

Year 12 MOCK Exam Checklist

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

6	<p>HUM</p> <p>Basic assumptions (statements about behaviour that these psychologist believe), including; free-will, holism, self –actualisation, the role of the self,</p> <p>2 x Key pieces of research from your specification</p> <p>At least 2 x applications of the approach – where it has been used to positive effect (therapy, addiction)</p> <p>At least 3 x criticisms of the approach; include a methodological critique also.</p> <p>Maslow (1962), Rogers (1970s)</p>	11-18 Year 2 book
<h2>Section C Psychological Methods</h2>		
7	<p>One tailed, Two tailed and reasons for these</p> <p>Operational/Alternate, Null</p> <p>Generating a hypothesis</p> <p>Accepting a hypothesis</p>	271
8	<p>Types of experiment</p> <p>Designs of experiment</p> <p>Strengths & weaknesses of each design</p> <p><i>e.g. counterbalancing, order effects, matching criteria</i></p> <p>Overcoming problems of experiments</p>	258-262 276
9	<p>Types of observation</p> <p>Participation, Covert/Overt</p> <p>Strengths & weaknesses of all designs</p> <p>Coding schemes/Behaviour checklists</p> <p>Time Sampling/Event Sampling</p> <p>Inter-observer reliability</p>	262-264
10	<p>Gathering data</p> <p>Positive/Negative correlations</p> <p>Correlation co-efficient and calculating this,</p> <p>Correlation and causation</p> <p>Extraneous variables and</p> <p>Strengths & weaknesses of correlation e.g. ethical benefits etc.</p> <p>The correlational hypothesis and how this is different to experimental hypothesis</p>	268-270
11	<p>Questionnaire, Open/Closed questions, scaled Qs</p> <p>Strengths and weaknesses incl: validity, interviewer effects, small talk and rapport, clarifications, superficiality etc.</p> <p>Interviews and sub types,</p> <p>Strengths and weaknesses</p> <p>Designs of interview for the topic and respondent</p> <p>Issues incl: validity, interviewer effects, small talk and rapport, clarifications etc.</p> <p>Comparison of interviews and questionnaires</p>	265-268
12	<p>Examples from course</p> <p>Strengths and weaknesses with examples</p>	270
13	<p>Random</p> <p>Stratified</p> <p>Self-selecting/Volunteer</p> <p>Opportunity</p> <p>Strengths & weaknesses</p> <p>Bias in sampling</p> <p>Practical steps and evaluations</p>	272-274
14	<p>Primary & Secondary data</p> <p>Qualitative measurements (Content & Thematic)</p> <p>Measures of central tendency</p> <p>Mean, Mode, Median, Range, Standard deviation</p> <p>Strengths and weaknesses of MCT</p>	292-299

15	Consent, deception, protection, withdrawal, confidentiality, anonymity, observation, advice.	278
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