

Obedience

Can you describe and evaluate agency theory as an explanation of obedience, including agentic and autonomous states and moral strain?



Can you describe and evaluate social power theory as an explanation of obedience, including types of power (e.g. legitimate, coercive, reward, expert, referent)?



Can you describe the procedure, findings and conclusions of Milgram's (1963) baseline obedience study?



Can you describe Milgram's rundown office block variation (Experiment 10) and explain what it shows about situational factors and dissent?



Can you describe Milgram's telephonic instructions variation (Experiment 7) and explain what it shows about situational factors and dissent?



Can you describe Milgram's ordinary man gives orders variation (Experiment 13) and explain what it shows about situational factors and dissent?



Can you explain how individual differences in personality affect obedience and dissent/resistance?



Can you explain how gender affects obedience and dissent/resistance, using research evidence?



Can you explain how situational factors affect obedience and dissent/resistance?



Can you explain how culture affects obedience and dissent/resistance, using cross-cultural evidence?

**Conformity and minority influence**

Can you describe the types of conformity (compliance, identification, internalisation)?



Can you describe and evaluate explanations of conformity, including normative and informational social influence?



Can you describe the procedure, findings and conclusions of Asch's (1951) conformity study?



Can you describe Asch's variation studies (1952, 1956), such as group size, unanimity and task difficulty, and what they show?



Can you describe and evaluate Moscovici's (1976) explanation of minority influence, including consistency, commitment and flexibility?



Can you explain how individual differences in personality affect conformity and minority influence?



Can you explain how situational factors affect conformity and minority influence?



Can you explain how culture affects conformity and minority influence, using research evidence?



Self-report methods

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 distinguish between primary and secondary data and give strengths and weaknesses of each?	☐	☐	☐
Can you write an alternative hypothesis for a study?	☐	☐	☐

Sampling

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

Data analysis (List A)

Can you calculate and interpret measures of central tendency (mean, median, mode)?	☐	☐	☐
Can you construct and interpret frequency tables and summary tables?	☐	☐	☐
Can you draw and interpret bar charts and histograms?	☐	☐	☐
Can you calculate and interpret measures of dispersion (range and standard deviation)?	☐	☐	☐
Can you calculate and use percentages, ratios and fractions?	☐	☐	☐
Can you recognise and describe normal and skewed (positive and negative) distributions?	☐	☐	☐
Can you carry out and evaluate thematic analysis of qualitative data?	☐	☐	☐

Ethics

Can you apply the BPS Code of Ethics and Conduct (2009) (respect, competence, responsibility, integrity) to research?	☐	☐	☐
Can you explain risk management when carrying out psychological research?	☐	☐	☐

1.1c

Social psychology: studies and practical

Classic study

Can you describe and evaluate Moscovici et al. (1969) on the influence of a consistent minority on the responses of a majority in a colour perception task?



Contemporary studies

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



Can you describe and evaluate ONE of: Yi Huang et al. (2014) conformity to the opinions of others lasts no more than 3 days, OR Haun et al. (2014) children conform to the behaviour of peers while other great apes stick with what they know?



Practical investigation

Can you design and conduct a questionnaire study looking for a difference, gathering both qualitative and quantitative data?



Can you justify your design decisions, including question types, sampling technique and ethical considerations?



Can you analyse your quantitative data using central tendency, dispersion, tables and graphs, and your qualitative data using thematic analysis?



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



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



1.2a

Cognitive psychology: content

Models of memory

Can you describe the multi-store model of memory (Atkinson and Shiffrin, 1968), including sensory register, STM and LTM?



Can you explain information processing, encoding, storage and retrieval in the multi-store model?



Can you describe the capacity and duration of each store in the multi-store model?



Can you evaluate the multi-store model using research evidence?



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



Can you evaluate the working memory model using research evidence?



Reconstructive memory

Can you describe reconstructive memory (Bartlett, 1932), including schema theory?



Can you evaluate reconstructive memory and schema theory using research evidence?

**1.2b****Cognitive psychology: research 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, including their issues and possible controls?



Can you explain operationalisation of variables, extraneous variables and confounding variables?



Can you explain the use of control groups, counterbalancing and randomisation to deal with order effects?



Can you distinguish between situational and participant variables and explain how to control them?



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



Can you explain experimenter effects, demand characteristics and how to control them?



Can you apply List A descriptive statistics from Topic A to experimental data?

**Inferential statistics (List B)**

Can you identify levels of measurement (nominal, ordinal, interval/ratio)?



Can you choose and carry out a Wilcoxon signed ranks test?



Can you explain probability and significance levels ($p \leq .10$, $p \leq .05$, $p \leq .01$)?



Can you compare observed and critical values to decide whether a result is significant, and sense-check data?



Can you use one-tailed and two-tailed critical values correctly?



Can you explain type I and type II errors?



Case studies

Can you describe and evaluate case studies of brain-damaged patients in memory research, including Henry Molaison (HM)?

**1.2c****Cognitive psychology: studies and practical****Classic study**

Can you describe and evaluate Bartlett (1932) War of the Ghosts?

**Contemporary studies**

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



Can you describe and evaluate ONE of: Darling et al. (2007) separating components within visuo-spatial working memory, OR Sacchi et al. (2007) doctored photographs affect memory for past public events?

**Practical investigation**

Can you design and conduct a repeated measures laboratory experiment on memory?



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



Can you present and comment on your data using central tendency, dispersion, graphs and distribution?



Can you carry out a Wilcoxon test on your data and report the observed value, critical value and significance level?



Can you evaluate your experiment, suggest improvements and write up the procedure, results and discussion?



2.1a

Biological psychology: content**CNS, neurotransmitters and brain**

Can you describe the role of the central nervous system (CNS) in behaviour?



Can you describe the structure of a neuron?



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



Can you describe brain structure, including the prefrontal cortex and limbic system?



Can you explain how brain functioning (e.g. prefrontal cortex, amygdala, hypothalamus) can explain aggression?

**Hormones and genes**

Can you explain the role of hormones (e.g. testosterone, cortisol) in aggression, using research evidence?



Can you explain the role of genes (e.g. MAOA) in aggression, using research evidence?

**Body rhythms**

Can you explain the role of internal pacemakers (body clock, e.g. SCN) in regulating the circadian sleep-wake cycle?



Can you explain the role of external zeitgebers (e.g. light, social cues) in regulating the circadian sleep-wake cycle?



Can you describe infradian rhythms, including the menstrual cycle and seasonal affective disorder (SAD)?



Can you describe and evaluate therapies for SAD, such as light therapy?



Can you describe and evaluate research into the circadian sleep-wake cycle and infradian rhythms?



2.1b

Biological psychology: research methods**Correlations**

Can you describe the correlational method and identify co-variables?



Can you distinguish positive and negative correlations and draw and interpret scatter diagrams?



Can you explain the problems with correlations, including cause and effect and the role of other variables?



Can you choose and carry out a Spearman's rank correlation test and interpret the correlation coefficient?



Can you apply List A descriptive statistics to correlational data?



Biological methods

Can you describe and evaluate brain-scanning techniques (CAT, PET, fMRI) and their use in studying behaviour such as aggression?



Can you describe and evaluate twin studies, including their use in studying genetic relatedness and aggression?



2.1c

Biological psychology: studies and practical

Classic study

Can you describe and evaluate Raine et al. (1997) brain abnormalities in murderers indicated by PET?



Contemporary studies

Can you describe and evaluate Brendgen et al. (2005) examining genetic and environmental effects on social aggression in 6-year-old twins?



Can you describe and evaluate ONE of: McDermott (2008) monoamine oxidase A gene (MAOA) predicts behavioural aggression following provocation, OR Hoefelmann et al. (2006) behaviours associated with sleep among high school students?



Practical investigation

Can you design and conduct a correlational study on aggression or body rhythms, gathering quantitative data?



Can you justify design decisions on co-variables, operationalisation, ethics, hypotheses and controls?



Can you present your data with descriptive statistics and a scatter graph?



Can you carry out a Spearman's rank test and use the correlation coefficient to describe strength and direction, with significance level?



Can you evaluate your study, suggest improvements and write up the procedure, results and discussion?



Classical conditioning

Can you describe classical conditioning (Pavlov), including UCS, UCR, NS, CS and CR?



Can you explain extinction and spontaneous recovery?



Can you explain stimulus generalisation and discrimination?

**Operant conditioning**

Can you explain positive and negative reinforcement and positive and negative punishment?



Can you distinguish between primary and secondary reinforcers?



Can you describe schedules of reinforcement (e.g. fixed ratio, variable ratio, fixed interval, variable interval)?



Can you describe and evaluate Skinner (1948) superstition in the pigeon?

**Social learning theory**

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



Can you explain the mediational processes of attention, retention, motivation and reproduction?

**Psychodynamic approach**

Can you describe EITHER Freud's theory of personality development (oral, anal, phallic, latent, genital stages and the role of the unconscious) OR the object relations school?

**Therapies**

Can you describe and evaluate systematic desensitisation as a therapy?



Can you describe and evaluate psychoanalysis, including free association and dream analysis?



Can you explain transference and counter-transference in psychoanalysis?



Can you explain the object relations school in relation to psychoanalysis?



2.2b**Learning theories: research methods****Observations**

Can you design and conduct an observation gathering qualitative and quantitative data?



Can you use tallying, event sampling and time sampling in observations?



Can you distinguish and evaluate participant and non-participant observations?



Can you distinguish and evaluate structured and naturalistic observations?



Can you distinguish and evaluate overt and covert observations?

**Other methods and analysis**

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



Can you describe and evaluate Freud's use of the case study method?



Can you apply List A descriptive statistics and thematic analysis to observational data?



Can you choose and carry out a chi-squared test?

**Animal research**

Can you explain the use of animals in laboratory experiments and evaluate applying the results to humans?



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

**2.2c****Learning theories: studies and practical****Classic study**

Can you describe and evaluate Watson and Rayner (1920) Little Albert: conditioned emotional reactions?

**Contemporary studies**

Can you describe and evaluate Capafóns et al. (1998) systematic desensitisation in the treatment of fear of flying?



Can you describe and evaluate ONE of: Prot (2014) long-term relations among prosocial media use, empathy and prosocial behaviour, OR Bastian et al. (2011) cyber-dehumanisation and violent video game play?



Practical investigation

Can you design and conduct an observation (or two) of learned behaviour gathering qualitative and quantitative data?



Can you justify design decisions, including behavioural categories, coding sheets, tallying, controls, hypotheses, ethics and observer bias?



Can you present data as percentages, frequencies and graphs, and analyse qualitative data with thematic analysis?



Can you carry out a chi-squared test and explain the significance of the result?



Can you evaluate your observation, suggest improvements and write up the procedure, results and discussion?



Attachment, deprivation and privation

Can you describe and evaluate the learning theory of attachment, including O'Connor et al. (2013) on social learning, parenting and attachment?



Can you describe and evaluate Bowlby's maternal deprivation hypothesis?



Can you describe and evaluate Bowlby's theory of attachment?



Can you describe and evaluate Bowlby's 44 Juvenile Thieves study (1944)?



Can you describe Ainsworth's attachment types (secure, insecure-avoidant, insecure-resistant) and the role of caregiver sensitivity?



Can you describe and evaluate the Strange Situation procedure?



Can you describe and evaluate cross-cultural research into attachment types?

**Cognitive and language development**

Can you describe and evaluate Piaget's stages of cognitive and language development?



Can you describe and evaluate Vygotsky's zone of proximal development (ZPD)?



Can you describe the stages of language development?



Can you describe and evaluate the learning theory of language (Skinner)?



Can you describe and evaluate the nativist theory of language (Chomsky's language acquisition device, LAD)?



Can you describe and evaluate the interactionist theory of language (Vygotsky)?

**Social and emotional development**

Can you describe and evaluate Erikson's stages of psychosocial development?



Can you describe and evaluate Vygotsky's theory of social development?



Can you explain how mindfulness can enhance social, emotional and cognitive development?



3.1b

Developmental psychology: methods and studies

A-LEVEL ONLY

Research methods

Can you apply research methods from Units 1 and 2 to developmental psychology?	☐	☐	☐
Can you describe and evaluate clinical interviewing to understand the child's world?	☐	☐	☐
Can you describe and evaluate ethnographic fieldwork with children, including Punch (2002) in Bolivia?	☐	☐	☐
Can you describe and evaluate longitudinal and cross-sectional research?	☐	☐	☐
Can you describe and evaluate cross-cultural research, including the Strange Situation and nature-nurture issues?	☐	☐	☐
Can you explain how meta-analysis is used to draw conclusions about the universality of attachment types?	☐	☐	☐
Can you explain ethical issues with children as participants, including the UNCRC (1989), participation versus protection rights and getting data from children?	☐	☐	☐
Can you apply List A and List B to make decisions and interpret data in developmental research?	☐	☐	☐
Can you evaluate developmental research in terms of reliability, validity, generalisability, credibility, objectivity, subjectivity, ethics and practical application?	☐	☐	☐

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 studies

Can you describe and evaluate Cassibba et al. (2013) attachment the Italian way?	☐	☐	☐
Can you describe and evaluate ONE of: Ashdown and Bernard (2012) explicit instruction in social and emotional learning skills, OR Ding et al. (2014) early infant attachment and cognitive development outcomes?	☐	☐	☐

3.1c

Developmental psychology: issues and debates

A-LEVEL ONLY

Issues and debates

Can you discuss ethical issues in research (human and animal) using developmental psychology?	☐	☐	☐
---	-----------------------	-----------------------	-----------------------

Can you discuss practical issues in designing and implementing developmental research?



Can you discuss reductionism versus holism in developmental psychology?



Can you compare ways of explaining development using different approaches, models or theories?



Can you discuss whether developmental psychology is scientific?



Can you discuss cultural and gender issues in developmental research?



Can you discuss the nature-nurture debate in development?



Can you explain how understanding of development has changed over time?



Can you discuss how developmental psychology could be used in social control?



Can you discuss the use of developmental psychology knowledge in society?



Can you discuss issues of socially sensitive research in developmental psychology?



3.2a

Criminological psychology: content

OPTION

Explanations of crime

Can you describe and evaluate the self-fulfilling prophecy as an explanation of crime and anti-social behaviour?



Can you describe and evaluate social learning from the media as an explanation of crime?



Can you describe and evaluate antisocial personality disorder (ASPD) as an explanation of crime?



Can you describe and evaluate psychological (case) formulation to understand the function of offending behaviour?



Eyewitness testimony

Can you describe and evaluate the cognitive interview technique for witnesses?



Can you explain how post-event information affects the reliability of eyewitness memory?



Can you explain how weapons focus affects the reliability of eyewitness memory?



Can you explain how the 'other race' effect affects the reliability of eyewitness memory?



Can you explain how stress and trauma affect the reliability of eyewitness memory?



Jury decision-making

Can you explain how defendant characteristics (attractiveness, race) affect jury decision-making?



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



Can you describe research into expert testimony, including Penrod and Cutler (1989)?

**Treatment**

Can you describe the use of cognitive behavioural therapy (CBT) with offenders and evaluate its effectiveness?

**3.2b****Criminological psychology: methods and studies****OPTION****Research methods**

Can you apply research methods from Units 1 and 2 to criminological psychology?



Can you describe and evaluate laboratory and field experiments on eyewitness memory?



Can you describe and evaluate mock jury research?



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



Can you apply List A and List B to make decisions and interpret data in criminological research?



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

**Classic study**

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

**Contemporary studies**

Can you describe and evaluate Bradbury and Williams (2013) the effects of race on juror decision making?



Can you describe and evaluate ONE of: Ruva, McEvoy and Bryant (2007) pre-trial publicity and jury bias, OR Valentine and Mesout (2009) eyewitness identification under stress in the London Dungeon?

**3.3a**

Health psychology: content

OPTION

Biology of stress

- | | |
|---|---|
| Can you describe the role of the hypothalamic-pituitary-adrenal (HPA) axis in stress? | ☐ ☐ ☐ |
| Can you explain the role of cortisol as the stress hormone? | ☐ ☐ ☐ |
| Can you describe the brain regions associated with stress (hippocampus, amygdala, prefrontal cortex)? | ☐ ☐ ☐ |
| Can you describe and evaluate Selye's General Adaptation Syndrome (GAS), including the alarm reaction, resistance and exhaustion? | ☐ ☐ ☐ |

Causes of stress and individual differences

- | | |
|--|---|
| Can you explain life events and daily hassles as sources of stress, including the Holmes and Rahe stress scale (SRRS)? | ☐ ☐ ☐ |
| Can you explain individual differences in stress, including personality traits and Type A personality? | ☐ ☐ ☐ |
| Can you explain the role of social support (family, friends, community) in stress? | ☐ ☐ ☐ |

Coping and treatments

- | | |
|--|---|
| Can you describe appraisal-focused, problem-focused and emotion-focused coping strategies? | ☐ ☐ ☐ |
| Can you distinguish positive and negative coping techniques? | ☐ ☐ ☐ |
| Can you describe and evaluate selective serotonin reuptake inhibitors (SSRIs)? | ☐ ☐ ☐ |
| Can you describe and evaluate serotonin and norepinephrine reuptake inhibitors (SNRIs)? | ☐ ☐ ☐ |
| Can you describe CBT for anxiety disorders and evaluate its effectiveness? | ☐ ☐ ☐ |

3.3b

Health psychology: methods and studies

OPTION

Research methods

- | | |
|---|---|
| Can you apply research methods from Units 1 and 2 to health psychology? | ☐ ☐ ☐ |
| Can you describe and evaluate standardised questionnaires, including the Adolescent Lifestyle Questionnaire (ALQ)? | ☐ ☐ ☐ |
| Can you describe and evaluate focus groups? | ☐ ☐ ☐ |
| Can you explain the practical and ethical issues of using non-human animals in experiments, including the Animals (Scientific Procedures) Act 1986? | ☐ ☐ ☐ |

Can you apply List A and List B to make decisions and interpret data in health research?



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



Classic study

Can you describe and evaluate Brady (1958) ulcers in executive monkeys?



Contemporary studies

Can you describe and evaluate Nakonz and Shik (2009) religious coping strategies among Filipino migrant workers in Hong Kong?



Can you describe and evaluate ONE of: Avdagic et al. (2014) a randomised controlled trial of acceptance and commitment therapy and CBT for generalised anxiety disorder, OR Russell et al. (2015) adapting an adolescent coping assessment for therapeutic recreation and outdoor adventure settings?



Defining and classifying abnormality

Can you outline the history of defining abnormality?	☐	☐	☐
Can you describe and evaluate statistical infrequency as a definition of abnormality?	☐	☐	☐
Can you describe and evaluate failure to function adequately (Rosenhan and Seligman, 1989) as a definition of abnormality?	☐	☐	☐
Can you describe the ICD (ICD-10 and ICD-11) classification system?	☐	☐	☐
Can you describe the DSM (DSM-IV-TR and DSM-5) classification system?	☐	☐	☐
Can you discuss cultural issues in diagnosis?	☐	☐	☐
Can you discuss the reliability and validity of diagnosis?	☐	☐	☐

Schizophrenia

Can you describe the symptoms and features of schizophrenia (e.g. thought insertion, hallucinations, delusions, disordered thinking)?	☐	☐	☐
Can you describe and evaluate neurotransmitters (e.g. dopamine, glutamate) as an explanation of schizophrenia?	☐	☐	☐
Can you describe and evaluate one other biological explanation of schizophrenia (e.g. genes, brain structure)?	☐	☐	☐
Can you describe and evaluate drug therapy for schizophrenia?	☐	☐	☐
Can you describe and evaluate family therapy for schizophrenia?	☐	☐	☐

Second disorder (unipolar depression OR anorexia nervosa)

Can you describe the symptoms and features of your chosen second disorder (unipolar depression or anorexia nervosa)?	☐	☐	☐
Can you describe and evaluate one biological explanation of your chosen second disorder?	☐	☐	☐
Can you describe and evaluate one non-biological explanation of your chosen second disorder?	☐	☐	☐
Can you describe and evaluate drug therapy for your chosen second disorder?	☐	☐	☐
Can you describe and evaluate CBT for your chosen second disorder?	☐	☐	☐

4.1b**Clinical psychology: studies and methods****A-LEVEL ONLY****Classic study**

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

**Contemporary studies**

Can you describe and evaluate Suzuki et al. (2014) on underweight and undernutrition in Japanese inpatients with schizophrenia?



Can you describe and evaluate ONE study for unipolar depression: Hans and Hiller (2013) meta-analysis of outpatient CBT, OR Ma, Quan and Liu (2014) social support and self-evaluation in depression?



Can you describe and evaluate ONE study for anorexia nervosa: Becker et al. (2002) television exposure and eating attitudes in Fijian adolescent girls, OR Reichel et al. (2014) body startle reflex and emaciated body images?

**Research methods**

Can you apply research methods from Units 1 and 2 to clinical psychology?



Can you describe and evaluate randomised controlled trials (RCTs)?



Can you describe and evaluate neuroimaging, including structural and functional brain scanning?



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



Can you explain the Health and Care Professions Council (HCPC) guidelines for clinical practitioners?



Can you apply List A and List B to make decisions and interpret data in clinical research?



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

**4.1c****Clinical psychology: practical investigation****A-LEVEL ONLY****Content analysis of attitudes to mental health**

Can you design and conduct a content analysis comparing attitudes to mental health in at least two sources (e.g. newspapers, magazines, radio)?



Can you justify design decisions, including coding categories, sampling of sources, controls and ethics?



Can you assess the credibility of secondary data and the reliability of your coding?



Can you analyse and present your findings using descriptive statistics and/or thematic analysis?



Can you evaluate your content analysis, suggest improvements and write up the procedure, results and discussion?



4.2a

Psychological skills: research methods

A-LEVEL ONLY

Data, sampling, designs and hypotheses

Can you distinguish qualitative and quantitative data, and 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 review

Can you describe and evaluate questionnaires and interviews, including open and closed (ranked scale) questions and structured, semi-structured and unstructured interviews?



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, covert/overt, participant/non-participant and structured/naturalistic?



Can you describe and evaluate correlations, including positive and negative correlations, cause and effect and third variables?



Can you evaluate twin studies, animal experiments, case studies of brain-damaged patients (e.g. HM) and brain scanning (CAT, PET, fMRI)?



Can you evaluate RCTs, content analysis, clinical interviewing and ethnographic fieldwork with children?



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



Can you explain control issues: counterbalancing, randomisation, order effects, researcher effects, social desirability and demand characteristics?



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



Data analysis

Can you use List A descriptive statistics: central tendency, frequency and summary tables, bar charts, histograms, scatter diagrams, distributions, range, standard deviation and percentages, and sense-check data?



Can you choose between the Wilcoxon, Spearman's and chi-squared tests using levels of measurement and design?



Can you use critical values, significance levels ($p \leq .10, .05, .01$) and directional/non-directional testing to interpret results?



Can you explain type I and type II errors?



Can you carry out thematic analysis of qualitative data?

**Evaluation, conventions and ethics**

Can you evaluate research in terms of validity (internal, predictive, ecological), reliability, generalisability, objectivity, subjectivity and credibility?



Can you describe the conventions of published research and the role of peer review?



Can you apply the BPS Code of Ethics and Conduct (2009) and risk assessment to research with humans?



Can you explain the UNCRC and participation versus protection rights in research with children, and HCPC guidelines?



Can you explain ethics with animals, including the Animals (Scientific Procedures) Act 1986 and Home Office regulations?



Can you review and evaluate the classic and contemporary studies from Topics A to H (excluding F and G)?

**4.2b****Psychological skills: key questions and issues and debates****A-LEVEL ONLY****Key questions in society**

Can you explain a key question for society using concepts, theories and research from Topics A to H (excluding F and G)?

**Issues and debates**

Can you discuss ethical issues in human and animal research using examples from across the course?



Can you discuss practical issues in the design and implementation of research?



Can you discuss reductionism versus holism in psychological explanations?



Can you compare ways of explaining behaviour using different approaches, models and theories?



Can you discuss whether psychology is a science?



Can you discuss cultural and gender issues in psychological research?



Can you discuss the nature-nurture debate using examples from across the course?



Can you explain how psychological understanding has developed over time?



Can you discuss the use of psychology in social control?



Can you discuss the use of psychological knowledge in society?



Can you discuss issues related to socially sensitive research?

