

A2 psychology personal learning checklist

| Biopsychology | A01 | A02 | A03 |
|---|------------|------------|------------|
| I am able to... | Describe | Apply | Evaluate |
| Localisation of function in the brain: motor, somatosensory, visual, auditory, language centres; Broca's area and Wernicke's area | | | |
| Hemispheric lateralisation and split-brain research | | | |
| Plasticity and functional recovery after trauma | | | |
| Ways of studying the brain: scanning techniques including fMRI, EEGs ERPs; post mortem examinations | | | |
| Biological rhythms; circadian, infradian and ultradian and the difference between these rhythms | | | |
| The effect of endogenous pacemakers and exogenous zeitgebers | | | |

| Approaches | A01 | A02 | A03 |
|---|------------|------------|------------|
| I am able to... | Describe | Apply | Evaluate |
| The psychodynamic approach: the role of the unconscious, the structure of personality, id ego and superego, defence mechanisms including repression, denial and displacement, psychosexual stages | | | |
| Humanistic psychology: freewill, self-actualisation and Maslow's hierarchy of needs, focus on the self, congruence, the role of conditions of worth. The influence on counselling psychology | | | |
| Comparison of approaches | | | |

| Research methods | A01 | A02 | A03 |
|---|------------|------------|------------|
| I am able to.. | Describe | Apply | Evaluate |
| Content analysis and coding | | | |
| Case studies | | | |
| Reliability and validity | | | |
| Features of science | | | |
| Probability and significance | | | |
| Statistical tests and levels of measurement | | | |
| Parametric and non-parametric tests of difference | | | |
| Tests of correlation and the Chi-Squared test | | | |
| Reporting investigations | | | |

| Issues and debates | A01 | A02 | A03 |
|--|------------|------------|------------|
| I am able to... | Describe | Apply | Evaluate |
| Gender bias | | | |
| Cultural bias | | | |
| Freewill and determinism | | | |
| Nature-nurture debate | | | |
| Holism and reductionism | | | |
| Ideographic and nomothetic approaches to psychological investigation | | | |
| Ethical implications of research studies | | | |

| Cognition and development | A01 | A02 | A03 |
|---|------------|------------|------------|
| I am able to.. | Describe | Apply | Evaluate |
| Piaget's theory | | | |
| Vygotsky's theory: zone of proximal development and scaffolding | | | |
| Baillargeon's explanation of early infant abilities | | | |
| Selman's level of perspective taking | | | |
| Theory of mind and autism: Sally-Anne study | | | |
| Mirror neuron system in social cognition | | | |

| Schizophrenia | A01 | A02 | A03 |
|---|------------|------------|------------|
| I am able to | Describe | Apply | Evaluate |
| Classification of schizophrenia: positive and negative symptoms | | | |
| Reliability and validity in diagnosis | | | |
| Biological and psychological explanations | | | |
| Drug, cognition behavioural and family therapy | | | |
| Token economies in the management of schizophrenia | | | |
| An interactionist approach: the diathesis-stress model | | | |

| Forensic psychology | A01 | A02 | A03 |
|---|------------|------------|------------|
| I am able to.. | Describe | Apply | Evaluate |
| Ways of measuring crime: official statistics, victim surveys and offender surveys | | | |
| Offender profiling: top-down and bottom-up approaches | | | |
| Biological explanations of offending | | | |
| Psychological explanations of offending | | | |
| Dealing with offending behaviour | | | |