

Mapping grid – Boardworks AS Psychology

Mapping to AQA Psychology A

(Specification for AS exams from 2009 onwards)

AQA Psychology A AS Level specification	Boardworks AS Psychology presentation title
3.1 Unit 1 PSYA1 Cognitive Psychology, Developmental Psychology and Research Methods	
Cognitive Psychology – Memory	
Models of memory: <ul style="list-style-type: none"> • The multi-store model, including the concepts of encoding, capacity and duration. • The working memory model, including its strengths and weaknesses 	The multi-store model of memory The working memory model
Memory in everyday life: <ul style="list-style-type: none"> • Eyewitness testimony (EWT) and factors affecting the accuracy of EWT • Misleading information and the use of the cognitive interview • Strategies for memory improvement 	Eyewitness testimony Eyewitness testimony Strategies for memory improvement
Developmental Psychology – Early Social Development	
Attachment: <ul style="list-style-type: none"> • Explanations of attachment, including learning theory, and evolutionary perspective • Types of attachment, including insecure and secure attachment and studies by Ainsworth • Cultural variations in attachment • Disruption of attachment, failure to form attachment (privation) and the effects of institutionalisation 	Explanations of attachment Types of attachment Types of attachment Disruption of attachment, Privation
Attachment in everyday life: <ul style="list-style-type: none"> • The impact of different forms of day care on children’s social development • Implications of research into attachment and day care for child care practices 	Day care Day care
Research Methods	
Methods and techniques: <ul style="list-style-type: none"> • Experimental method, including laboratory, field and natural experiments • Studies using a correlational analysis • Observational techniques • Self-report techniques, including questionnaire and interview • Case studies 	Experimental techniques Data analysis and presentation Non-experimental techniques Non-experimental techniques Non-experimental techniques
Investigation design: <ul style="list-style-type: none"> • Aims and hypotheses, including directional and non-directional • Experimental design (independent groups, repeated measures and matched pairs) • Design of naturalistic observations, including the development and use of behavioural categories • Design of questionnaires and interviews • Operationalisation of variables, including independent and dependent variables • Pilot studies • Control of extraneous variables • Reliability and validity 	Hypotheses and variables Research design and implementation Non-experimental techniques Non-experimental techniques Hypotheses and variables Research design and implementation Hypotheses and variables Research design and implementation

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<ul style="list-style-type: none"> • Awareness of the British Psychological Society (BPS) Code of Ethics and ethical issues • Selection of participants and sampling techniques, inc. random, opportunity and volunteer sampling • Demand characteristics and investigator effects 	<p>Research design and implementation</p> <p>Research design and implementation</p> <p>Hypotheses and variables</p>
<p>Data analysis and presentation:</p> <ul style="list-style-type: none"> • Presentation and interpretation of quantitative data, including graphs, scattergrams and tables • Analysis and interpretation of quantitative data and correlational data • Presentation of qualitative data • Processes involved in content analysis 	<p>Data analysis and presentation</p> <p>Data analysis and presentation</p> <p>Data analysis and presentation</p> <p>Non-experimental techniques</p>
<h3>3.2 Unit 2 PSYA2 Biological Psychology, Social Psychology and Individual Differences</h3>	
<h4>Biological Psychology – Stress</h4>	
<p>Stress as a bodily response:</p> <ul style="list-style-type: none"> • The body's response to stress • Stress-related illness and the immune system 	<p>The body's response to stress</p> <p>Stress-related illness and the immune system</p>
<p>Stress in everyday life:</p> <ul style="list-style-type: none"> • Life changes and daily hassles • Workplace stress • Personality factors, including Type A behaviour • Distinction between emotion-focused and problem-focused approaches to coping with stress • Psychological and physiological methods of stress management 	<p>Stress in every day life</p> <p>Stress in every day life</p> <p>Stress in every day life</p> <p>Stress management</p> <p>Stress management</p>
<h4>Social Psychology – Social Influence</h4>	
<p>Social influence:</p> <ul style="list-style-type: none"> • Types of conformity, including internalisation and compliance • Explanations of why people conform • Obedience, including Milgram's work and explanations of why people obey 	<p>Conformity and minority influence</p> <p>Conformity and minority influence</p> <p>Milgram: obedience to authority, Explanations of obedience</p>
<p>Social influence in everyday life:</p> <ul style="list-style-type: none"> • Explanations of independent behaviour • The influence of individual differences on independent behaviour, including locus of control • Implications for social change of research into social influence 	<p>Social influence in everyday life</p> <p>Social influence in everyday life</p> <p>Social influence in everyday life</p>
<h4>Individual Differences – Psychopathology (Abnormality)</h4>	
<p>Defining and explaining psychological abnormality:</p> <ul style="list-style-type: none"> • Definitions of abnormality and limitations associated with these definitions • Key features of the biological approach to psychopathology • Key features of psychological approaches to psychopathology including the psychodynamic, behavioural and cognitive approaches 	<p>Defining abnormality</p> <p>The biological approach and treatment</p> <p>The psychodynamic approach and treatment, The behavioural approach and treatment, The cognitive approach and treatment</p>
<p>Treating abnormality:</p> <ul style="list-style-type: none"> • Biological therapies, including drugs and ECT • Psychological therapies, including psychoanalysis, systematic de-sensitisation and Cognitive Behavioural Therapy 	<p>The biological approach and treatment</p> <p>The psychodynamic approach and treatment, The behavioural approach and treatment, The cognitive approach and treatment, Stress management</p>

Mapping grid – Boardworks AS Psychology

Mapping to AQA Psychology B

(Specification for AS exams from 2009 onwards)

AQA Psychology B AS Level specification	Boardworks AS Psychology presentation title
3.1 Unit 1 PSYB1 Introducing Psychology	
3.1.1 Key Approaches in Psychology	
<ul style="list-style-type: none"> The basic assumptions of the following approaches: biological; behaviourist; social learning theory; cognitive; psychodynamic and humanistic. The distinguishing features of each approach, including research methods used. Biological: the influence of genes; biological structures; the evolution of behaviour. Behaviourist: classical conditioning; operant conditioning. Social Learning Theory: modelling; mediating cognitive factors. Cognitive: the study of internal mental processes and the use of models to explain these processes. Psychodynamic: the role of the unconscious; psychosexual stages; the structure of personality; defence mechanisms. Humanistic: free will; concepts of self and self-actualisation; conditions of worth. The strengths and limitations of each approach, including research methods used. 	<p>What is psychology, Introduction to biological psychology, The biological approach and treatment, Explanations of attachment, The behavioural approach and treatment, Introduction to cognitive psychology, The cognitive approach and treatment, The psychodynamic approach and treatment</p> <p>As above</p> <p>Introduction to biological psychology</p> <p>Explanations of attachment, The behavioural approach and treatment</p> <p>The behavioural approach and treatment</p> <p>Presentations from Unit 1: Cognitive Psychology, The cognitive approach and treatment</p> <p>The psychodynamic approach and treatment</p> <p>What is psychology, Introduction to biological psychology, The biological approach and treatment, Explanations of attachment, The behavioural approach and treatment, Introduction to cognitive psychology, The cognitive approach and treatment, The psychodynamic approach and treatment</p>
3.1.2 Biopsychology	
<p>Physiological psychology:</p> <ul style="list-style-type: none"> Basic understanding of the structure and function of neurons and synaptic transmission. The divisions of the nervous system. Localisation of function in the brain (cortical specialisation) including motor, somatosensory, visual, auditory and 'language' centres. Methods used to identify areas of cortical specialisation, including neurosurgery, post-mortem examinations; EEGs, electrical stimulation, scanning techniques, including PET. 	<p>Introduction to biological psychology</p>

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<ul style="list-style-type: none"> • Actions of the sympathetic and parasympathetic divisions of the autonomic nervous system, including the adrenal glands, adrenalin and fight or flight response. 	The body's response to stress, The biological approach and treatment
<p>The genetic basis of behaviour:</p> <ul style="list-style-type: none"> • Difference between genotype and phenotype. • Types of twins: monozygotic (MZ) and dizygotic (DZ). • Use of twin studies, and family and adoption studies to investigate the genetic basis of behaviour. 	
3.1.3 Gender Development	
<p>Concepts:</p> <ul style="list-style-type: none"> • Sex and gender: androgyny; sex-role stereotypes; cultural variations in gender-related behaviour; nature and nurture. 	
<p>Explaining gender development:</p> <ul style="list-style-type: none"> • Biological explanations: typical and atypical sex chromosome patterns, including Klinefelter's syndrome and Turner's syndrome; influence of androgens and oestrogens. • Social learning theory: reinforcement; modelling; imitation and identification. • Cognitive approach: Gender schema theory; Kohlberg's cognitive-developmental theory. • Psychodynamic approach: Freud's psychoanalytic theory; Oedipus complex; Electra complex; identification. 	
3.1.4 Methods of Research	
<p>Planning Research:</p> <ul style="list-style-type: none"> • Qualitative and quantitative research: the distinction between qualitative and quantitative data collection techniques; strengths and limitations of quantitative and qualitative data. • Formulating research questions. Stating aims. Formulating hypotheses (null and experimental/alternative/research). • Populations and sampling. Sampling techniques, including opportunity, random, stratified and systematic. 	<p>Non-experimental techniques</p> <p>Hypotheses and variables</p> <p>Research design and implementation</p>
<p>Experimental Methods:</p> <ul style="list-style-type: none"> • Experiments: field, laboratory and quasi-experiments. Issue of ecological validity. • Independent and dependent variables. Manipulation and control of variables in experiments. Extraneous and confounding variables. • Experimental designs: repeated or related measures, matched pairs, independent groups and appropriate use of each. • Controls associated with different designs, including counterbalancing. Strengths and limitations of different experimental designs. • Strengths and limitations of experimental methods. 	<p>Experimental methods</p> <p>Hypotheses and variables</p> <p>Research design and implementation</p> <p>Research design and implementation</p> <p>Experimental methods</p>
<p>Non-experimental Methods:</p> <ul style="list-style-type: none"> • Self-report methods: questionnaire construction, including open and closed questions; types of interviews: structured and unstructured. • Pilot studies and their value. • Correlation studies. The difference between an experiment and a correlation study. • Observational studies: natural and laboratory settings; covert and overt; participant and non-participant observation. • The process of content analysis. 	<p>Non-experimental techniques</p> <p>Research design and implementation</p> <p>Data analysis and presentation</p> <p>Non-experimental techniques</p> <p>Non-experimental techniques</p>

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<ul style="list-style-type: none"> Case studies. The role of case studies in psychology. Strengths and limitations of these methods. 	<p>Non-experimental techniques</p> <p>Non-experimental techniques</p>
3.1.5 Representing Data and Descriptive Statistics	
<p>Representing Data:</p> <ul style="list-style-type: none"> Appropriate use of the following tabular and graphical displays: bar charts, histograms, graphs, scattergrams and tables. 	<p>Data analysis and presentation</p>
<p>Descriptive Data:</p> <ul style="list-style-type: none"> Calculation and use of measures of central tendency and measures of dispersion. Correlation as a description of the relationship between two variables. 	<p>Data analysis and presentation</p> <p>Data analysis and presentation</p>
3.1.6 Ethics	
<ul style="list-style-type: none"> An awareness of the code of ethics in psychology as specified by the British Psychological Society. The application of the code of ethics in psychological research. 	<p>Research design and implementation</p> <p>Research design and implementation</p>
3.2 Unit 2 PSYB2 Social Psychology, Cognitive Psychology and Individual Differences	
3.2.1 Social Influence	
<ul style="list-style-type: none"> Social facilitation, dominant responses, causes of arousal: evaluation, apprehension and distraction. Effects of arousal on task performance. Types of conformity, including internalisation and compliance. Explanations for conformity, including informational social influence and normative social influence. Factors affecting conformity, including those investigated by Asch. Explanations of obedience. Situational factors: conditions affecting obedience to authority as investigated by Milgram. Dispositional explanation: the Authoritarian Personality. Explanations of defiance of authority. Ethical and methodological issues in studying social influence. 	<p>Conformity and minority influence</p> <p>Conformity and minority influence</p> <p>Conformity and minority influence, Social influence in everyday life</p> <p>Explanations of obedience</p> <p>Milgram: obedience to authority</p> <p>Explanations of obedience</p> <p>Social influence in everyday life</p> <p>Introduction to social psychology, Conformity and minority influence, Milgram: obedience to authority</p>
3.2.2 Social Cognition	
<ul style="list-style-type: none"> Factors affecting impression formation, including social schemas, primacy and recency effects, central traits and stereotyping. Concept of attribution: dispositional and situational attributions; attributional biases, including the fundamental attribution error, the actor-observer effect and the self-serving bias. The structure and function of attitudes: cognitive affective and behavioural components; adaptive, knowledge and ego-expressive functions. Explanations of prejudice, including competition for resources, social identity theory and the Authoritarian Personality. 	
3.2.3 Remembering and Forgetting	
<ul style="list-style-type: none"> The Multi-store model (Atkinson and Shiffrin). Working memory model. Levels of processing. Types of long-term memory: episodic; semantic; procedural. Autobiographical memory. 	<p>The multi-store model of memory</p> <p>The working memory model</p> <p>The multi-store model of memory</p>

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<ul style="list-style-type: none"> • Explanations of forgetting, including decay, interference, retrieval failure (absence of context and cues), displacement, lack of consolidation and motivated forgetting, including repression. 	Forgetting
3.2.4 Perceptual Processes	
<ul style="list-style-type: none"> • Perceptual set and the effects of motivation, expectation, emotion and culture on perception. • Perceptual organisation. The Gestalt principles. • Gibson's and Gregory's theories of visual perception. • Depth cues, monocular and binocular. Types of perceptual constancy, including size constancy and shape constancy. • Distortion illusions, including the Muller-Lyer illusion and the Ponzo illusion. • Ambiguous figures, including the Necker Cube and Rubin's vase. • What distortion illusions and ambiguous figures tell us about perception. 	
3.2.5 Anxiety Disorders	
<ul style="list-style-type: none"> • Phobias: definition and symptoms. Agoraphobia, social phobias and specific phobias. • Obsessive-compulsive disorder: definition and symptoms. The distinction between obsession and compulsion. • Explanations of phobias and obsessive-compulsive disorder, including biological, behavioural, cognitive and psychodynamic. • Treatments, including systematic desensitisation, flooding, drug therapy, cognitive therapy; psychodynamic therapy. • Evaluation of these treatments. 	<p>Anxiety disorders Anxiety disorders</p> <p>The biological approach and treatment, The psychodynamic approach and treatment, The behavioural approach and treatment, The cognitive approach and treatment</p> <p>As above</p> <p>As above</p>
3.2.6 Autism	
<ul style="list-style-type: none"> • Autism: Definition and symptoms, including lack of joint attention. Autism as a syndrome: the triad of impairments. • An early explanation: cold-parenting. • Biological explanations, including genetics and neurological correlates. • Cognitive explanations, including theory of mind, central coherence deficit and failure of executive functioning. • Studying autism: the Sally-Anne experiment; the 'Smartie tube' test; comic strip stories. • Therapeutic programmes for autism, including behaviour modification, aversion therapy for self-injuring behaviour, language training, including the Lovaas technique, parental involvement. • Evaluation of these programmes. 	

Mapping grid – Boardworks AS Psychology

Mapping to Edexcel Psychology

(Specification for AS exams from 2009 onwards)

Edexcel Psychology AS Level specification	Boardworks AS Psychology presentation title
Unit 1 Social and Cognitive Psychology	
1.3 Social psychology — obedience and prejudice	
<p>1 Definition of the approach:</p> <ul style="list-style-type: none"> Define social psychology showing understanding that the approach is about aspects of human behaviour that involve the individual's relationships to other persons, groups and society. Define and use psychological terminology accurately and appropriately: agentic state, autonomous state, moral strain, in-group/out-group, social categorisation, social identification, social comparison. 	<p>Introduction to social psychology</p> <p>Conformity and minority influence, Explanations of obedience</p>
<p>2 Methodology/How Science Works:</p> <ul style="list-style-type: none"> Describe the survey as a research method, including the questionnaire and interview. Identify, describe and apply unstructured, structured and semi-structured interviews, open and closed questions, alternative hypotheses and issues around designing surveys. Describe and compare the difference between qualitative and quantitative data. Evaluate the survey as a research method, including reliability, validity and subjectivity. Describe, assess and apply guidelines, such as BPS guidelines, about the use of humans in psychological research. Identify, describe and apply different sampling techniques. 	<p>Non-experimental techniques</p> <p>Non-experimental techniques</p> <p>Non-experimental techniques</p> <p>Research design and implementation, Milgram: obedience to authority</p> <p>Research design and implementation</p>
<p>3 Content:</p> <ul style="list-style-type: none"> Define what is meant by obedience. Describe and evaluate Milgram's (1963) study of obedience and one of Milgram's 'variation' studies. Describe and evaluate the Agency Theory of Obedience (Milgram, 1973). Describe and assess the ethical issues arising from obedience research. Describe and evaluate one study of obedience from a country other than Milgram's (USA). Compare Milgram's (1963) obedience study and one other from a country other than Milgram's (USA) drawing cross-cultural conclusions. Describe what is meant by prejudice and discrimination. Describe and evaluate Tajfel's (1970) Social Identity Theory as an explanation of prejudice. 	<p>Milgram: obedience to authority</p> <p>Milgram: obedience to authority</p> <p>Milgram: obedience to authority, Explanations of obedience</p> <p>Milgram: obedience to authority</p>
<p>4 Studies in detail:</p> <ul style="list-style-type: none"> Describe and evaluate two studies in detail. One must be Hofling et al (1966) Study of obedience in nurses and one other study of either obedience or prejudice in the Social Approach. This must be from: Sherif (1954) 'Robbers' Cave' experiment, Tajfel et al (1970/71) study of minimal groups, Reicher & Haslam (2006) Rethinking the psychology of tyranny: The BBC prison study. 	<p>Explanations of obedience</p>

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<p>5 Key issue:</p> <ul style="list-style-type: none"> Describe one key issue of relevance to today's society and apply concepts, theories and/or research drawn from the Social Approach to explain the issue. 	<p>Conformity and minority influence</p>
<p>6 Evidence of practice: short survey:</p> <ul style="list-style-type: none"> Devise and conduct one practical to gather data relevant to topics covered in the Social Approach, which must be a survey (questionnaire or interview) to gather both qualitative and quantitative data. Make design decisions (including sampling) in devising an interview schedule/questionnaire. Collect data and present an analysis of both the qualitative and quantitative data and draw brief conclusions about the topic from the analyses. 	<p>Non-experimental techniques, Research design and implementation Non-experimental techniques, Research design and implementation Data analysis and presentation, Non-experimental techniques</p>
<p>1.4 Cognitive psychology — memory and forgetting</p>	
<p>1 Definition of the approach:</p> <ul style="list-style-type: none"> Define cognitive psychology showing understanding that the approach is about the role of cognition/cognitive processes in human behaviour. Define and use psychological terminology accurately and appropriately including the terms: information processing, memory, forgetting, storage, retrieval. 	<p>Introduction to cognitive psychology Presentations from Unit 1: Cognitive Psychology</p>
<p>2 Methodology/How Science Works:</p> <ul style="list-style-type: none"> Identify, describe and apply the following terms: natural, laboratory and field experiment, independent variable and dependent variable, experimental hypothesis, directional and non-directional, repeated measures, matched pairs and independent groups design, operationalisation of variables, counterbalancing, randomization, order effects. Describe and evaluate the experimental method (laboratory, natural, field) in terms of: experimental control, objectivity, reliability, validity, experimenter effects, demand characteristics. 	<p>Experimental methods, Hypotheses and variables, Research design and implementation Experimental methods, Hypotheses and variables, Research design and implementation</p>
<p>3 Content:</p> <ul style="list-style-type: none"> Describe and evaluate the Levels of Processing framework for memory research (Craik and Lockhart, 1972) and one other theory or model of memory (other than cue dependent theory). Describe and evaluate the Cue Dependent Theory of Forgetting (Tulving, 1974) and one other theory of forgetting. 	<p>The multi-store model of memory, The working memory model Forgetting</p>
<p>4 Studies in detail:</p> <ul style="list-style-type: none"> Describe and evaluate in detail Godden and Baddeley's (1975) study of cue dependent forgetting/memory and one other study of memory or forgetting in the Cognitive Approach. This must be selected from: Peterson & Peterson (1959) Suppression of rehearsal and the role of interference, Craik and Tulving (1975) Levels of processing, Ramponi et al (2004) Levels of processing effects on involuntary or implicit recall and age. 	<p>Forgetting</p>
<p>5 Key issue:</p> <ul style="list-style-type: none"> Describe one key issue of relevance to today's society and apply concepts, theories and/or research drawn from the Cognitive Approach to explain the issue. 	<p>Eyewitness testimony, Forgetting</p>
<p>6 Evidence of practice: short experiment:</p> <ul style="list-style-type: none"> Devise and conduct one practical, which must be an experiment, to gather data relevant to a topic covered in the Cognitive Approach for this course. Comment on the research design decisions. Collect, present and comment on data gathered including using measures of central tendency, 	<p>Research design and implementation Research design and implementation Data analysis and presentation</p>

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measures of dispersion, bar graph, histogram, frequency graph as relevant.	
Unit 2 Understanding the Individual	
2.3 Psychodynamic approach: Freud	
<p>1 Definition of the approach:</p> <ul style="list-style-type: none"> Define the psychodynamic approach showing understanding that it is about the influence of unconscious processes on behaviour, and the importance of early childhood. Define and use psychological terminology accurately and appropriately including: id, ego, superego, stages, repression, Oedipus complex, defence mechanisms, conscious, preconscious, unconscious. 	<p>The psychodynamic approach and treatment</p> <p>The psychodynamic approach and treatment</p>
<p>2 Methodology/How Science Works:</p> <ul style="list-style-type: none"> Describe and evaluate the case study as a research method used in psychology and as used in the psychodynamic approach. Describe, assess and apply issues of reliability, validity, subjectivity, objectivity and generalisability in the analysis of qualitative data. Evaluate Freud's theory in terms of credibility (eg Masson, 1989). Describe, assess and apply the terms 'cross-sectional' and 'longitudinal'. Describe, assess and apply issues of ethics and credibility with regard to using personal data from methods such as case studies. Describe and evaluate the correlational method/design. Identify, describe and apply a positive and a negative correlation, and strength of correlation. Identify, describe and apply different sampling techniques including random sampling, stratified sampling, volunteer and self-selected sampling, and opportunity sampling. 	<p>Non-experimental techniques, The psychodynamic approach and treatment</p> <p>Non-experimental techniques, Research design and implementation</p> <p>The psychodynamic approach and treatment</p> <p>Data analysis and presentation</p> <p>Data analysis and presentation</p> <p>Research design and implementation</p>
<p>3 Content:</p> <ul style="list-style-type: none"> Describe and evaluate Freud's theory of psychosexual development, including the five stages of development, the Oedipus complex, and the parts of personality associated with the first three stages, and including focusing on the explanation of gender development/behaviour. Describe defence mechanisms including repression, and one other. Evaluate Freud's theory as an explanation of gender development/behaviour. 	<p>The psychodynamic approach and treatment</p> <p>The psychodynamic approach and treatment</p>
<p>4 Studies in detail:</p> <ul style="list-style-type: none"> Describe and evaluate two studies in detail relating to Freud's theory. One study must be Freud's study of Little Hans (1909) and one from: Axline V (1964/1990) Dibs: Personality Development in Play Therapy, Bachrach et al (1991) Effectiveness of psychoanalytic therapies, Cramer P (1997) Identity, personality and defence mechanisms 	<p>The psychodynamic approach and treatment</p>
<p>5 Key issue:</p> <ul style="list-style-type: none"> Describe one key issue of relevance to today's society and apply concepts, theories, and/or research from the Psychodynamic Approach to explain the issue. 	<p>The psychodynamic approach and treatment</p>
<p>6 Evidence of practice: short analysis task:</p> <ul style="list-style-type: none"> Devise and conduct one practical, which must use a correlational design, using two rating scales and self-report data. Class data collection is acceptable. Draw a scattergram of the results. Carry out a Spearman's test on the data and interpret the finding. Write a short report of the procedure, sample, apparatus and results. 	<p>Non-experimental techniques</p> <p>Data analysis and presentation</p>

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<ul style="list-style-type: none"> Assess the correlation as a research tool in terms of advantages and limitations. 	Data analysis and presentation
2.4 Biological approach	
<p>1 Definition of the approach:</p> <ul style="list-style-type: none"> Define the biological approach showing understanding that it is about the influence and impact of genes and the nervous system on individual differences. Define and use psychological terminology appropriately and accurately including: central nervous system, synapse, receptor, neurone, neurotransmitter, genes, hormones, brain lateralisation. 	<p>Introduction to biological psychology, The biological approach and treatment</p> <p>Introduction to biological psychology, The biological approach and treatment</p>
<p>2 Methodology/How Science Works:</p> <ul style="list-style-type: none"> Describe and evaluate twin and adoption studies as research methods. Describe PET and MRI scanning techniques. Identify, describe and apply the following terms: alternative, experimental and null hypothesis, one or two tailed with regard to tests, levels of significance, Mann-Whitney U, critical value and observed value, dependent variable and independent variable, the use of control groups, experimental procedures, levels of measurement. Describe and evaluate the use of animals in laboratory experiments in the biological approach. Evaluate the use of animals in experiments in terms of credibility, ethical and practical issues. Evaluate the use of laboratory experiments in terms of validity, reliability and generalisability. 	<p>Introduction to biological psychology</p> <p>Hypotheses and variables</p> <p>Research design and implementation</p>
<p>3 Content:</p> <ul style="list-style-type: none"> Briefly describe the role of the CNS and neurotransmitters in human behaviour. Briefly describe the role of genes in behaviour (including the nature/nurture debate). With regard to gender development, describe the role of genes, hormones, and brain lateralisation. Evaluate the influence of biological factors on gender development including comparison with explanations from the Psychodynamic and Learning Approaches. 	The biological approach and treatment
<p>4 Studies in detail:</p> <ul style="list-style-type: none"> Describe and evaluate two studies relating to the Biological Approach. One must be Money J (1975) Ablatio penis: normal male infant sex-reassigned as a girl, and David Reimer's subsequent testimony and one from: Gottesman I, and Shields J (1966) Schizophrenia in twins, 16 years' consecutive admissions to a psychiatric hospital, Raine et al (1997) Brain abnormalities in murderers indicated by positron emission tomography, de Bellis et al (2001) Sex Differences in Brain Maturation during Childhood and Adolescence 	
<p>5 Key issue:</p> <ul style="list-style-type: none"> Describe one key issue of relevance to today's society and apply concepts, theories and/or research from the Biological Approach to explain the issue. 	The biological approach and treatment
<p>6 Evidence of practice: short practical:</p> <ul style="list-style-type: none"> Devise and conduct one practical, which must be a test of difference collecting ordinal or interval/ratio data using an independent groups design. Carry out a Mann-Whitney test and interpret the findings Write up the hypothesis, results and analysis using an appropriate graph and table. Draw brief conclusions, considering issues of validity, reliability, credibility and generalisability. 	<p>Research design and implementation</p> <p>Hypotheses and variables</p>
2.5 Learning approach	
<p>1 Definition of the approach:</p> <ul style="list-style-type: none"> Define the learning approach showing understanding that this approach is about the effects of 	Explanations of attachment, The behavioural

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<ul style="list-style-type: none"> conditioning, reinforcement and social learning on the organism. Define and use psychological terminology appropriately and accurately including the terms: classical conditioning, operant conditioning, social learning, stimulus and response. 	<p>approach and treatment Explanations of attachment, The behavioural approach and treatment</p>
<p>2 Methodology/How Science Works:</p> <ul style="list-style-type: none"> Describe and evaluate observation as a research method in psychology. Identify, describe and apply the terms participant, nonparticipant, overt, covert, naturalistic observations. With regard to inferential statistics, identify, describe and apply: levels of measurement, reasons for choosing a chi-squared (χ^2) test, Spearman and Mann-Whitney, how to compare the observed and critical value(s) to judge significance. Describe and evaluate the laboratory experiment method with human and with animal participants. Describe and assess ethical guidelines for the use of human participants when carrying out psychological research (include details specified for the Social Approach). 	<p>Non-experimental techniques Non-experimental techniques</p> <p>Research design and implementation</p>
<p>3 Content:</p> <ul style="list-style-type: none"> Describe the main features of classical conditioning, inc. unconditioned stimulus, unconditioned response, conditioned stimulus, conditioned response, extinction and spontaneous recovery. Describe the main features of operant conditioning, including positive and negative reinforcement, punishment, primary and secondary reinforcement. For either classical or operant conditioning, describe and evaluate one treatment/therapy. Describe the main features of social learning theory, including observation, imitation, modelling, vicarious reinforcement. Describe how learning theory can be used to explain gender development/behaviour with particular reference to modelling, reinforcement and behaviour shaping. Evaluate learning theory as an explanation of gender behaviour including comparison with explanations from the Biological and Psychodynamic Approaches. 	<p>Explanations of attachment, The behavioural approach and treatment Explanations of attachment, The behavioural approach and treatment The behavioural approach and treatment The behavioural approach and treatment</p>
<p>4 Studies in detail:</p> <ul style="list-style-type: none"> Describe and evaluate Bandura, Ross and Ross (1961) Transmission of aggression through imitation of aggressive models and one from: Watson and Rayner (1920) Little Albert, Skinner B F (1948) Superstition in the pigeon, Pickens R, and Thompson T (1968) Cocaine-reinforced behavior in rats: effects of reinforcement magnitude and fixed-ratio size. 	<p>The behavioural approach and treatment</p>
<p>5 Key issue:</p> <ul style="list-style-type: none"> Describe one key issue of relevance to today's society and apply concepts, theories and/or research from the Learning Approach to explain the issue. 	<p>The behavioural approach and treatment</p>
<p>6 Evidence of practice: short observation:</p> <ul style="list-style-type: none"> Carry out an observation using participants either from real life or using another medium such as television. This practical must be designed and conducted according to ethical principles. The observation must focus on some aspect of learning theory and must gather quantitative data that leads to a chi-squared (χ^2) test. Analyse the findings to produce results including using the chi-squared (χ^2) test. Apply issues of validity, reliability, generalisability and credibility to their results. 	<p>Research design and implementation, Non-experimental techniques</p> <p>Research design and implementation</p>

Mapping grid – Boardworks AS Psychology

Mapping to OCR Psychology

(Specification for AS exams from 2009 onwards)

OCR Psychology AS Level specification	Boardworks AS Psychology presentation title
3.1 AS Unit G541: Psychological Investigations	
Candidates will need to be familiar with four techniques for collecting/analysing data: <ul style="list-style-type: none"> • self-report; • experiment (repeated measures and independent measures, matched subjects design); • observation; • correlation. 	Non-experimental techniques Research design and implementation Non-experimental techniques Data analysis and presentation
A brief outline of a piece of research	
Candidates could be asked to: <ul style="list-style-type: none"> • identify strengths and weaknesses of the research method in general; • identify strengths and weaknesses of the specific research described in the source material; • suggest improvements to the research and their likely effects; • consider issues such as reliability and validity of measurements; • consider ethical issues raised by the source material. 	Research design and implementation Research design and implementation
The data produced by a piece of a research	
Candidates could be asked to: <ul style="list-style-type: none"> • suggest appropriate descriptive statistics/graphical representations of data; • draw conclusions from data/graphs; • sketch summary tables/graphs. 	Data analysis and presentation Data analysis and presentation Data analysis and presentation
An outline of a proposed piece of research	
Candidates could be asked to: <ul style="list-style-type: none"> • suggest appropriate hypotheses (null/alternate, one-tailed/two-tailed); • suggest how variables might be operationalised/measured; • suggest appropriate samples/sampling methods; • outline possible procedures; • evaluate the suggestions they have made. 	Hypotheses and variables Hypotheses and variables Research design and implementation Research design and implementation, Experimental methods, Non-experimental techniques
Exemplification (psychological investigations)	
Candidates should be able to: <ul style="list-style-type: none"> • describe the four techniques (self-report, experiment, observation, correlation); • identify strengths and weaknesses of the four techniques, both in general terms and in relation to source material; • frame hypotheses (null and alternate, one- and two-tailed); 	Non-experimental techniques, Experimental methods, Data analysis and implementation Non-experimental techniques, Experimental methods, Data analysis and implementation Hypotheses and variables

AS Psychology Mapping Grid

<ul style="list-style-type: none"> ● identify variables (identify and explain the difference between independent and dependent variables); ● suggest how variables might be operationalised/measured; ● suggest (in relation to source material) strengths and weaknesses of measurement and alternative forms of measurement; ● comment on the reliability and validity of measurement; ● describe opportunity sampling, random sampling and self-selected sampling techniques; ● identify strengths and weaknesses of opportunity, random and self-selected sampling techniques; ● identify strengths and weaknesses of sampling techniques described in source material; ● suggest appropriate samples/sampling techniques in relation to source material; ● suggest appropriate procedures in relation to source material; ● identify and describe the differences between qualitative and quantitative data; ● identify strengths and weaknesses of qualitative and quantitative data; ● suggest appropriate descriptive statistics for data in source material (mean, median, mode); ● sketch appropriate summary tables/graphs from data in source material (bar charts, scattergraphs); ● draw conclusions from data/graphs; ● describe ethical issues relating to psychological research with human participants; ● identify ethical issues in source material and suggest ways of dealing with ethical issues. 	<p>Hypotheses and variables</p> <p>Hypotheses and variables</p> <p>Research design and implementation Research design and implementation Research design and implementation</p> <p>Non-experimental techniques</p> <p>Data analysis and presentation Data analysis and presentation Data analysis and presentation Research design and implementation Research design and implementation</p>
<h3>3.2 AS Unit G542: Core Studies</h3>	
<h4>The approaches/perspectives, issues, and methods arising from the core studies</h4>	
<p>Approaches:</p> <ul style="list-style-type: none"> ● Physiological ● Cognitive ● Individual differences ● Developmental ● Social 	<p>Introduction to biological psychology Introduction to cognitive psychology Introduction to individual differences Introduction to developmental psychology Introduction to social psychology</p>
<p>Perspectives:</p> <ul style="list-style-type: none"> ● Behaviourist ● Psychodynamic 	<p>The behavioural approach and treatment The psychodynamic approach and treatment</p>
<p>Methods:</p> <ul style="list-style-type: none"> ● Experimental (laboratory and field) ● Case study ● Self-report ● Observation ● Methodological issues, such as reliability and validity 	<p>Experimental methods Non-experimental techniques Non-experimental techniques Non-experimental techniques Research design and implementation</p>
<p>Issues:</p> <ul style="list-style-type: none"> ● Ethics ● Ecological validity ● Longitudinal and snapshot ● Qualitative and quantitative data 	<p>Research design and implementation, Milgram: obedience to authority Introduction to cognitive psychology Introduction to developmental psychology, Privation Non-experimental techniques</p>

AS Psychology Mapping Grid

Cognitive psychology	
<ul style="list-style-type: none"> describe and evaluate the cognitive approach in psychology; describe and evaluate various methodologies used by the cognitive approach; consider pertinent issues, perspectives and debates, context and theory, strengths and limitations and the implications of core studies of the cognitive approach. 	Introduction to cognitive psychology Introduction to cognitive psychology
Cognitive psychology core studies	
<ul style="list-style-type: none"> Loftus, E. & Palmer, J. (1974) Reconstruction of automobile destruction. Baron-Cohen, S., Jolliffe, T., Mortimore, C. & Robertson, M. (1997) Another advanced test of theory of mind: evidence from very high functioning adults with autism or Asperger syndrome. Savage-Rumbaugh, S. Spontaneous Symbol Acquisition and Communicative Use by Pygmy Chimpanzees. 	Eyewitness testimony
Developmental psychology	
<ul style="list-style-type: none"> describe and evaluate the developmental approach in psychology; describe and evaluate various methodologies used by the developmental approach; consider pertinent issues, perspectives and debates, context and theory, strengths and limitations and the implications of core studies of the developmental approach. 	Introduction to developmental psychology Introduction to developmental psychology Types of attachment, Explanations of attachment, Disruption of attachment, Privation, Day care
Developmental psychology core studies	
<ul style="list-style-type: none"> Samuel, J. & Bryant, P. (1984) Asking only one question in the conservation experiment. Bandura, A., Ross, D. & Ross, S. (1961) Transmission of aggression through imitation of aggressive models. Freud, S. (1909) Analysis of a phobia of a five-year old boy. 	The psychodynamic approach and treatment
Physiological psychology	
<ul style="list-style-type: none"> describe and evaluate the physiological approach in psychology; describe and evaluate various methodologies used by the physiological approach; consider pertinent issues, perspectives and debates, context and theory, strengths and limitations and the implications of core studies of the physiological approach. 	Introduction to biological psychology, The biological approach and treatment Introduction to biological psychology
Physiological psychology core studies	
<ul style="list-style-type: none"> Maguire, E.A., Gadian, D.G., Johnsrude I.S., Good, C.D., Ashburner, J., Frackowiak, R.S. & Frith, C.D. (2000) Navigation-related structural changes in the hippocampi of taxi drivers. Dement, W. & Kleitman, N. (1957) The relation of eye movements during sleep to dream activity. Sperry, R. (1968) Hemisphere disconnection and unity in consciousness. 	
Social psychology	
<ul style="list-style-type: none"> describe and evaluate the social approach in psychology; describe and evaluate various methodologies used by the social approach; consider issues, perspectives and debates pertinent to the social approach; consider context and theory pertinent to the core studies of the social approach; consider strengths and limitations of the core studies in the social approach; consider implications of core studies of the social approach. 	Introduction to social psychology Introduction to social psychology Conformity and minority influence, Milgram: obedience to authority, Explanations of obedience Conformity and minority influence, Milgram: obedience to authority, Explanations of obedience Conformity and minority influence, Milgram: obedience to authority, Explanations of obedience As above

AS Psychology Mapping Grid



Social psychology core studies	
<ul style="list-style-type: none"> • Milgram, S. (1963) Behavioural study of obedience. • Reicher, S. & Haslam, S.A. (2006) Rethinking the psychology of tyranny. The BBC prison study. • Piliavin, I., Rodin, J. & Piliavin, J. (1969) Good Samaritanism; an underground phenomenon? 	<p>Milgram: obedience to authority Conformity and minority influence</p>
The psychology of individual differences	
<ul style="list-style-type: none"> • describe and evaluate the individual differences approach in psychology; • describe and evaluate various methodologies used by the individual differences approach; • consider pertinent issues, perspectives and debates, context and theory, strengths and limitations and the implications of core studies of the individual differences approach. 	<p>Introduction to individual differences Introduction to individual differences Introduction to individual differences</p>
The psychology of individual differences core studies	
<ul style="list-style-type: none"> • Rosenhan, D. (1973) On being sane in insane places. • Thigpen, C. & Cleckley, H. (1954) A case of multiple personality. • Griffiths, M.D. (1994). The role of cognitive bias and skill in fruit machine gambling. 	<p>Introduction to individual differences</p>