

# **SOCIAL SCIENCE DEPARTMENT**

**Psychology PLCs GCSE**

<b>Research Methods – Topic 1 PLC</b>	<b>Assessment Criteria</b>	<b>RED</b>	<b>AMBER</b>	<b>GREEN</b>
Be able to identify; a) An independent variable (IV) b) A dependant variable (DV) c) Extraneous Variable	<b>AO1</b>			
Be able to write; a) A null hypothesis b) An alternative hypothesis	<b>AO1</b>			
Understand experimental and research designs, including strengths and weaknesses; a) Independent measures b) Repeated measures c) Matched pairs	<b>AO1/AO3</b>			
Methods of sampling, including strengths and weaknesses of each sampling method; a) Understand target population samples b) Understand random sampling c) Opportunity sampling	<b>AO1/AO3</b>			
Understand ethical issues in psychological research and how to deal with ethical issues, including; a) Informed consent b) Deception c) Confidentiality d) Right to withdraw e) Protection of participants	<b>AO1</b>			
Understand research methods, including the features, strengths and weaknesses of the following, and the types of research for which they are suitable; a) Laboratory experiment b) Field experiment c) Natural experiment d) Interviews, including structured, semi-structured and unstructured e) Questionnaires, including closed-ended questions to elicit quantitative data and open-ended questions to elicit qualitative data f) Correlation g) Case studies h) Observation	<b>AO1/AO3</b>			
Analysing research, including strengths and weaknesses: a) Types of data-quantitative and qualitative	<b>AO1/AO3</b>			

<p>Descriptive statistics:</p> <ul style="list-style-type: none"> <li>a) Mean</li> <li>b) Median</li> <li>c) Mode</li> <li>d) Range</li> <li>e) Ratios</li> <li>f) Fractions</li> <li>g) Percentages</li> <li>h) Decimal place</li> <li>i) Significant figures</li> <li>j) Normal/skewed distributions</li> </ul>	<b>AO1</b>			
<p>Tables, charts and graphs:</p> <ul style="list-style-type: none"> <li>a) Construct and interpret frequency tables</li> <li>b) Construct and interpret bar charts</li> <li>c) Construct and interpret histograms</li> <li>d) Pie chart</li> <li>e) Line graphs</li> <li>f) Scatter graphs</li> </ul>	<b>AO1</b>			
<p>Reliability and validity:</p> <ul style="list-style-type: none"> <li>a) Inter-rater reliability</li> <li>b) Internal reliability</li> <li>c) External reliability</li> <li>d) Ecological reliability</li> <li>e) Construct reliability</li> <li>f) Population validity</li> <li>g) Demand characteristics</li> <li>h) Observer effect</li> <li>i) Social desirability</li> </ul>	<b>AO1</b>			
Sources of bias	<b>AO1</b>			

<b>PLC – Criminal Psychology Topic 2</b>	<b>Assessment Objective</b>	<b>RED</b>	<b>AMBER</b>	<b>GREEN</b>
I can define the different types of crime	<b>AO1</b>			
I can <b>describe</b> how crime is measured	<b>AO1</b>			
I can <b>explain</b> why criminal behaviour occurs, using the Social Learning Theory	<b>AO2</b>			
I can <b>evaluate</b> the Social Learning Theory	<b>AO3</b>			
I can <b>describe</b> Cooper & Mackie (1986)- a study into the transmission of aggression through imitation and aggressive models. • Aims • procedures • Findings (results and conclusions)	<b>AO1</b>			
I can <b>evaluate</b> Copper & Mackie’s study	<b>AO3</b>			
I can <b>describe</b> Eysenck’s Criminal Personality theories of Personality	<b>AO1</b>			
I can <b>evaluate</b> Eysenck’s theory	<b>AO3</b>			
I can <b>describe</b> Heaven (1996)- a study into delinquency, extraversion, psychoticism and self-esteem. • Aims • Procedures • Findings (results and conclusions)	<b>AO1</b>			
I can <b>evaluate</b> Heaven’s study	<b>AO3</b>			
I can <b>explain</b> the effects of punishment and deterrents in reducing criminal an anti-social behaviour	<b>AO2</b>			
I can <b>explain</b> the role of rehabilitation in reducing criminal/anti-social behaviour and increasing pro-social behaviour	<b>AO2</b>			

<b>PLC – Memory Topic 3</b>	<b>Assessment Objective</b>	<b>RED</b>	<b>AMBER</b>	<b>GREEN</b>
I can <b>explain</b> the difference between short-term and long-term memory	<b>AO2</b>			
I can <b>explain</b> how information is processed	<b>AO1</b>			
I can <b>explain</b> the difference between anterograde and retrograde amnesia and different areas of the brain affected	<b>AO1</b>			
I can <b>describe</b> and <b>explain</b> Atkinson and Shiffrin’s Multi-Store Memory model	<b>AO1/AO2</b>			
I can <b>evaluate</b> Atkinson and Shiffrin’s Multi-Store Memory model	<b>AO3</b>			
I can <b>describe</b> the different types of forgetting. <ul style="list-style-type: none"> <li>• Decay</li> <li>• Displacement</li> <li>• Retrieval failure</li> </ul>	<b>AO1</b>			
I can <b>describe</b> The multi-Store Model of Memory Research study; Wilson, Kopelman & Kapur (2008)- Prominent and persistent loss of past awareness in amnesia: delusion, impaired consciousness or coping strategy <ul style="list-style-type: none"> <li>• Aims</li> <li>• Procedures</li> <li>• Findings (results and conclusions)</li> </ul>	<b>AO1</b>			
I can <b>describe</b> and <b>explain</b> the structure and process of the theory of reconstructive memory <ul style="list-style-type: none"> <li>• schemas</li> <li>• experience and expectation</li> <li>• confabulation</li> <li>• distortion and effect of leading questions</li> </ul>	<b>AO1/AO3</b>			
I can <b>describe</b> Reconstructive Memory Research study; Braun, Ellis & Loftus (2002)-Make my memory- How advertising can change our memories of the past. <ul style="list-style-type: none"> <li>• Aims</li> <li>• procedures</li> </ul>	<b>AO1</b>			

• findings (results and conclusions)				
I can <b>evaluate</b> the reconstructive theory	<b>A03</b>			
I can <b>evaluate</b> Reconstructive Memory Research study; Braun, Ellis & Loftus (2002)	<b>A03</b>			
I can <b>apply</b> the techniques used for recall: Cues/Repetition/Avoiding overload/Autobiographical advertising/ Development of neuropsychology for measuring different memory functions	<b>A02</b>			

<b>PLC – Development - Topic 4</b>	<b>Assessment objective</b>	<b>RED</b>	<b>AMBER</b>	<b>GREEN</b>
I can <b>describe</b> the stages of development	<b>AO1</b>			
I can <b>describe</b> the nervous system, neurons and synapses	<b>AO1</b>			
I can <b>describe</b> and <b>explain</b> the different stages of brain development	<b>AO1/AO2</b>			
I can <b>describe</b> how IQ tests are used to measure intelligence	<b>AO1</b>			
I can <b>evaluate</b> psychological testing as a form of social control	<b>AO3</b>			
I can <b>describe</b> Piaget’s theory of cognitive development	<b>AO1</b>			
I can <b>evaluate</b> Piaget’s theory	<b>AO3</b>			
I can <b>describe and explain</b> Piaget (1952)- a study into the conservation of number <ul style="list-style-type: none"> <li>• Aims</li> <li>• Procedures</li> <li>• Findings (results and conclusions)</li> </ul>	<b>AO1/AO2</b>			
I can <b>evaluate</b> Piaget’s study	<b>AO3</b>			
I can <b>describe</b> and <b>explain</b> Dweck’s Mindset theory	<b>AO1/AO3</b>			
I can <b>evaluate</b> Dweck’s Mindset theory	<b>AO3</b>			
I can <b>describe</b> and <b>explain</b> Willingham’s learning styles	<b>AO1/AO3</b>			
I can <b>describe</b> Blackwell, Trzesniewski, and Dweck (2007)- Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study <ul style="list-style-type: none"> <li>• Aims</li> <li>• Procedures</li> <li>• Findings (results and conclusions)</li> </ul>	<b>AO1</b>			
I can <b>evaluate</b> Blackwell, Trzesniewski and Dweck’s study	<b>AO3</b>			
I can <b>explain</b> how Piaget’s theory can be applied to the role of education	<b>AO2</b>			
I can <b>explain</b> how Dweck’s theory can be applied to the role of education	<b>AO2</b>			

<b>PLC – Sleep and Dreaming Topic 5</b>	<b>Assessment Objective</b>	<b>RED</b>	<b>AMBER</b>	<b>GREEN</b>
I can <b>describe</b> the functions, features and benefits of sleep, including; a) The five stages of sleep b) REM c) Why we sleep	<b>AO1</b>			
I can <b>describe</b> and explain the neuropsychology of sleep; a) Endogenous pacemakers and exogenous zeitgebers b) The role of melatonin	<b>AO1</b>			
I can <b>describe</b> and <b>explain</b> Freud’s (1900) theory of dreaming including; a) Manifest content b) Latent content c) Wish fulfilment	<b>AO1/AO2</b>			
I can <b>evaluate</b> Freud’s theory of dreaming	<b>AO3</b>			
I can <b>describe</b> Freudian Theory of Dreaming Research study: Freud (1918)-dream analysis of the Wolfman • Aims • Procedures • Findings (results and conclusions)	<b>AO1/AO2</b>			
I can <b>evaluate</b> Freudian Theory of Dreaming Research study: Freud (1918)-dream analysis of the Wolfman	<b>AO3</b>			
I can <b>describe</b> the Activation Synthesis Theory (Hobson and McCarley, (1977)	<b>AO1</b>			
I can <b>evaluate</b> Hobson and McCarley’s theory of dreaming	<b>AO3</b>			
I can <b>describe</b> The Activation Synthesis Theory of Dreaming Research study: Williams et al (1992)-a study into bizarreness in dreams and fantasies implications for the activation synthesis hypothesis • Aims • Procedures • Findings (results and conclusions)	<b>AO1/AO2</b>			
I can <b>describe</b> Heaven (1996)- a study into delinquency, extraversion, psychoticism and self-esteem.	<b>AO1</b>			



<ul style="list-style-type: none"> <li>• Aims</li> <li>• Procedures</li> <li>• Findings (results and conclusions)</li> </ul>				
I can <b>evaluate</b> Williams et al (1992)-a study into bizarreness in dreams and fantasies implications for the activation synthesis hypothesis	<b>AO3</b>			
I can <b>apply</b> the development for treatments for insomnia: Neurological damage/ relaxation techniques/sleep hygiene education	<b>AO2</b>			