

GCSE PSYCHOLOGY: PERSONALISED LEARNING CHECKLIST				
	Red	Amber	Green	Revised Tick <input checked="" type="checkbox"/>
Area of Study: Learning (Year 11)				
Principles of classical conditioning :unconditioned stimulus; unconditioned response; conditioned stimulus; conditioned response; extinction; spontaneous recovery; generalisation; discrimination; the contributions of Pavlov				
Principles of operant conditioning: Thorndike's Law of Effect and the contributions of Skinner. Behaviour shaping; the distinction between positive reinforcement, negative reinforcement and punishment.				
Descriptions and evaluation of attempts to apply conditioning procedures to the treatment of phobias (including, flooding and systematic desensitisation) and to change unwanted behaviour (including aversion therapy and token economy). The ethical implications of such attempts.				
<i>I am most confident with the following topic/topics:</i>				
<i>I have struggled most with the following topic/topics:</i>				
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Area of Study: Aggression (Year 11)				
<p>Explanations of aggression:</p> <p>biological, including the role of hormones, brain disease and chromosomal abnormality.</p> <p>psychodynamic, including the frustration-aggression hypothesis.</p> <p>social learning, including modelling, punishment and monitoring.</p>				
Description and evaluation of studies of the development of aggressive behaviour.				

Ways of reducing aggression, based on these explanations.				
Evaluation of these ways of reducing aggression.				
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Area of Study: Social Influence (Year 11)				
Definitions of conformity, obedience, social loafing and deindividuation.				
Description and evaluation of studies of conformity, obedience, social loafing and deindividuation.				
Explanation of factors affecting conformity, obedience, social loafing and deindividuation.				
Explanation of factors affecting bystander intervention.				
Description and evaluation of studies of bystander intervention, including those of Latané and Darley (1968), Batson (1983), Piliavin (1969), and Schroeder (1995).				
Contemporary practical implications of studies of social influence and their benefits and drawbacks.				
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Area of Study: Sex and Gender (Year 11)				
I can define sex identity and gender identity.				
I understand the biological differences between females and males (chromosomes and hormones).				
I can distinguish between the concepts of sex identity and gender identity.				
I can describe three theories of gender development: <ol style="list-style-type: none"> 1. Psychodynamic theory, including the Oedipus and Electra complex. 2. Social learning theory, including imitation, modelling and vicarious reinforcement. 3. Gender schema theory. 				
I can evaluate all of these three theories of gender development.				
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Area of Study: Methods of Investigation (Year 11)				
The use of scientific methods and techniques which aim for objectivity. Procedures for each method of investigation: <ul style="list-style-type: none"> survey methods; questionnaires (including closed and open questions) and interviews (including structured and unstructured). Observation, including categories of behaviour, and inter-observer reliability; 				

Case study; Advantages and disadvantages of each method of investigation(including ecological validity).				
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Area of Study: Methods of Control, Data Analysis and Data Presentation (Year 11)				
Correlation, including an understanding of association between two variables, and of correlation relationship (without computation of formulae). Advantages and limitations of using correlations.				
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Area of Study: Ethical Considerations (Year 10)				
Candidates should demonstrate knowledge and understanding of: Ethical issues in psychological research as outlined in the British Psychological Society guidelines Ways of dealing with each of these issues				

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<p>Area of Study: Memory (Year 10)</p>				
<p>MODELS</p> <p>I can describe the processes of encoding, storage and retrieval</p> <p>I can describe the multi-store model of memory</p> <p>I can describe and evaluate Peterson and Peterson</p> <p>I can describe the reconstructive model of memory</p> <p>I can describe and evaluate Bartlett's study</p> <p>I can describe the levels of processing model of memory</p> <p>I can describe and evaluate Craik and Lockhart's research</p>				
<p>FORGETTING</p> <p>I can describe and evaluate the following explanations of forgetting and the research evidence which supports it -</p> <p>Interference (Underwood and Postman)</p> <p>Context (Godden and Baddeley)</p> <p>Brain damage - retrograde and anterograde amnesia (Miller)</p>				
<p>EYE WITNESS TESTIMONY</p> <p>I can describe how leading questions affect EWT</p> <p>I can describe and evaluate Loftus and Palmer's research and Bruce and Young's research</p>				
<p>APPLICATIONS</p> <p>I can state practical implications of memory research</p>				
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Area of Study: Non-verbal communication (Year 10)				
I can distinguish between verbal communication and non-verbal communication I can define paralinguistics and give examples				
Types of Non-verbal communication I understand the features of Eye contact – Regulating flow of conversation, producing feedback and expressing emotions, including pupil dilation I can describe and evaluate Argyle 1975 research				
I can describe types of facial expression I understand the roles of the hemispheres of the brain I can describe and evaluate Sackheim's 1978 research				
I can define posture, open and closed postures and postural echo I can describe and evaluate McGinley (posture) Lynn and Mynier (gestures) Fisher, Rytting and Helin (touch)				
I can describe and evaluate Argyle, Alkema and Gilmour 1971				
I can identify factors affecting personal space including research - Cultural norms (Summer) Sex differences (Argyle and Dean) Individual differences (Willis) Status (Zahn)				
I can state practical implications of studies of non-verbal communication and their benefits and drawbacks				
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Area of Study: Personality (Year 10)				
I can define personality and temperament and distinguish between them				
I can complete a description and evaluation (AMRCC) of the following studies of temperament - Thomas 1977 Buss and Plomin 1984 Kagan 1991				
I can describe and evaluate Eysenck's type theory I can describe the following types of personality – extraversion, introversion, neuroticism,				
I can describe the following personality scales EPI 1964 EPQ 1975				
Anti-social personality disorder (APD) I can list the characteristics of APD I understand the biological causes of APD and in particular the role of the amygdala I can describe and evaluate Raine's study 2000				
I understand the situational causes of APD and in particular the role of the socioeconomic factors I can describe and evaluate Farrington's study 1995 and also Elander's 2000 study				
I can list at least two implications of research into APD				
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Area of Study: Research Methods (Year 10)				
METHODS OF INVESTIGATION I can define hypothesis and write my own I can define independent and dependent variables and identify them in examples I understand the features of experimental methods and natural experiments I can state at least two advantages and two disadvantages of experimental methods I can explain the concept of ecological validity and how this relates to experiments				
METHODS OF CONTROL, DATA ANALYSIS AND DATA PRESENTATION (Year 10)				
I can explain each of the three experimental designs: independent groups, repeated measures, matched pairs. I can state the advantages and disadvantages of each experimental design I can define target populations I can explain the four types of sampling methods: random; opportunity; systematic; stratified. I am able to state advantages and limitations of each sampling method I understand the need for standardised procedures and can give examples e.g. the instructions to participants, random allocation, counterbalancing and randomisation I can identify and control extraneous variables I can calculate the mean, mode, median, range and percentages. I understand how to identify an anomalous results and their possible effects I can display information in a bar chart				
ETHICAL CONSIDERATIONS I understand ethical guidelines Confidentiality, deception, debrief, withdrawal, informed consent, protection (remember debrief is NOT an issue!) And can identify how to overcome ethical issues				

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<p>Area of Study: Stereotyping, prejudice and discrimination (Year 10)</p>				
I can define stereotyping, prejudice and discrimination				
I can state positive and negative factors of stereotyping				
<p>I can describe and evaluate studies of prejudice and of discrimination, including the work of –</p> <p>Adorno (authoritarian personality, including the F-scale)</p> <p>Tajfel (In-groups and Out-groups)</p> <p>Sherif (Robbers' Cave) and inter-group conflict</p>				
<p>I can describe the following ways of reducing prejudice and discrimination, and state the research evidence which supports it</p> <p>Sherif (1961)</p> <p>Aronson (1978)</p> <p>Elliott (1977) and Harwood (2003).</p> <p>I can evaluate these ways of reducing prejudice and discrimination</p>				
I can state the practical implications of research into stereotyping, prejudice and discrimination and their benefits and drawbacks				
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