## AQA A LEVEL PSYCHOLOGY – personalised learning checklist

## (PLC)

SOCIAL INFLUENCEImage: Social influenceTypes of conformity: internalisation, identification and complianceImage: Social influenceExplanations for conformity: informational social influence and normativeImage: Social influenceVariables affecting conformity including group size, unanimity and taskImage: Social influenceVariables affecting conformity including group size, unanimity and taskImage: Social influenceConformity to social roles as investigated by ZimbardoImage: Social influenceExplanations for obedience: agentic stateImage: Social influenceExplanations for obedience: situational variables affecting obedienceImage: Social influenceExplanations for obedience: Dispositional explanation for obedience: theImage: Social influence, including social supportExplanations of resistance to social influence, including locus of control.Image: Social influence, including locus of control.Minority influence including reference to consistency, commitment and flexibility.Image: Social influence, including locus of control.The nulti-store model of memory: sensory register, short-term memory and long-term memory.Image: Social influence, including, capacity and duration.Types of long-term memory episodic, semantic, procedural.Image: Social influence, including and capacity.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 interferenceImage: Social influence including and capacity.Factors affecting the accuracy of eyewitness testimony: misleading information, includi	(1 LC)			
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Factors affecting the accuracy of eyewitness testimony: anxiety.	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: he 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.	

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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	

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	theory, identification and internalisation	
The influence of culture on gender roles.	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	

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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		