

Name:

Tutor Group:

**OxfordAQA Learning Objectives
Checklist**

IGCSE

**Psychology Revision
Workbook**



+



Hello,

We hope you find this revision booklet helpful as you prepare for your Psychology assessments and final exams.

Here at BISAD we teach the OxfordAQA International GCSE Psychology course. Below is an over of the assessment criteria.

2.2 Assessments

Paper 1: Cognition and behaviour	+	Paper 2: Social context and behaviour
What's assessed Memory Perception Biopsychology Research methods		What's assessed Communication Social influences Mental health Research methods
How it's assessed Written exam: 2 hours 100 marks 50% of GCSE		How it's assessed Written examination: 2 hours 100 marks 50% of GCSE
Questions Section A: Memory – 25 marks Section B: Perception – 25 marks Section C: Biopsychology – 25 marks Section D: Research methods – 25 marks Multiple choice, structured, short answer and extended writing responses		Questions Section A: Communication – 25 marks Section B: Social Influences – 25 marks Section C: Mental health – 25 marks Section D: Research methods – 25 marks Multiple choice, structured, short answer and extended writing responses

In this booklet you will find the following:

- The learning objectives for each unit

IGCSE Psychology Command Terms

Command Term	Definition
Calculate	Work out the value of something.
Compare	Identify similarities and/or differences.
Complete	Finish a task by adding to given information.
Criticise	Assess worth against explicit expectations.
Define	Give a definition of.
Describe	Give an account of.
Discuss	Present key points about different ideas or strengths and weaknesses of an idea.
Draw	Present a possible conclusion
Estimate	Assign an approximate value.
Evaluate	Judge from available evidence.
Explain	Set out purposes or reasons.
Explain how	Give a detailed account of a process or way of doing something
Explain why	Give a detailed account of reasons in relation to a particular situation
Give	Produce an answer from recall or from given information.
Identify	Name or otherwise characterise
Interpret	Translate information into recognisable form
Justify	Support a case with evidence
Label	Provide appropriate names on a diagram.
Name	Identify using a recognised technical term
Outline	Set out main characteristics
Sketch	Roughly draw or plot.
State	Express in clear terms
Suggest	Present a possible case/solution
Write	Provide information in verbatim form

Evaluating Studies













































































































- G** **Generalisability** – can we generalise the results of this study to the target population? How big was the sample, was it representative?
- R** **Reliability** – Can this study be replicated? Would we get the same results again? How good are the controls?
- A** **Application** – Do the findings of this study suggest any practical applications? Is it relevant to any real-life situations?
- V** **Validity** – Is this study measuring what it says it is measuring? Are the tasks given to the participants natural? Is the setting natural?
- E** **Ethics** – Has this study breached any of the ethical guidelines? Were participants at risk, their privacy invaded, their rights violated? Were they lied to?





















































































































Evaluating Theories



































































































Memory

Learning objectives:	I've made revision notes on this	'RAG' this objective 1 st Attempt	'RAG' this objective 2 nd Attempt
Understand the processes of memory: encoding, storage, and retrieval.		  	  
Understand how memories are encoded and stored.		  	  
Understand the different types of memory: episodic, semantic and procedural		  	  
Understand and be able to evaluate the multi-store model of memory and the sensory register, short-term and long-term memory stores.		  	  
Understand the features of each memory store		  	  
Understand primacy and recency effects and the effects of serial position.		  	  
Understand and be able to evaluate Murdock's serial position curve study		  	  
Understand key concepts from research methods and data handling topic.		  	  
Understand and be able to evaluate the working memory model.		  	  
Understand and be able to evaluate the main components of the working memory model, including the central executive, phonological loop, visuo-spatial sketchpad and episodic buffer.		  	  
Understand the features of each component.		  	  
Understand and evaluate dual processing tasks.		  	  
Understand and be able to evaluate the theory of reconstructive memory.		  	  
Understand and be able to evaluate Bartlett's War of the Ghosts study		  	  
Understand the concept of 'effort after meaning'.		  	  
Understand key concepts from research methods topic.		  	  
Understand factors such as interference, context and false memories and the effect they have on the accuracy of memory.		  	  
Understand key concepts from research methods topic		  	  



































































Perception

Learning objectives:	I've made revision notes on this	'RAG' this objective 1 st Attempt	'RAG' this objective 2 nd Attempt
Understand the concepts of sensation and perception.		  	  
Understand key concepts from research methods topics.		  	  
Understand the binocular depth cues of retinal disparity, convergence.		  	  
Understand the monocular depth cues of height in plane, relative size, occlusion and linear perspective.		  	  
Understand and be able to evaluate Gibson's direct theory of perception.		  	  
Understand motion parallax		  	  
Understand why and how ambiguity, misinterpreted depth cues, fiction and size constancy cause visual illusions.		  	  
Identify and describe the Ponzo, the Müller-Lyer, Rubin's vase, the Ames Room, the Kanizsa triangle and the Necker cube illusions.		  	  
Understand and be able to evaluate Gregory's constructivist theory of perception.		  	  
Understand and be able to evaluate Bruner and Minturn's study of perceptual set.		  	  
Understand the concept of perceptual set and how expectation affects perception.		  	  
Understand key concepts from research methods topic.		  	  
Understand and be able to evaluate Gilchrist and Nesberg's study of motivation.		  	  
Understand the concept of motivation and how it affects perception.		  	  
Understand key concepts from research methods topic.		  	  
Understand and be able to evaluate Nisbett and Miyamoto study on culture.		  	  
Understand the concept of culture and how it affects perception.		  	  
Understand and be able to evaluate the Kunst-Wilson and Zajonc study on emotion.		  	  
Understand the concept of emotion and how it affects perception.		  	  

Biopsychology







































































































Learning objectives:	I've made revision notes on this	'RAG' this objective 1 st Attempt	'RAG' this objective 2 nd Attempt
Understand the divisions and functions of the human nervous system		  	  
Understand the roles of the endocrine system and the function of glands and hormones		  	  
Understand the autonomic nervous system and the fight or flight response.		  	  
Understand and be able to evaluate the James-Lange theory of emotion.		  	  
Understand sensory, relay and motor neurons, synaptic transmission: release and reuptake of neurotransmitters, excitation and inhibition.		  	  
Understand how these processes interact.		  	  
Understand and be able to evaluate Hebb's theory of learning and neuronal growth.		  	  
Understand brain structure: frontal lobe, temporal lobe, parietal lobe, occipital lobe and cerebellum		  	  
Understand basic function of these structures.		  	  
Understand localisation of function in the brain and the motor, somatosensory, visual, auditory and language areas.		  	  
Understand Broca's area and Wernicke's area.		  	  
Understand and be able to evaluate Penfield's study of the interpretive cortex		  	  
Understand what cognitive neuroscience is.		  	  
Understand the use of scanning techniques to identify brain functioning.		  	  
Understanding how neurological damage, can affect motor abilities and behaviour		  	  
Understand and be able to evaluate Tulving's 'gold' memory study		  	  

Research Methods













































































































Topic: Research Methods Part 1	I've made revision notes on this	'RAG' this objective 1 st Attempt	'RAG' this objective 2 nd Attempt
Understand independent and dependent variables		  	  
Understand extraneous variables.		  	  
Experimental methods (laboratory, field and natural experiments). Strengths and weaknesses of each experimental method and what types of research they are suitable for.		  	  
Interviews and questionnaires. Strengths and weaknesses of interviews and questionnaires and what types of research they are suitable for.		  	  
Observation studies (including categories of behaviour and interobserver reliability). Strengths and weaknesses of observation studies and what types of research they are suitable for.		  	  
An understanding of association between two variables and the use of scatter diagrams to show possible correlational relationships. The strengths and weaknesses of correlations.		  	  
Understand the method of case studies, including strengths and weaknesses		  	  
Topic: Research Methods Part 2			
Be able to formulate testable hypotheses – including null hypothesis and alternative hypothesis		  	  
Target populations. Samples and sampling methods (random, opportunity, systematic and stratified), and how to select samples using these methods. Strengths and weaknesses of each sampling method.		  	  
An understanding each of the named experimental designs (independent groups, matched pairs & repeated measures). The strengths and weaknesses of each experimental design.		  	  
Understand the use of standardised procedures, instructions to participants,		  	  

randomisation, random allocation to conditions and counterbalancing.			
Ethical issues in psychological research as outlined in the British Psychological Society guidelines. Ways of dealing with each of these issues.		☹️ 😐 😊	☹️ 😐 😊
Understand the difference between quantitative and qualitative data		☹️ 😐 😊	☹️ 😐 😊
Understand the difference between primary and secondary data		☹️ 😐 😊	☹️ 😐 😊
Recognise and use expressions in decimal form. Ratios, fractions and percentages. Estimate results, find arithmetic means and use an appropriate number of significant figures. Mean, median, mode and range		☹️ 😐 😊	☹️ 😐 😊
Frequency tables and diagrams, bar charts and histograms.		☹️ 😐 😊	☹️ 😐 😊
Understand the characteristics of normal distribution		☹️ 😐 😊	☹️ 😐 😊

























































































































Communication

Learning objectives:	I've made revision notes on this	'RAG' this objective 1 st Attempt	'RAG' this objective 2 nd Attempt
Understand and be able to evaluate Piaget's theory.		  	  
Understand and be able to evaluate the Sapir-Whorf hypothesis.		  	  
Understand variations in recall of events and recognition of colours		  	  
Understand differences between human and animal communication.		  	  
Understand the limited functions of animal communication.		  	  
Understand and be able to evaluate Von Frisch's bee study.		  	  
Understand properties of human communication not present in animal communication.		  	  
Understand how to define non-verbal communication and verbal communication.		  	  
Understand the functions of eye contact including regulating flow of conversation, signalling attraction and expressing emotion.		  	  
Understand body language including open and closed posture, postural echo and touch.		  	  
Understand key concepts from research methods topic.		  	  
Understand personal space including cultural, status and gender differences.		  	  
Understand and be able to evaluate Darwin's evolutionary theory of non-verbal communication.		  	  
Understand evidence that non-verbal behaviour is innate.		  	  
Understand evidence that non-verbal behaviour is learned.		  	  
Understand and be able to evaluate Yuki's study of emoticons.		  	  
Understand key concepts from research methods topic.		  	  

Social Influence

Learning objectives:	I've made revision notes on this	'RAG' this objective 1 st Attempt	'RAG' this objective 2 nd Attempt
Understand and be able to evaluate Asch's study of conformity		  	  
Understand and be able to explain how named social factors and named dispositional factors affect conformity.		  	  
Understand key concepts from research methods topic		  	  
Understand and be able to evaluate Milgram's study of obedience.		  	  
Understand and be able to evaluate Milgram's Agency theory of social factors affecting obedience.		  	  
Understand key concepts from research methods topic.		  	  
Understand and be able to evaluate Adorno's theory of the Authoritarian Personality.		  	  
Understand and be able to explain dispositional factors affecting obedience.		  	  
Understand and be able to evaluate Piliavin's subway study.		  	  
Understand key concepts from research methods topic.		  	  
Understand and be able to evaluate Latane and Darley's smoke study.		  	  
Understand and be able to evaluate Levine's football supporter study.		  	  
Understand and be able to explain how the named social factors and the named dispositional factors affect bystander intervention.		  	  
Understand key concepts from research methods topic		  	  
Understand key concepts from research methods topic.		  	  
Understand and be able to explain how named social factors affected collective behaviour		  	  
Understand key concepts from research methods topic		  	  
		  	  

Mental Health

Learning objectives:	I've made revision notes on this	'RAG' this objective 1 st Attempt	'RAG' this objective 2 nd Attempt
Understand characteristics of mental health.		  	  
Understand cultural variations in beliefs about mental health problems.		  	  
Understand how and why the incidence of significant mental health problems has changed over time.		  	  
Understand the Increased challenges of modern living, eg isolation.		  	  
Understand the increased recognition of the nature of mental health problems and lessening of social stigma.		  	  
Understand individual and social effects of mental health problems.		  	  
Understand key concepts from research methods topic.		  	  
Understand what the International Classification of Diseases (ICD) is, and why it's used.		  	  
Understand and identify characteristics of obsessions and compulsions.		  	  
Understand the diagnostic criteria for obsessive-compulsive disorder (OCD).		  	  
Understand key concepts from research methods topic.		  	  
Understand the theories of obsessive-compulsive disorder: biological explanation, the genetic vulnerability explanation, the psychological explanation and the cognitive explanation.		  	  
Understand and be able to evaluate behaviour therapy for obsessive-compulsive disorder		  	  
Understand and evaluate Kearn's study of the effectiveness of cognitive behaviour therapy for obsessive-compulsive disorder.		  	  
Understand key concepts from research methods topic		  	  
Recap how the International Classification of Diseases is used to diagnose conditions.		  	  
Understand and identify characteristics of post-traumatic stress disorder (PTSD).		  	  
Understand the diagnostic criteria for post-traumatic stress disorder (PTSD)		  	  
Understand the dual representation theory of post-traumatic stress disorder		  	  
Understand and evaluate prolonged exposure therapy for post-traumatic stress disorder.		  	  
Understand and be able to evaluate Eftekhari's study of the effectiveness of prolonged exposure therapy for post-traumatic stress disorder		