

AQA A LEVEL PSYCHOLOGY – personalised learning checklist (PLC)

CONTENT	R	A	G
SOCIAL INFLUENCE			
Types of conformity: internalisation, identification and compliance			
Explanations for conformity: informational social influence and normative social influence			
Variables affecting conformity including group size, unanimity and task difficulty as investigated by Asch			
Conformity to social roles as investigated by Zimbardo			
Explanations for obedience: agentic state			
Explanations for obedience: legitimacy of authority			
Explanations for obedience: situational variables affecting obedience including proximity and location, as investigated by Milgram			
Explanations for obedience: Dispositional explanation for obedience: the Authoritarian Personality.			
Explanations of resistance to social influence, including social support			
Explanations of resistance to social influence, including locus of control.			
Minority influence including reference to consistency, commitment and flexibility.			
The role of social influence processes in social change.			
MEMORY			
The multi-store model of memory: sensory register, short-term memory and long-term memory.			
The multi-store model of memory: Features of each store: coding, capacity and duration.			
Types of long-term memory: episodic, semantic, procedural.			
The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. Features of the model: coding and capacity.			
Explanations for forgetting: proactive and retroactive interference			
Explanations for forgetting: retrieval failure due to absence of cues.			
Factors affecting the accuracy of eyewitness testimony: misleading information, including leading questions and post-event discussion;			
Factors affecting the accuracy of eyewitness testimony: anxiety.			

Improving the accuracy of eyewitness testimony, including the use of the cognitive interview.			
ATTACHMENT			
Caregiver-infant interactions in humans: reciprocity and interactional synchrony.			
Stages of attachment identified by Schaffer.			
Multiple attachments			
The role of the father			
Animal studies of attachment: Lorenz			
Animal studies of attachment: Harlow			
Explanations of attachment: learning theory			
Explanations of attachment: Bowlby' s monotropic theory. The concepts of a critical period and an internal working model.			
Ainsworth' s 'Strange Situation' .			
Types of attachment: secure, insecure-avoidant and insecure-resistant.			
Cultural variations in attachment, including van Ijzendoorn.			
Bowlby' s theory of maternal deprivation.			
Romanian orphan studies: effects of institutionalisation.			
The influence of early attachment on childhood and adult relationships, including the role of an internal working model.			
PSYCHOPATHOLOGY			
Definitions of abnormality: deviation from social norms,			
Definitions of abnormality: failure to function adequately			
Definitions of abnormality: statistical infrequency			
Definitions of abnormality: deviation from ideal mental health.			
The behavioural, emotional and cognitive characteristics of phobias			
The behavioural, emotional and cognitive characteristics of depression			
The behavioural, emotional and cognitive characteristics of obsessive-compulsive disorder (OCD).			
The behavioural approach to explaining phobias: the two-process model, including classical and operant conditioning			
The behavioural approach to treating phobias systematic desensitisation, including relaxation and use of hierarchy			
The behavioural approach to treating phobias: flooding.			
The cognitive approach to explaining depression: Beck' s negative triad			
The cognitive approach to explaining depression: Ellis' s ABC model			

The cognitive approach to treating depression: cognitive behaviour therapy (CBT), including challenging irrational thoughts.			
The biological approach to explaining OCD: genetic explanations			
The biological approach to explaining OCD: neural explanations			
The biological approach to treating OCD: drug therapy.			
APPROACHES			
Origins of Psychology: Wundt and introspection			
Origins of Psychology: the emergence of Psychology as a science.			
The basic assumptions of: Learning approaches: the behaviourist approach, including classical conditioning and Pavlov' s research			
The basic assumptions of: Learning approaches: the behaviourist approach, including operant conditioning, types of reinforcement and Skinner' s research			
The basic assumptions of: Learning approaches: social learning theory including imitation,			
The basic assumptions of: Learning approaches: social learning theory including identification			
The basic assumptions of: Learning approaches: social learning theory including modelling			
The basic assumptions of: Learning approaches: social learning theory including vicarious reinforcement			
The basic assumptions of: Learning approaches: social learning theory including the role of mediational processes			
The basic assumptions of: Learning approaches: social learning theory including Bandura' s research.			
The basic assumptions of: The cognitive approach: the study of internal mental processes			
The basic assumptions of: The cognitive approach: the role of schema			
The basic assumptions of: The cognitive approach: the use of theoretical and computer models to explain and make inferences about mental processes.			
The basic assumptions of: The cognitive approach: The emergence of cognitive neuroscience.			
The basic assumptions of: The biological approach: the influence of genes, on behaviour.			
The basic assumptions of: The biological approach: the influence of biological structures on behaviour.			

The basic assumptions of: The biological approach: the influence of neurochemistry on behaviour.			
The basic assumptions of: The biological approach: Genotype and phenotype			
The basic assumptions of: The biological approach: genetic basis of behaviour			
The basic assumptions of: The biological approach: evolution and behaviour.			
The basic assumptions of: The psychodynamic approach: the role of the unconscious			
The basic assumptions of: The psychodynamic approach: the structure of personality, that is Id, Ego and Superego			
The basic assumptions of: The psychodynamic approach: defence mechanisms including repression, denial and displacement			
The basic assumptions of: The psychodynamic approach: psychosexual stages.			
The basic assumptions of: Humanistic Psychology: free will			
The basic assumptions of: Humanistic Psychology: self-actualisation and Maslow' s hierarchy of needs			
The basic assumptions of: Humanistic Psychology: focus on the self and congruence			
The basic assumptions of: Humanistic Psychology: the role of conditions of worth.			
The basic assumptions of: Humanistic Psychology: the influence on counselling Psychology			
Comparison of approaches			
BIOPSYCHOLOGY			
The divisions of the nervous system: central and peripheral (somatic/autonomic).			
The structure and function of sensory, relay and motor neurons.			
The process of synaptic transmission, including reference to neurotransmitters, excitation and inhibition.			
The function of the endocrine system: glands and hormones.			
The fight or flight response including the role of adrenaline.			
Localisation of function in the brain: motor, somatosensory, visual, auditory and language centres; Broca' s and Wernicke' s areas			
Hemispheric lateralisation: split brain research.			
Plasticity			

Functional recovery of the brain after trauma.			
Ways of studying the brain: scanning techniques, including functional magnetic resonance imaging (fMRI)			
Ways of studying the brain: electroencephalogram (EEGs)			
Ways of studying the brain: event-related potentials (ERPs)			
Ways of studying the brain: post- mortem examinations.			
Biological rhythms: circadian			
Biological rhythms: infradian			
Biological rhythms: ultradian			
Biological rhythms: the difference between circadian, infradian and ultradian rhythms.			
Biological rhythms: The effect of endogenous pacemakers and exogenous zeitgebers on the sleep/ wake cycle.			
RESEARCH METHODS			
Methods – explain what the investigation method is, strengths and limitations, how they could be carried out and when they should be used			
Know the experimental method. Types of experiment, laboratory			
Know the experimental method. Types of experiment, field experiments			
Know the experimental method. Types of experiment, natural			
Know the experimental method. Types of experiment, quasi-experiments.			
Know the types of observation: naturalistic and controlled observation			
Know the types of observation: covert and overt observation			
Know the types of observation: participant and non-participant observation.			
Discuss self-report techniques. Questionnaires			
Discuss self-report techniques, interviews, structured and unstructured.			
Know the Correlations. Analysis of the relationship between co-variables.			
Know the difference between correlations and experiments.			
Know content analysis.			
Know case studies.			
Understand how to state aims, the difference between aims and hypotheses.			
Explain the different hypotheses: directional and non-directional.			
Write the different hypotheses: directional and non-directional.			
Methods – explain what the sampling method is, strengths and limitations, how they could be carried out and when they should be used			
Know sampling methods: the difference between population and sample.			
Know sampling methods: sampling techniques including random			

Know sampling methods: sampling techniques including systematic			
Know sampling methods: sampling techniques including stratified			
Know sampling methods: sampling techniques including opportunity			
Know sampling methods: sampling techniques including volunteer			
Discuss the implications of sampling techniques, including bias and generalisation.			
Discuss pilot studies and the aims of piloting.			
Designs – explain what the design method is, strengths and limitations, how they could be carried out and when they should be used			
Explain the experimental designs, repeated measures			
Explain the experimental designs, independent groups			
Explain the experimental designs, matched pairs.			
Understand observational design, behavioural categories			
Understand observational design, event sampling and time sampling.			
Understand questionnaire construction, including use of open and closed questions			
Understand the design of interviews.			
Discuss the manipulation and control of variables, including independent and dependent			
Discuss the manipulation and control of variables, including extraneous			
Discuss the manipulation and control of variables, including confounding			
Discuss the manipulation and control of variables, operationalisation of variables.			
Understand control mechanisms: random allocation			
Understand control mechanisms: counterbalancing			
Understand control mechanisms: randomisation			
Understand control mechanisms: standardisation			
Explain demand characteristics			
Explain investigator effects.			
Discuss the role of the British Psychological Society' s code of ethics.			
Discuss ethical issues in the design and conduct of psychological studies			
Dealing with ethical issues in research.			
Discuss the role of peer review in the scientific process.			
Discuss the implications of psychological research for the economy.			
Understand reliability across all methods of investigation. Ways of assessing reliability: test-retest			

Understand reliability across all methods of investigation. Ways of assessing reliability: inter-observer			
Understand reliability across all methods of investigation. Ways of improving reliability			
Know the types of validity across all methods of investigation: face validity			
Know the types of validity across all methods of investigation: concurrent validity			
Know the types of validity across all methods of investigation: ecological validity			
Know the types of validity across all methods of investigation: temporal validity			
Assessment of validity			
Improving validity			
Understand the features of science: objectivity			
Understand the features of science: the empirical method			
Understand the features of science: replicability			
Understand the features of science: falsifiability			
Understand the features of science: theory construction			
Understand the features of science: hypothesis testing			
Understand paradigms and paradigm shifts			
Know how to report psychological investigations.			
Sections of a scientific report: abstract, introduction, method, results, discussion and referencing			
Understand quantitative and qualitative data; the distinction between qualitative and quantitative data collection techniques.			
Know the difference between primary and secondary data			
Know meta-analysis			
Use measures of central tendency – mean, calculation of mean and when a mean should/should not be used			
Use measures of central tendency – mode, calculation of mode and when a mode should/should not be used			
Use measures of central tendency – median, calculation of median and when a median should/should not be used			
Use measures of dispersion; range and standard deviation; calculation of range			
Calculate of percentages; positive, negative and zero correlations			

Present displays of quantitative data: tables			
Interpret displays of quantitative data: tables			
Present displays of quantitative data: scattergrams			
Interpret displays of quantitative data: scattergrams			
Present displays of quantitative data: bar charts			
Interpret displays of quantitative data: bar charts			
Present displays of quantitative data: histograms			
Interpret displays of quantitative data: histograms			
Analysis and interpretation of correlation, including correlation coefficients			
Know the levels of measurement: interval			
Know the levels of measurement: ordinal			
Know the levels of measurement: nominal			
Understand content analysis			
Understand thematic analysis			
Understand coding for content/thematic analysis			
Understand distributions: normal and skewed distributions; characteristics of normal and skewed distributions.			
Understand statistical testing; the sign test. How to carry out a sign test			
Know when to use a sign test and interpret the significance			
Know probability and significance			
Know how to use statistical tables and critical values to interpret significance			
Know Type I and Type II errors			
Know factors affecting the choice of statistical test, including level of measurement and experimental design			
Know when to use Spearman' s rho and interpret the significance			
Know when to use Pearson' s r and interpret the significance			
Know when to use Wilcoxon and interpret the significance			
Know when to use Mann-Whitney and interpret the significance			
Know when to use related t-test and interpret the significance			
Know when to use unrelated t-test and interpret the significance			
Know when to use Chi-Squared test and interpret the significance			
Know how to create a contingency table			
ISSUES AND DEBATES			
Gender in Psychology – universality and bias, including androcentrism and alpha and beta bias			

Culture in Psychology – universality and bias, including ethnocentrism and cultural relativism.			
Free will and determinism: hard determinism and soft determinism;			
Free will and determinism: biological, environmental and psychic determinism.			
Free will and determinism: The scientific emphasis on causal explanations.			
The nature-nurture debate: the relative importance of heredity and environment in determining behaviour			
The nature-nurture debate: the interactionist approach.			
Holism and reductionism: levels of explanation in Psychology.			
Holism and reductionism: biological reductionism and environmental (stimulus-response) reductionism.			
Idiographic approaches to psychological investigation.			
Nomothetic approaches to psychological investigation.			
Ethical implications of research studies and theory, including reference to social sensitivity.			
GENDER			
Sex and gender. Sex-role stereotypes.			
Sex and gender. Androgyny and measuring androgyny including the Bem Sex Role Inventory.			
The role of chromosomes in sex and gender.			
The role of hormones (testosterone, oestrogen and oxytocin) in sex and gender.			
Atypical sex chromosome patterns: Klinefelter’ s syndrome			
Atypical sex chromosome patterns: Turner’ s syndrome.			
Cognitive explanations of gender development, Kohlberg’ s theory, gender identity, gender stability and gender constancy			
Cognitive explanations of gender development, gender schema theory			
Psychodynamic explanation of gender development, Freud’ s psychoanalytic theory, Oedipus complex			
Psychodynamic explanation of gender development, Freud’ s psychoanalytic theory, Electra complex			
Psychodynamic explanation of gender development, Freud’ s psychoanalytic theory, identification and internalisation			
Social learning theory as applied to gender development.			
The influence of culture on gender roles.			

The influence of media on gender roles.			
SCHIZOPHRENIA			
Classification of schizophrenia. Positive symptoms of schizophrenia, including hallucinations and delusions.			
Classification of schizophrenia. Negative symptoms of schizophrenia, including speech poverty and avolition.			
Classification of schizophrenia. Reliability and validity in diagnosis and classification of schizophrenia, including reference to co-morbidity			
Classification of schizophrenia. Reliability and validity in diagnosis and classification of schizophrenia, including reference to culture			
Classification of schizophrenia. Reliability and validity in diagnosis and classification of schizophrenia, including reference to gender bias			
Classification of schizophrenia. Reliability and validity in diagnosis and classification of schizophrenia, including reference to symptom overlap.			
Biological explanations for schizophrenia: genetics			
Biological explanations for schizophrenia: neural correlates			
Biological explanations for schizophrenia: the dopamine hypothesis.			
Psychological explanations for schizophrenia: family dysfunction			
Psychological explanations for schizophrenia: cognitive explanations, including dysfunctional thought processing.			
Drug therapy: typical antipsychotics			
Drug therapy: atypical antipsychotics			
Cognitive behaviour therapy as used in the treatment of schizophrenia.			
Family therapy as used in the treatment of schizophrenia.			
Token economies as used in the management of schizophrenia			
The importance of an interactionist approach in explaining and treating schizophrenia; the diathesis-stress model.			
FORENSIC PSYCHOLOGY			
Offender profiling: the top-down approach, including organised and disorganised types of offender			
Offender profiling: the top-down approach, the bottom-up approach, including investigative Psychology			
Offender profiling: geographical profiling.			
Biological explanations of offending behaviour: an historical approach (atavistic form)			
Biological explanations of offending behaviour: genetics			

Biological explanations of offending behaviour: neural explanations.			
Psychological explanations of offending behaviour: Eysenck' s theory of the criminal personality			
Psychological explanations of offending behaviour: cognitive explanations; level of moral reasoning			
Psychological explanations of offending behaviour: cognitive explanations; cognitive distortions, including hostile attribution bias and minimalisation			
Psychological explanations of offending behaviour: differential association theory			
Psychological explanations of offending behaviour: psychodynamic explanations.			
Dealing with offending behaviour: the aims of custodial sentencing			
Dealing with offending behaviour: the psychological effects of custodial sentencing.			
Dealing with offending behaviour: Recidivism.			
Dealing with offending behaviour: Behaviour modification in custody. Anger management.			
Dealing with offending behaviour: Restorative justice programmes			