuss the nature-nurture debate in relation to personality and situation as causes of obedience?



Can you explain how understanding has developed over time (e.g. Burger compared with Milgram; Tajfel compared with a contemporary study)?



Can you discuss social psychology as a means of social control (e.g. reducing prejudice; obeying authority and uniform)?



Can you discuss how social psychology is used in society, such as to reduce conflict?



Can you explain why research into racism and cultural differences is socially sensitive?



## 2.1 Content

### Models of memory

Can you describe and evaluate the working memory model (Baddeley and Hitch, 1974), including the central executive, phonological loop, visuospatial sketchpad and episodic buffer?



Can you describe and evaluate the multi-store model of memory (Atkinson and Shiffrin, 1968), including sensory, short-term and long-term memory?



Can you explain encoding, storage and retrieval, and the capacity and duration of short-term and long-term memory?



Can you describe and evaluate the distinction between episodic and semantic long-term memory (Tulving, 1972)?



Can you describe and evaluate reconstructive memory (Bartlett, 1932), including schema theory and the War of the Ghosts study?



### Individual differences and development

Can you explain individual differences in memory, such as processing speed or schemas guiding reconstructive memory, and the individual nature of autobiographical memory?



Can you explain a developmental issue in memory, such as memory span development from age 5 to 17 (Sebastián and Hernández-Gil, 2012), dyslexia and working memory, or Alzheimer's and memory in older people?



## 2.2 Methods

### Experiments

Can you design and conduct laboratory and field experiments, and evaluate each?



Can you identify and operationalise independent and dependent variables?



Can you write experimental and null hypotheses?



Can you distinguish between directional (one-tailed) and non-directional (two-tailed) hypotheses and tests?



Can you describe and evaluate repeated measures, independent groups and matched pairs designs?



Can you explain operationalisation, extraneous variables and confounding variables?



Can you explain counterbalancing, randomisation and order effects?



Can you distinguish between situational and participant variables?



Can you explain objectivity, reliability and validity, including internal, predictive and ecological validity?



Can you explain experimenter effects, demand characteristics and control issues in experiments?



### Data analysis

Can you analyse quantitative data using central tendency, frequency tables, dispersion (range and standard deviation) and percentages?



Can you draw and interpret bar graphs and histograms?



Can you select and use the Mann-Whitney U and Wilcoxon signed-ranks tests, comparing observed and critical values?



Can you explain probability and significance levels ( $p \leq .10$ ,  $p \leq .05$ ,  $p \leq .01$ ) and one- and two-tailed tests?



Can you explain Type I and Type II errors?



Can you describe normal and skewed distributions?



### Case studies

Can you describe the case study of Henry Molaison (HM) and other brain-damaged patients?



Can you evaluate the strengths and weaknesses of qualitative case study data from brain-damaged patients?



## 2.3

## Studies

### Classic study

Can you describe and evaluate Baddeley (1966b), The influence of acoustic and semantic similarity on long-term memory for word sequences?



### Contemporary study (one of)

Can you describe and evaluate Schmolck et al. (2002), Semantic knowledge in patient HM and other patients with bilateral medial and lateral temporal lobe lesions?



Can you describe and evaluate Steyvers and Hemmer (2012), Reconstruction from memory in naturalistic environments?



Can you describe and evaluate Sebastián and Hernández-Gil (2012), Developmental pattern of digit span in Spanish population?



## 2.4 Key question

### Key question

Can you describe a key question of relevance to today's society that cognitive psychology can address (e.g. how can memory research help dementia patients, or inform dyslexia treatment)?



Can you discuss your key question as a contemporary issue for society rather than as an academic argument?



Can you apply concepts, theories and research from cognitive psychology to explain your key question?



## 2.5 Practical investigation

### Experiment practical

Can you design and conduct an ethical laboratory experiment on memory that gathers quantitative data (e.g. a dual-task or acoustic similarity experiment)?



Can you justify design decisions about experimental design, sampling, operationalisation, controls, ethics, hypotheses, experimenter effects and demand characteristics?



Can you present and comment on your data using central tendency, dispersion, graphs and normal distribution where appropriate, and draw conclusions?



Can you apply a Mann-Whitney U or Wilcoxon test to your data, stating the significance level and observed and critical values?



Can you evaluate the strengths and weaknesses of your experiment and suggest improvements?



Can you write up the procedure, results and discussion of your practical?



## 2.6 Issues and debates

### Issues and debates

Can you discuss ethical issues in cognitive research, such as Henry Molaison and confidentiality?



Can you explain practical issues in measuring memory and the validity of experimental designs?



Can you discuss reductionism in cognitive psychology, such as dividing memory into STM and LTM and under-emphasising brain interconnections?



Can you compare different models of memory as ways of explaining behaviour?



Can you discuss cognitive psychology as a science, including the use of laboratory experiments and controls?



Can you discuss culture and gender issues in memory, such as stereotypes in reconstruction and cross-cultural digit span differences?



Can you discuss the nature-nurture debate in memory, such as HM and brain function versus reconstructive memory and experience?



Can you explain how understanding of memory has developed over time, such as the development of the working memory model from the multi-store model?



Can you discuss memory research and social control, such as memory in court situations?



Can you discuss how memory research is used in society, such as memory aids for people with memory loss?



Can you explain why research into memory loss and dementia is socially sensitive?



## 3.1 Content

### The central nervous system and drugs

Can you describe the structure and role of the central nervous system and neurons?



Can you explain the function of neurotransmitters and the process of synaptic transmission?



Can you explain the effects of recreational drugs (e.g. heroin, cocaine, nicotine) on transmission in the central nervous system?



### Explanations of aggression

Can you explain how brain structure and functioning, including areas such as the prefrontal cortex, limbic system and amygdala, explain aggression?



Can you explain the role of evolution and natural selection in explaining behaviour, including aggression?



Can you explain how hormones such as testosterone explain behaviour such as aggression?



Can you describe Freud's psychodynamic explanation of aggression, including the id, ego, superego, the unconscious and catharsis?



Can you compare biological explanations of aggression with Freud's psychodynamic theory?



### Individual differences and development

Can you explain individual differences using case studies of brain-damaged patients and Freud's view of personality development?



Can you explain the roles of evolution and hormones in development?



## 3.2 Methods

### Correlational research

Can you explain correlational research, including co-variables and positive and negative correlations?



Can you draw and interpret scatter diagrams?



Can you explain why correlations cannot show cause and effect?



Can you use Spearman's rho, comparing observed and critical values and judging significance?



Can you explain levels of measurement and justify the choice of Spearman's rho?



Can you write correlational hypotheses and explain the use of control groups and sampling in biological research?



### Other biological methods

Can you describe and evaluate brain scanning techniques (CAT, PET and fMRI) and their use to investigate aggression?



Can you describe and evaluate one twin study (e.g. Gottesman and Shields, 1966) as a way of studying genetic influences?



Can you describe and evaluate one adoption study (e.g. Ludeke et al., 2013) as a way of studying genetic influences?



## 3.3 Studies

### Classic study

Can you describe and evaluate Raine et al. (1997), Brain abnormalities in murderers indicated by positron emission tomography?



### Contemporary study (one of)

Can you describe and evaluate Li et al. (2013), Abnormal function of the posterior cingulate cortex in heroin addicts during resting state and drug-cue stimulation task?



Can you describe and evaluate Brendgen et al. (2005), Examining genetic and environmental effects on social aggression: a study of 6-year-old twins?



Can you describe and evaluate van den Oever et al. (2008), Prefrontal cortex AMPA receptor plasticity is crucial for cue-induced relapse to heroin-seeking?



## 3.4 Key question

### Key question

Can you describe a key question of relevance to today's society that biological psychology can address (e.g. how effective is drug therapy such as methadone for addiction, or what are the implications if aggression is caused by nature)?



Can you discuss your key question as a contemporary issue for society rather than as an academic argument?



Can you apply concepts, theories and research from biological psychology to explain your key question?



### 3.5 Practical investigation

#### Correlation practical

Can you design and conduct an ethical correlational study linked to aggression or attitudes to drug use (e.g. age and attitudes to drug use)?



Can you analyse your data using descriptive statistics and Spearman's rho?



Can you write an abstract and a discussion for your practical?



Can you evaluate the strengths and weaknesses of your correlational study and suggest improvements?



### 3.6 Issues and debates

#### Issues and debates

Can you discuss ethical issues in biological research into aggression, including confidentiality and informed consent?



Can you explain practical issues in using scanning techniques and measuring the complexity of the brain?



Can you discuss reductionism in studying the brain and aggression?



Can you compare Freud's explanation of aggression with biological explanations?



Can you discuss biological psychology as a science, including synaptic transmission and scanning techniques?



Can you discuss culture and gender issues, such as hormonal differences between males and females?



Can you discuss the nature-nurture debate, such as brain localisation versus environmental influences on aggression?



Can you explain how understanding has developed over time, such as the development of scanning up to fMRI?



Can you discuss how knowledge of the brain could be used for social control?



Can you discuss how understanding the causes of aggression is used in society?



Can you explain why biological research can be socially sensitive, including issues of confidentiality?



## 4.1 Content

### Classical conditioning

Can you explain classical conditioning using the terms UCS, UCR, NS, CS and CR?



Can you explain extinction, spontaneous recovery and stimulus generalisation?



Can you describe and evaluate Pavlov's (1927) experiment on salivation in dogs?



### Operant conditioning

Can you explain operant conditioning, including positive and negative reinforcement and positive and negative punishment?



Can you explain primary and secondary reinforcement?



Can you explain schedules of reinforcement (continuous, fixed and variable ratio, fixed and variable interval)?



Can you explain behaviour modification, including shaping?



### Social learning theory

Can you explain social learning theory, including observation, imitation, modelling and vicarious reinforcement?



Can you explain the stages of social learning: attention, retention, reproduction and motivation?



Can you describe and evaluate Bandura's (1961, 1963) Bobo doll experiments?



Can you describe and evaluate Bandura's (1965) Bobo doll experiment on vicarious reinforcement?



### Phobias

Can you explain how learning theories account for the acquisition and maintenance of phobias?



Can you describe and evaluate systematic desensitisation as a treatment for phobias?



Can you describe and evaluate one other learning-based treatment for phobias (e.g. flooding)?



### Individual differences and development

Can you explain individual differences as the result of environmental influences such as rewards, punishments and observed models?



Can you explain how development occurs through patterns of reward and punishment and the observation of others?



## 4.2 Methods

### Observation

Can you explain how observations gather qualitative and quantitative data, including tallying?



Can you explain event sampling and time sampling in observations?



Can you describe and evaluate participant and non-participant, structured and naturalistic, and overt and covert observations?



Can you describe and evaluate content analysis as a research method?



### Animal research

Can you describe and evaluate the use of animals in laboratory research, including their relevance to humans?



Can you explain the ethics of animal research, including the Scientific Procedures Act (1986) and Home Office regulations?



### Data analysis

Can you explain levels of measurement and justify the choice of a chi-squared test?



Can you use a chi-squared test, comparing observed and critical values?



Can you analyse qualitative observational data using thematic analysis?



### Psychology as a science

Can you explain the features of science, including replicability, reliability, validity, falsification, empiricism, hypothesis testing and controls?



Can you explain reductionism and discuss whether learning theories are scientific?



## 4.3 Studies

### Classic study

Can you describe and evaluate Watson and Rayner (1920), Conditioned emotional reactions (Little Albert)?



**Contemporary study (one of)**

Can you describe and evaluate Becker et al. (2002), Eating behaviours and attitudes following prolonged exposure to television among ethnic Fijian adolescent girls?



Can you describe and evaluate Bastian et al. (2011), Cyber-dehumanization: violent video game play diminishes our humanity?



Can you describe and evaluate Capafóns et al. (1998), Systematic desensitization in the treatment of fear of flying?

**4.4****Key question****Key question**

Can you describe a key question of relevance to today's society that learning theories can address (e.g. do role models and celebrities cause anorexia, or should airlines offer treatment for fear of flying)?



Can you discuss your key question as a contemporary issue for society rather than as an academic argument?



Can you apply concepts, theories and research from learning theories to explain your key question?

**4.5****Practical investigation****Observation practical**

Can you design and conduct an ethical observation of learned behaviour gathering qualitative and quantitative data (e.g. gender differences in polite behaviour)?



Can you analyse your quantitative observational data using a chi-squared test?



Can you analyse your qualitative observational data using thematic analysis?



Can you evaluate the strengths and weaknesses of your observation and suggest improvements?



Can you write up the results and discussion of your observation?

**4.6****Issues and debates****Issues and debates**

Can you discuss the ethics of using animals in learning research?



Can you explain practical issues in generalising findings from animals to humans?



|                                                                                                                                    |                       |                       |                       |
|------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|
| Can you discuss reductionism in behaviourism breaking behaviour down into parts?                                                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Can you compare classical conditioning, operant conditioning and social learning theory as explanations of behaviour?              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Can you discuss learning theories as a science, including their methodology and focus on measurable behaviour?                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Can you discuss culture and gender issues in reinforcement patterns and observational learning?                                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Can you discuss the nature-nurture debate in terms of learned versus biologically given characteristics?                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Can you explain how understanding has developed over time, such as research into video game violence and current therapy practice? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Can you discuss social control and the power of the therapist in learning-based therapies?                                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Can you discuss how learning theories are used in society, such as reward patterns in schools or prisons (e.g. token economy)?     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Can you explain why learning-based therapy can be socially sensitive, including the power of the therapist?                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Diagnosis and classification**

Can you explain the four Ds used to define mental disorders: deviance, dysfunction, distress and danger?



Can you describe and compare the DSM (DSM-IV-TR or DSM-5) and ICD classification systems?



Can you evaluate the reliability of diagnosis using classification systems?



Can you evaluate the validity of diagnosis using classification systems?

**Schizophrenia**

Can you describe the symptoms and features of schizophrenia, including thought insertion, hallucinations, delusions and disordered thinking?



Can you explain the role of neurotransmitters (e.g. the dopamine hypothesis) in schizophrenia?



Can you describe and evaluate one other biological explanation of schizophrenia (e.g. genes)?



Can you describe and evaluate one non-biological explanation of schizophrenia (e.g. social drift or cognitive explanation)?



Can you describe and evaluate one biological treatment for schizophrenia (e.g. drug therapy)?



Can you describe and evaluate one psychological treatment for schizophrenia from a different topic area (e.g. CBT or family therapy)?

**Other disorder (anorexia nervosa, OCD or unipolar depression)**

Can you describe the symptoms and features of one other disorder: anorexia nervosa, obsessive compulsive disorder or unipolar depression?



Can you describe and evaluate one biological explanation of your chosen disorder?



Can you describe and evaluate one non-biological explanation of your chosen disorder?



Can you describe and evaluate one biological treatment for your chosen disorder?



Can you describe and evaluate one psychological treatment for your chosen disorder from a different topic area?



### Individual differences and development

Can you explain how cultural effects lead to differences in mental health disorders and different diagnoses, affecting reliability and validity?



Can you explain how genetic or biochemical explanations of schizophrenia relate to development?



## 5.2 Methods

### Research methods

Can you explain the HCPC guidelines for clinical practitioners?



Can you describe and evaluate longitudinal and cross-sectional designs in clinical research?



Can you describe and evaluate cross-cultural research in clinical psychology?



Can you describe and evaluate meta-analysis in clinical research?



Can you distinguish between primary and secondary data and evaluate their use?



Can you describe and evaluate the use of case studies in clinical psychology, including Lavarenne et al. (2013)?



Can you describe and evaluate the use of interviews in clinical psychology, including Vallentine et al. (2010)?



### Data analysis

Can you analyse clinical data using descriptive statistics?



Can you select and use an appropriate inferential test (chi-squared, Spearman's, Wilcoxon or Mann-Whitney U)?



Can you analyse qualitative data using thematic analysis and grounded theory?



## 5.3 Studies

### Classic study

Can you describe and evaluate Rosenhan (1973), On being sane in insane places?



### Contemporary study: schizophrenia

Can you describe and evaluate Carlsson et al. (2000), Network interactions in schizophrenia - therapeutic implications?



**Contemporary study: other disorder (one of)**

Can you describe and evaluate Kroenke et al. (2008), The PHQ-8 as a measure of current depression in the general population?



Can you describe and evaluate Williams et al. (2013), Combining imagination and reason in the treatment of depression?



Can you describe and evaluate Scott-Van Zeeland et al. (2013), Evidence for the role of EPHX2 gene variants in anorexia nervosa?



Can you describe and evaluate Guardia et al. (2012), Imagining one's own and someone else's body actions: dissociation in anorexia nervosa?



Can you describe and evaluate Masellis et al. (2003), Quality of life in OCD?



Can you describe and evaluate the POTS team, March et al. (2004), Cognitive-behaviour therapy, sertraline and their combination for children and adolescents with OCD?

**5.4 Key question****Key question**

Can you describe a key question of relevance to today's society that clinical psychology can address (e.g. how do different societies define mental health disorders, or mental health in the workplace)?



Can you discuss your key question as a contemporary issue for society rather than as an academic argument?



Can you apply concepts, theories and research from clinical psychology to explain your key question?

**5.5 Practical investigation****Content analysis practical**

Can you carry out an ethical summative content analysis of attitudes to mental health using at least two sources (e.g. newspapers, magazines, radio interviews)?



Can you compare attitudes to mental health across sources or over time?



Can you evaluate the strengths and weaknesses of your content analysis and suggest improvements?



**Issues and debates**

Can you discuss ethical issues in clinical psychology, including labelling, informed consent and HCPC guidelines?



Can you explain practical issues in clinical research, including quantitative versus qualitative data and balancing validity with reliability?



Can you discuss reductionism in isolating causes of mental disorders rather than taking a holistic view?



Can you compare ICD and DSM, and different explanations of mental health disorders?



Can you discuss clinical psychology as a science, including biological methods, drug therapies and laboratory research?



Can you discuss cultural differences in diagnosis and gender differences in the frequency of disorders?



Can you discuss the nature-nurture debate in biological versus social explanations of mental disorders?



Can you explain how understanding has developed over time, including changes to the DSM, therapies and explanations?



Can you discuss treatments and therapy policies as possible forms of social control?



Can you discuss how therapies and treatments for mental health are used in society?



Can you explain why mental health research with cultural dimensions is socially sensitive?



**Explanations of crime and anti-social behaviour**

Can you describe and evaluate brain injury as a biological explanation of crime and anti-social behaviour?



Can you describe and evaluate the role of the amygdala in aggression as an explanation of crime?



Can you describe and evaluate XYY syndrome as an explanation of crime?



Can you describe and evaluate personality (e.g. Eysenck's theory) as a biological explanation of crime?



Can you describe and evaluate labelling and the self-fulfilling prophecy as social explanations of crime?

**Interviewing and treating offenders**

Can you describe and evaluate the cognitive interview and ethical interview techniques?



Can you explain how psychological formulation is used to understand the function of an individual's offending behaviour?



Can you describe and evaluate one cognitive-behavioural treatment for offenders (e.g. anger management, CBT, social skills training)?



Can you describe and evaluate one biological treatment for offenders (e.g. improved diet or hormone treatment)?

**Eyewitness testimony and juries**

Can you explain factors affecting the reliability of eyewitness testimony, including post-event information?



Can you explain weapon focus as a factor affecting eyewitness testimony?



Can you explain factors affecting jury decision-making, including characteristics of the defendant?



Can you explain how pre-trial publicity affects jury decision-making?

**Individual differences and development**

Can you explain individual differences in offending, such as personality and whether a self-fulfilling prophecy occurs?



Can you explain how the self-fulfilling prophecy, social learning theory and biological causes affect the development of offending?



## 6.2 Methods

OPTION

### Research methods

Can you describe and evaluate laboratory and field experiments in eyewitness research?



Can you describe and evaluate case studies in criminological psychology?



Can you describe and evaluate random, stratified, volunteer and opportunity sampling?



Can you discuss reliability, validity, objectivity and credibility in criminological research?



### Data analysis

Can you analyse data using central tendency, frequency tables, dispersion, correlations and meta-analysis?



Can you select and use an appropriate inferential test (chi-squared, Spearman's, Mann-Whitney U or Wilcoxon), comparing observed and critical values?



Can you explain significance and levels of measurement when choosing a test?



Can you analyse qualitative data using thematic analysis and grounded theory?



### Ethics

Can you apply the BPS Code of Ethics and Conduct (2009), including risk management, and HCPC principles to criminological research?



## 6.3 Studies

OPTION

### Classic study

Can you describe and evaluate Loftus and Palmer (1974), Reconstruction of automobile destruction?



### Contemporary study (one of)

Can you describe and evaluate Bradbury and Williams (2013), Diversity and citizen participation: the effect of race on juror decision making?



Can you describe and evaluate Valentine and Mesout (2009), Eyewitness identification under stress in the London Dungeon?



Can you describe and evaluate Howells et al. (2005), Brief anger management programs with offenders: outcomes and predictors of change?



**6.4 Key question****OPTION****Key question**

Can you describe a key question of relevance to today's society that criminological psychology can address (e.g. is eyewitness testimony too unreliable to trust, or should juries be abolished because of bias)?

☐ ☐ ☐

Can you discuss your key question as a contemporary issue for society rather than as an academic argument?

☐ ☐ ☐

Can you apply concepts, theories and research from criminological psychology to explain your key question?

☐ ☐ ☐
**6.5 Practical investigation****OPTION****Practical**

Can you design and conduct an ethical questionnaire, interview or experiment on a criminological topic (e.g. cognitive interview and recall)?

☐ ☐ ☐

Can you state a research question or hypothesis and justify your method, sampling, ethics and data collection tools?

☐ ☐ ☐

Can you analyse your quantitative data using an appropriate inferential test (chi-squared, Mann-Whitney U, Wilcoxon or Spearman's rho)?

☐ ☐ ☐

Can you write up the results and discussion and evaluate the strengths, weaknesses and possible improvements of your practical?

☐ ☐ ☐
**6.6 Issues and debates****OPTION****Issues and debates**

Can you discuss ethical issues in criminological research, including the unreliability of jurors and eyewitnesses and debriefing in field experiments?

☐ ☐ ☐

Can you explain practical issues in using mock juries and artificial situations?

☐ ☐ ☐

Can you discuss reductionism in research such as the weapon effect and biological explanations of crime?

☐ ☐ ☐

Can you compare biological, learning and social explanations of crime?

☐ ☐ ☐

Can you discuss criminological psychology as a science, including experiments and biological explanations?

☐ ☐ ☐

Can you discuss culture and gender effects on jury decision-making?

☐ ☐ ☐

Can you discuss the nature-nurture debate in biological versus social explanations of crime?



Can you explain how understanding has developed over time, such as Loftus's work and the cognitive interview?



Can you discuss social control in the treatment of offenders and the power of the therapist?



Can you discuss how psychology is used in society, such as warnings about eyewitness testimony and jury bias?



Can you explain why criminological research involving socio-economic status, race, age and gender is socially sensitive?



**Attachment**

Can you describe and evaluate Bowlby's work on attachment, including the evolutionary basis, monotropy and the critical period?



Can you describe and evaluate Ainsworth's work on attachment types and the Strange Situation procedure?



Can you explain cross-cultural research into attachment types and the nature-nurture issues it raises?

**Deprivation, privation and day care**

Can you explain research into the short-term and long-term effects of deprivation and how negative effects can be reduced?



Can you explain research into privation and evaluate whether its negative effects can be reversed?



Can you explain research into day care, including its advantages and disadvantages for the child?



Can you explain features of good and poor quality day care?

**Autism**

Can you describe the features of autism?



Can you describe and evaluate one biological explanation of autism?



Can you describe and evaluate one other explanation of autism (e.g. theory of mind)?



Can you describe and evaluate therapies for autism?

**Individual differences and development**

Can you explain individual differences in attachment type and temperament, and how gender or temperament affect day care outcomes?



Can you explain the developmental effects of day care, attachment interactions (deprivation, privation and separation) and developmental disorders including autism?



**7.2 Methods****OPTION****Observations, questionnaires and interviews**

Can you describe and evaluate observations in child psychology, including tallying and participant, non-participant, overt and covert observations?



Can you describe and evaluate questionnaires and interviews with children, including structured, semi-structured and unstructured interviews and open and closed questions?



Can you explain sampling, social desirability and demand characteristics when researching children?

**Cross-cultural research**

Can you describe and evaluate cross-cultural research, including the Strange Situation, and its link to the nature-nurture debate?



Can you compare cross-sectional and longitudinal designs in child research?



Can you explain the use of meta-analysis to study the universality of attachment types?

**Ethics**

Can you explain the ethics of researching with children, including children's rights, the UNCRC (1989), participation and protection?

**Data analysis**

Can you analyse data using descriptive statistics?



Can you select and use an appropriate inferential test (chi-squared, Spearman's, Mann-Whitney U or Wilcoxon), considering significance, levels of measurement and observed and critical values?



Can you analyse qualitative data using thematic analysis and grounded theory?

**7.3 Studies****OPTION****Classic study**

Can you describe and evaluate van IJzendoorn and Kroonenberg (1988), Cross-cultural patterns of attachment: a meta-analysis of the Strange Situation?



**Contemporary study (one of)**

Can you describe and evaluate Cassibba et al. (2013), Attachment the Italian way?



Can you describe and evaluate Gagnon-Oosterwaal et al. (2012), Pre-adoption adversity and self-reported behavior problems in 7-year-old international adoptees?



Can you describe and evaluate Li et al. (2013), Timing of high-quality child care and cognitive, language and pre-academic development?

**7.4 Key question****OPTION****Key question**

Can you describe a key question of relevance to today's society that child psychology can address (e.g. what should parents consider when choosing day care, or is international adoption good for a child)?



Can you discuss your key question as a contemporary issue for society rather than as an academic argument?



Can you apply concepts, theories and research from child psychology to explain your key question?

**7.5 Practical investigation****OPTION****Practical**

Can you design and conduct an ethical questionnaire, interview or observation on a child psychology topic (e.g. parents' views of day care)?



Can you state a research question or hypothesis and justify your method, sampling, ethics and data collection tools?



Can you analyse your quantitative data using an appropriate inferential test (chi-squared, Mann-Whitney U, Wilcoxon or Spearman's rho)?



Can you write up the results and discussion and evaluate the strengths, weaknesses and possible improvements of your practical?

**7.6 Issues and debates****OPTION****Issues and debates**

Can you discuss ethical issues in balancing children's participation and protection under the UNCRC?



Can you explain practical issues in comparing studies in a meta-analysis and achieving objectivity in observation?



Can you discuss reductionism in reducing attachment behaviour to Strange Situation categories?



Can you compare explanations of attachment, such as Ainsworth versus Bowlby and evolutionary ideas?



Can you discuss child psychology as a science, including cross-cultural research on universality?



Can you discuss cultural differences in child-rearing and gender differences in day care outcomes and development?



Can you discuss the nature-nurture debate in relation to the universality of attachment types?



Can you explain how understanding has developed over time, from Bowlby's work to later research on maternal deprivation?



Can you discuss social control in advice about day care and therapies for autism?



Can you discuss how child psychology is used in society, such as advice on day care and care of looked-after children?



Can you explain why research into autism, socio-economic status, adoption and privation is socially sensitive?



## 8.1 Content

OPTION

### Drug taking

Can you explain the key issues in drug taking: addiction, tolerance, physical and psychological dependence and withdrawal?



### Explanations of addiction

Can you describe and evaluate one biological explanation of alcohol addiction, including how alcohol acts on the brain?



Can you describe and evaluate one biological explanation of heroin addiction, including how heroin acts on the brain?



Can you describe and evaluate one biological explanation of nicotine addiction, including how nicotine acts on the brain?



Can you describe and evaluate one learning explanation each for alcohol, heroin and nicotine addiction?



### Treatments and campaigns

Can you describe and evaluate two treatments for alcohol addiction, including aversion therapy?



Can you describe and evaluate two treatments for heroin addiction (e.g. methadone)?



Can you describe and evaluate two treatments for nicotine addiction (e.g. nicotine replacement therapy)?



Can you describe one anti-drug campaign and explain the psychological strategies it uses?



### Individual differences and development

Can you explain how biological and social factors in drug misuse vary with individual differences such as personality?



Can you explain how social interactions during development, including learning, can lead to drug misuse?



## 8.2 Methods

OPTION

### Research methods

Can you describe and evaluate animal laboratory experiments into drugs, including the ethics of using animals?



Can you describe and evaluate two research methods using human participants to study drugs, including the ethics involved?



Can you describe and evaluate cross-cultural research into drug misuse and the nature-nurture issues it raises?



### Data analysis

Can you analyse data using descriptive statistics?



Can you select and use an appropriate inferential test (chi-squared, Spearman's, Mann-Whitney U or Wilcoxon), considering significance, levels of measurement and observed and critical values?



Can you analyse qualitative data using thematic analysis and grounded theory?



## 8.3 Studies

OPTION

### Classic study

Can you describe and evaluate Olds and Milner (1954), Positive reinforcement produced by electrical stimulation of septal area and other regions of rat brain?



### Contemporary study (one of)

Can you describe and evaluate Mundt et al. (2012), Peer influence on adolescent alcohol use?



Can you describe and evaluate Dixit et al. (2012), Biosocial determinants of alcohol risk behaviour in India?



Can you describe and evaluate Pengpid et al. (2012), Screening and brief intervention for alcohol problems in South Africa?



## 8.4 Key question

OPTION

### Key question

Can you describe a key question of relevance to today's society that health psychology can address (e.g. how can people be encouraged to stop smoking, or should government intervene in drug use rather than leave it to personal choice)?



Can you discuss your key question as a contemporary issue for society rather than as an academic argument?



Can you apply concepts, theories and research from health psychology to explain your key question?



**8.5 Practical investigation****OPTION****Practical**

Can you design and conduct an ethical questionnaire, interview or content analysis on a health psychology topic (e.g. attitudes to smoking)?



Can you justify your method, sampling, ethics and data collection tools?



Can you analyse your quantitative data using an appropriate inferential test?



Can you write up the results and discussion and evaluate the strengths, weaknesses and possible improvements of your practical?

**8.6 Issues and debates****OPTION****Issues and debates**

Can you discuss the ethics of using animals and humans in drug research, including aversion therapy?



Can you explain practical issues such as generalising from animals to humans and studying drug action in the brain?



Can you discuss reductionism, including isolating variables in animal studies of drugs?



Can you compare biological and learning explanations of drug misuse?



Can you discuss health psychology as a science, including animal experiments and biological explanations?



Can you discuss culture and gender issues, including cross-cultural research and gender differences in drug taking?



Can you discuss the nature-nurture debate in learning versus biological explanations of drug misuse?



Can you explain how understanding of drug misuse has developed over time?



Can you discuss social control, such as treating drug misuse as a criminal matter?



Can you discuss how psychological knowledge is used in society, such as developing treatments for addiction?



Can you explain why questioning vulnerable people about drug use is socially sensitive research?



## 9.1 Methods

### Data, sampling and design

Can you distinguish between qualitative and quantitative data and between primary and secondary data?



Can you describe and evaluate random, stratified, volunteer and opportunity sampling?



Can you describe and evaluate independent groups, repeated measures and matched pairs designs?



Can you write null and alternative/experimental hypotheses, both directional and non-directional?



### Research methods

Can you describe and evaluate questionnaires and interviews, including question types, interview structures and self-report data?



Can you describe and evaluate laboratory and field experiments, including independent and dependent variables?



Can you describe and evaluate observations, including tallying, event and time sampling, overt and covert, participant and non-participant, and structured and naturalistic?



Can you describe and evaluate twin and adoption studies, animal experiments and case studies?



Can you describe and evaluate brain scanning (CAT, PET and fMRI), content analysis and correlational research?



Can you describe and evaluate longitudinal, cross-sectional and cross-cultural designs and meta-analysis?



Can you explain control issues, including counterbalancing, order effects, experimenter effects, social desirability and demand characteristics?



Can you explain participant, situational, extraneous and confounding variables and operationalisation?



### Data analysis

Can you use descriptive statistics, including central tendency, frequency tables, graphs, distributions and dispersion, and sense-check data?



Can you choose and use the correct inferential test (Mann-Whitney U, Wilcoxon, Spearman's rho or chi-squared), using critical values and significance levels?



Can you explain one- and two-tailed tests and Type I and Type II errors?



Can you analyse qualitative data using thematic analysis and grounded theory?



**Methodological issues and ethics**

Can you evaluate research in terms of validity, reliability, generalisability, objectivity, subjectivity and credibility?



Can you describe the conventions of published research (abstract, introduction, aims, method, results, discussion) and explain the role of peer review?



Can you apply the BPS Code of Ethics and Conduct (2009) to research with human participants, including risk assessment?



Can you apply the Scientific Procedures Act (1986) and Home Office regulations to research with animals?

**9.2 Review of studies****Synoptic review of studies**

Can you compare the classic studies from across the qualification (Sherif, Baddeley, Raine, Watson and Rayner, Rosenhan and your option classic study)?



Can you review the classic studies in terms of issues and debates?



Can you apply your understanding, evaluation and synoptic knowledge to unseen research material?

**9.3 Issues and debates****Issues and debates**

Can you discuss ethical issues in research with humans and animals across psychology?



Can you discuss practical issues in designing and carrying out psychological research?



Can you discuss reductionism in the explanation of behaviour?



Can you compare ways of explaining behaviour using different themes across psychology?



Can you discuss whether psychology is a science?



Can you discuss cultural and gender issues in psychological research?



Can you discuss the role of nature and nurture in psychology?



Can you explain how psychological understanding has developed over time?



Can you discuss how psychology has been used in social control?



Can you discuss how psychological knowledge is used in society?



Can you discuss issues related to socially sensitive research?

