

PSYCHOLOGY UNIT CONTEXT SHEET – Social Influence (Paper 1)



Learning about this topic is important because:

Social influence is a topic in psychology, which examines how a person's opinion, behaviour and emotions are affected by others. The social influence topic looks at four key areas including: conformity, obedience, minority influence and social change. Knowledge of conformity and obedience is particularly important as it helps with real world understanding as to why people sometimes follow the crowd, break rules or even resist social influence. These behaviours are present in schools and higher education institutions, and you may have heard of the very famous Milgram experiment, where participants electrocuted an innocent person, they had just met, because someone in a white lab coat told them to do so. Social Influence is very interesting as it is an angle of human behaviour we don't always consider.

Common misconceptions within this topic:

- Conformity is a change in behaviour based on real or imagined pressure / Obedience is responding to a direct order, usually from an authority figure.
- There are two **TYPES** of conformity and two **EXPLANATIONS** for conformity. Types are how the behaviour is performed; explanations are why the behaviour occurs.
- **Asch** studied conformity, **Milgram** studied obedience.
- Situational variables (location, proximity, uniform) are different to variations of conformity (task difficulty, unanimity, group size). Situational variables are explanations of obedience only.

We will learn: (specification)

- Types of conformity: internalisation and compliance.
- Explanations for conformity: informational social influence and normative social influence.
- Variables affecting conformity including group size, unanimity and task difficulty as investigated by Asch.
- 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.

We will develop/practise skills including AO1, AO2 and AO3:

- 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 through the study of the ethical practical research activities.
- Manage associated risks and use ICT.

This builds on:

Psychology in context/Real world understanding and application of psychology

You will be assessed on this topic using :

- Self assessment – eg Uplearn
- Peer assessment – eg retrieval practice of key terminology
- Targeted questions
- Group work
- Applying terminology/concepts to stem material
- Multi- choice questions
- Short answer questions
- Essay questions
- End of topic assessment
- Mock exam

You could learn more about this topic by:

- Completing extension tasks from textbook
- Access Tutor2U for a variety of resources including topic companion
- Read associated articles from BPS research digest (posted on GC)
- Access associated TED talks
- Access original research papers (abstracts available) from google scholar
- Wider reading – psychology section in library inc Psychology Review
- Access 'The Psychologist' journal in S1
- Access past papers/mark schemes/examiners reports from AQA
- Access summary videos on YouTube by Psych Boost/webinars by Tutor2U
- Watch related programmes/documentaries
- Listen to related podcasts
- Share resources with each other on GC
- Apply to real life behaviour and debate with peers!

Key terminology you will learn – definitions (add other relevant terminology not listed too)

Compliance	
Internalisation	
Identification	
Normative Social Influence	

Informational Social Influence	
Conformity	
Social Roles	
Situational Variables	
Legitimacy of Authority	
Agentic State	
Dispositional	
Authoritarian	
Consistency	
Commitment	
Flexibility	
Internal Locus of Control	
External Locus of Control	
Proximity	
Uniform	
Milgram	
Location	
Minority Influence	

[illegible]

PSYCHOLOGY UNIT CONTEXT SHEET –

APPROACHES



Learning about this topic is important because:

The Approaches in Psychology topic considers the different viewpoints of psychologists. Each of these different approaches has its own view of the causes of human behaviour and how to conduct psychological research. These include behavioural, social learning theory, cognitive, biological, psychodynamic and humanistic. Each of these different approaches has its own view of the causes of human behaviour and how to conduct psychological research as well as the application of causes and treatments of psychopathology.

We will learn: (specification)	We will develop/practise skills including AO1, AO2 and AO3:
• Learning approaches: The behaviourist approach, including classical conditioning and Pavlov's research, operant conditioning, types of reinforcement and Skinner's research. • Social learning theory including imitation, identification, 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 models to explain and make inferences about mental processes. • The biological approach: the genetic basis of behaviour: genotype, phenotype and evolution. Influence of biological structures and neurochemistry on behaviour. Cognitive neuroscience. • 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.	• Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified content (Research Method questions appear on all three papers) • Apply psychological knowledge and understanding of the specified content in a range of contexts • The Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified 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 through the study of the ethical practical research activities • Manage associated risks and use ICT

- Humanistic psychology: free will, self-actualisation and Maslow's hierarchy of needs, congruence, the role of conditions of worth. - Comparison of approaches.	
This builds on: Approaches Yr1/The origins of psychology/psychology in context/psychopathology/features of science/Issues & Debates.	
You will be assessed on this topic using – Self assessment – eg Seneca/Uplearn Peer assessment – eg retrieval practice of key terminology Targeted questions Group work Applying terminology/concepts to stem material Multi- choice questions Short answer questions Essay questions End of topic assessment Mock exam	You could learn more about this topic by: Completing extension tasks from textbook Access Tutor2U for a variety of resources including topic companion Read associated articles from BPS research digest (posted on GC) Access associated TED talks Access original research papers (abstracts available) from google scholar Critically evaluating research methodology reported in daily broadsheet newspapers Wider reading – psychology section in library inc Psychology Review Access 'The Psychologist' journal in S1` Access past papers/mark schemes/examiners reports from AQA Access summary videos on YouTube by Psych Boost/webinars by Tutor2U Watch related programmes/documentaries Listen to related podcasts Share resources with each other on GC Apply to real life behaviour and debate with peers! Consolidate by using Uplearn



Specialist terminology that you will learn – complete the definitions (and add other relevant terminology not listed too)

Psychology	
Science	
Paradigm	
Behavioural approach	
Classical conditioning	
Operant conditioning	
Positive reinforcement	

Negative reinforcement	
Punishment	
Environmental determinism	
Token economy systems	
Social learning theory	
Imitation	
Identification	
Vicarious reinforcement	
Mediational processes	
Cognitive approach	
Internal mental processes	
Schema	
Inference	
Cognitive neuroscience	
Theoretical models	
Computer models	
Machine reductionism	
Soft determinism	
Biological approach	
Genes	
Monozygotic twins	
Dizygotic twins	
Biological structure	
Neurochemistry	
Genotype	
Phenotype	
Evolution	
Natural selection	

Biological determinism	
Psychodynamic approach	
The conscious	
The preconscious	
The unconscious	
Tripartite model of personality	
Id	
Ego	
Superego	
Intra-psychic conflict	
Ego Defence mechanisms	
Repression	
Denial	
Displacement	
Libido	
Psychosexual stages	
Oral stage	
Anal stage	
Phallic stage	
Latency stage	
Genital stage	
Fixation	
Psychic determinism	
Oedipus complex	

[illegible]

PSYCHOLOGY UNIT CONTEXT SHEET Memory (Paper 1)



Learning about this topic is important because:

Memory is a topic in psychology which examines how humans process and store information; the factors that affect the accuracy and reliability of eyewitness testimony; and how information is lost/forgotten. Knowledge of how memory processes work is particularly important in real-world application. For example, learning reasons why we forget information can help form effective revision strategies for exams. Additionally, the Criminal Justice System has been heavily influenced by Loftus (1974) and her work into Eyewitness Testimony, meaning we now use DNA and evidence analysis alongside EWT to discourage wrongful convictions.

Common misconceptions within this topic:

- The WMM is a model of **short-term** memory **ONLY**.
- Within EWT, anxiety and leading questions are different explanations of why we may misremember. If the question states anxiety, please only discuss positive and negative anxiety and **NOT** leading questions and post-event discussion.
- Think of **PROACTIVE** interference as **PAST** – Old information interferes with new information.
- Think of **RETROACTIVE** interference as **RECENT** – New information interferes with old information.

We will learn: (specification)	We will develop/practise skills including AO1, AO2 and AO3:
• The multi-store model of memory: sensory register, short-term memory and long-term memory. • Features of each store: coding, capacity and duration. • 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: leading questions, post-event discussion, and anxiety; the use of the cognitive interview.	• 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 through the study of the ethical practical research activities.

This builds on: Research methods/Psychology in context/Issues & Debates	
You will be assessed on this topic using – • Self assessment – eg Uplearn • Peer assessment – eg retrieval practice of key terminology • Targeted questions • Group work • Applying terminology/concepts to stem material • Multi- choice questions • Short answer questions • Essay questions • End of topic assessment • Mock exam	You could learn more about this topic by: • Completing extension tasks from textbook • Access Tutor2U for a variety of resources including topic companion • Read associated articles from BPS research digest (posted on GC) • Access associated TED talks • Access original research papers (abstracts available) from google scholar • Wider reading – psychology section in library inc Psychology Review • Access ‘The Psychologist’ journal in S1` • Access past papers/mark schemes/examiners reports from AQA • Access summary videos on YouTube by Psych Boost/webinars by Tutor2U • Watch related programmes/documentaries • Listen to related podcasts • Share resources with each other on GC • Apply to real life behaviour and debate with peers!

Key terminology that you will learn – definitions (add other relevant terminology not listed too)

Capacity	
Coding	
Duration	
Sensory Register	

Short-term memory	
Long-term memory	
Central Executive	
Visual Spatial Sketchpad	
Phonological Loop	
Episodic Buffer	
Leading Questions	
Interference	
Retrieval Failure	
Proactive Interference	
Retroactive Interference	
Context-dependent forgetting	
State-dependent forgetting	
Post-event discussion	
Positive anxiety	
Negative anxiety	
Baddley & Hitch	

PSYCHOLOGY UNIT CONTEXT SHEET – RESEARCH METHODS



Learning about this topic is important because:

The Research Methods topic in Psychology is probably **THE MOST IMPORTANT** topic that you will study. Research Methods are the processes by which information or data is collected usually for the purpose of testing a hypothesis and/or a theory. This topic incorporates the scientific data analysis required in the use of testing for significance in inferential testing. Overall, at least one third of the marks for A level is based on assessment of research methods. Although 50% of Paper 2 at A level will assess Research Methods, it could also be assessed in any other topic on any other paper. This topic forms the basis of applied psychology. Most questions will be in the format of stimulus material/application to real world examples.

Common misconceptions for this topic include:

- Reliability is CONSISTENCY / Validity is
- Experimental design is HOW we allocate participants to the conditions / Experimental method is the procedure - lab experiment etc.
- LEARN YOUR STATISTICAL TEST TABLE!

We will learn: (specification) • 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. • 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 methods, 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.	We will develop/practise skills including AO1, AO2 and AO3: • Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified content (Research Method questions appear on all three papers) • Apply psychological knowledge and understanding of the specified content in a range of contexts • Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified 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 through the study of the ethical practical research activities • Manage associated risks and use ICT
---	---

• Questionnaire construction, including use of open and closed questions; design of interviews. • Variables: manipulation and control of variables, including independent, dependent, extraneous; operationalisation of variables. • Control: random allocation and counterbalancing, randomisation and standardisation. Control groups. • 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. • 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 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. • Distributions: normal and skewed distributions; characteristics of normal and skewed distributions. • Introduction to statistical testing; the sign test. When to use the sign test; calculation of the sign test • Case studies • Coding in content analysis. Analysis and interpretation of correlation, including correlation coefficients • Reliability across all methods of investigation. Ways of measuring 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. Measurement of validity. Improving validity.	
--	--

• Levels of measurement; nominal, ordinal and interval • 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. • 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.	
This builds on: This is the first topic studied in the subject and builds on knowledge, understanding and skills developed in - GCSE Maths & Science	
You will be assessed on this topic using - Self assessment – eg Seneca homework Peer assessment – eg retrieval practice of key terminology Targeted questions Group work Applying terminology/concepts to stem material Multi- choice questions Short answer questions Essay questions End of topic assessment Mock exam	You could learn more about this topic by: Completing extension tasks from textbook Access Tutor2U for a variety of resources including topic companion Read associated articles from BPS research digest (posted on GC) Access associated TED talks Access original research papers (abstracts available) from google scholar Critically evaluating research methodology reported in daily broadsheet newspapers Wider reading – psychology section in library inc Psychology Review Access 'The Psychologist' journal in S1` Access past papers/mark schemes/examiners reports from AQA Access summary videos on YouTube by Psych Boost/webinars by Tutor2U Watch related programmes/documentaries Listen to related podcasts Share resources with each other on GC Apply to real life behaviour and debate with peers!

Specialist terminology that you will learn – complete the definitions (and add other relevant terminology not listed too)

Experimental method	
Aim	
Hypothesis	
Directional Hypothesis	
Non-directional hypothesis	
Null Hypothesis	
Variables	
Independent variable	
Dependent variable	
Operationalisation	
Extraneous variables	
Confounding variables	
Demand characteristics	
Investigator effects	
Randomisation	
Standardisation	
Experimental design	
Independent groups design	
Matched pairs design	
Repeated measures design	
Random allocation	
Counterbalancing	
Laboratory experiment	
Field experiment	

Natural experiment	
Quasi experiment	
Population	
Sample	
Random sampling	
Opportunity sampling	
Volunteer sampling	
Systematic sampling	
Stratified sampling	
Bias	
Generalisation	
Ethical issues	
BPS code of ethics	
Pilot study	
Naturalistic observation	
Controlled observation	
Covert observation	
Overt observation	
Participant observation	
Non-participant observation	
Behavioural categories	
Time sampling	
Event sampling	
Self-report techniques	
Questionnaires	

Interviews	
Open questions	
Closed Questions	
Correlation	
Co-variables	
Positive correlation	
Negative correlation	
Zero correlation	
Qualitative data	
Quantitative data	
Primary data	
Secondary data	
Meta-analysis	
Descriptive statistics	
Measures of central tendency -mean, median, mode	
Measures of dispersion – range, standard deviation	
Scattergram	
Bar chart	
Histogram	
Statistical testing	
Sign test	
Peer review	
Psychology & the economy	

Case studies	
Content analysis	
Coding	
Thematic analysis	
Reliability	
Test-retest reliability	
Inter-observer reliability	
Validity	
Face Validity	
Concurrent validity	
Temporal validity	
Probability	
Significance	
Critical value	
Levels of measurement	
Nominal	
Ordinal	
Interval	
Inferential statistics	
Parametric and non-parametric tests	
Spearman's rho	
Pearson's r	
Wilcoxon t	
Mann Whitney U	
Related t-test t	

Unrelated t-test	
Chi-squared test χ^2	
Type I and Type II errors	
Sections of a psychological report - abstract	
Sections of a psychological report - introduction	
Objectivity	
Empirical method	
Replicability	
Falsifiability	
Theory construction	
Hypothesis testing	
Paradigm	
Paradigm shift	

PSYCHOLOGY UNIT CONTEXT SHEET – Attachment (Paper 1)



Learning about this topic is important because:

Humans are social creatures. Attachment is fundamental in relationships and in this context is an emotional tie or bond between two people, usually a mother and a child. The relationship is reciprocal (shared), which means it is a two-way relationship. Most of the focus in developmental psychology is on caregiver-infant interactions and how these can influence later relationships such as romantic relationships or friendships. The attachment topic mainly examines the formation of attachments, animal studies of attachment, the cross-cultural differences in attachment, and the influence of early attachment on later adult relationships. There are different theories in attachment to suggest why we attach to caregivers as infants, including the biological and behaviourist approach.

Common misconceptions within this topic include:

- Lorenz studied **GEESE**. Harlow studied **RHESUS MONKEYS**.
- You need to know Bowlby's **THEORY** of WHY we form attachments (evolutionary/monotropic) and his Maternal Deprivation theory which concentrates on **when attachment is disrupted**.
- If an exam question states the word '**role**', make sure you address this as a command word.

We will learn: (specification)

- 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. Effects of institutionalisation, including the English and Romanian Adoptees project.
- The influence of early attachment on childhood and adult relationships, including the role of an internal working model.

We will develop/practise skills including AO1, AO2 and AO3:

- 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 through the study of the ethical practical research activities.
- Manage associated risks and use ICT.

This builds on: Approaches/Psychology in the economy/Psychology in context/Real world understanding and application of psychology	
You will be assessed on this topic using: • Self assessment – eg Uplearn • Peer assessment – eg retrieval practice of key terminology • Targeted questions • Group work • Applying terminology/concepts to stem material • Multi- choice questions • Short answer questions • Essay questions • End of topic assessment • Mock exam	You could learn more about this topic by: • Completing extension tasks from textbook • Access Tutor2U for a variety of resources including topic companion • Read associated articles from BPS research digest (posted on GC) • Access associated TED talks • Access original research papers (abstracts available) from google scholar • Wider reading – psychology section in library inc Psychology Review • Access 'The Psychologist' journal in S1` • Access past papers/mark schemes/examiners reports from AQA • Access summary videos on YouTube by Psych Boost/webinars by Tutor2U • Watch related programmes/documentaries • Listen to related podcasts • Share resources with each other on GC • Apply to real life behaviour and debate with peers!

Key terminology that you will learn – definitions (add other relevant terminology not listed too)

Oxytocin	
Amygdala	
Harlow	
Lorenz	

Contact-comfort	
Imprinting	
Secure attachment	
Insecure resistant	
Insecure avoidant	
Evolutionary theory	
Adaptive	
Social releasers	
Critical period	
Monotropy	
Deprivation	
Institutionalisation	
Privation	
Ainsworth	
Bowlby	

--	--

PSYCHOLOGY UNIT CONTEXT SHEET

CLINICAL PSYCHOLOGY & MENTAL HEALTH



Learning about this topic is important because:

The topic of psychopathology is the study of the causes and treatments of the psychological disorders of phobias, depression and OCD. We will also consider how we decide if an individual's behaviour and psychological state is sufficiently unusual (ie – 'abnormal') to justify diagnosing and treating them for a psychological disorder. We will consider four definitions of abnormality. This topic will review three of the approaches that you have studied and how each of these has its own view of the causes of human behaviour and how to conduct psychological research, as well as the explanation and treatment of these psychological disorders.

Common misconceptions within this topic include:

- Terminology for this topic is crucial – particularly when it comes to the biological approach to explaining mental health.
- If you are evaluating by comparing a behavioural treatment to a biological treatment, be specific about the actual therapy used. Remember, you will not gain full marks for a question if the evaluation is too generic.

We will learn: (specification) • Definitions in the field of mental health: deviation from ideal mental health, deviation from social/cultural norms, failure to function adequately and statistical infrequency. • 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.	We will develop/practise skills including AO1, AO2 and AO3: • Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified content (Research Method questions appear on all three papers) • Apply psychological knowledge and understanding of the specified content in a range of contexts • Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified 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 through the study of the ethical practical research activities • Manage associated risks and use ICT
---	---

This builds on: Research methods/Approaches /The origins of psychology/psychology in context & in the economy/features of science/Issues & Debates.	
You will be assessed on this topic using –	You could learn more about this topic by:
Self assessment – eg Uplearn	Completing extension tasks from textbook
Peer assessment – eg retrieval practice of key terminology	Access Tutor2U for a variety of resources including topic companion
Targeted questions	Read associated articles from BPS research digest (posted on GC)
Group work	Access associated TED talks
Applying terminology/concepts to stem material	Access original research papers (abstracts available) from google scholar
Multi- choice questions	Critically evaluating research methodology reported in daily broadsheet newspapers
Short answer questions	Wider reading – psychology section in library inc Psychology Review
Essay questions	Access ‘The Psychologist’ journal in S1`
End of topic assessment	Access past papers/mark schemes/examiners reports from AQA
Mock exam	Access summary videos on YouTube by Psych Boost/webinars by Tutor2U
	Watch related programmes/documentaries
	Listen to related podcasts
	Share resources with each other on GC
	Apply to real life behaviour and debate with peers!
	Consolidate by using Uplearn

Specialist terminology that you will learn – complete the definitions (and add other relevant terminology not listed too)

Statistical infrequency	
Deviation from social norms	
Failure to function adequately	
Deviation from ideal mental health	
Phobias	
Specific phobia	
Social phobia	
Agoraphobia	
Behavioural	
Emotional	

Cognitive	
Two-process model	
Exposure therapy	
Systematic desensitisation	
Anxiety hierarchy	
Flooding therapy	
Depression	
Reactive depression	
Endogenous depression	
Negative triad (Beck)	
ABC model (Ellis)	
Irrational thoughts	
Cognitive behavioural therapy	
REBT (ABCDE model)	
OCD	
Compulsions	
Obsessions	
Genetic explanations	
SERT gene	
COMT gene	
Neural explanations	
Parahippocampal gyrus	
Diathesis-stress model	
Drug thereapy	
SSRI's	

[illegible]