

GCSE CHECKLISTS - Psychology and Religious Studies

Personal Learning Checklist



Topic B Is dreaming meaningful

Explaining the question: How do we see our world?	Reading	😊	😐	😞
Freud's (1900) dream theory including the concepts of manifest content, latent content and dreamwork (displacement, condensation and secondary elaboration), and their evaluation of the theory	Pages 52-61			
The basic structure and function of a neuron: axon, impulse, neurotransmitter, synaptic transmission	Pages 62-65			
Hobson and McCarley's (1977) activation-synthesis model including the concepts of random activation, sensory blockade and movement inhibition	Page 66-67			
Explanations of dreaming offered by Freud, and Hobson and McCarley, by comparing and evaluating them.	Pages 54-55,60-61,68-69			
Investigating the question: Case Studies	Reading	😊	😐	😞
the following terms, and their use when referring to methodology i aim ii case study iii qualitative data iv quantitative data v privacy vi confidentiality vii generalisability viii reliability ix subjectivity and objectivity	Pages 74-75			
The ethical issues in case studies of humans of privacy and confidentiality and how they can be dealt with. (NB: The ethics of animal studies are discussed in Topic D.)	Pages 76-77			
The case study as a research method including evaluation	Pages 70-73			
The dream analysis of Little Hans in Freud (1909) Analysis of a phobia of a five-year old boy including evaluation of dream analysis as a research method.	Pages 78-79			
Why psychology matters	Reading	😊	😐	😞
The role of the psychoanalyst including: i who they might work for ii what they do iii skills required iv qualifications required v accreditation status vi how they might use dream analysis to help someone.	Pages 82-85			
How psychological sleep disorders (including REM sleep disorder) are treated at a sleep disorder clinic.	Pages 86-89			

Topic C: Do TV and video games affect young people's behaviour?

Explaining the question: Do TV and video games affect young people's behaviour?	Reading			
Causes of aggression including: i biological (limbic system and amygdala, hormones) ii social learning including from TV and video games (Social Learning Theory: role models, vicarious reinforcement, modelling, observational learning, identification)	Pages 92-97			
Biological and social learning explanations of aggression by comparing them, including an evaluation of each	Pages 98-101			
The nature-nurture debate in relation to understanding aggression	Pages 100-101			
The evidence for individual differences in aggression drawing on Ramirez et al (2001) and Anderson and Dill (2000).	Pages 102-103,108-109			
Investigating the question: content analysis	Reading			
The following terms, and their use when referring to methodology: i sampling and generalisability issues in a content analysis ii identifying categories and tallying iii reliability of content analysis In examination, students could be asked to design a content analysis from stimulus material, drawing on the terms above.	Pages 104-105			
The ethical issue of protection of participants and how this may be dealt with	Pages 106-107			
The aims, procedures and findings (results and/or conclusions) and evaluation of i Anderson and Dill (2000) Video games and aggressive thoughts, feelings and behaviour in the laboratory and in life ii Ramirez et al (2001) Cultural and sex differences in aggression iii Charlton et al (2000) Children's playground behaviour across five years of broadcast television: a naturalistic study in a remote community iv Williams (1981) How and what do children learn from television.	Pages 102-103,108-115			
Why psychology matters	Reading			
The effects of television on aggression using the findings (results and/or conclusions) of Charlton et al's (2000) study and Williams' (1981) study; including comparing them	Pages 112-115			
The role of an educational psychologist including: i who they might work for ii what they do iii skills required iv qualifications required v chartered status vi what they might do to help a child with anger management problems.	Pages 116-121			
Exploring the questions further	Reading			

The role and effectiveness of censorship including; i the role of the 9 pm watershed ii arguments for and against censorship.	Pages 122-125			
---	---------------	--	--	--

Topic D: Why do we have phobias?

Explaining the question: Why do we have phobias?	Reading	😊	😐	😞
Causes of phobias including: i the evolutionary explanation of preparedness ii Social Learning Theory (modelling and vicarious reinforcement) iii classical/Pavlovian conditioning (association and generalisation)	Pages 130-135			
The nature-nurture debate in relation to understanding phobias. In the examination, students could be asked to demonstrate their understanding of stimulus material drawing on key terms and explanations.	Pages 136-137			
Investigating the question: questionnaires	Reading	😊	😐	😞
The following terms and their use when referring to methodology: i questionnaire ii open-ended and closed questions iii rank scales (eg Likert style questions) iv standardised instructions v response bias vi social desirability.	Pages 138-149			
Questionnaires as a research method including evaluation	Pages 140-141			
Ethical issues of laboratory experiments using animals including social isolation, number and choice of species	Pages 142-143			
Practical issues of laboratory experiments using animals including three practical issues	Pages 144-145			
The aims, procedures and findings (results and/or conclusions) and evaluation of i Cover-Jones (1924) The case of Little Peter ii Bennett-Levy and Marteau (1984) Fear of animals. What is prepared?	Pages 146-149			
Why psychology matters	Reading	😊	😐	😞
Flooding and systematic desensitisation as therapies used to treat phobias	Pages 150-151			
The ethics of flooding and systematic desensitisation as therapies used to treat phobias, including the guidelines of distress and right to withdraw	Pages 152-153			
The role of a clinical psychologist including: i who they might work for ii what they do iii skills required iv qualifications required v chartered status vi what they might do to help a person with phobias.	Pages 154-159			

Exploring the questions further	Readings			
Cultural issues in the development of phobias using Heinrichs et al, (2005) Cultural differences in perceived social norms and social anxiety.	Pages 160-161			

Topic E: Are criminals born or made?				
Explaining the question: Are criminals born or made?	Reading			
Causes of criminal behaviour including: i. Biological explanations of criminality (genetics, XYY chromosome abnormality, twin studies) ii. Social explanations of criminality (family patterns, childrearing strategies, self-fulfilling prophecy)	Pages 166-173			
Biological and social explanations of criminality, by comparing them	Pages 174-175			
The nature-nurture debate in relation to an individual's tendency toward criminality	Pages 174-175			
Investigating the question: questionnaires	Reading			
The aim, procedure and findings (results and/or conclusions) and evaluation of i Sigall and Ostrove (1975) Beautiful but dangerous: Effects of offender attractiveness and nature of the crime on juridic judgments ii Madon et al (2004) Self-fulfilling prophecies: the synergistic accumulative effect of parents' beliefs on children's drinking behaviour iii Theilgaard (1984) A psychological study of the personalities of XYY- and XXY	Pages 176-181			
The ethical and practical problems associated with biological and social research into criminality, and the gathering of information from convicted offenders.	Pages 180-185			
Why psychology matters	Reading			
The purpose, process and effectiveness of offender profiling as a method used to help catch criminals	Pages 186-187			
The use of offender profiling in the case of John Duffy (David Canter)	Pages 188-189			
The role of a forensic psychologist including who they might work for ii what they do iii skills required iv qualifications required v chartered status vi how they might help to treat offenders.	Pages 190-195			
Exploring the questions further	Reading			
The effects of race, accent and appearance/attractiveness on jury decision making.	Pages 196-197			