

Topic	Key Terms	Core Theory	Alternative Theory	Core Study	Applications
Memory	<ol style="list-style-type: none"> 1. Explain how forgetting occurs through decay (3 marks). 2. Explain how forgetting occurs through displacement (3 marks). 3. Explain how displacement affects memory (3 marks). 4. Explain what input and output means in the way that we process information in memory (2 marks). 	<ol style="list-style-type: none"> 1. The multi-store model is one theory of memory. (a) Name the three stores in this model (3 marks). (b) Outline the role of rehearsal in this model (2 marks). 2. The multi-store model is one theory of memory. Describe two criticisms of the way in which the multi-store model explains how we remember things (4 marks). 3. Outline two criticisms of the multi-store model of memory (4 marks). 	<ol style="list-style-type: none"> 1. The levels of processing theory explains forgetting using the idea of deep processing. Explain this theory of forgetting (4 marks). 2. The Alternative Theory, levels of processing, is one theory of memory. Explain this theory (4 marks). 	<ol style="list-style-type: none"> 1. Terry (2005) carried out an experiment into memory for TV commercials. Give two limitations of Terry's findings (2 marks). 2. Terry (2005) carried out an experiment into the recall of TV commercials. (a) State the findings from the 'immediate recall' condition (1 mark). (b) State the findings from the 'delayed recall' condition (1 mark). (c) Explain the difference in findings between the two conditions (2 marks). 3. Describe and evaluate Terry's (2005) study into the serial position effect (10 marks). 4. Describe the procedure used in Terry's (2005) experiment into the serial position effect (4 marks). 5. The core study used a laboratory experiment to show that a person's memory is affected by factors such as time and space. Describe two criticisms of the use of a laboratory experiment to test this hypothesis (4 marks). 	<ol style="list-style-type: none"> 1. Outline how one memory aid works (2 marks). Explain how ONE memory aid can be used to improve memory (4 marks). 2. Outline how ONE memory aid could be used to help an individual remember a list of 20 words (4 marks).
Sex & Gender	<ol style="list-style-type: none"> 1. Describe the difference between sex and gender (2 marks). 2. Describe the differences between masculine, feminine and androgynous (3 marks). 	<ol style="list-style-type: none"> 1. Describe and evaluate ways in which the biological theory explains the development of gender (10 marks). 2. The biological theory suggests that people are born with their gender. Evaluate the biological theory of gender (4 marks). Outline one criticism of the biological theory of gender development (2 marks). 3. Describe and evaluate one theory of gender development (10 marks). 4. Explain one criticism of the way in which the biological theory explains gender development (3 marks). 	<ol style="list-style-type: none"> 1. Describe how the Oedipus complex is used to explain the gender development of boys (4 marks). 2. Explain the difference between the Oedipus complex and the Electra complex (3 marks). 3. Describe how the psychoanalytic theory uses the Oedipus complex and the Electra complex to explain gender development (6 marks). 4. Outline what is meant by the Electra complex (2 marks). 	<ol style="list-style-type: none"> 1. Diamond & Sigmundson (1997) carried out a case study of a boy raised as a girl. Explain two limitations of using the case study method in this study (4 marks). 2. Diamond & Sigmundson (1997) carried out a case study of a boy raised as a girl. They found nature outweighed nurture in gender development. The study was criticised because it is difficult to generalise from one case. Outline one other criticism of this study (2 marks). 3. Describe the findings of Diamond & Sigmundson's (1997) study of the castrated boy raised as a girl (3 marks). Outline one limitation of Diamond & Sigmundson's findings (2 marks). 4. Outline Diamond & Sigmundson's (1997) case study into the role of biology in gender development (4 marks). 	<ol style="list-style-type: none"> 1. Explain how psychological research into sex and gender can influence equal opportunities for the sexes (4 marks). 2. Outline ONE way in which research into sex and gender has been used to influence equal opportunities for the sexes (3 marks).

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Obedience	<p>1. Explain the difference between obedience and defiance (2 marks)</p>	<p>1. Explain the effects of the following situational factors on obedience. (a) CultureEffect: ...(3 marks) (b) Consensus... Effect: (3 marks).</p> <p>2. Describe one way in which the theory of situational factors has been criticised as an explanation of obedience (2marks).</p> <p>3. Describe how the theory of situational factors explains obedience (10 marks).</p> <p>4. Evaluate the theory of situational factors as an explanation of obedience (3 marks).</p> <p>5. Evaluate how well situational factors explain obedience (3 marks).</p>	<p>1. Describe how the Theory of Dispositional Factors explains obedience (4 marks).</p> <p>2. Explain what is meant by the concept of an 'authoritarian personality' (2 marks).</p>	<p>1. Bickman (1974) carried out a field experiment into obedience. (a) Describe the procedure used in Bickman's study (3marks). (b) Outline one limitation of using a field experiment in this study (2 marks).</p> <p>2. Bickman only used males to dress up in uniforms. Explain why this is a limitation of the study (2 marks).</p> <p>3. Describe Bickman's (1974) field experiment into effects of uniform (4 marks).</p> <p>4. Describe one limitation of Bickman's field experiment (2 marks). Describe and evaluate one study into obedience (10 marks).</p>	<p>1. Outline one application of research into obedience (3 marks).</p> <p>2. Describe one real-life application of research into obedience (4 marks).</p> <p>3. Outline one way in which research into obedience can be used to keep order in a real-life setting (3 marks).</p>
Attachment	<p>1. Outline the difference between separation protest and stranger anxiety (2 marks).</p> <p>2. Name the measure of attachment that involves introducing an infant to an unfamiliar person (1 mark).</p> <p>3. Explain the difference between privation and deprivation (2 marks).</p>	<p>1. Bowlby's theory tried to explain how and why attachments happen.</p> <p>2. Evaluate Bowlby's theory of attachment (4 marks).</p> <p>3. Bowlby had a theory of attachment. Three features of his theory are: instinct; monotropy; critical period. Choose two of these features and outline one criticism of each. 1 Feature... Criticism... (2 marks). 2 Feature... Criticism...(2marks)</p> <p>4. Describe and evaluate Bowlby's theory of attachment (10 marks).</p>	<p>1. Outline how reinforcement can be used to explain the development of attachments between infants and carers (2 marks).</p> <p>2. The behaviourist theory is an alternative to Bowlby's Theory.</p> <p>3. Outline the behaviourist theory of attachment (3 marks).</p> <p>4. Describe one theory of attachment (6 marks).</p>	<p>1. Describe and evaluate Hazen & Shaver's (1987) study into attachment types (10 mark).</p> <p>2. Give two limitations of Hazen & Shaver's study (2 marks).</p> <p>3. Outline the procedure of Hazen & Shaver's (1987) study into the relationship between attachment types and adult relationships (3 marks).</p> <p>4. Explain one limitation of Hazen & Shaver's study (3 marks).</p> <p>5. Hazen & Shaver (1987) carried out a study into attachment types. Describe one limitation of Hazen & Shaver's study (3 marks)</p>	<p>1. Explain one way in which research into attachment has been applied to the care of children (3 marks).</p> <p>2. Describe how the care of children has been influenced by psychological research (4 marks).</p> <p>3. Briefly outline one way in which research into attachment has been used in real life (2 marks).</p>

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Atypical Behaviour	<p>1. Give a definition of atypical behaviour (1 mark).</p> <p>2. Name and describe TWO phobias (2 marks).</p>	<p>1. Behaviourist theory states that phobias are learned. Describe one way in which the behaviourist theory of phobias has been criticized (2 marks).</p> <p>2. Describe and evaluate the behaviourist theory of atypical behaviour, eg phobias (10 marks).</p> <p>3. Give three criticisms of the behaviourist theory of atypical behaviour (eg phobias) (3 marks).</p> <p>4. The behaviourist theory offers one explanation of phobias. Outline how this theory explains phobias (6 marks).</p>	<p>1. The behaviourist theory offers one explanation of phobias.</p> <p>2. Outline one other theory that explains phobias (6 marks).</p> <p>3. Describe the evolutionary theory of phobias (4 marks).</p> <p>4. Explain how the evolutionary theory would use the idea of preparedness when explaining phobias (4 marks).</p>	<p>1. Describe and evaluate one study of atypical behaviour (10 marks).</p> <p>2. Describe and evaluate Watson & Rayner's (1920) study into the classical conditioning of phobias (10 marks).</p> <p>3. Outline the procedure of Watson & Rayner's study (4 marks).</p> <p>4. Outline the findings of Watson & Rayner's study of atypical behaviour (3 marks).</p> <p>5. Outline TWO limitations of one study of atypical behaviour (4 marks).</p>	<p>1. Yvonne has a phobia of snow. Explain how one type of behaviour therapy could be used to treat Yvonne's phobia. (4 marks).</p> <p>2. Describe one type of behaviour therapy used to treat phobias (4 marks).</p> <p>3. Explain one type of behaviour therapy that could be used to treat Adam's phobia of feathers (4 marks).</p>
Criminal Behaviour	<p>1. Explain one difficulty of measuring crime (3 marks).</p> <p>2. 'Crime is any act against the law.' Explain one problem of defining crime in this way (2 marks).</p> <p>3. Outline one problem with the way crime is measured (2 marks)</p>	<p>1. Some psychologists suggest that one facial feature associated with criminals is a low forehead. Give two other facial features which have been associated with criminals (2 marks).</p> <p>2. Describe how criminal behaviour is explained by brain dysfunction (4 marks).</p> <p>3. Briefly outline how a psychologist would decide whether someone had a criminal personality or not (2 marks).</p> <p>4. Describe ways in which the biological theory explains criminal behaviour (6 marks).</p> <p>5. Outline what is meant by a 'criminal personality' (2marks).</p> <p>6. Evaluate the biological theory of criminal behaviour (4 marks).</p> <p>7. Some psychologists believe in the 'criminal personality'. Outline what is meant by this term (2 marks).</p> <p>8. Describe two criticisms of the way that biological theory explains criminal behaviour (4 marks).</p>	<p>1. Describe one theory that can be used to explain criminal behaviour (6 marks).</p> <p>2. The social learning theory has been used to explain criminal behaviour. Outline this theory (4 marks).</p> <p>3. Describe how the social learning theory explains the role of reinforcement in criminal behaviour (3 marks).</p>	<p>1. Describe and evaluate one study into the genetic basis of criminal behaviour (10 marks).</p> <p>2. Mednick <i>et al</i> (1984) carried out an adoption study into the genetic basis of criminal behaviour.</p> <p>3. Describe one limitation of this adoption study (2 marks).</p> <p>4. Outline the procedure used by Mednick <i>et al</i> (1984) in their study into criminal behaviour (2 marks).</p> <p>5. Describe one limitation of the way Mednick <i>et al</i> carried out their study (2 marks).</p>	<p>1. Describe how research into criminal behaviour can be used in real life (4 marks).</p> <p>2. Explain one way psychological research has been used in crime reduction (3 marks).</p>

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Perception	<p>1. Name two types of constancies and give an example of each (4 marks).</p> <p>2. The study of perception often involves investigating the following concepts: constancies; depth cues; illusions. Use one of these concepts to outline the difference between sensation and perception (2 marks).</p> <p>3. Explain how illusions show the difference between sensation and perception (3 marks).</p>	<p>1. Explain ways in which some psychologists criticise the constructivist theory of perception (4 marks).</p> <p>2. Outline what is meant by <i>bottom-up</i> processing in perception (2 marks).</p> <p>3. Evaluate the constructivist theory of perception (3 marks).</p> <p>4. Describe and evaluate the constructivist theory's explanation of perception (10 marks).</p> <p>5. Explain the role of experience in perception (3 marks).</p>	<p>1. Outline the nativist theory of perception (3 marks).</p> <p>2. The constructivist theory is one theory of perception, outline ONE other theory of perception (4 marks).</p>	<p>1. Haber & Levin (2001) carried out a study into depth perception. Outline one limitation of Haber & Levin's sample of participants (2 marks).</p> <p>2. Describe and evaluate Haber & Levin's (2001) study into depth perception (10 marks).</p> <p>3. Haber & Levin (2001) carried out an experiment into depth perception. Give three limitations of their experiment (3 marks).</p> <p>4. Describe the findings of Haber & Levin's (2001) experiment into depth perception and familiarity of objects (3 marks).</p> <p>5. Outline TWO limitations of Haber & Levin's study (3 marks).</p>	<p>1. (a) Identify one psychological technique used in advertising (1mark). (b) Outline how this technique can be used to influence an audience's perception of a product (2 marks).</p> <p>2. Describe one way in which research into perception can be applied in advertising (4 marks).</p> <p>3. An agency was asked to design an advert to help sell a new type of chocolate bar. Outline one technique that the agency might use to influence the audience's perception of this chocolate bar (3 marks).</p>
Non-verbal Communication	<p>1. Describe the three types of non-verbal communication (3 marks).</p> <p>2. Describe a facial expression that would show anger (2 marks).</p> <p>3. Describe the social learning theory of non-verbal communication (6 marks).</p>	<p>1. Outline one example of a cultural variation in non-verbal communication (2 marks).</p> <p>2. Describe how one example of body language can be used to communicate a message (2 marks).</p> <p>3. Outline how social learning theory explains non-verbal communication (4 marks).</p>	<p>1. Explain how evolutionary theory relates survival to non-verbal communication (2 marks).</p> <p>2. Explain how evolutionary theory relates reproduction to non-verbal communication (2 marks).</p> <p>3. Describe a gesture that would ward off others (2 marks).</p>	<p>1. Yuki <i>et al</i> (2007) carried out a study into how facial expressions were interpreted. Describe two limitations of Yuki <i>et al</i>'s findings (4 marks).</p> <p>2. Yuki <i>et al</i> (2007) carried out a study into non-verbal communication. Describe how the findings of this study showed cross-cultural differences in behaviour (3 marks).</p> <p>3. Give three limitations of Yuki <i>et al</i>'s study into cross-cultural differences in interpreting faces (3 marks). Explain one limitation of Yuki <i>et al</i>'s study (3 marks).</p>	<p>1. Explain how research into non-verbal communication can be applied in real-life settings (4 marks).</p> <p>2. Outline one example of social skills training (3 marks).</p> <p>3. Outline two techniques used in social skills training (4 marks).</p>

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Cognitive Development	<p>Explain what each of these terms explain concerning cognitive development (1 mark each):</p> <ul style="list-style-type: none"> - Hypothetical thinking - Egocentrism - Motor-coordination - Seriation - Body schema - Object permanence - Linguistic humour - Symbolic thinking - Conservation - Hypothetical thinking - Reversibility - Abstract thinking - Animism 	<p>1. Piaget's theory of cognitive development includes: • universal stages • invariant stages. Choose one of these features and outline one criticism of it (2 marks).</p> <p>2. Piaget believed that young children are egocentric. Explain what is meant by egocentrism (2 marks).</p> <p>3. Outline the following stages of cognitive development: (a) Sensori-motor stage (2 marks) (b) Formal operational stage (2 marks)</p> <p>4. Piaget's theory of cognitive development includes the following features: invariant stages; universal stages; cognitive development is a natural process. Choose two of these features and outline one criticism of each. 1 Feature... Criticism... (2 marks). 2 Feature... Criticism...(2marks)</p> <p>5. Outline one criticism of Piaget's theory of cognitive development (2 marks).</p> <p>6. Describe one criticism of the way Piaget explained cognitive development (2 marks).</p> <p>7. Describe and evaluate Piaget's theory of cognitive development (10 marks).</p>	<p>1. Piaget's theory is just one explanation of cognitive development. Outline one other explanation of cognitive development (3 marks).</p> <p>2. Outline what is meant by the zone of proximal development (2 marks).</p> <p>3. Describe Vygotsy's theory of cognitive development (4 marks).</p>	<p>1. Give one limitation of Piaget's experiment where he used rows of counters (1 mark).</p> <p>2. Describe one study that used an experiment to investigate cognitive development (4 marks).</p> <p>3. Describe one study into cognitive development (4 marks).</p> <p>4. Describe and evaluate one of Piaget's studies into cognitive development (10 marks).</p> <p>5. Describe two limitations of the procedure used in Piaget's study into the conservation of number (4 marks).</p> <p>6. Evaluate Piaget's experiment to investigate cognitive development (4 marks).</p>	<p>1. Explain how research into cognitive development can be used to help us understand how children develop cognitively (4 marks).</p> <p>2. The theories of Piaget and Vygotsky offer us key ways in which we can understand how children develop cognitively, outline what they are (4 marks).</p>

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The Self	<p>1. Outline what is meant by the following terms: (a) free will (2 marks). (b) self actualization (2 marks).</p> <p>2. Explain what is meant by the term self-actualisation (2 marks).</p> <p>3. Define the following terms: (a) self-concept (1 mark) (b) self-esteem (1 mark).</p>	<p>1. Describe and evaluate the humanistic theory of self (10 marks).</p> <p>2. Explain one way in which some psychologists criticise the humanistic theory of self (3 marks).</p> <p>3. Identify two criticisms of how humanistic theory explains the self (2 marks).</p>	<p>1. Trait theory is an alternative explanation of the self. Outline how trait theory explains the self (3 marks).</p> <p>2. Give one example of a trait associated with extraversion (1 mark).</p> <p>3. Give one example of a trait associated with neuroticism (1 mark).</p>	<p>1. Van Houtte & Jarvis (1995) used an interview to compare the self esteem of pet owners and non- pet owners. Outline other features of the procedure used in this study (3 marks).</p> <p>2. Describe and evaluate Van Houtte & Jarvis' (1995) study into pet ownership (10 marks). Describe the findings of Van Houtte & Jarvis' study into pet ownership (3 marks).</p> <p>3. Outline one limitation of Van Houtte & Jarvis' study (2 marks).</p> <p>4. Describe Van Houtte & Jarvis' (1995) study in which they interviewed pet and non-pet owners (4 marks).</p> <p>5. Van Houtte & Jarvis (1995) measured the effect of pet ownership on the self esteem of a group of pre-adolescents. Describe the procedure and the findings of this study (4 marks).</p>	<p>1. Explain one way in which counselling can be used to help an individual with low self esteem (4 marks).</p> <p>2. Research into the self can be used in counselling. Describe how counselling can be used to help people (4 marks).</p> <p>3. Explain how research into the self can be applied in real life (4 marks).</p> <p>4. Counselling is one way of treating low self esteem. Describe two features of counseling (4 marks).</p>