

Key Stage 5: Year 12

Research Methods H567 / 01.

Psychological themes through core studies H567 / 02.

Overall Curriculum Goals:					
Core: To develop essential knowledge and understanding of the different areas and perspectives of psychology. To compare the core studies and identify key similarities and differences. To practically apply their knowledge of the curriculum to the "real world".					
Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<p>Students will be learning an introduction to OCR Psychology, outlining the foundations of the subject.</p> <p>Students will then begin the content for Paper 1 of the OCR course, Research Methods. Topics include:</p> <ul style="list-style-type: none"> • Hypothesis • Sampling • Types of data • Ethical considerations • Representing data 	<p style="text-align: center;"><u>Research Methods</u></p> <p>Students will continue to learn the concepts covered for Paper 1 of the OCR course, Research Methods. Topics include:</p> <ul style="list-style-type: none"> • Experiments • Correlations 	<p style="text-align: center;"><u>Research Methods/Core</u></p> <p>Students will continue to learn the concepts covered for Paper 1 of the OCR course, Research Methods. Topics include:</p> <ul style="list-style-type: none"> • Observation • Self-Report 	<p style="text-align: center;"><u>Core</u></p> <p>Students will begin the content for Paper 2 of the OCR course, Psychological themes through Core Studies (Core Studies). Topics include the areas of:</p> <ul style="list-style-type: none"> • Social Psychology • Cognitive Psychology 	<p style="text-align: center;"><u>Core</u></p> <p>Students will continue to cover the content for Paper 2 of the OCR course, Psychological themes through Core Studies (Core Studies). Topics include the areas of:</p> <ul style="list-style-type: none"> • Developmental Psychology • Psychodynamic perspective 	<p style="text-align: center;"><u>Core</u></p> <p>Students continue to cover the content for Paper 2 (Core Studies). Topics include the areas of:</p> <ul style="list-style-type: none"> • Individual Differences • Behaviourism* <p>The Behaviourist perspective will be given as a Summer task to complete.</p> <p>Students will also have curriculum time to review topics covered to-date in Core and recap Research Methods in preparation for the Year 12 finals.</p>
Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas
<p>Research aim/question</p> <p>Hypothesis; null, alternatives, one tailed (directional), two tailed (non-directional)</p> <p>Target population and sample</p> <p>Random, snowball, opportunity and self-selected (volunteer)</p> <p>Experimental designs: repeated measures, independent measures, matched pairs.</p> <p>Variables; Independent variables (IV), Dependent variables (DV), Control of extraneous variables.</p> <p>Raw Data: Standard and decimal form, significant figures, estimations from data</p> <p>Levels of data; nominal, ordinal, interval.</p> <p>Types of data; quantitative, qualitative, primary, secondary.</p>	<p>Experiments: laboratory, field, quasi</p> <p>Hypothesis; null, alternatives, one tailed (directional), two tailed (non-directional)</p> <p>Target population and sample</p> <p>Random, snowball, opportunity and self-selected (volunteer)</p> <p>Experimental designs: repeated measures, independent measures, matched pairs.</p> <p>Variables; Independent variables (IV), Dependent variables (DV), Control of extraneous variables.</p> <p>Correlation: positive, negative, no correlation (perfect positive or negative correlation). Correlation coefficients.</p> <p>Scatter diagrams, x and y axis.</p>	<p>Observation method: Structured, unstructured, naturalistic, controlled, participant, non-participant, overt, covert.</p> <p>Designing observations: behavioural categories, coding frames, time sampling, event sampling.</p> <p>Self-report: Questionnaires, interviews (structured, semi, unstructured)</p> <p>Designing self-report: Questions (open, closed), rating scales (likert, semantic differential rating scales).</p>	<p><u>Social:</u></p> <p>Social influence.</p> <p>Nurture.</p> <p>Assumptions.</p> <p>Situational.</p> <p>Obedience.</p> <p>Destructive obedience.</p> <p>Conformity.</p> <p>Dispositional.</p> <p>Disobedience.</p> <p>Whistleblowing.</p> <p>Unjust authority.</p> <p>Bystander apathy.</p> <p>Cost – benefit. Diffusion of responsibility.</p> <p>Helping behaviour.</p> <p>Collectivist.</p> <p>Individualist.</p> <p>Simpatia.</p> <p>Milgram</p>	<p>Developmental.</p> <p>Assumptions,</p> <p>Observational learning,</p> <p>Models.</p> <p>Imitation,</p> <p>Reinforcement,</p> <p>Aggression,</p> <p>Compliance,</p> <p>Operant conditioning,</p> <p>Classical Conditioning.</p> <p>Compliance.</p> <p>External Influences.</p> <p>Moral Development.</p> <p>Cross sectional.</p> <p>Longitudinal.</p> <p>Communist.</p> <p>Ethnocentric.</p> <p>Cross cultural.</p> <p>Bandura</p> <p>Chaney</p>	<p>Individual differences.</p> <p>Oedipus complex.</p> <p>Electra complex.</p> <p>Personality.</p> <p>Phobias.</p> <p>Autism.</p> <p>Hapsee strange stories.</p> <p>Sally Anne.</p> <p>Disorders.</p> <p>Intelligence.</p> <p>Hereditarian.</p> <p>Unconscious.</p> <p>Conscious.</p> <p>Psychopath.</p> <p>Hierarchy of needs.</p> <p>Gould.</p> <p>Freud.</p> <p>Hancock.</p> <p>Baron-Cohen.</p>

<p>Descriptive statistics: measures of central tendency (mode, median, mean) Measures of dispersion (Range, variance, Standard Deviation) Ratio, percentages, fractions, frequency (tally) charts. Line graph, pie chart, bar charts, histograms, scatter diagram. Methodological issues: representativeness, generalisability, reliability (internal, external, inter-rater, test-retest, split-half), validity (internal, face, construct, concurrent, criterion, external, population, ecological). Ethical issues (Respect, informed consent, right to withdraw, confidentiality, competence, responsibility, protection of participants, debrief, integrity, deception). Normal distribution, skewed distribution, probability, significance levels. Symbols: =, <, >, <<, >>, ~ Report writing (abstract, introduction, methods, results, discussion, references, appendices).</p>			<p>Bocchiaro. Piliavin. Levine. <u>Cognitive:</u> Mental processes. Internal processes. Black box phenomena. Eyewitness testimony. Response bias. Memory distortion. Cognitive Interview. Recall. Cues. Recognition. Meaningful information. Context dependant memory. Binaurally. Dichotically. Shadowing. Affective and non-affective cues. Inattentional blindness. Processes. Loftus & Palmer. Moray. Grant et al. Simon & Chabris.</p>	<p>Kohlberg Lee et al Self-reinforcement. Psychodynamic: Freud, Kohlberg, Hancock. Unconscious mind, ID, Ego, Superego, primitive needs. Oedipus, Electra complex, Little Hans study, penis envy, castration anxiety.</p>	<p>Behaviourism: Bandura, Chaney. Black box analogy, Operant conditioning, Classical Conditioning, Social Learning theory, observational learning, Reductionism, Scientific status.</p>
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Key Stage 5: Year 13

Recap of Research Methods.

Applied Options: Crime, Environment and Mental Health.

<p>Overall Curriculum Goals <u>Options</u> To be able to relate what they know and apply this knowledge to a novel situation. Application of methodological issues and debates in psychology. Recognition of the contribution the key research has made to the topic. Exploration of social, moral, cultural and spiritual issues where applicable.</p>					
Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Students continue to cover the	<u>Options</u>	<u>Options</u>	<u>Options</u>	<u>Options</u>	

<p>content for Paper 2 (Core Studies). Topics include the areas of:</p> <ul style="list-style-type: none"> • Biological Psychology • Debates and Issues 	<p>Students will begin the content for Paper 3 of the OCR course, Applied Psychology (Options) Topics include the area of:</p> <ul style="list-style-type: none"> • Issues in Mental Health 	<p>Students continue the content for Paper 3 of the OCR course, Applied Psychology (Options) Topics include the area of:</p> <ul style="list-style-type: none"> • Criminal Psychology <p>Students will also revert to cover content for the Paper 1 (Research Methods) which includes the topic of:</p> <ul style="list-style-type: none"> • Inferential Statistics 	<p>Students continue the content for Paper 3 of the OCR course, Applied Psychology (Options) Topics include the area of:</p> <ul style="list-style-type: none"> • Environmental Psychology 	<p>Students continue the content for Paper 3 of the OCR course, Applied Psychology (Options) Topics include the area of:</p> <ul style="list-style-type: none"> • Environmental Psychology <p>Students will also revert to cover content for both Papers 1 (Research Methods) and 2 (Core Studies) in preparation for Summer Examinations (May/June).</p>	
Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas
<p>Biological Sperry Casey Blakemore & Cooper Maguire Brain Reductionism Neurones Hemispheres Cerebral cortex Broca Wernicke Localisation of function Split brain Hemisphere disconnection Epilepsy Quasi Snap shot Tactile LVF / RVF Limbic system Gratification High delayers Low delayers</p> <hr/> <p>Nature Vs nurture. Freewill vs determinism. Reductionism vs holism. Individual vs situational. Usefulness. Ethical considerations. Socially sensitive research. Psychology as a science</p> <hr/> <p>Genetics Situational</p>	<p>Mental Health Historical context Medical model Legal and social changes Abnormality IQ Deviation Maladaptiveness Statistical infrequency Diagnosing DSM ICD Rosenhan Labelling Powerlessness Depersonalisation Pseudo patients Affective Psychotic Anxiety Signs Symptoms</p>	<p>Crime Physiological Natural selection Lombroso Ectomorph Endomorph Criminals Monozygotic Dizygotic Non – Physiological Raine et al PET scans Murderers Non-murderers Continuous performance task Hemisphere Scientifically Fingerprints Latent mark Hall and Player Motivating factors Combating expectation Circular reasoning and bias Identity parades Cognitive interview Enhanced cognitive interview PEACE model Courtroom Juries Accents Dixon Blue collar crime White collar crime Prevention Wilson & Kelling Broken window Rationale choice theory Effects of imprisonment Punishment</p>	<p>Environment Stressors Biological response Fight or flight GAS Noise Natural experiments Black and Black (2007) Demographics Health measures Hypertension Aircraft noise Mindfulness Tinnitus CBT – Cognitive behavioural therapy Imaginal exposure therapy Circadian rhythms Phase advanced Phase delay Shift patterns Czeisler Rotation Schedule changes Behavioural interventions Controlled exposure to light Drugs to promote sleep, wakefulness or adaptation Recycling Schwartz (1992) Altruism Social value orientation Biospheric values Lord Increasing recycling Ergonomics Multistore model Atkinson and Shiffrin</p>	<p>Environment Stressors Biological response Fight or flight GAS Noise Natural experiments Black and Black (2007) Demographics Health measures Hypertension Aircraft noise Mindfulness Tinnitus CBT – Cognitive behavioural therapy Imaginal exposure therapy Circadian rhythms Phase advanced Phase delay Shift patterns Czeisler Rotation Schedule changes Behavioural interventions Controlled exposure to light Drugs to promote sleep, wakefulness or adaptation Recycling Schwartz (1992) Altruism Social value orientation Biospheric values Lord Increasing recycling Ergonomics Multistore model Atkinson and Shiffrin</p>	

Interactionist Choice Principles Concepts Stigma Harm Falsification Replicability Induction Deduction Standardisation Quantifiable <hr/>		Reducing reoffending (recidivism) Inferential Statistics: Normal distribution, skewed distribution, probability, significance levels. Statistical tables and critical values Criteria for using parametric tests Criteria for using non parametric tests (Mann-Whitney U test, Wilcoxon Signed Rank test, Chi Square, Binominal Sign test, Spearmans Rho). Type 1 and Type 2 errors	Cognitive overload Phonological loop Central executive Drews & Doig Sign display Feng Shui Effects of built environment Ulrich Territory and personal space Personalisation in the office Hot desking Working on a treadmill	Cognitive overload Phonological loop Central executive Drews & Doig Sign display Feng Shui Effects of built environment Ulrich Territory and personal space Personalisation in the office Hot desking	
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