

GCSE Psychology

Exam Structure's and help

Paper 1 (98 marks):

Section A: Development (16 marks) (4 markers or less)

Section B: Memory (16 marks) (4 markers or less)

Section C: Psychological Problems (16 marks) (4 markers or less)

Section D: The Brain and Neuropsychology (16 marks) (4 markers or less)

Section E: Social Influence (16 marks) (4 markers or less)

Section F: Issues and Debates (18 marks) (**two 9 mark questions**)

Paper 2 (79 marks):

Section A: Research Methods (37 marks) (**including one 12 marker**)

Section B: Criminal Psychology (21 marks) (**including a 9 marker**)

Section C: The Self (21 marks) (**including a 9 marker**)

Development

1	Early brain development	Brain structure in the foetus	How the brain develops from conception (links to Topic 4 and 9)	
2	Piaget's 4 Stages of development	Describe each stage	Sensorimotor stage (birth to 2) – object permanence	
			Pre-operational stages (2-7) – symbolic play	
			Concrete operational (7-12) - morality	
			Formal operational (12+) – abstract thought	
3	Education	Apply each stage to education	How each stage can help in an educational setting and their implications for teaching	
4	Intelligence	Cognitive development	Piaget's theory on how intelligence is development	Piaget and Inhelder (56) 3 mountain task
		Mindset	Dweck's theory on learning	
		Practice and effort	Willingham's theory and the effects of learning	
		Motivation	Gunderson et al (2013) motivational frameworks	
5	Issues and debates	Morality	Piaget's (32) theory of moral development	
			Kohlber's (58) theory of moral development	
			Damon (99) theory on developing a moral self	

Memory

1	<u>Memory</u> - The structure and processes of memory_	Information processing	How the brain receives and processes information Encoding, storage and retrieval	
		Short term and long term memory_	Atkinson & Shiffrin (68)	Primacy and recency effect
			Duration and capacity_	Digit span test (capacity)_
			Peterson & Peterson (59) Short term retention of individual verbal items	STM (duration)
2	<u>Forgetting</u> Explanations for forgetting	Amnesia	Retrograde and anterograde amnesia	Symptoms HM
3	<u>Schemas</u> Memory is not an exact copy of what we experience	How schemas influence our memory	Reconstructive memory theory Bartlett (32)	'War of the ghosts' (Bartlett 32)
4	<u>Issues and Debates</u>	Reductionism and Holism		Applying debate to memory research
5	PSYCHOLOGY AS A SCIENCE Devise and conduct an EXPERIMENT on memory to gather quantitative data. Analyse your findings and draw conclusions			

Psychological problems

1	INTRODUCTIO N_	Concepts of normality	concepts of mental illness, support structure	
2	DEPRESSION	Symptoms, features, incidence and influence	Understanding how the ICD10 is used to help with diagnosis of depression Depression affects individuals differently	
		Genetic explanation	influence of genes and biochemistry on depression	Capsi et al (2003) influence of life stress on depression
		Cognitive explanation	Beck's cognitive triad theory	Ellis's ABC model
3	TREATMENT	Cognitive Behavioural therapy	CBT as a treatment for depression and addiction	Describe and evaluate Young (2007) CBT with internet addicts
		Biological	Drug therapy as a treatment for depression and addiction	
4	ADDICTION	Symptoms, features, Incidence and influence	Explain how incidences of addiction has changed over time and the effect of addiction on individuals and society	
		Genetic explanation	Describe and evaluate the genetic explanation	
		Learning explanation	Describe and evaluate classical conditioning as an explanation for addiction Describe and evaluate operant conditioning as an explanation for addiction Describe and evaluate social learning theory as an explanation for addiction	
5	ISSUES AND DEBATES	Nature nurture	Outline the contributions each have in explaining behaviour (links to crime, phobia, depression, addiction)	
			Outline the diathesis-stress model	

The brain and Neuropsychology

1	INTRODUCTION_	Structure and function of the brain	Identify parts of the brain and their roles	the role of the CNS and PNS	Synaptic functioning (how neurons communicate)
2	BRAIN LATERALISATION	Left and right hemispheres and their functions	Explaining sex differences using lateralisation		Sperry (1968) Hemisphere disconnection and Unity in conscious awareness
3	NEUROLOGICAL DAMAGE	Visual agnosia - symptoms	Prosopagnosia- symptoms	What happens when the pre-frontal cortex is damaged? Damasio et al (94)	
4	ISSUES AND DEBATES	How psychology has changed over time From Wundt (1875) to neurological advances today			Methods for researching brain activity Using PET, EEG and MRI scans

Social Influence

1	INTRODUCTION_	This topic is about how your behaviour is influenced by others and how others are influenced by your behaviour. People have a big impact on us, so it is important to understand the influencing factors to prevent bad behaviour such as bullying and give us insight into why we behave in certain ways.				
			Personal factors	Situational factors	Key study	Key words
2	BYSTANDER INTERVENTION	Factors that affect Bystander intervention	<ul style="list-style-type: none"> •Competence •Mood •similarity 	<ul style="list-style-type: none"> •Diffusion of responsibility •Noticing the event •Pluralistic ignorance •Cost of helping 	Piliavin et al (69): Good Samaritanism: an underground phenomenon? Case Study: Kitty Genovese	Bystander effect Normative social influence Internalisation Informational social influence deindividuation
3	CONFORMITY	Factors that affect conformity	<ul style="list-style-type: none"> •Internal and external Locus of control 	<ul style="list-style-type: none"> •Size of the majority •Unanimity of the majority •Task difficulty/ambiguity 	Asch 1950 Sherif	Conformity compliance Confederate
4	OBEDIENCE	Factors that affect obedience	Milgram's Agency theory Authoritarian personality	<ul style="list-style-type: none"> •Legitimacy of power •proximity •Personal responsibility •Support of others 	Haney, Banks and Zimbardo (1973): A study of Prisoners and Guards in a Simulated Prison	Blind obedience Free Will Agentic state Autonomous state Moral strain Authority figure Obedience
		Preventing blind obedience	<ul style="list-style-type: none"> •Education •Familiarity of the situation •Distance 	<ul style="list-style-type: none"> •promoting pro social behaviour •social support 		
4	ISSUES AND DEBATES	Social and cultural issues regarding obedience, deindividuation, bystander effect and conformity Individualistic and collectivist cultures – how do they differ in terms of norms and values?				

Criminal psychology

1	What is crime?_	Definitions	Outline the nature nurture debate Define the terms, antisocial, crime, recidivism	
2	Biological explanations	Personality	Eysenck (1964) personality theory	
		Genetic	Twin studies into crime – Christiansen (77)	Adoption studies into crime – Mednick (75)
3	Learning explanations	Operant conditioning	primary and secondary reinforcement	
		Social learning	principles of social learning theory – Bandura (77)	Describe and evaluate Bandura, Ross and Ross (61) study
4	Effects of punishment	Prison	Describe and outline the strengths and weaknesses of each	
		Community service		
		Restorative justice		
5	Treatment	Token Economy	Describe and evaluate the effectiveness of TEP as a treatment for crime	
		Anger management	Describe and evaluate the effectiveness of AM as a treatment for crime	

Sleep and dreaming

1	What is crime? -	Definitions	Outline the nature nurture debate Define the terms, antisocial, crime, recidivism		
2	Biological explanations	Personality	Eysenck (1964) personality theory		
		Genetic	Twin studies into crime – Christiansen (77)	Adoption studies into crime – Mednick (75)	
3	Learning explanations	Operant conditioning	primary and secondary reinforcement		principles of operant conditioning – Skinner (48)
		Social learning	principles of social learning theory – Bandura (77)	Describe and evaluate Bandura, Ross and Ross (61) study	Describe and evaluate Charlton et al (2000) study
4	Effects of punishment	Prison	Describe and outline the strengths and weaknesses of each		
		Community service			
		Restorative justice			
5	Treatment	Token Economy	Describe and evaluate the effectiveness of TEP as a treatment for crime		
		Anger management	Describe and evaluate the effectiveness of AM as a treatment for crime		

Shorter Questions

2 marks

Trigger Word	What it means...
'Describe'	Explain what the word/concept is and if appropriate, provide an example.
'Explain what Tom is likely to find in his study. You should refer to Asch's Study in your answer.'	In this question you'll be given up a made up study that Tom has conducted; <ul style="list-style-type: none">You are awarded one mark for an understanding of Asch's studyYou are awarded the second mark for saying how the findings of Asch's study can be applied to the given scenarioE.g; Asch found that people are likely to conform in order to fit in with the group (normative social influence) or in order to be right (informational social influence) (1st mark). This suggests that Tom is likely to find...(2nd mark).
'Explain why Emma's daughter called the baby giraffes 'puppies'. You should refer to schemata/schemas in your answer.'	In this type of question you'll be given a scenario that you need to refer to; <ul style="list-style-type: none">You are awarded one mark for DEFINING 'schemata/schemas' (even though it doesn't ask you to define this word, whatever the questions asks you to 'refer to' make sure you define this term!!Then for the second mark, refer to Emma's daughter and why she did what she didE.g; A schema is a mental structure of prior knowledge and experiences to understand the world (1st mark), so Emma's daughter will have experience a puppy at home and used that framework to interpret the baby giraffes to be the same (2nd mark).
'Describe one difference between...'	<ul style="list-style-type: none">Make sure you use the word 'whereas' as this is showing that you understand there is a difference!E.g; The STM and LTM are different in terms of their capacity. The STM can hold 7+/-2 items whereas the LTM can hold an infinite amount of information.
'Explain one conclusion Shazia can make from the table'	Always refer to figures (numbers) from the table to support your conclusion - otherwise you cannot get 2 marks!
'Explain one conclusion Jack can make' (a graph was given)	Read a number off the graph to support your conclusion - otherwise you cannot get 2 marks!

Bad Answers?

20 Dmitri works at a local football club. His team plays other teams twice – once at their home ground and once away at the opponent's ground.

Dmitri worries about levels of verbal abuse at home matches when all fans are wearing the same blue football shirt.

At away matches the fans do not wear the blue football shirt and do not display any verbal abuse.

Dmitri records the levels of verbal abuse reported by the police at the next home and away matches.

Figure 2 shows the results.

Bar chart to show the number of reported incidents involving abuse in home and away matches

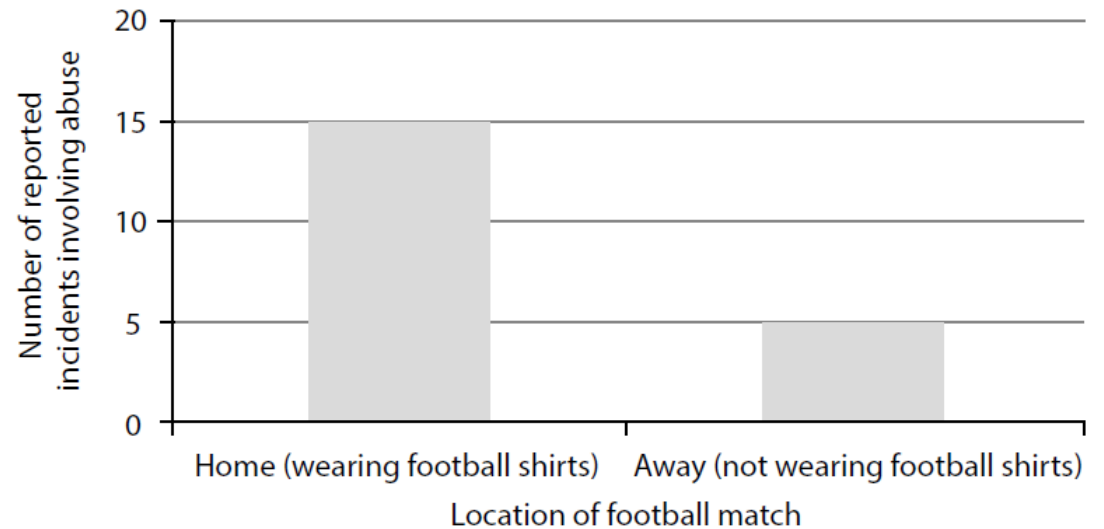


Figure 2

Explain **one** conclusion Dmitri can make regarding the abusive behaviour of the fans. (2 marks)

4 marks

Trigger Word	What it means...
'Explain two weaknesses of...'	<p>BE CAREFUL HERE</p> <p>Is the question asking you to explain two weaknesses of Asch's study OR of the scenario study that they have made up for the exam?</p> <p>MAKE SURE YOU EVALUATE THE ONE THEY ARE ASKING FOR!</p>

Bad Answers?

9 Emma has created a study to test the accuracy of memory.

She used the following procedure.

- Asked 10 friends to participate in the study and sat them together in a classroom.
- Participant 1 read a story about a woman stealing from a shop using a knife.
- Participant 1 then told participant 2 what they had read.
- The story was passed on until participant 10 was asked to write down what happened in the story.

Table 1 shows Emma's results.

	Original story	Reproduction from participant 10
Number of words	500	227
Structure	One paragraph	Three paragraphs
Accuracy of content	100%	68%

Table 1

Explain two weaknesses of Emma's study (4 marks)

The Extended Essay Questions

9 Mark Questions (*Issues and Debates* in relation to; *Development, Memory, Psychological Problems, The Brain and Neuropsychology or Social Influence*)

- For these 9 markers you will always be given a paragraph of two to read first.
- It will most likely consist of a made up study for the purpose of the exam.
- An issue/debate will be highlighted such as 'social issues, ethics, reductionism/holism, morality, how psychology has changed over time, nature/nurture' OR 'an area of psychology' will be mentioned
- You will then be asked to '**assess**' this issue in debate in relation to something
- AO1: wants you to **describe** the issue/debate and state what it involves
- AO2: wants you to **apply** your knowledge from AO1 to the scenario given in the paragraphs you have just read
- AO3: wants you to say some good/bad things about this issue/debate. Perhaps you could mention some **supporting evidence** that supports the scenario given e.g. a study you know that supports the findings given. Can you also evaluate this supporting evidence?

Example:

Jagdeep is in her local shopping centre and her mum has just called to say she needs to come home quickly. Jagdeep sees a woman fall over in the centre of the walkway. Nobody goes to help, including Jagdeep. Once Jagdeep arrives home she tells her mum that she helped the woman.

Assess Jagdeep's behaviour using **two** areas of psychology that you have studied. (9 marks)

Things to consider:

- The question asks for TWO areas of psychology, so you cannot achieve above a level 2 (6 marks) without a second area of psychology. This means you can gain 6/9 marks for one area, so you can speak about one area in more detail than another (doesn't have to be equal).
- AO1: wants you to ***describe*** the two areas of psychology
- AO2: wants you to ***apply*** this knowledge to Jagdeep's situation
- AO3: wants you to provide ***supporting evidence from studies*** to show how you know this information!

Read the “Thought Processes”



How to meet each objective- read
on your information pack

Option 2

Speak about all of (AO1, AO2 and AO3) Social Influence and then all of Memory (AO1, AO2 and AO3)

Paragraph 1 AO1: describe social influence: bystander behaviour and what this all means

Paragraph 2 AO2: apply your AO1 knowledge (from paragraph 1) of bystander behaviour to Jagdeep

Paragraph 3 AO3: find a supporting study that shows what you've said in paragraphs 1 and 2

Paragraph 4 AO1: describe memory, attention, rehearsal and misremembering

Paragraph 5 AO2: apply your AO1 knowledge (from paragraph 2) of memory to Jagdeep

Paragraph 6 AO3: find a supporting study that shows what you spoke about in paragraph 4 and 5

Task: Have a go...

9 Mark Questions (*Criminal Psychology and The Self*)

- A01: wants you to *describe the psychological concept*
- A02: wants you to *apply to the context given*
- A03: wants you to provide *show analysis and evaluation of the study and findings and come to a judgement*

Example:

Daniel is 14 years old and sees his 16-year-old-brother, James, in a fight with some other boys in the park.

The teenagers watching cheer and clap as James wins the fight. James is really pleased and his friends and other children tell him they think he did very well to win against the other boy. They all follow James to the shop, praising him about his fight.

The next day, Daniel gets into a fight with a group of boys outside the shop.

Assess whether the findings from Bandura, Ross and Ross (1961) can explain Daniel's anti-social behaviour.

9 marks

Read the “Thought Processes”



How to meet each objective- read
on your information pack

Option 1 - only one way to answer this type of question

Paragraph 1&2: Describe the study (or in the case, the findings of the study)

Paragraph 3&4: apply what you have spoken about in paragraph 1&2 to the scenario given

Paragraph 5&6: evaluate (strengths and weaknesses) the study/findings that you spoke about in paragraphs 1&2

Task: Have a go...

12 Mark Research Methods Question

(The only 12 mark question you will have)

- For these 12 markers you will be given a study/scenario
- You will then be asked to **evaluate** (which means strengths/weaknesses) something from Research Methods
- AO1: wants you to **describe** some good things and some bad things about the target question (e.g. whether it's asked you to evaluate labs/correlations/observations etc)
- AO2: wants you to apply these strengths/weaknesses to the scenario/study given in the exam question
- AO3: wants you to mention how these strengths/weaknesses impact the validity, reliability, generalisability, ethics, objectivity or subjectivity of the study. Is there a way that these things could be improved. E.g. how could you improve the reliability?

Example:

Asch (1951) conducted an experiment to investigate whether social pressure from a majority group could affect conformity rates of others.

Asch sampled 50 male students to participate in a 'vision test' using a line judgement task shown in **Figure 4**.

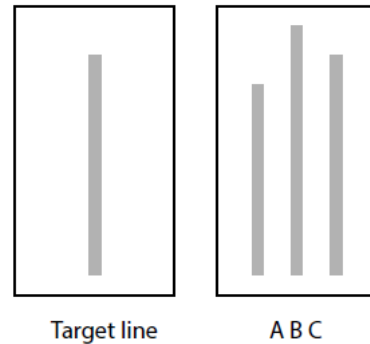


Figure 4

Seven confederates to the study had already been told to give the same response, some accurate and some inaccurate.

Asch then put a participant in a room with these seven confederates.

Each person in the room had to say which line (A, B or C) was most like the target line. The accurate answer was always obvious. The participant always gave their response last.

The number of times that each participant conformed to the majority view, when it was incorrect, was recorded by Asch.

Evaluate the use of
laboratory experiments
to test human behaviour.
(12 marks)

Read the “Thought Processes”



How to meet each objective- read
on your information pack

Option 2

With this option you are more likely to answer the question and therefore more likely to achieve top grades. Try not to think about AO1, AO2 and AO3 marks in these 12 markers. Just focus on answering the question.

Paragraph 1: State evaluation point 1 (AO1) and explain why it is a problem (AO3).

Paragraph 2: Apply (AO2) what you spoke about in paragraph 1 to the scenario/study given.

Paragraph 3: State evaluation point 2 (AO1) and explain why it is a problem (AO3).

Paragraph 4: Apply (AO2) what you spoke about in paragraph 3 to the scenario/study given.

Paragraph 5: State evaluation point 3 (AO1) and explain why it is a problem (AO3).

Paragraph 6: Apply (AO2) what you spoke about in paragraph 5 to the scenario/study given.

Task: Have a go...