

# Psychology

The table below is a broad-based summary of the arrangements we will put in place re: January mock examinations.

SUMMARY OF MOCK EXAM
<b>Paper 1: Foundations in Psychology</b>
<b>Thursday 13<sup>th</sup> January, Period 5</b>
This paper will be worth 70 marks and will last <b>1 hour 30 minutes</b> .
This will consist of the material covered throughout year 12. The topics being examined are: <ul style="list-style-type: none"><li>• Social</li><li>• Cognitive</li><li>• Biopsychology</li><li>• Learning theories.</li></ul>
There will be a combination of short answer questions, calculations as well as an essay at the end of each topic.
<b>Key Topic Areas for Revision</b>
<b>Do use end of topic checklists and the specification</b>
<b>Social</b>
<b>Obedience</b> <ul style="list-style-type: none"><li>➤ Theories of obedience – agency theory, social impact theory</li><li>➤ Research – Milgram and his 3 variations</li><li>➤ Factors affecting obedience – dispositional – locus of control, authoritarianism, gender</li><li>➤ Factors affecting obedience – situational – culture and the situation (legitimacy of authority figure, momentum of compliance, proximity, behaviour of others)</li><li>➤ Individual differences – obedience being affected by personality</li><li>➤ Developmental psychology – obedience can be affected by gender and culture, which is part of the environment</li></ul>
<b>Prejudice and discrimination</b> <ul style="list-style-type: none"><li>➤ Theories of prejudice and discrimination – realistic conflict theory, social identity theory</li><li>➤ Factors affecting prejudice and discrimination – dispositional – authoritarianism, Allport's authoritarianism, right wing authoritarianism and social dominance orientation</li><li>➤ Factors affecting prejudice and discrimination – situational – situation such as social norms, competition/ resource stress and culture</li><li>➤ Individual differences – prejudice being explained by personality</li><li>➤ Developmental psychology – prejudice can be affected by culture</li></ul>
<b>Studies</b> <ul style="list-style-type: none"><li>➤ Classic – Sherif (1954/1961)</li><li>➤ Contemporary – Burger (2009)</li><li>➤ Must also know Milgram's study and the 3 variations</li></ul>
<b>Key issue</b> <ul style="list-style-type: none"><li>➤ How can knowledge of social psychology be used to reduce prejudice in situations such as crowd behaviour or rioting?</li></ul>
<b>Practical investigation</b> <ul style="list-style-type: none"><li>➤ A questionnaire to gather both quantitative and qualitative data to investigate if males or females perceive themselves to be more obedient - qualitative data analysed via thematic analysis</li></ul>

### **Cognitive**

- Theories of memory – multistore model, working memory model, reconstructive and Tulving's long term memory model
- Individual difference in memory – memory being affected by schemas and differences such as processing speed (e.g. those with ADHD/ dyslexia), episodic memory being autobiographical in nature
- Developmental psychology – Sebastian and Hernandez-Gil discuss the developmental issues in memory span with different age groups and those with dementia, how dyslexia affects memory and working memory

### **Studies**

- Classic – Baddeley (1966)
- Contemporary – Sebastian and Hernandez-Gil (2012)
- Must know the case study of HM

### **Key question**

- How can knowledge of working memory be used to inform the treatment of dyslexia?

### **Practical investigation**

- An experiment to look at acoustic similarity of words and the effect on short term memory – analysed via Mann Whitney inferential test

### **Biopsychology**

- Central nervous system and neurotransmitters in behaviour, including the structure and role of neurons, function of neurotransmitters, action potentials, synaptic transmission, excitation/ inhibition and summation
- The effect of recreational drugs on the central nervous system
- Structure of the brain
- Theories of aggression – neural explanations
- Theories of aggression – evolution
- Theories of aggression – hormonal
- Theories of aggression – Freud's Psychodynamic theory
- Individual differences – damage to the brain can lead to changes in behaviour such as aggression. E.g. Phineas Gage; Freud's view of how personality develops
- Developmental psychology – role of hormones and evolution in human development

### **Studies**

- Classic – Raine et al (1997)
- Contemporary – Brendgen et al (2005) – used as twin study

### **Key question**

- What are the implications for society if aggression is due to nature not nurture?

### **Practical investigation**

- An investigation to see if there is a correlation between height and self-rating of aggression – analysed via Spearman's Rho inferential statistical test

### **Learning/ Behaviourism**

- Theories of learning – classical conditioning – UCS/ UCR/ NS/ CS/ CR, spontaneous recovery, extinction, generalisation, discrimination
- Theories of learning – operant conditioning – positive and negative reinforcement and positive and negative punishment, successive approximations, behaviour modification and shaping, primary and secondary reinforcers, schedules of reinforcement
- Theories of learning – social learning theory – imitation, observation, modelling, attention, retention, reproduction, motivation (both internal and external), vicarious reinforcement and self-efficacy
- How each theory can explain the acquisition of phobias
- Treatments of phobias - systematic desensitisation and flooding
- Individual differences – how people differ because of different environments/ experiences, for example if the rewards/ punishments/ role models they are exposed to
- Developmental psychology – idea that development is through the pattern of rewards and punishments, social learning theory's idea that development is through observation of others

## Studies

- Classic – Watson and Rayner (1920)
- Contemporary – Becker et al (2002)
- Must also know Bandura and his 2 variations
- Must also know Pavlov's dogs study

## Key question

- Is the influence of size 0 celebrities and role models something that causes anorexia?

## Practical investigation

- A naturalistic observation into gender differences and prosocial behaviour/ politeness on public transport – analysed by chi squared inferential test

### Research methods covered as part of paper 1 content

**Social** – surveys including questionnaires and interviews, BPS ethical guidelines, sampling techniques and thematic analysis, advantages and disadvantages of quantitative and qualitative data

**Cognitive** – experiments including different types of variables (IV/VD, extraneous and confounding), situational and participant variables, operationalism, hypotheses, experimental designs, control issues, knowing when to, how to conduct and read a Mann Whitney comparing observed and critical values, case studies

**Biopsychology** – correlational research designs, brain scanning techniques, twin and adoption studies, knowing when to, how to conduct and read a Spearman's Rho comparing observed and critical values

**Learning** – observations, animal research/ ethics, principles of science, knowing when to, how to conduct and read a chi squared test using observed and critical values and content analysis

**Mathematical skills** – measures of central tendency, measures of dispersion (advantages and disadvantages of each), levels of significance, type 1 and 2 errors, levels of measurement (NOIR), how to draw bar charts and scatter-graphs, normal and skewed distributions, knowing when to, how to conduct and read a Wilcoxon inferential test

## Paper 2: Applications of Psychology

### Thursday 20<sup>th</sup> January, Period 5

Students will be examined on clinical psychology.

This paper will be worth 54 marks and last **1 hour 15 minutes**.

There will be a combination of short answer questions, calculations, 8 mark essay questions as well as 1 20-mark essay question at the end.

## Key Topic Areas for Revision

### Clinical

- Diagnosis of mental health disorders including the 4 Ds
- Classification systems such as ICD and DSM, including DSM-5 and ICD-10 – issues to do with reliability and validity.
- Symptoms and features of schizophrenia
- Biological explanation - neurotransmitter theory of schizophrenia
- One other biological theory - genetic explanation of schizophrenia
- One non biological theory - social causation explanation of schizophrenia
- One biological treatment for schizophrenia – drug treatment
- One psychological treatment – CBT
- Symptoms and features of anorexia
- Biological explanation – genetic and neurotransmitter theory of anorexia
- One non biological explanation – cognitive explanation of anorexia
- One biological treatment – drug treatment
- One psychological treatment – CBT-E
- Individual differences - how culture can lead to individual differences in mental health disorders, how culture can lead to different diagnoses of mental health disorders affecting reliability and validity
- Developmental psychology – impact of biology such as genetics and neurotransmitters on one's development

**Studies**

- Classic – Rosenhan
- Contemporary - Carlsson
- Contemporary for anorexia – Guradia et al

**Key question**

- What are the issues surrounding mental health in the workplace?

**Practical investigation**

- An investigation into how the portrayal of mental health has changed in British newspapers over time – analysed using content analysis

**Research methods covered as part of paper 2 content**

**Clinical** – HCPC guidelines, use of longitudinal, cross-sectional, cross-cultural methods, meta-analysis, grounded theory, thematic analysis, content analysis, the use of primary and secondary data, use of case studies and interviews within clinical psychology

**Other Information**

We advise you to make good use of your time between now and the mock examination and, where necessary, ask your teacher for help.

Please ensure that you review your class notes on each of the topic areas listed thoroughly and that you make use of additional resources, e.g. the pack of examination papers that you have alongside the applied questions that were emailed/ handed out and available on Teams.

Students must bring calculators to both assessments.

Students must ensure they demonstrate A02 skills for questions that are scenario based, rather than simply describing studies/ theories.

Students should also be mindful to follow the correct structure when writing essays (e.g. A03 points must match A01 points made) and that 8 mark 'discuss' questions do not require a conclusion and can be written with a complete A01 paragraph followed by A03.

If you have any questions that you would like help with please do not hesitate to email me at:

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