



The John Roan School Sixth Form

The best in everyone™

Part of United Learning

A-Level Psychology

Exam board: AQA

Course code: 7152

Student Handbook

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At The John Roan Sixth Form,
students will be ***inspired*** by our
commitment to their destinations.

They will feel ***confident*** in their
abilities and prospects because of our
teaching and curriculum and they will
be ***ambitious*** because of the
opportunities we provide.

My Progress



**The John Roan School
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Assessment	Grade Achieved	Targets for Improvement
Year 1		
Approaches		
Social Influence		
Clinical Psychology		
<i>Winter mock</i>		
Attachment		
Memory		
Research methods		
Biopsychology		
Social Influence		
<i>UCAS Exams</i>		
Year 2		
Approaches		
Research methods		
Biopsychology		
<i>Winter mock</i>		
Schizophrenia		
Relationships		
Forensic Psychology		
Issues & Debates		
<i>Spring mock</i>		

Inspired

Confident

Ambitious

Welcome to Psychology

Curriculum Aims (KS5)

The purpose of the Psychology curriculum is to ensure the opportunity for students to explore their interests and be challenged on the very nature of what it means to be human. Psychology explores the workings of the mind to understand why we think and behave in the ways we do and how these can change. By studying different approaches in this topic, it gives us an insight into who we are, why we make different decisions given the same stimulus, and delves into society itself. Cognitive, behavioural and biological mechanisms are explored to gain a critical understanding of human development of concepts including memory, relationships, psychopathology and schizophrenia. Developing this awareness allows us to gain a greater understanding of ourselves and the people around us and gives us the skills to apply this knowledge in the real world to affect change in our communities.

Here we explore the John Roan curriculum principles in the context of the Politics curriculum:

- **Entitlement:** Our science curriculum covers the National Curriculum. We have added to the content covered by the National Curriculum, but we have not removed any content specified in the National Curriculum. Offering Psychology at Key Stage 5 is an addition to support the opportunities our students have.
- **Coherence:** We sequence our units to introduce knowledge and new ideas in a way that begins with the simplest and builds to the more complex, including a range of vertical concepts developed in a variety of contexts. Approaches and research methods are introduced in year 1 as these are applied to other topics within the curriculum.
- **Mastery:** Reviewing prior knowledge is threaded throughout all units, with concepts and skills revisited, built upon, and developed in new contexts.
- **Adaptability:** All lesson materials are editable and are reviewed and improved each cycle. There are scaffolding examples and assessment tools to identify gaps in learning for teachers to respond to.
- **Representation:** A diverse range of examples, names, images and psychologists/scientists are used in resources so that students from all backgrounds recognise the relevance of the discipline.
- **Education with character:** The psychology curriculum raises many ethical, culturally significant, and/or sensitive questions which students will want to explore in ways that go beyond the curriculum. We encourage teachers to respond sensitively to these and use their professional judgement to help students to reflect and have informed opinions on these.

Roadmap of the Psychology Curricula

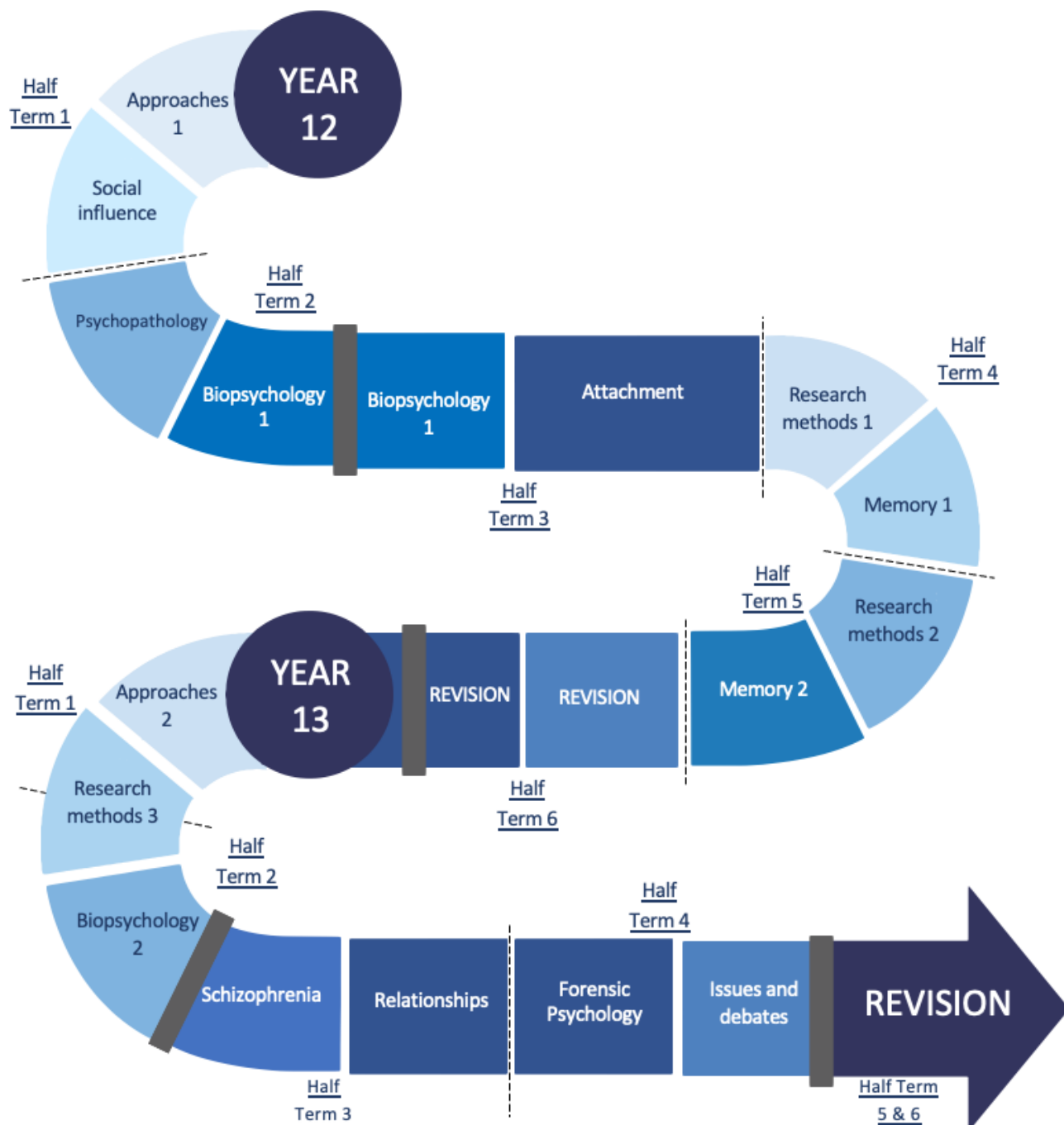
The roadmap diagram on the following page sets out the route that pupils take through our curriculum. The approach is thematic and is underpinned by a sound rationale. In Year 12 students undertake units in paper 1 which develops an understanding of specific topics as well as approaches and research methods – applicable to all psychological concepts. Approaches, biopsychology and research methods are then built upon in the first half of Year 13 for paper 2. Finally, specific options in paper 3: Schizophrenia, Relationships and Forensic will be explored, finished with issues and debates, to solidify critical thinking skills. Sometimes Issues and Debates is taught first to help build A03 evaluation

Psychology

Key Stage 5

Key

 Mock Assessments





How we organise our work in A-Level Psychology

- **Handbook at front**
- **Dividers:**
 - **Topic by topic: Oldest -> newest**
 - **Assessments**
 - **Extra reading**
- **For each lesson:**
 - **Dated 1 side A4 Cornell notes**
 - **Dated worksheet and/or lined paper with classwork**
 - **Exam practice, might include:**
 - **Short question answer**
 - **Essay plan**
 - **Annotated mark scheme**
 - **Annotated model answers**
- **Spare templates / lined paper / plastic wallets**



Exam Specification

Assessments

Paper 1: Introductory Topics in Psychology

What's assessed

Social influence, Memory, Attachment, Clinical Psychology

Assessed

- written exam: 2 hours
- 96 marks in total
- 33.3% of A-level

Questions

- Section A: multiple choice, short answer and extended writing, 24 marks
- Section B: multiple choice, short answer and extended writing, 24 marks
- Section C: multiple choice, short answer and extended writing, 24 marks
- Section D: multiple choice, short answer and extended writing, 24 marks

Paper 2: Psychology in Context

What's assessed

Approaches in Psychology, Biopsychology, Research methods

Assessed

- written exam: 2 hours
- 96 marks in total
- 33.3% of A-level

Questions

- Section A: multiple choice, short answer and extended writing, 24 marks
- Section B: multiple choice, short answer and extended writing, 24 marks
- Section C: multiple choice, short answer and extended writing, 48 marks

Paper 3: Issues and Options in Psychology

What's assessed

Issues and debates in Psychology

Option 1: Relationships; Option 2: Schizophrenia; Option 3: Forensic Psychology

Assessed

- written exam: 2 hours
- 96 marks in total
- 33.3% of A-level

Questions

- Section A: multiple choice, short answer and extended writing, 24 marks
- Section B: one topic from option 1, 9–11 above, multiple choice, short answer and extended writing, 24 marks
- Section C: one topic from option 2, 12–14 above, multiple choice, short answer and extended writing, 24 marks
- Section D: one topic from option 3, 15–17 above, multiple choice, short answer and extended writing, 24 marks



Exam Specification

4.1 Introductory topics in Psychology

Students will be expected to:

- demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified Paper 1 content
- apply psychological knowledge and understanding of the specified Paper 1 content in a range of contexts
- analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Paper 1 content
- evaluate therapies and treatments including in terms of their appropriateness and effectiveness.

Knowledge and understanding of research methods, practical research skills and mathematical skills will be assessed in Paper 1.

4.1.1 Social influence

- Types of conformity: internalisation, identification and compliance. Explanations for conformity: informational social influence and normative social influence, and variables affecting conformity including group size, unanimity and task difficulty as investigated by Asch.
- Conformity to social roles as investigated by Zimbardo.
- Explanations for obedience: agentic state and legitimacy of authority, and situational variables affecting obedience including proximity and location, as investigated by Milgram, and uniform. Dispositional explanation for obedience: the Authoritarian Personality.
- Explanations of resistance to social influence, including social support and locus of control.
- Minority influence including reference to consistency, commitment and flexibility.
- The role of social influence processes in social change.

4.1.2 Memory

- The multi-store model of memory: sensory register, short-term memory and long-term memory. Features of each store: coding, capacity and duration.
- Types of long-term memory: episodic, semantic, procedural.
- The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. Features of the model: coding and capacity.
- Explanations for forgetting: proactive and retroactive interference and retrieval failure due to absence of cues.
- Factors affecting the accuracy of eyewitness testimony: misleading information, including leading questions and post-event discussion; anxiety.
- Improving the accuracy of eyewitness testimony, including the use of the cognitive interview.



Exam Specification

4.1.3 Attachment

- Caregiver-infant interactions in humans: reciprocity and interactional synchrony. Stages of attachment identified by Schaffer. Multiple attachments and the role of the father.
- Animal studies of attachment: Lorenz and Harlow.
- Explanations of attachment: learning theory and Bowlby's monotropic theory. The concepts of a critical period and an internal working model.
- Ainsworth's 'Strange Situation'. Types of attachment: secure, insecure-avoidant and insecure-resistant. Cultural variations in attachment, including van Ijzendoorn.
- Bowlby's theory of maternal deprivation. Romanian orphan studies: effects of institutionalisation.
- The influence of early attachment on childhood and adult relationships, including the role of an internal working model.

4.1.4 Psychopathology

- Definitions of abnormality, including deviation from social norms, failure to function adequately, statistical infrequency and deviation from ideal mental health.
- The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder (OCD).
- The behavioural approach to explaining and treating phobias: the two-process model, including classical and operant conditioning; systematic desensitisation, including relaxation and use of hierarchy; flooding.
- The cognitive approach to explaining and treating depression: Beck's negative triad and Ellis's ABC model; cognitive behaviour therapy (CBT), including challenging irrational thoughts.
- The biological approach to explaining and treating OCD: genetic and neural explanations; drug therapy.

4.2 Psychology in context

Students will be expected to:

- demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified Paper 2 content
- apply psychological knowledge and understanding of the specified Paper 2 content in a range of contexts
- analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Paper 2 content
- evaluate therapies and treatments including in terms of their appropriateness and effectiveness.

Knowledge and understanding of research methods, practical research skills and mathematical skills will be assessed in Paper 2.



Exam Specification

4.2.1 Approaches in Psychology

Origins of Psychology: Wundt, introspection and the emergence of Psychology as a science.

The basic assumptions of the following approaches:

- Learning approaches: i) the behaviourist approach, including classical conditioning and Pavlov's research, operant conditioning, types of reinforcement and Skinner's research; ii) social learning theory including imitation, identification, modelling, vicarious reinforcement, the role of mediational processes and Bandura's research.
- The cognitive approach: the study of internal mental processes, the role of schema, the use of theoretical and computer models to explain and make inferences about mental processes. The emergence of cognitive neuroscience.
- The biological approach: the influence of genes, biological structures and neurochemistry on behaviour. Genotype and phenotype, genetic basis of behaviour, evolution and behaviour.
- The psychodynamic approach: the role of the unconscious, the structure of personality, that is Id, Ego and Superego, defence mechanisms including repression, denial and displacement, psychosexual stages.
- Humanistic Psychology: free will, self-actualisation and Maslow's hierarchy of needs, focus on the self, congruence, the role of conditions of worth. The influence on counselling Psychology.
- Comparison of approaches.

4.2.2 Biopsychology

- The divisions of the nervous system: central and peripheral (somatic and autonomic).
- The structure and function of sensory, relay and motor neurons. The process of synaptic transmission, including reference to neurotransmitters, excitation and inhibition.
- The function of the endocrine system: glands and hormones.
- The fight or flight response including the role of adrenaline.
- Localisation of function in the brain and hemispheric lateralisation: motor, somatosensory, visual, auditory and language centres; Broca's and Wernicke's areas, split brain research. Plasticity and functional recovery of the brain after trauma.
- Ways of studying the brain: scanning techniques, including functional magnetic resonance imaging (fMRI); electroencephalogram (EEGs) and event-related potentials (ERPs); post-mortem examinations.
- Biological rhythms: circadian, infradian and ultradian and the difference between these rhythms. The effect of endogenous pacemakers and exogenous zeitgebers on the sleep/wake cycle.

4.2.3 Research methods

Students should demonstrate knowledge and understanding of the following research methods, scientific processes and techniques of data handling and analysis, be familiar with their use and be aware of their strengths and limitations.

- Experimental method. Types of experiment, laboratory and field experiments; natural and quasi-experiments.
- Observational techniques. Types of observation: naturalistic and controlled observation; covert and overt observation; participant and non-participant observation.
- Self-report techniques. Questionnaires; interviews, structured and unstructured.
- Correlations. Analysis of the relationship between co-variables. The difference between correlations and experiments.
- Content analysis.
- Case studies.



Exam Specification

4.2.3.1 Scientific processes

- Aims: stating aims, the difference between aims and hypotheses.
- Hypotheses: directional and non-directional.
- Sampling: the difference between population and sample; sampling techniques including: random, systematic, stratified, opportunity and volunteer; implications of sampling techniques, including bias and generalisation.
- Pilot studies and the aims of piloting.
- Experimental designs: repeated measures, independent groups, matched pairs.
- Observational design: behavioural categories; event sampling; time sampling.
- Questionnaire construction, including use of open and closed questions; design of interviews.
- Variables: manipulation and control of variables, including independent, dependent, extraneous, confounding; operationalisation of variables.
- Control: random allocation and counterbalancing, randomisation and standardisation.
- Demand characteristics and investigator effects.
- Ethics, including the role of the British Psychological Society's code of ethics; ethical issues in the design and conduct of psychological studies; dealing with ethical issues in research.
- The role of peer review in the scientific process.
- The implications of psychological research for the economy.
- Reliability across all methods of investigation. Ways of assessing reliability: test-retest and inter-observer; improving reliability.
- Types of validity across all methods of investigation: face validity, concurrent validity, ecological validity and temporal validity. Assessment of validity. Improving validity.
- Features of science: objectivity and the empirical method; replicability and falsifiability; theory construction and hypothesis testing; paradigms and paradigm shifts.
- Reporting psychological investigations. Sections of a scientific report: abstract, introduction, method, results, discussion and referencing.

4.2.3.2 Data handling and analysis

- Quantitative and qualitative data; the distinction between qualitative and quantitative data collection techniques.
- Primary and secondary data, including meta-analysis.
- Descriptive statistics: measures of central tendency – mean, median, mode; calculation of mean, median and mode; measures of dispersion; range and standard deviation; calculation of range; calculation of percentages; positive, negative and zero correlations.
- Presentation and display of quantitative data: graphs, tables, scattergrams, bar charts, histograms.
- Distributions: normal and skewed distributions; characteristics of normal and skewed distributions.
- Analysis and interpretation of correlation, including correlation coefficients.
- Levels of measurement: nominal, ordinal and interval.
- Content analysis and coding. Thematic analysis.



Exam Specification

4.2.3.3 Inferential testing

Students should demonstrate knowledge and understanding of inferential testing and be familiar with the use of inferential tests.

- Introduction to statistical testing; the sign test. When to use the sign test; calculation of the sign test.
- Probability and significance: use of statistical tables and critical values in interpretation of significance; Type I and Type II errors.
- Factors affecting the choice of statistical test, including level of measurement and experimental design. When to use the following tests: Spearman's rho, Pearson's r, Wilcoxon, Mann-Whitney, related t-test, unrelated t-test and Chi-Squared test.

4.3 Issues and options in Psychology

Students will be expected to:

- demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified Paper 3 content
- apply psychological knowledge and understanding of the specified Paper 3 content in a range of contexts
- analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Paper 3 content
- evaluate therapies and treatments including in terms of their appropriateness and effectiveness.

Knowledge and understanding of research methods, practical research skills and mathematical skills will be assessed in Paper 3.

4.3.1 Issues and debates in Psychology

- Gender and culture in Psychology – universality and bias. Gender bias including androcentrism and alpha and beta bias; cultural bias, including ethnocentrism and cultural relativism.
- Free will and determinism: hard determinism and soft determinism; biological, environmental and psychic determinism. The scientific emphasis on causal explanations.
- The nature-nurture debate: the relative importance of heredity and environment in determining behaviour; the interactionist approach.
- Holism and reductionism: levels of explanation in Psychology. Biological reductionism and environmental (stimulus-response) reductionism.
- Idiographic and nomothetic approaches to psychological investigation.
- Ethical implications of research studies and theory, including reference to social sensitivity.



Exam Specification

4.3.2 Relationships

- The evolutionary explanations for partner preferences, including the relationship between sexual selection and human reproductive behaviour.
- Factors affecting attraction in romantic relationships: self-disclosure; physical attractiveness, including the matching hypothesis; filter theory, including social demography, similarity in attitudes and complementarity.
- Theories of romantic relationships: social exchange theory, equity theory and Rusbult's investment model of commitment, satisfaction, comparison with alternatives and investment. Duck's phase model of relationship breakdown: intra-psychic, dyadic, social and grave dressing phases.
- Virtual relationships in social media: self-disclosure in virtual relationships; effects of absence of gating on the nature of virtual relationships.
- Parasocial relationships: levels of parasocial relationships, the absorption addiction model and the attachment theory explanation.

4.3.5 Schizophrenia

- Classification of schizophrenia. Positive symptoms of schizophrenia, including hallucinations and delusions. Negative symptoms of schizophrenia, including speech poverty and avolition. Reliability and validity in diagnosis and classification of schizophrenia, including reference to co-morbidity, culture and gender bias and symptom overlap.
- Biological explanations for schizophrenia: genetics and neural correlates, including the dopamine hypothesis.
- Psychological explanations for schizophrenia: family dysfunction and cognitive explanations, including dysfunctional thought processing.
- Drug therapy: typical and atypical antipsychotics.
- Cognitive behaviour therapy and family therapy as used in the treatment of schizophrenia. Token economies as used in the management of schizophrenia.
- The importance of an interactionist approach in explaining and treating schizophrenia; the diathesis-stress model.

4.3.9 Forensic Psychology

- Offender profiling: the top-down approach, including organised and disorganised types of offender; the bottom-up approach, including investigative Psychology; geographical profiling.
- Biological explanations of offending behaviour: an historical approach (atavistic form); genetics and neural explanations.
- Psychological explanations of offending behaviour: Eysenck's theory of the criminal personality; cognitive explanations; level of moral reasoning and cognitive distortions, including hostile attribution bias and minimalisation; differential association theory; psychodynamic explanations.
- Dealing with offending behaviour: the aims of custodial sentencing and the psychological effects of custodial sentencing. Recidivism. Behaviour modification in custody. Anger management and restorative justice programmes.



Assessment Objectives and Marking

The exams will measure how students have achieved the following assessment objectives.

- AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.
- AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures:
 - in a theoretical context
 - in a practical context
 - when handling qualitative data
 - when handling quantitative data.
- AO3: Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to:
 - make judgements and reach conclusions
 - develop and refine practical design and procedures.

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly Level 3 with a small amount of Level 4 material it would be placed in Level 3 but be awarded a mark near the top of the level because of the Level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. Answers in the standardising materials will correspond with the different levels of the mark scheme. These answers will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the standardised examples to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the indicative content to reach the highest level of the mark scheme.



Mark Schemes

- Across all three Psychology exam papers, the types of questions remain broadly the same: multiple-choice, short answer and extended writing.
- The structure of papers 1 and 3 are the same: four sections, 24 marks each, whereas paper 2 contains three sections: two 24 mark and one 48 mark.

The structure of a generic mark scheme for a 24 mark section in each exam is as follows:

Section A Social Influence

- 0 1** Which **one** of the following is most associated with informational social influence? [1 mark]

Marks for this question: AO1 = 1

C

- 0 2** Using your knowledge of minority influence processes, explain **two** ways in which Samina could convince the other students in the debating society to agree with her. [4 marks]

Marks for this question: AO2 = 4

For **each** way award marks as follows:

2 marks for a clear, coherent explanation with some elaborated application.

1 mark for a limited, muddled explanation.

Possible content:

- Samina could demonstrate consistency by not deviating from her view that drugs should not be legalised – she could point out that this is a view she has held for many years
- Samina could demonstrate commitment by defending her view that drugs should not be legalised through some personal investment – for instance, offering to speak in assembly about the dangers of drugs. This will draw more attention to her case (augmentation principle)
- Samina should demonstrate flexibility by adapting her view/accepting other valid counterarguments. Perhaps some 'softer' drugs could be decriminalised, rather than legalised
- over time, the rest of the debating society may become 'converted' (snowball effect) – for example, if Samina makes her case particularly well
- credit other valid points, eg persistence, confidence.

There are **no marks** for simply listing, eg consistency, commitment, flexibility.

If more than two ways are presented the best two should be credited.



Mark Schemes

0 3 Explain how Asch's conformity research illustrates **one** of these features of science. **[3 marks]**

Marks for this question: AO2 = 3

3 marks for a clear, elaborated explanation of how Asch's conformity research illustrates the chosen feature – must be explicit contextualisation.

2 marks for an explanation with some elaboration. Contextualisation may be implicit.

1 mark for a limited or muddled explanation.

Possible content:

- replicability – Asch's studies had standardised procedures (eg the number of confederates; length of lines etc) which meant that they could be repeated/replicated to assess consistency/reliability of the findings; this increased the validity of the conclusions drawn
- theory construction – Asch's findings led to the development of explanations/theories of conformity, eg that people will conform to group pressure to avoid ridicule (normative social influence)
- hypothesis testing – Asch's research tested the assumption that naive participants would conform to an obviously wrong answer when placed under group pressure; this was achieved by manipulating an IV (fake/genuine answer) to measure the effect on the DV and keeping other (possible confounding) variables constant.

Credit other relevant content.



Mark Schemes

- 0 4** Discuss the legitimacy of authority **and** agentic state explanations of obedience.
Refer to Freddie's behaviour in your answer.

[16 marks]

Marks for this question: AO1 = 6, AO2 = 4, AO3 = 6

Level	Marks	Description
4	13–16	Knowledge of legitimacy of authority and agentic state is accurate and generally well detailed. Application is effective. Discussion is thorough and effective. Minor detail and/or expansion of argument is sometimes lacking. The answer is clear, coherent and focused. Specialist terminology is used effectively.
3	9–12	Knowledge of legitimacy of authority and agentic state is evident but there are occasional inaccuracies/omissions. Application and/or discussion is mostly effective. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is used appropriately.
2	5–8	Limited knowledge of legitimacy of authority and agentic state is present. Focus is mainly on description. Any discussion and/or application is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions OR one theory only at Level 3/4.
1	1–4	Knowledge of legitimacy of authority and agentic state is very limited. Discussion and/or application is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used OR one theory only at Level 1/2.
	0	No relevant content.

Possible content:

Legitimacy of authority:

- when a person recognises their own and other's position in a social hierarchy
- legitimacy is increased by visible symbols of authority, eg uniform
- legitimacy of setting, order, system.

Agentic state:

- when a person acts on behalf of an authority figure/person of higher status
- the actor feels no personal responsibility/does not feel guilty for their actions
- the opposite of an autonomous state in which people act according to their own principles
- reference to binding factors.

Accept other valid points.

Possible application:

Legitimacy of authority:

- Freddie pays no attention to his friend as they have equal status in the social hierarchy
- the deputy head is a legitimate authority within the social system (school)
- the deputy head is a visible symbol of authority (high-vis jacket).

Agentic state:

- when making fun of his friend's request, Freddie is in an autonomous state
- when he sees the deputy head, Freddie enters the agentic state 'without thinking' and observes school rules (queuing in line).



Mark Schemes

Accept other valid application points.

Possible discussion:

- use of evidence to support/contradict the explanations, eg Milgram variations, Bickman, Hofling
- use of real-life examples to illustrate explanations, eg My Lai massacre
- neither explanation can account for rates of disobedience in studies
- obedience may be dispositional, not situational, eg authoritarian personality
- discussion of difficulty measuring and/or distinguishing between reasons why obedience occurs.

Accept other valid points.

Only credit evaluation of the methodology used in studies when made relevant to the discussion of the explanations.

The structure of a generic mark scheme for the 48 mark section in the paper 2 exam is as follows:

Section C Research Methods

1 2

In which section(s) of a scientific report would you expect to find reference to the results/findings of the investigation?

[1 mark]

Marks for this question: AO1 = 1

B The abstract, the discussion and the results sections only.

1 3

Which of the following correlation co-efficients best describes the data represented in **Figure 2**?

[1 mark]

Marks for this question: AO2 = 1

A -0.80



Mark Schemes

1 4

Identify the type of graph shown in **Figure 2** and explain why this is an appropriate graph to use for the data collected.

[3 marks]

Marks for this question: AO2 = 3

1 mark for scattergram/scattergraph.

Plus

2 marks for a clear and coherent explanation linked to this study.

1 mark for a limited or muddled explanation.

Possible content:

- the study is correlational/looking at the relationship between recreational screen time and academic performance
- scattergrams display relationships between co-variables, academic performance and recreational screen time are co-variables.

Credit other relevant material.

1 5

Explain why it would not be appropriate for the researchers to conclude that increased recreational screen time reduces academic performance.

[2 marks]

Marks for this question: AO2 = 2

2 marks for a clear and coherent explanation linked to this study.

1 mark for a limited or muddled explanation.

Possible content:

- correlation only shows a relationship between the two co-variables, recreational screen time and academic performance
- researcher's conclusion implies causation, increased recreational screen time impairs academic performance
- third variable could be responsible for the relationship, eg personality type, number of hours spent studying.

Credit other relevant material.



Mark Schemes

1 6

What is meant by the term meta-analysis?

[2 marks]

Marks for this question: AO1 = 2

2 marks for a clear and coherent definition of meta-analysis.

1 mark for a limited or muddled definition of a meta-analysis.

Possible content:

- meta-analysis is the process where researchers collect and collate a wide range of previously conducted research on a specific area
- collated research is reviewed together
- combined data/effect size is often statistically tested to provide an overall conclusion.

Credit other relevant material.

1 7

Complete **Table 1** by ticking the statement which best describes the population and the sample in the psychologist's experiment.

Place **one** tick in each column.

[2 marks]

Marks for this question: AO2 = 2

	Population	Sample
All the pupils in the selected four schools.		
All the Year 5 pupils across the world.		
All the Year 5 pupils in the county.	✓	
All the Year 5 pupils in the selected three schools.		
All the 58 Year 5 pupils with parental consent in the selected three schools.		✓

1 8

Briefly explain why a directional hypothesis would be most suitable for this experiment.

[1 mark]

Marks for this question: AO2 = 1

There is past research indicating that recreational screen time has a detrimental effect on academic performance (or similar).



Mark Schemes

1 9

Write an appropriate hypothesis for this experiment.

[3 marks]

Marks for this question: AO2 = 3

3 marks for an appropriate and clearly stated operationalised directional hypothesis:

'Students (who have a two-week period) without recreational screen time (Group A) will have higher class test scores than students (who have a two-week period) with unrestricted/unlimited recreational screen time (Group B).'

Accept alternative wording.

2 marks for a directional statement with the IV and the DV operationalised but lacks clarity OR a clear directional statement which has only one variable operationalised, eg Group A and Group B are used to describe conditions of the IV.

1 mark for a muddled directional statement with the IV and DV present and only has one variable operationalised, or for a clear directional statement with the IV and DV but neither is fully operationalised.

0 marks for expressions of aim/questions/correlational/non-directional hypotheses or statements with only one condition of the IV present.

2 0

Using the data in **Table 2**, explain how the distribution of scores in **Group A** differs from the distribution of scores in **Group B**.

[4 marks]

Marks for this question: AO2 = 4

Award **1 mark** for each of the following points:

- the data in Group A is symmetrical/normally distributed
- because the mean (73.6) is approximately equal to the mode/median (74)
- the data in Group B is positively skewed
- because the mean (66.3) is greater than the mode (44)/median (58).

Note: credit can be given if this information is provided in diagrams.



Mark Schemes

2 1

What do the mean and standard deviation values in **Table 2** suggest about the effect of the recreational screen time on test performance? Justify your answer.

[4 marks]

Marks for this question: AO2 = 2 and AO3 = 2

Mean:

1 mark for suggestion – recreational screen time has a negative impact on test performance.
Accept alternative wording.

Plus

1 mark for justification – mean test performance is higher when there is no recreational screen time (Group A) than when recreational screen time is unrestricted (Group B).
Accept alternative wording.

Standard deviation:

1 mark for a suggestion – the impact of recreational screen time on test performance is not consistent.
Accept alternative wording.

Plus

1 mark for a justification – there was a wider variation of test performances/higher standard deviation in Group B compared to Group A.
Accept alternative wording.

Note: 0 marks for just stating the data from the table.

Note: Justifications are not creditworthy in isolation.



Mark Schemes

2 2

Identify the most appropriate choice of statistical test for analysing the data collected and explain **three** reasons for your choice in the context of this study.

[7 marks]

Marks for this question: AO2 = 7

1 mark for Mann-Whitney (OR unrelated t-test, if this does not contradict data type).

Plus

For **each** of the following bullet points award:

2 marks for a clear and coherent reason linked to the study.

1 mark for a limited/partial reason.

Possible content:

- it is testing for a difference – having no recreational screen time on exam performance as opposed to having unlimited recreational screen time
- it uses an independent/unrelated design –the pupils either had no recreational screen time or unlimited recreational screen time
- data is ordinal – the difference between each test score is not fixed **OR** data is assumed to be non-parametric as the data in Group B is skewed (OR data is interval – the difference between test scores is fixed)

Note: accept an alternative appropriate statistical test if correct justification of the data is given.

Note: appropriate reason can be credited even if an incorrect test is named or no test is given.

Note: where more than three reasons are given, only the first three should be marked.



Mark Schemes

2 3

Explain how the psychologist could have matched pupils on their typical recreational screen time across the experimental conditions.

[4 marks]

Marks for this question: AO2 = 4

Award **1 mark** for **each** bullet point given below:

- the psychologist could use a questionnaire/interview/ask parents to report/pupils to self-report
- examples of questions given/data obtained on average/daily recreational screen time use
- pupils with similar recreational screen time use would be paired
- one pupil from each pair would be (randomly) placed in Group A and the other in Group B.

Accept alternative wording.

2 4

Identify **one** other variable for which the psychologist could have matched the pupils.
Explain how this might have affected the test performance if it was not controlled.

[2 marks]

Marks for this question: AO2 = 2

1 mark for a suggestion of an appropriate variable, eg academic performance, speed of learning, concentration in class etc.

Plus

1 mark for an explanation of how it might relate to test performance.



Mark Schemes

2 5

Design the observation to investigate pupils' social interaction in the playground.

In your answer you will be awarded credit for providing appropriate details of:

- type of observation, with justification
- choice of time sampling **or** event sampling, with justification
- dealing with **one** relevant ethical issue
- assessing reliability of the data through inter-observer reliability.

[12 marks]

Marks for this question: AO2 = 6 and AO3 = 6

Level	Marks	Description
4	10–12	Suggestions are generally well detailed and practical, showing sound understanding of observational design. All four elements are present. Justifications are appropriate. The answer is clear and coherent. Specialist terminology is used effectively. Minor detail and/or explanation sometimes lacking.
3	7–9	Suggestions are mostly sensible and practical, showing some understanding of observational design. At least three elements are present. There is some appropriate justification. The answer is mostly clear and well organised. Specialist terminology is mostly used effectively.
2	4–6	Some suggestions are appropriate but others are impractical or inadequately explained. At least two elements are addressed. Justifications are partial, muddled or absent. The answer lacks clarity, accuracy and organisation on occasions.
1	1–3	Knowledge of observational design is limited. At least one element is addressed. The whole answer lacks clarity, has many inaccuracies and is poorly organised.
	0	No relevant content.

Four elements of design to be credited:

- type of observation with justification for choice of observation type, eg covert or overt, naturalistic, participant or non-participant and why
- use of time **OR** event sampling with justification – recordings can take place at specified time intervals (time sampling), eg every minute **OR** as the behaviour occurs (event sampling), eg number of times child talks to another child
- dealing with **one** relevant ethical issue – request informed consent from parents, minimise risk of harm to pupils, confidentiality of personal data, debriefing, enabling a withdrawal of data
- how reliability of the data collection could be assessed, eg using two observers/raters and comparing separate recordings; statistical comparison (correlation) of data from both observers/raters.



Assessment Objective weighting

The table below represents the typical weighting for AO marks awarded for paper 1 (similar to paper 3):

Assessment Objective Grid				
	AO1	AO2	AO3	Total
Social Influence				
01	1			
02		4		
03		3 (RM)		
04	6	4	6	
Total	7	11	6	24
Memory				
05	3			
06			1 (RM)	
07			3 (RM/maths) /strand 2	
08	3			
09		6		
10	3		5	
Total	9	6	9	24
Attachment				
11.1		1		
11.2	4			
12			3 (RM/strand 2)	
13	6		10	
Total	10	1	13	24
Psychopathology				
14			4	
15	4			
16	6	4	6	
Total	10	4	10	24
Paper Total	36	22	38	96



Assessment Objective weighting

The table below represents the typical weighting for AO marks awarded for paper 1 (similar to paper 3):

Assessment Objective Grid				
	AO1	AO2	AO3	Total
Approaches in psychology				
01	1			
02	1			
03	2			
04			4	
05	6	4	6	
Total	10	4	10	24
Biopsychology				
06	4			
07	2			
08		2		
09		4		
10	4			
11	3		5	
Total	13	6	5	24
Research methods				
12	1			
13		1		
14		3 (maths)		
15		2		
16	2			
17		2 (maths)		
18		1		
19		3		
20		4 (maths)		
21		2 (maths)	2 (maths)	
22		7 (maths)		
23		4		
24		2		
25		6 (maths)	6 (strand 2)	
Total	3	37	8	48

Paper Total	26	47	23	96
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Assessment

Methods of formal assessment in Psychology are as follows:

1. End of Unit Assessments
2. Mock Examinations

1. End of Unit Assessments

You will complete an end of unit assessment at the end of each unit of work as laid out in the table below. You will be given a minimum of 1 weeks' notice to prepare for each assessment and may be allocated revision tasks as homework or may have to complete this in your own time.

<u>Introductory topics</u>	<u>Psychology in context</u>	<u>Issues and options</u>
Social influence	Approaches in Psychology I	Schizophrenia
Clinical Psychology and mental health	Biopsychology I	Relationships
Attachment	Research methods I	Forensic Psychology
Memory	Approaches in Psychology II	Issues and debates
	Research methods II	
	Biopsychology II	



Assessment

Methods of formal assessment in Psychology are as follows:

- 1. End of Unit Assessments**
- 2. Mock Examinations**

2. Mock Examinations

Throughout Year 12 and 13 you will be entitled to rigorous mock examinations to simulate the real thing. By the time you sit your real exam in the Summer of 2024 you will have extensive experience completing each exam paper under simulated conditions. You will be sitting the following examinations for Psychology:

Mock Examination	Papers
Mock Exam – Winter Term of Year 12	• Paper 1: Introductory topics in Psychology (adapted)
UCAS Exams – Summer of Year 12	• Paper 1: Introductory topics in Psychology • Paper 2: Psychology in context (adapted)
Mock Exam – Winter Term of Year 13	• Paper 1: Introductory topics in Psychology • Paper 2: Psychology in context
Final Mock Exam – Easter Term of Year 13	• Paper 1: Introductory topics in Psychology • Paper 2: Psychology in context • Paper 3: Issues and options (adapted)

The dates for these exams will be given to you at the beginning of the academic year. You will be given plenty of notice and time to revise, as well as a personalised exam table for each set of exams.

Access Arrangements

If at any time you feel you would benefit from additional access arrangements in an exam, such as the use of a laptop, please speak with your subject teacher as soon as possible.



16 Mark Answer

'Discuss what Psychological research has told us about why people conform'

There are two key explanations about why people conform: informational social influence and normative social influence. Normative social influence (NSI) is when a person conforms to be accepted and to feel like they belong to a group. Here a person conforms because it is socially rewarding, or to avoid social rejection; for example, feeling like they don't 'fit in'.

Asch's (1956) study into conformity provides research support for normative social influence. He found that many of the participants went along with the majority and provided an obviously incorrect answer on a line judgement task. When questioned by Asch in post-experimental interviews, participants said that they changed their answer to avoid disapproval from the rest of the group which clearly shows that NSI had occurred, as the participants conformed to fit in. Furthermore, Asch demonstrated that when the pressure to publicly conform is removed, by asking participants to write down their answers on a piece of paper rather than say them aloud, the conformity rates fell to 12.5%. This provides further evidence for NSI because the reduction in public pressure reduced the rate of conformity.

While the Asch study provides support for the notion of NSI, more recent research has yielded different results. For example, Perrin and Spencer (1980) conducted an Asch-style experiment and found a conformity level of 0.25%. Therefore, it could be argued that the results of Asch are the results of a different era and do not represent conformity and the idea of NSI in 2017. However, it must be noted that Perrin and Spencer used a very different sample to Asch, consisting of engineering and mathematic students. Therefore, it can be that the lower levels of conformity were also influenced by the participant's expertise in problem-solving tasks.

However, NSI is not the only reason that people conform and some people conform to for informational reasons. Informational Social Influence (ISI) is when a person conforms to gain knowledge, or because they believe that someone else is 'right'. Informational social influence is usually associated with internalisation, where a person changes both their public behaviour and their private beliefs, on a long-term basis. This semi-permanent change in behaviour and belief is the result of a person adopting a new belief system because they genuinely believe that their new beliefs are 'right' or that the majority are 'experts'.

Jenness (1932) provides research support for the role of informational social influence. Participants were asked to initially make independent judgements about the number of jelly beans contained in a jar and then discuss their estimates in a group. Following the discussion, participants then made another individual private estimate. Jenness found that this second private estimate moved closer to the group estimate and that females typically conformed more. This shows that ISI will occur in unfamiliar, ambiguous situations as the participants believed they gained knowledge from the group and are now more likely to be right.

While Jenness provides convincing evidence for the role of ISI, it must be noted that his experiment has been criticised for lacking ecological validity. Providing an estimate of the number of beans in a jar is a rather mundane task with no social consequences. Consequently, it is legitimate to question whether we would display such levels of ISI in tasks that have more significant social consequences, for example, hearing evidence in a court case from an 'expert' barrister. Therefore, until further research examining ISI is conducted in the real-world, these results remain confined to the laboratory.

16 marks:
AO1 = 6
AO3 = 10

Point

Evidence

Explanation

Evidence

Explanation

Three paragraphs discussing research on NSI

Three paragraphs discussing research on ISI

Supporting research

Counter point



Homework & Independent Work

Objectives of a Sixth Form Homework Policy

Objectives of a John Roan Sixth Form Homework policy are as follows:

- To enable our students to achieve the best grades that they are capable of at Post-16 through:
 - The consolidation and revision of learned material
 - The application of learned material
 - Preparation for lessons to enable access to challenging subject content
- To reinforce high expectations of our students as independent learners
- To equip our students with the study skills required for University and other destinations

Expectation of subject homework

At The John Roan Sixth Form we aim to teach students to become independent learners who use their private study time effectively. Students will be given guidance and support with creating revision schedules, effective note taking, essay writing and academic literacy, but will also be expected to practise and demonstrate these in their home learning.

As a benchmark, students should expect to receive an amount of homework per subject that is equivalent to twice the number of contact hours that they receive in school: six hours per subject which amounts to 18 hours per week.

Deadlines

Failure to meet deadlines for homework will result in a one hour detention after school the following day, while repeated failures to meet homework deadline will escalate to an academic support plan or school based exclusion. Students who are placed into detention will still be expected to complete missed homework. Students are encouraged to communicate with teachers about other deadlines in place so that they can be supportive of work set in other subjects.

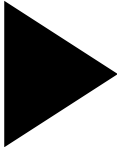
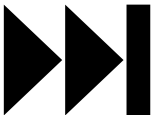
Homework setting

All homework will be set for students using Show My Homework which is available as an app which can be accessed via a mobile phone, or as a website that can be accessed via a computer. In some instances, homework will be set on software including Microsoft Teams. However, instructions for any homework set on these platforms will be repeated on Show My Homework to ensure consistency.



Homework & Independent Work

Examples of homework set at KS5 in A-Level Psychology will typically include:

Revision	Application	Flipped-Learning
		
Revision homework tasks will enable you to consolidate your learning and eliminate gaps in subject knowledge, helping you to prepare for your exams.	Application homework tasks test for understanding of recently-acquired subject knowledge and develop your technique for exams.	Flipped learning homework tasks ensure that you are able to access challenging subject material and allow you to progress quickly through your course.
✓ Completing Seneca tasks ✓ Consolidating notes / developing Cornell notes ✓ Creating mind maps and flashcards ✓ "Check it" questions from textbook ✓ Creating glossaries of terms ✓ Revising for a topic quiz ✓ Completing past papers	✓ An exam question plan ✓ An essay question ✓ Completing past papers ✓ Completing Seneca tasks ✓ Independent or guided research on a lesson topic ✓ "Apply it" questions from textbook ✓ Completing a topic quiz	✓ Preparation of Cornell notes in advance of a next lesson ✓ Answering comprehension questions on reading ahead of a new topic ✓ Independent or guided research ahead of a lesson



How to get an A* at Psychology A-Level

Psychology exam technique: RHA the text

Read	Highlight	Annotate
Through the stem and question	1. The command word	a) The highlighted command word- what skill(s) do you need to use?
	2. The main content	b) The highlighted content- what key words/ideas do you need to include?
	3. The information relevant to the 'content' in the stem	c) The highlighted stem- identify the concepts discussed.
	4. The number of marks available	c) Link the stem to the content key words/ideas by drawing arrows.

Below are sentence starters for AO1 and AO3 paragraphs. You should by now always be writing in a sophisticated style so use this sheet every time you practise writing long answer questions. This list is not extensive and there are many other sophisticated sentence starters.

AO1

- One theory that explains _____ is _____
- Psychologists suggest that _____ has developed because of _____
- Psychologists suggest that the development of _____ has been influenced by _____
- _____ is said to play a role in the development of _____
- One explanation put forward by _____ psychologists to explain _____ is _____
- One piece of research into _____ was conducted by _____
- A study by _____ investigated the influence of _____ on _____
- The theory of _____ was put forward by _____ to explain _____

AO3

- This explanation is credible because there is evidence to support it.
- This approach offers a plausible account of _____.
- This theory raises an important debate of _____.
- This explanation gives credit to the _____ approach as it supports the idea that...
- This approach fails to consider _____
- The findings of this study may not be representative of the wider population because...
- Arguably, the results of this study cannot be extrapolated to _____ in humans.
- The findings of this study may not apply to real life situations of _____ because...
- On the other hand, it could be argued that _____ is a better explanation for _____ than _____ because...
- In comparison, the _____ approach takes into account _____ which the _____ approach does not.
- This renders the _____ approach limited because....



How to get an A* at Psychology A-Level

Signposting Evaluation (AO3)

Point	Bread	Example	Ham	Explain	Bread	Link to Question
One problem is...		For example...		This shows that...		Consequently...
One weakness is...		For instance...		This would suggest that...		Subsequently...
One positive feature is...		One example of this...		From this, it can be seen...		As a result...
One appraisal of the theory is...		This was shown by...		These findings show...		In summary...
One criticism is...		This can be seen in...		This is a problem because...		The implication of this is...
One issue is...		This was criticised by...		One explanation of this is...		This raises the issue of...
		This was supported by...		One reason for this could be...		If this is the case then...
				This is a problem because...		If this is correct then...
				This supports/disproves X because...		If this is incorrect then...
						This strengthens...
						This weakens...



E.g. OF AN EVALUATION

POINT:	One problem was Milgram's research had many ethical issues
Example/evidence:	Despite Milgram claiming Pp's had the right to withdraw, the prods from the experiment made it difficult to leave.
EXPLAIN:	This shows that Pp were deceived about the true nature of the study, believing it to be a study about the effects of punishment on learning.
LINK:	Consequently this study highlights the importance of safeguarding the well-being of Pp when conducting psychological research.

When you evaluate

- Use the P/E/E/L method to structure your argument
- Remember you can also use 'methodological' evaluations
- Look at strengths and limitations

In YEAR 2:
use G/R/E/N/A/D/E

- 'Spicy' sandwich... Add...
- Counterargument
 - Further research
 - Issue/Debate/Approach

When evaluating Theories & Approaches remember:

Supporting research
What evidence is there to support?

Contradictory research
What evidence goes against the theory/approach?

Other explanations
Is there an alternative explanation that is better? Why is it better?

Usefulness
Any Applications to real life?
Any implications?

Testability
Any ethical issues?
Methodological problems?



When evaluating studies remember:

Generalisability

Can we transfer results to target population?
Sample size?

Reliability

Can the study be repeated with the same findings?

Application

Can we use findings in the real world?

Validity

Is it measuring what it said?
Does the setting reflect real life?

Ethics

Any harm, consent, privacy, confidentiality





How to get an A* at Psychology A-Level

AQA A-LEVEL PSYCHOLOGY

16 MARK ESSAYS – HOW TO ACHIEVE TOP MARKS...

tutor2u

While essays are marked **holistically**, as a general rule of thumb there are **6 marks** available for **knowledge (AO1)** and **10 marks** available for **evaluation (AO3)**. Your examiners will want to see that you have provided a **well-detailed** answer in terms of knowledge, and a **thorough and effective** discussion/evaluation. This will help you to reach Mark Band 4 (13-16 marks).

If the question has a scenario, then there are **6 marks** for knowledge (AO1), **4 marks** for application (AO2) and **6 marks** for evaluation (AO3).

What does Mark Band 4 look like?

Option A – Mark Band 2/3

- Make 6 brief points for AO1 which include description/explanation of a theory, study or model.
- Make 2/3 simple burger evaluation (AO3) points which include strengths/limitations.



Option B – Mark Band 3/4

- Make 3 well explained points for AO1 which include description/explanation of a theory, study or model.
- Make 3/4 burger evaluation (AO3) points or fewer double whopper points.



Option C – Mark Band 4

- Make 2 fully developed, well explained points for AO1 which include description/explanation of a theory, study or model.
- Make 3 double whopper paragraphs or challenge yourself with a triple whopper!



AQA A-LEVEL PSYCHOLOGY

THE BURGER PARAGRAPH

tutor2u

Discuss the contribution of behaviourist psychologists such as Pavlov and Skinner to our understanding of human behaviour. [16 marks]

Top Bun:
Point

The behaviourist approach was influential in encouraging the use of animals as research subjects.

Meat:
Evidence or Example

Behaviourists believed that the learning processes in humans and animals were very similar; consequently, Pavlov conducted research using dogs, and Skinner used rats and pigeons. Using non-human animals in research gives experimenters more control over the process, without demand characteristics or individual differences influencing findings.

Bottom Bun:
Explain

Consequently, the behaviourist approach has significantly contributed to our understanding of human behaviour by establishing highly controlled research processes that are deemed scientific.





How to get an A* at Psychology A-Level

AQA A-LEVEL PSYCHOLOGY

THE DOUBLE WHOPPER PARAGRAPH

tutor2u

Discuss the contribution of behaviourist psychologists such as Pavlov and Skinner to our understanding of human behaviour. [16 marks]

Top Bun: Point	The behaviourist approach was influential in encouraging the use of animals as research subjects.
Burger: Evidence or Example	Behaviourists believed that the learning processes in humans and animals were very similar; consequently, Pavlov conducted research using dogs, and Skinner used rats and pigeons. Using non-human animals in research gives experimenters more control over the process, without demand characteristics or individual differences influencing findings.
Second Burger: Counter-argument	However, many consider using animals in experiments as unethical because there is less concern about protecting them from harm. Furthermore, findings from animal experiments cannot be generalised to human behaviour: Skinner's operant conditioning theory may provide an understanding of rat behaviour, but little about human behaviour.
Bottom Bun: Explain	From this perspective, behaviourists have arguably made a limited contribution to explaining human behaviour, as the biology, experiences, and capabilities of different species are different.

AQA A-LEVEL PSYCHOLOGY

THE TRIPLE WHOPPER PARAGRAPH

tutor2u

Top Bun: Point	The behaviourist approach was influential in encouraging the use of animals as research subjects.
Burger: Evidence or Example	Behaviourists believed that the learning processes in humans and animals were very similar; consequently, Pavlov conducted research using dogs, and Skinner used rats and pigeons. Using non-human animals in research gives experimenters more control over the process, without demand characteristics or individual differences influencing findings.
Second Burger: Counter-argument	However, many consider using animals in experiments as unethical because there is less concern about protecting them from harm. Furthermore, findings from animal experiments cannot be generalised to human behaviour: Skinner's operant conditioning theory may provide an understanding of rat behaviour, but little about human behaviour.
Third Burger: Issue & Debate	In addition, behaviourists such as Pavlov and Skinner have also been criticised for taking a nomothetic approach. They have both created general laws of behaviour based on the results of animal studies that may not apply to humans. Humanistic psychologists, would argue that an idiographic approach, which takes into account the unique nature of human experience, is more appropriate for understanding human behaviour.
Bottom Bun: Explain	From this perspective, behaviourists have arguably made a limited contribution to explaining human behaviour, as the biology, experiences, and capabilities of different species are different and the approach fails to take into account the unique nature of human experience.



Essential Resources & Wider Reading



Podcasts / apps

- **Illuminate publishing AQA Psychology podcast**
- **Seneca**
- **Gojimo**
- **A-level psych**



Videos

- **YouTube channels:**
 - **PsychBoost**
 - **Miss Earle's Psychology**
 - **Super Psychology**
 - **Ted Talks (Psychology)**
 - **TeacherTube**
 - **Red Psychology**



Essential Resources & Wider Reading



Books

- **Illuminate publishing revision guide (Year 1 & 2)**
- **Research methods companion, Oxford**



Websites

- **AQA Website:**
 - **Past papers**
 - **Mark schemes**
 - **Recommended reading / podcasts**
 - **Command word glossary**
- **Tutor2u: (Psychology -> free resources)**
 - **Quizzes**
 - **Study notes**
 - **Model answers**
 - **Exam technique advice**
- **Quizlet**
 - **Flashcards**
 - **MCQs**
- **Simplypsychology.org**
 - **In depth notes**
 - **Further reading**



University Courses & Career Paths



Transferrable skills

Critical thinking
Analysis
Extended writing

Linking concepts
Mathematical skills
Creativity

Communication
Decision Making
Data Interpretation



University Courses

Psychology	Child Psychology	Anthropology
Forensic Psychology	Developmental Psychology	Philosophy
Educational Psychology	Social Psychology	Education
Applied Psychology	<u>Other related courses:</u>	Archaeology
Clinical Psychology	Criminology	Politics
Experimental Psychology	Sociology	
Sport Psychology		



Career Paths

Assistant Psychologist	Academic Teaching and Researcher
Sports and Exercise Psychologist	Counselling Psychologist
Neuropsychologist	Forensic Psychologist
Psychological Wellbeing Practitioner	Educational Psychologist
Health Psychologist	Clinical Psychologist

Psychology Course contacts

Head of Department

Dr Julie Peterson

Available Monday and Thursdays

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Teacher of Psychology

Lead teacher of Y12

Ms Sarah Udashkin

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