

C1a**Experiments****Types of experiment**

Can you describe the features of a laboratory experiment and give its strengths and weaknesses?



Can you describe the features of a field experiment and give its strengths and weaknesses?



Can you describe the features of a quasi experiment and give its strengths and weaknesses?



Can you identify the type of experiment used in a novel research scenario and justify your choice?

**C1b****Observations****Types of observation**

Can you distinguish between structured and unstructured observations and give strengths and weaknesses of each?



Can you distinguish between naturalistic and controlled observations and give strengths and weaknesses of each?



Can you distinguish between participant and non-participant observations and give strengths and weaknesses of each?



Can you distinguish between overt and covert observations and give strengths and weaknesses of each?

**Designing observations**

Can you devise and operationalise behavioural categories for an observation?



Can you design and use a coding frame to record observational data?



Can you explain time sampling and give its strengths and weaknesses?



Can you explain event sampling and give its strengths and weaknesses?

**C1c****Self-reports****Types of self-report**

Can you describe the use of questionnaires and give their strengths and weaknesses?



Can you distinguish between structured, semi-structured and unstructured interviews and give strengths and weaknesses of each?



Designing self-reports

Can you write open and closed questions and explain the strengths and weaknesses of each?



Can you design a Likert scale and explain its strengths and weaknesses?



Can you design a semantic differential rating scale and explain its strengths and weaknesses?


C1d

Correlations

Correlation

Can you explain how data is obtained for a correlational analysis, including identifying co-variables?



Can you distinguish between positive, negative and no correlation and recognise each on a scatter diagram?



Can you give the strengths and weaknesses of correlational research, including why it cannot establish cause and effect?


C1e

Research design

Aims and hypotheses

Can you write a research aim and a research question for a given study?



Can you write null and alternative hypotheses for experimental and correlational research?



Can you distinguish between one-tailed (directional) and two-tailed (non-directional) hypotheses and justify when to use each?



Populations and sampling

Can you distinguish between a target population and a sample?



Can you describe random sampling and give its strengths and weaknesses?



Can you describe snowball sampling and give its strengths and weaknesses?



Can you describe opportunity sampling and give its strengths and weaknesses?



Can you describe self-selected (volunteer) sampling and give its strengths and weaknesses?



Experimental designs

Can you describe a repeated measures design and give its strengths and weaknesses, including order effects and counterbalancing?



Can you describe an independent measures design and give its strengths and weaknesses?



Can you describe a matched participants design and give its strengths and weaknesses?



Variables

Can you identify the independent variable (IV) and dependent variable (DV) in an experiment?



Can you operationalise variables so that they can be measured or manipulated?



Can you identify extraneous variables and explain how they can be controlled, including standardisation?



C1f

Data recording and descriptive statistics

Raw data

Can you design and use a raw data recording table?



Can you express numbers in standard and decimal form?



Can you round answers to an appropriate number of significant figures?



Can you make estimations from data?



Levels and types of data

Can you distinguish between nominal, ordinal and interval levels of data?



Can you distinguish between quantitative and qualitative data and give strengths and weaknesses of each?



Can you distinguish between primary and secondary data and give strengths and weaknesses of each?



Descriptive statistics

Can you calculate the mode, median and mean and explain when each is most appropriate?



Can you calculate the range and explain its strengths and weaknesses as a measure of dispersion?



Can you explain and calculate variance and standard deviation and interpret what they show?



Can you calculate and use ratios, percentages and fractions?



Presenting data

Can you construct and interpret frequency tables and tally charts?



Can you draw and interpret line graphs, pie charts and bar charts?



Can you draw and interpret histograms and explain how they differ from bar charts?



Can you draw and interpret scatter diagrams?



Can you choose an appropriate graph for a given set of data and justify your choice?


C19

Inferential statistics

Distributions, probability and significance

Can you describe the features of normal and skewed (positive and negative) distribution curves?



Can you explain probability and significance levels (e.g. $p \leq 0.05$)?



Can you use statistical tables of critical values to decide whether a result is significant?



Can you explain Type 1 and Type 2 errors and how the choice of significance level affects each?



Can you understand and use the symbols =, <, <<, >>, >, α and ~?



Choosing and using tests

Can you state the criteria for using a parametric test?



Can you state the criteria for choosing a non-parametric test (level of data, design, test of difference or correlation)?



Can you use and interpret the Mann-Whitney U test?



Can you use and interpret the Wilcoxon Signed Ranks test?



Can you use and interpret the Chi-square test?



Can you use and interpret the Binomial Sign test?



Can you use and interpret Spearman's Rho?



c1h

Methodological issues

Generalisability, reliability and validity

Can you explain representativeness and generalisability and how they are affected by sampling?



Can you explain internal and external reliability?



Can you explain and assess inter-rater, test-retest and split-half reliability?



Can you explain internal, external, population and ecological validity?



Can you explain face, construct, concurrent and criterion validity?



Bias and participant effects

Can you explain demand characteristics and how to reduce them?



Can you explain social desirability bias and how to reduce it?



Can you explain researcher/observer bias and researcher/observer effects and how to reduce them?



Ethics (BPS Code of Ethics and Conduct)

Can you explain the principle of Respect, including informed consent, right to withdraw and confidentiality?



Can you explain the principle of Competence?



Can you explain the principle of Responsibility, including protection of participants and debriefing?



Can you explain the principle of Integrity, including the use of deception?



Can you identify ethical issues in a novel study and suggest how they could be dealt with?



c1i Report writing

Report writing and peer review

Can you describe the conventions of a practical report and the purpose of the abstract?	☐	☐	☐
Can you describe the purpose of the introduction section?	☐	☐	☐
Can you describe the method section and its sub-sections: design, sample, materials/apparatus and procedure?	☐	☐	☐
Can you describe the purpose of the results and discussion sections?	☐	☐	☐
Can you describe the purpose of the references and appendices?	☐	☐	☐
Can you cite academic research using the Harvard referencing system?	☐	☐	☐
Can you explain the role of peer review in validating new knowledge and ensuring integrity?	☐	☐	☐

c1j Science and psychology

How science works

Can you explain how society makes decisions about scientific issues and how psychology contributes to the success of the economy and society?	☐	☐	☐
Can you explain cause and effect and why it requires manipulation of variables?	☐	☐	☐
Can you explain falsification and replicability?	☐	☐	☐
Can you explain objectivity and quantifiable measurement?	☐	☐	☐
Can you distinguish between induction and deduction?	☐	☐	☐
Can you explain hypothesis testing?	☐	☐	☐
Can you explain manipulation of variables, control and standardisation?	☐	☐	☐

Practical activities

Can you plan, conduct and analyse small-scale practical investigations using self-report, observation, experiment and correlation?	☐	☐	☐
Can you carry out a risk assessment and explain how risks in psychological research are managed?	☐	☐	☐
Can you write up a practical investigation and maintain a research portfolio, using ICT where appropriate?	☐	☐	☐

Responses to people in authority: Milgram (1963) and Bocchiaro et al. (2012)

Can you outline the background to Milgram (1963), Obedience, including the theory or research it was testing?	☐ ☐ ☐
Can you state the aim(s) of Milgram (1963) and describe its research method, design and sample?	☐ ☐ ☐
Can you describe the materials/apparatus and procedure used in Milgram (1963)?	☐ ☐ ☐
Can you summarise the key quantitative and qualitative results of Milgram (1963)?	☐ ☐ ☐
Can you state the conclusions drawn by Milgram (1963)?	☐ ☐ ☐
Can you evaluate Milgram (1963) in terms of research method, type of data, ethics, validity, reliability, sampling bias and ethnocentrism?	☐ ☐ ☐
Can you outline the background to Bocchiaro et al. (2012), Disobedience and whistle-blowing, including the theory or research it was testing?	☐ ☐ ☐
Can you state the aim(s) of Bocchiaro et al. (2012) and describe its research method, design and sample?	☐ ☐ ☐
Can you describe the materials/apparatus and procedure used in Bocchiaro et al. (2012)?	☐ ☐ ☐
Can you summarise the key quantitative and qualitative results of Bocchiaro et al. (2012)?	☐ ☐ ☐
Can you state the conclusions drawn by Bocchiaro et al. (2012)?	☐ ☐ ☐
Can you evaluate Bocchiaro et al. (2012) in terms of research method, type of data, ethics, validity, reliability, sampling bias and ethnocentrism?	☐ ☐ ☐
Can you identify similarities and differences between Milgram (1963) and Bocchiaro et al. (2012)?	☐ ☐ ☐
Can you explain the extent to which Bocchiaro et al. (2012) changes our understanding of the key theme of responses to people in authority?	☐ ☐ ☐
Can you explain the extent to which Bocchiaro et al. (2012) changes our understanding of individual, social and cultural diversity?	☐ ☐ ☐
Can you explain how Milgram (1963) and Bocchiaro et al. (2012) relate to the key theme of responses to people in authority and to the social area?	☐ ☐ ☐

Responses to people in need: Piliavin et al. (1969) and Levine et al. (2001)

Can you outline the background to Piliavin et al. (1969), Subway Samaritan, including the theory or research it was testing?	☐ ☐ ☐
Can you state the aim(s) of Piliavin et al. (1969) and describe its research method, design and sample?	☐ ☐ ☐

Can you describe the materials/apparatus and procedure used in Piliavin et al. (1969)?	☐	☐	☐
Can you summarise the key quantitative and qualitative results of Piliavin et al. (1969)?	☐	☐	☐
Can you state the conclusions drawn by Piliavin et al. (1969)?	☐	☐	☐
Can you evaluate Piliavin et al. (1969) in terms of research method, type of data, ethics, validity, reliability, sampling bias and ethnocentrism?	☐	☐	☐
Can you outline the background to Levine et al. (2001), Cross-cultural altruism, including the theory or research it was testing?	☐	☐	☐
Can you state the aim(s) of Levine et al. (2001) and describe its research method, design and sample?	☐	☐	☐
Can you describe the materials/apparatus and procedure used in Levine et al. (2001)?	☐	☐	☐
Can you summarise the key quantitative and qualitative results of Levine et al. (2001)?	☐	☐	☐
Can you state the conclusions drawn by Levine et al. (2001)?	☐	☐	☐
Can you evaluate Levine et al. (2001) in terms of research method, type of data, ethics, validity, reliability, sampling bias and ethnocentrism?	☐	☐	☐
Can you identify similarities and differences between Piliavin et al. (1969) and Levine et al. (2001)?	☐	☐	☐
Can you explain the extent to which Levine et al. (2001) changes our understanding of the key theme of responses to people in need?	☐	☐	☐
Can you explain the extent to which Levine et al. (2001) changes our understanding of individual, social and cultural diversity?	☐	☐	☐
Can you explain how Piliavin et al. (1969) and Levine et al. (2001) relate to the key theme of responses to people in need and to the social area?	☐	☐	☐

c2b

Cognitive area

Memory: Loftus and Palmer (1974) and Grant et al. (1998)

Can you outline the background to Loftus and Palmer (1974), Eyewitness testimony, including the theory or research it was testing?	☐	☐	☐
Can you state the aim(s) of Loftus and Palmer (1974) and describe its research method, design and sample?	☐	☐	☐
Can you describe the materials/apparatus and procedure used in Loftus and Palmer (1974)?	☐	☐	☐
Can you summarise the key quantitative and qualitative results of Loftus and Palmer (1974)?	☐	☐	☐
Can you state the conclusions drawn by Loftus and Palmer (1974)?	☐	☐	☐
Can you evaluate Loftus and Palmer (1974) in terms of research method, type of data, ethics, validity, reliability, sampling bias and ethnocentrism?	☐	☐	☐

Can you outline the background to Grant et al. (1998), Context-dependent memory, including the theory or research it was testing?



Can you state the aim(s) of Grant et al. (1998) and describe its research method, design and sample?



Can you describe the materials/apparatus and procedure used in Grant et al. (1998)?



Can you summarise the key quantitative and qualitative results of Grant et al. (1998)?



Can you state the conclusions drawn by Grant et al. (1998)?



Can you evaluate Grant et al. (1998) in terms of research method, type of data, ethics, validity, reliability, sampling bias and ethnocentrism?



Can you identify similarities and differences between Loftus and Palmer (1974) and Grant et al. (1998)?



Can you explain the extent to which Grant et al. (1998) changes our understanding of the key theme of memory?



Can you explain the extent to which Grant et al. (1998) changes our understanding of individual, social and cultural diversity?



Can you explain how Loftus and Palmer (1974) and Grant et al. (1998) relate to the key theme of memory and to the cognitive area?



Attention: Moray (1959) and Simons and Chabris (1999)

Can you outline the background to Moray (1959), Auditory attention, including the theory or research it was testing?



Can you state the aim(s) of Moray (1959) and describe its research method, design and sample?



Can you describe the materials/apparatus and procedure used in Moray (1959)?



Can you summarise the key quantitative and qualitative results of Moray (1959)?



Can you state the conclusions drawn by Moray (1959)?



Can you evaluate Moray (1959) in terms of research method, type of data, ethics, validity, reliability, sampling bias and ethnocentrism?



Can you outline the background to Simons and Chabris (1999), Visual inattention, including the theory or research it was testing?



Can you state the aim(s) of Simons and Chabris (1999) and describe its research method, design and sample?



Can you describe the materials/apparatus and procedure used in Simons and Chabris (1999)?



Can you summarise the key quantitative and qualitative results of Simons and Chabris (1999)?



Can you state the conclusions drawn by Simons and Chabris (1999)?



Can you evaluate Simons and Chabris (1999) in terms of research method, type of data, ethics, validity, reliability, sampling bias and ethnocentrism?



Can you identify similarities and differences between Moray (1959) and Simons and Chabris (1999)?



Can you explain the extent to which Simons and Chabris (1999) changes our understanding of the key theme of attention?



Can you explain the extent to which Simons and Chabris (1999) changes our understanding of individual, social and cultural diversity?



Can you explain how Moray (1959) and Simons and Chabris (1999) relate to the key theme of attention and to the cognitive area?



C2c

Developmental area

External influences on children's behaviour: Bandura et al. (1961) and Chaney et al. (2004)

Can you outline the background to Bandura et al. (1961), Transmission of aggression, including the theory or research it was testing?



Can you state the aim(s) of Bandura et al. (1961) and describe its research method, design and sample?



Can you describe the materials/apparatus and procedure used in Bandura et al. (1961)?



Can you summarise the key quantitative and qualitative results of Bandura et al. (1961)?



Can you state the conclusions drawn by Bandura et al. (1961)?



Can you evaluate Bandura et al. (1961) in terms of research method, type of data, ethics, validity, reliability, sampling bias and ethnocentrism?



Can you outline the background to Chaney et al. (2004), Funhler study, including the theory or research it was testing?



Can you state the aim(s) of Chaney et al. (2004) and describe its research method, design and sample?



Can you describe the materials/apparatus and procedure used in Chaney et al. (2004)?



Can you summarise the key quantitative and qualitative results of Chaney et al. (2004)?



Can you state the conclusions drawn by Chaney et al. (2004)?



Can you evaluate Chaney et al. (2004) in terms of research method, type of data, ethics, validity, reliability, sampling bias and ethnocentrism?



Can you identify similarities and differences between Bandura et al. (1961) and Chaney et al. (2004)?



Can you explain the extent to which Chaney et al. (2004) changes our understanding of the key theme of external influences on children's behaviour?



Can you explain the extent to which Chaney et al. (2004) changes our understanding of individual, social and cultural diversity?



Can you explain how Bandura et al. (1961) and Chaney et al. (2004) relate to the key theme of external influences on children's behaviour and to the developmental area?



Moral development: Kohlberg (1968) and Lee et al. (1997)

Can you outline the background to Kohlberg (1968), Stages of moral development, including the theory or research it was testing?



Can you state the aim(s) of Kohlberg (1968) and describe its research method, design and sample?



Can you describe the materials/apparatus and procedure used in Kohlberg (1968)?



Can you summarise the key quantitative and qualitative results of Kohlberg (1968)?



Can you state the conclusions drawn by Kohlberg (1968)?



Can you evaluate Kohlberg (1968) in terms of research method, type of data, ethics, validity, reliability, sampling bias and ethnocentrism?



Can you outline the background to Lee et al. (1997), Evaluations of lying and truth-telling, including the theory or research it was testing?



Can you state the aim(s) of Lee et al. (1997) and describe its research method, design and sample?



Can you describe the materials/apparatus and procedure used in Lee et al. (1997)?



Can you summarise the key quantitative and qualitative results of Lee et al. (1997)?



Can you state the conclusions drawn by Lee et al. (1997)?



Can you evaluate Lee et al. (1997) in terms of research method, type of data, ethics, validity, reliability, sampling bias and ethnocentrism?



Can you identify similarities and differences between Kohlberg (1968) and Lee et al. (1997)?



Can you explain the extent to which Lee et al. (1997) changes our understanding of the key theme of moral development?



Can you explain the extent to which Lee et al. (1997) changes our understanding of individual, social and cultural diversity?



Can you explain how Kohlberg (1968) and Lee et al. (1997) relate to the key theme of moral development and to the developmental area?



Regions of the brain: Sperry (1968) and Casey et al. (2011)

Can you outline the background to Sperry (1968), Split brain study, including the theory or research it was testing?



Can you state the aim(s) of Sperry (1968) and describe its research method, design and sample?



Can you describe the materials/apparatus and procedure used in Sperry (1968)?



Can you summarise the key quantitative and qualitative results of Sperry (1968)?



Can you state the conclusions drawn by Sperry (1968)?



Can you evaluate Sperry (1968) in terms of research method, type of data, ethics, validity, reliability, sampling bias and ethnocentrism?



Can you outline the background to Casey et al. (2011), Neural correlates of delay of gratification, including the theory or research it was testing?



Can you state the aim(s) of Casey et al. (2011) and describe its research method, design and sample?



Can you describe the materials/apparatus and procedure used in Casey et al. (2011)?



Can you summarise the key quantitative and qualitative results of Casey et al. (2011)?



Can you state the conclusions drawn by Casey et al. (2011)?



Can you evaluate Casey et al. (2011) in terms of research method, type of data, ethics, validity, reliability, sampling bias and ethnocentrism?



Can you identify similarities and differences between Sperry (1968) and Casey et al. (2011)?



Can you explain the extent to which Casey et al. (2011) changes our understanding of the key theme of regions of the brain?



Can you explain the extent to which Casey et al. (2011) changes our understanding of individual, social and cultural diversity?



Can you explain how Sperry (1968) and Casey et al. (2011) relate to the key theme of regions of the brain and to the biological area?

**Brain plasticity: Blakemore and Cooper (1970) and Maguire et al. (2000)**

Can you outline the background to Blakemore and Cooper (1970), Impact of early visual experience, including the theory or research it was testing?



Can you state the aim(s) of Blakemore and Cooper (1970) and describe its research method, design and sample?



Can you describe the materials/apparatus and procedure used in Blakemore and Cooper (1970)?



Can you summarise the key quantitative and qualitative results of Blakemore and Cooper (1970)?



Can you state the conclusions drawn by Blakemore and Cooper (1970)?



Can you evaluate Blakemore and Cooper (1970) in terms of research method, type of data, ethics, validity, reliability, sampling bias and ethnocentrism?



Can you outline the background to Maguire et al. (2000), Taxi drivers, including the theory or research it was testing?



Can you state the aim(s) of Maguire et al. (2000) and describe its research method, design and sample?



Can you describe the materials/apparatus and procedure used in Maguire et al. (2000)?



Can you summarise the key quantitative and qualitative results of Maguire et al. (2000)?



Can you state the conclusions drawn by Maguire et al. (2000)?



Can you evaluate Maguire et al. (2000) in terms of research method, type of data, ethics, validity, reliability, sampling bias and ethnocentrism?



Can you identify similarities and differences between Blakemore and Cooper (1970) and Maguire et al. (2000)?



Can you explain the extent to which Maguire et al. (2000) changes our understanding of the key theme of brain plasticity?



Can you explain the extent to which Maguire et al. (2000) changes our understanding of individual, social and cultural diversity?



Can you explain how Blakemore and Cooper (1970) and Maguire et al. (2000) relate to the key theme of brain plasticity and to the biological area?



C2e

Individual differences area

Understanding disorders: Freud (1909) and Baron-Cohen et al. (1997)

Can you outline the background to Freud (1909), Little Hans, including the theory or research it was testing?



Can you state the aim(s) of Freud (1909) and describe its research method, design and sample?



Can you describe the materials/apparatus and procedure used in Freud (1909)?



Can you summarise the key quantitative and qualitative results of Freud (1909)?



Can you state the conclusions drawn by Freud (1909)?



Can you evaluate Freud (1909) in terms of research method, type of data, ethics, validity, reliability, sampling bias and ethnocentrism?



Can you outline the background to Baron-Cohen et al. (1997), Autism in adults, including the theory or research it was testing?



Can you state the aim(s) of Baron-Cohen et al. (1997) and describe its research method, design and sample?



Can you describe the materials/apparatus and procedure used in Baron-Cohen et al. (1997)?



Can you summarise the key quantitative and qualitative results of Baron-Cohen et al. (1997)?



Can you state the conclusions drawn by Baron-Cohen et al. (1997)?



Can you evaluate Baron-Cohen et al. (1997) in terms of research method, type of data, ethics, validity, reliability, sampling bias and ethnocentrism?



Can you identify similarities and differences between Freud (1909) and Baron-Cohen et al. (1997)?



Can you explain the extent to which Baron-Cohen et al. (1997) changes our understanding of the key theme of understanding disorders?



Can you explain the extent to which Baron-Cohen et al. (1997) changes our understanding of individual, social and cultural diversity?



Can you explain how Freud (1909) and Baron-Cohen et al. (1997) relate to the key theme of understanding disorders and to the individual differences area?



Measuring differences: Gould (1982) and Hancock et al. (2011)

Can you outline the background to Gould (1982), A nation of morons (bias in IQ testing), including the theory or research it was testing?



Can you state the aim(s) of Gould (1982) and describe its research method, design and sample?



Can you describe the materials/apparatus and procedure used in Gould (1982)?



Can you summarise the key quantitative and qualitative results of Gould (1982)?



Can you state the conclusions drawn by Gould (1982)?



Can you evaluate Gould (1982) in terms of research method, type of data, ethics, validity, reliability, sampling bias and ethnocentrism?



Can you outline the background to Hancock et al. (2011), Language of psychopaths, including the theory or research it was testing?



Can you state the aim(s) of Hancock et al. (2011) and describe its research method, design and sample?



Can you describe the materials/apparatus and procedure used in Hancock et al. (2011)?



Can you summarise the key quantitative and qualitative results of Hancock et al. (2011)?



Can you state the conclusions drawn by Hancock et al. (2011)?



Can you evaluate Hancock et al. (2011) in terms of research method, type of data, ethics, validity, reliability, sampling bias and ethnocentrism?



Can you identify similarities and differences between Gould (1982) and Hancock et al. (2011)?



Can you explain the extent to which Hancock et al. (2011) changes our understanding of the key theme of measuring differences?



Can you explain the extent to which Hancock et al. (2011) changes our understanding of individual, social and cultural diversity?



Can you explain how Gould (1982) and Hancock et al. (2011) relate to the key theme of measuring differences and to the individual differences area?



C2f

Areas and perspectives

Areas of psychology

Can you describe the defining principles and concepts of the social area?



Can you describe the defining principles and concepts of the cognitive area?



Can you describe the defining principles and concepts of the developmental area?



Can you describe the defining principles and concepts of the biological area?



Can you describe the defining principles and concepts of the individual differences area?



Can you use research from across the course to illustrate each area of psychology?



Can you evaluate the strengths and weaknesses of each area of psychology?



Can you explain applications of each area of psychology to everyday life?



Can you compare similarities and differences between the areas of psychology?



Can you argue that a core study could belong to a different area from the one it is placed in?



Perspectives

Can you describe the defining principles and concepts of the behaviourist perspective?



Can you use research such as Bandura et al. and Chaney et al. to illustrate the behaviourist perspective?



Can you evaluate the strengths and weaknesses of the behaviourist perspective and explain its applications?



Can you describe the defining principles and concepts of the psychodynamic perspective?



Can you use research such as Freud (Little Hans), Kohlberg and Hancock et al. to illustrate the psychodynamic perspective?



Can you evaluate the strengths and weaknesses of the psychodynamic perspective and explain its applications?



Can you compare similarities and differences between the behaviourist and psychodynamic perspectives?



C2g

Issues and debates

Debates

Can you explain the nature/nurture debate, including its defining principles, different positions, research illustrating each position and applications?



Can you explain the free will/determinism debate, including its defining principles, different positions, research illustrating each position and applications?



Can you explain the reductionism/holism debate, including its defining principles, different positions, research illustrating each position and applications?



Can you explain the individual/situational explanations debate, including its defining principles, different positions, research illustrating each position and applications?



Can you discuss the usefulness of research, using research to illustrate different positions and applications?



Can you discuss ethical considerations in psychological research, using research to illustrate different positions?



Can you discuss conducting socially sensitive research, using research to illustrate different positions and applications?



Can you discuss whether psychology is a science, using research to illustrate different positions?



Can you compare similarities and differences between the debates?



Can you construct an extended, balanced discussion of an area, perspective or debate using studies from across the components?



C2h

Methods and practical applications

Methodological issues across the core studies

Can you evaluate the strengths and weaknesses of the research methods and types of data used in the core studies?



Can you discuss ethical considerations raised by the core studies?



Can you discuss the validity and reliability of the core studies?



Can you identify and explain sampling bias in the core studies?



Can you identify and explain ethnocentrism in the core studies?



Practical applications (Section C)

Can you recognise the psychological content in a novel written source (e.g. article, blog, diary entry or email exchange)?



Can you make evidence-based suggestions in relation to a novel source?



Can you consider the strengths and weaknesses of the suggestions you make?



1. The historical context of mental health (Mental health)

Can you outline historical views of mental illness (e.g. supernatural, Greek humoral, asylum era)?



Can you explain different ways of defining abnormality (e.g. statistical infrequency, deviation from social norms, failure to function adequately) and their limitations?



Can you describe how mental disorders are categorised (e.g. DSM and ICD) and evaluate categorisation?



Can you describe the aim, method, sample and procedure of the key research, Rosenhan (1973), On being sane in insane places?



Can you summarise the results and conclusions of Rosenhan (1973)?



Can you evaluate Rosenhan (1973) using methodological issues (e.g. validity, reliability, sampling, ethics) and issues and debates (e.g. nature/nurture, reductionism, usefulness)?



Can you describe the characteristics of an affective disorder, a psychotic disorder and an anxiety disorder?



Can you evaluate the characteristics of an affective disorder, a psychotic disorder and an anxiety disorder, including how it is supported by psychological research?

**2. The medical model (Mental health)**

Can you explain the biochemical explanation of mental illness (e.g. neurotransmitter imbalance)?



Can you explain the genetic explanation of mental illness (e.g. twin, family and adoption studies)?



Can you explain brain abnormality as an explanation of mental illness?



Can you describe the aim, method, sample and procedure of the key research, Gottesman et al. (2010), Severe mental disorders in offspring with 2 psychiatrically ill parents?



Can you summarise the results and conclusions of Gottesman et al. (2010)?



Can you evaluate Gottesman et al. (2010) using methodological issues (e.g. validity, reliability, sampling, ethics) and issues and debates (e.g. nature/nurture, reductionism, usefulness)?



Can you describe a biological treatment of one specific disorder?



Can you evaluate a biological treatment of one specific disorder, including how it is supported by psychological research?



3. Alternatives to the medical model (Mental health)

Can you explain the behaviourist explanation of mental illness?	☐ ☐ ☐
Can you explain the cognitive explanation of mental illness?	☐ ☐ ☐
Can you explain one from the humanistic, psychodynamic or cognitive neuroscience explanations of mental illness?	☐ ☐ ☐
Can you describe the aim, method, sample and procedure of the key research, Szasz (2011), The myth of mental illness: 50 years later?	☐ ☐ ☐
Can you summarise the results and conclusions of Szasz (2011)?	☐ ☐ ☐
Can you evaluate Szasz (2011) using methodological issues (e.g. validity, reliability, sampling, ethics) and issues and debates (e.g. nature/nurture, reductionism, usefulness)?	☐ ☐ ☐
Can you describe a non-biological treatment of one specific disorder?	☐ ☐ ☐
Can you evaluate a non-biological treatment of one specific disorder, including how it is supported by psychological research?	☐ ☐ ☐

C3b

Child psychology

OPTION

1. Intelligence (Biological)

Can you explain what psychologists mean by intelligence and explain the biological factors that could affect intelligence?	☐ ☐ ☐
Can you describe the aim, method, sample and procedure of the key research, Van Leeuwen et al. (2008), A twin-family study of general IQ?	☐ ☐ ☐
Can you summarise the results and conclusions of Van Leeuwen et al. (2008)?	☐ ☐ ☐
Can you evaluate Van Leeuwen et al. (2008) using methodological issues (e.g. validity, reliability, sampling, ethics) and issues and debates (e.g. nature/nurture, reductionism, usefulness)?	☐ ☐ ☐
Can you describe at least one method of assessing intelligence?	☐ ☐ ☐
Can you evaluate at least one method of assessing intelligence, including how it is supported by psychological research?	☐ ☐ ☐

2. Pre-adult brain development (Biological)

Can you describe pre-adult brain development and explain the impact of brain development on risk-taking behaviour?	☐ ☐ ☐
Can you describe the aim, method, sample and procedure of the key research, Barkley-Levenson and Galván (2014), Neural representation of expected value in the adolescent brain?	☐ ☐ ☐

Can you summarise the results and conclusions of Barkley-Levenson and Galván (2014)?



Can you evaluate Barkley-Levenson and Galván (2014) using methodological issues (e.g. validity, reliability, sampling, ethics) and issues and debates (e.g. nature/nurture, reductionism, usefulness)?



Can you describe at least one strategy to reduce risk-taking behaviours using knowledge of brain development?



Can you evaluate at least one strategy to reduce risk-taking behaviours using knowledge of brain development, including how it is supported by psychological research?



3. Perceptual development (Cognitive)

Can you describe perceptual development in children and explain how perceptual development can be studied in babies and animals?



Can you describe the aim, method, sample and procedure of the key research, Gibson and Walk (1960), The visual cliff?



Can you summarise the results and conclusions of Gibson and Walk (1960)?



Can you evaluate Gibson and Walk (1960) using methodological issues (e.g. validity, reliability, sampling, ethics) and issues and debates (e.g. nature/nurture, reductionism, usefulness)?



Can you describe at least one play strategy to develop perception in young children?



Can you evaluate at least one play strategy to develop perception in young children, including how it is supported by psychological research?



4. Cognitive development and education (Cognitive)

Can you describe cognitive development in children and explain the impact of cognitive development on education?



Can you describe the aim, method, sample and procedure of the key research, Wood et al. (1976), The role of tutoring in problem-solving?



Can you summarise the results and conclusions of Wood et al. (1976)?



Can you evaluate Wood et al. (1976) using methodological issues (e.g. validity, reliability, sampling, ethics) and issues and debates (e.g. nature/nurture, reductionism, usefulness)?



Can you describe at least one cognitive strategy to improve revision or learning?



Can you evaluate at least one cognitive strategy to improve revision or learning, including how it is supported by psychological research?



5. Development of attachment (Social)

Can you describe how attachment develops in babies and explain the impact of failing to form attachments?



Can you describe the aim, method, sample and procedure of the key research, Ainsworth and Bell (1970), Attachment, exploration and separation in the Strange Situation?



Can you summarise the results and conclusions of Ainsworth and Bell (1970)?



Can you evaluate Ainsworth and Bell (1970) using methodological issues (e.g. validity, reliability, sampling, ethics) and issues and debates (e.g. nature/nurture, reductionism, usefulness)?



Can you describe at least one strategy to create an attachment-friendly environment?



Can you evaluate at least one strategy to create an attachment-friendly environment, including how it is supported by psychological research?



6. Impact of advertising on children (Social)

Can you explain the influence of television advertising on children and describe stereotyping within advertising aimed at children?



Can you describe the aim, method, sample and procedure of the key research, Johnson and Young (2002), Gendered voices in children's advertising?



Can you summarise the results and conclusions of Johnson and Young (2002)?



Can you evaluate Johnson and Young (2002) using methodological issues (e.g. validity, reliability, sampling, ethics) and issues and debates (e.g. nature/nurture, reductionism, usefulness)?



Can you describe at least one strategy to reduce the impact of advertising aimed at children?



Can you evaluate at least one strategy to reduce the impact of advertising aimed at children, including how it is supported by psychological research?



C3c

Criminal psychology

OPTION

1. What makes a criminal? (Biological)

Can you explain physiological explanations of criminal behaviour and explain non-physiological explanations of criminal behaviour?



Can you describe the aim, method, sample and procedure of the key research, Raine et al. (1997), Brain abnormalities in murderers indicated by positron emission tomography?



Can you summarise the results and conclusions of Raine et al. (1997)?



Can you evaluate Raine et al. (1997) using methodological issues (e.g. validity, reliability, sampling, ethics) and issues and debates (e.g. nature/nurture, reductionism, usefulness)?



Can you describe at least one biological strategy for preventing criminal behaviour?



Can you evaluate at least one biological strategy for preventing criminal behaviour, including how it is supported by psychological research?



2. The collection and processing of forensic evidence (Biological)

Can you explain motivating factors in the collection and processing of forensic evidence and explain how bias can affect the collection and processing of forensic evidence?



Can you describe the aim, method, sample and procedure of the key research, Hall and Player (2008), Will the introduction of an emotional context affect fingerprint analysis and decision-making??



Can you summarise the results and conclusions of Hall and Player (2008)?



Can you evaluate Hall and Player (2008) using methodological issues (e.g. validity, reliability, sampling, ethics) and issues and debates (e.g. nature/nurture, reductionism, usefulness)?



Can you describe at least one strategy for reducing bias in the collection and processing of forensic evidence?



Can you evaluate at least one strategy for reducing bias in the collection and processing of forensic evidence, including how it is supported by psychological research?



3. Collection of evidence (Cognitive)

Can you explain how evidence is collected and used from witnesses and explain how evidence is collected and used from suspects?



Can you describe the aim, method, sample and procedure of the key research, Memon and Higham (1999), A review of the cognitive interview?



Can you summarise the results and conclusions of Memon and Higham (1999)?



Can you evaluate Memon and Higham (1999) using methodological issues (e.g. validity, reliability, sampling, ethics) and issues and debates (e.g. nature/nurture, reductionism, usefulness)?



Can you describe at least one strategy for police interviews?



Can you evaluate at least one strategy for police interviews, including how it is supported by psychological research?



4. Psychology and the courtroom (Cognitive)

Can you explain how juries can be persuaded by the characteristics of witnesses and explain how juries can be persuaded by the characteristics of defendants?



Can you describe the aim, method, sample and procedure of the key research, Dixon et al. (2002), The role of accent and context in perceptions of guilt?



Can you summarise the results and conclusions of Dixon et al. (2002)?



Can you evaluate Dixon et al. (2002) using methodological issues (e.g. validity, reliability, sampling, ethics) and issues and debates (e.g. nature/nurture, reductionism, usefulness)?



Can you describe at least one strategy to influence jury decision making?



Can you evaluate at least one strategy to influence jury decision making, including how it is supported by psychological research?



5. Crime prevention (Social)

Can you explain how the features of neighbourhoods can influence crime and explain how a zero tolerance policy can influence crime?



Can you describe the aim, method, sample and procedure of the key research, Wilson and Kelling (1982), The police and neighbourhood safety: Broken windows?



Can you summarise the results and conclusions of Wilson and Kelling (1982)?



Can you evaluate Wilson and Kelling (1982) using methodological issues (e.g. validity, reliability, sampling, ethics) and issues and debates (e.g. nature/nurture, reductionism, usefulness)?



Can you describe at least one strategy for crime prevention?



Can you evaluate at least one strategy for crime prevention, including how it is supported by psychological research?



6. Effect of imprisonment (Social)

Can you explain punishment as a response to criminal behaviour and explain reform as a response to criminal behaviour?



Can you describe the aim, method, sample and procedure of the key research, Haney et al. (1973), Study of prisoners and guards in a simulated prison?



Can you summarise the results and conclusions of Haney et al. (1973)?



Can you evaluate Haney et al. (1973) using methodological issues (e.g. validity, reliability, sampling, ethics) and issues and debates (e.g. nature/nurture, reductionism, usefulness)?



Can you describe at least one strategy for reducing reoffending?



Can you evaluate at least one strategy for reducing reoffending, including how it is supported by psychological research?



1. Stressors in the environment (Biological)

Can you identify environmental stressors (e.g. noise, crowding) and explain the impact of environmental stressors on biological responses?



Can you describe the aim, method, sample and procedure of the key research, Black and Black (2007), Aircraft noise exposure and resident's stress and hypertension?



Can you summarise the results and conclusions of Black and Black (2007)?



Can you evaluate Black and Black (2007) using methodological issues (e.g. validity, reliability, sampling, ethics) and issues and debates (e.g. nature/nurture, reductionism, usefulness)?



Can you describe at least one strategy for managing environmental stress?



Can you evaluate at least one strategy for managing environmental stress, including how it is supported by psychological research?

**2. Biological rhythms (Biological)**

Can you describe biological rhythms (e.g. circadian rhythms) and explain the impact of disruption of biological rhythms on behaviour?



Can you describe the aim, method, sample and procedure of the key research, Czeisler et al. (1982), Rotating shift work schedules that disrupt sleep are improved by applying circadian principles?



Can you summarise the results and conclusions of Czeisler et al. (1982)?



Can you evaluate Czeisler et al. (1982) using methodological issues (e.g. validity, reliability, sampling, ethics) and issues and debates (e.g. nature/nurture, reductionism, usefulness)?



Can you describe at least one strategy for reducing the effects of jetlag or shift work?



Can you evaluate at least one strategy for reducing the effects of jetlag or shift work, including how it is supported by psychological research?

**3. Recycling and other conservation behaviours (Cognitive)**

Can you describe conservation behaviours and explain the factors that influence the tendency to conserve or recycle?



Can you describe the aim, method, sample and procedure of the key research, Lord (1994), Motivating recycling behaviour: A quasi-experimental investigation of message and source strategies?



Can you summarise the results and conclusions of Lord (1994)?



Can you evaluate Lord (1994) using methodological issues (e.g. validity, reliability, sampling, ethics) and issues and debates (e.g. nature/nurture, reductionism, usefulness)?



Can you describe at least one technique used to increase recycling or other conservation behaviour?



Can you evaluate at least one technique used to increase recycling or other conservation behaviour, including how it is supported by psychological research?



4. Ergonomics: human factors (Cognitive)

Can you explain cognitive overload in the workplace environment and explain the impact of observation in the workplace environment?



Can you describe the aim, method, sample and procedure of the key research, Drews and Doig (2014), Evaluation of a configural vital sign display for intensive care unit nurses?



Can you summarise the results and conclusions of Drews and Doig (2014)?



Can you evaluate Drews and Doig (2014) using methodological issues (e.g. validity, reliability, sampling, ethics) and issues and debates (e.g. nature/nurture, reductionism, usefulness)?



Can you describe at least one workplace design based on ergonomic research?



Can you evaluate at least one workplace design based on ergonomic research, including how it is supported by psychological research?



5. Psychological effects of the built environment (Social)

Can you explain the impact of the built environment on wellbeing and explain the impact of urban renewal on wellbeing?



Can you describe the aim, method, sample and procedure of the key research, Ulrich (1984), View through a window may influence recovery from surgery?



Can you summarise the results and conclusions of Ulrich (1984)?



Can you evaluate Ulrich (1984) using methodological issues (e.g. validity, reliability, sampling, ethics) and issues and debates (e.g. nature/nurture, reductionism, usefulness)?



Can you describe at least one example of environmental design used to improve health or wellbeing?



Can you evaluate at least one example of environmental design used to improve health or wellbeing, including how it is supported by psychological research?



6. Territory and personal space (Social)

Can you explain territory in the workplace and explain personal space in the workplace?



Can you describe the aim, method, sample and procedure of the key research, Wells (2000), Office clutter or meaningful personal displays: The role of office personalization in employee and organisational well-being?



Can you summarise the results and conclusions of Wells (2000)?



Can you evaluate Wells (2000) using methodological issues (e.g. validity, reliability, sampling, ethics) and issues and debates (e.g. nature/nurture, reductionism, usefulness)?



Can you describe at least one office design strategy based on research into territory or personal space?



Can you evaluate at least one office design strategy based on research into territory or personal space, including how it is supported by psychological research?



C3e

Sport and exercise psychology

OPTION

1. Arousal and anxiety (Biological)

Can you explain how arousal can be optimised in sport and explain how anxiety can be controlled and measured in sport?



Can you describe the aim, method, sample and procedure of the key research, Fazey and Hardy (1988), The inverted-U hypothesis: A catastrophe for sport psychology?



Can you summarise the results and conclusions of Fazey and Hardy (1988)?



Can you evaluate Fazey and Hardy (1988) using methodological issues (e.g. validity, reliability, sampling, ethics) and issues and debates (e.g. nature/nurture, reductionism, usefulness)?



Can you describe at least one technique for managing arousal and anxiety in sport?



Can you evaluate at least one technique for managing arousal and anxiety in sport, including how it is supported by psychological research?



2. Exercise and mental health (Biological)

Can you explain the benefits of exercise to mental health?



Can you describe the aim, method, sample and procedure of the key research, Lewis et al. (2014), Mood changes following social dance sessions in people with Parkinson's Disease?



Can you summarise the results and conclusions of Lewis et al. (2014)?



Can you evaluate Lewis et al. (2014) using methodological issues (e.g. validity, reliability, sampling, ethics) and issues and debates (e.g. nature/nurture, reductionism, usefulness)?



Can you describe at least one exercise strategy to improve mental health?



Can you evaluate at least one exercise strategy to improve mental health, including how it is supported by psychological research?



3. Motivation (Cognitive)

Can you explain self-efficacy and sports confidence and explain the role of imagery and sports orientation in motivation?



Can you describe the aim, method, sample and procedure of the key research, Munroe-Chandler et al. (2008), Playing with confidence: the relationship between imagery use and self-confidence and self-efficacy in youth soccer players?



Can you summarise the results and conclusions of Munroe-Chandler et al. (2008)?



Can you evaluate Munroe-Chandler et al. (2008) using methodological issues (e.g. validity, reliability, sampling, ethics) and issues and debates (e.g. nature/nurture, reductionism, usefulness)?



Can you describe at least one strategy for motivating athletes?



Can you evaluate at least one strategy for motivating athletes, including how it is supported by psychological research?



4. Personality (Cognitive)

Can you explain what is meant by personality and how it is measured and explain the relationship between personality and sport?



Can you describe the aim, method, sample and procedure of the key research, Kroll and Crenshaw (1970), Multivariate personality profile analysis of four athletic groups?



Can you summarise the results and conclusions of Kroll and Crenshaw (1970)?



Can you evaluate Kroll and Crenshaw (1970) using methodological issues (e.g. validity, reliability, sampling, ethics) and issues and debates (e.g. nature/nurture, reductionism, usefulness)?



Can you describe at least one strategy for using knowledge of personality to improve sports performance?



Can you evaluate at least one strategy for using knowledge of personality to improve sports performance, including how it is supported by psychological research?



5. Performing with others (Social)

Can you explain how teams function, including team cohesion and explain the role of coaching and leadership in sport?



Can you describe the aim, method, sample and procedure of the key research, Smith et al. (1979), Coach effectiveness training: a cognitive-behavioral approach to enhancing relationship skills in youth sports coaches?



Can you summarise the results and conclusions of Smith et al. (1979)?



Can you evaluate Smith et al. (1979) using methodological issues (e.g. validity, reliability, sampling, ethics) and issues and debates (e.g. nature/nurture, reductionism, usefulness)?



Can you describe at least one strategy for improving team performance?



Can you evaluate at least one strategy for improving team performance, including how it is supported by psychological research?



6. Audience effects (Social)

Can you explain how an audience can facilitate or inhibit sports performance and explain home advantage?



Can you describe the aim, method, sample and procedure of the key research, Zajonc et al. (1969), Social enhancement and impairment of performance in the cockroach?



Can you summarise the results and conclusions of Zajonc et al. (1969)?



Can you evaluate Zajonc et al. (1969) using methodological issues (e.g. validity, reliability, sampling, ethics) and issues and debates (e.g. nature/nurture, reductionism, usefulness)?



Can you describe at least one strategy for training for and playing spectator sports?



Can you evaluate at least one strategy for training for and playing spectator sports, including how it is supported by psychological research?

