Psychology Paper 2 Checklist

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| Focus | | What to revise | ✓ |
| Social | | 2 Principles of the Social Area |  |
| 2 Strengths and 2 weaknesses of the Social Area |  |
| Key Theme: Responses to People in Authority | |
| Milgram |  |
| Bocchiaro |  |
| Similarities and Differences between the pair of studies |  |
| Key Theme: Responses to People in Need | |
| Piliavin |  |
| Levine |  |
| Similarities and Differences between the pair of studies |  |
| Practical applications of the Social Area |  |
| Cognitive | | 2 Principles of the Cognitive Area |  |
| 2 Strengths and 2 weaknesses of the Cognitive Area |  |
| Key Theme: Memory | |
| Loftus and Palmer |  |
| Grant |  |
| Similarities and Differences between the pair of studies |  |
| Key Theme: Attention | |
| Moray |  |
| Simons and Chabris |  |
| Similarities and Differences between the pair of studies |  |
| Practical applications of the Cognitive Area |  |
| Developmental | | 2 Principles of the Developmental Area |  |
| 2 Strengths and 2 weaknesses of the Developmental Area |  |
| Key Theme: External influences on Children’s Behaviour | |
| Bandura |  |
| Chaney |  |
| Similarities and Differences between the pair of studies |  |
| Key Theme: Moral Development | |
| Kohlberg |  |
| Lee |  |
| Similarities and Differences between the pair of studies |  |
| Practical applications of the Developmental Area |  |
| Behaviourist perspective | | 2 Principles of the Behaviourist perspective |  |
| 2 Strengths and 2 weaknesses of the Behaviourist perspective |  |
| Practical applications of the Behaviourist Area |  |
| Biological | | 2 Principles of the Biological Area |  |
| 2 Strengths and 2 weaknesses of the Biological Area |  |
| Key Theme: Regions of the Brain | |
| Sperry |  |
| Casey |  |
| Similarities and Differences between the pair of studies |  |
| Key Theme: Brain Plasticity | |
| Blakemore and Cooper |  |
| Maguire |  |
| Similarities and Differences between the pair of studies |  |
| Practical applications of the Biological Area |  |
| Individual Differences | | 2 Principles of the Individual Differences Area |  |
| 2 Strengths and 2 weaknesses of the Individual Differences Area |  |
| Key Theme: Understanding Disorders | |
| Freud |  |
| Baron Cohen |  |
| Similarities and Differences between the pair of studies |  |
| Key Theme: Measuring Differences | |
| Gould |  |
| Hancock |  |
| Similarities and Differences between the pair of studies |  |
| Practical applications of the Individual Differences Area |  |
| Psychodynamic perspective | | 2 Principles of the Psychodynamic perspective |  |
| 2 Strengths and 2 weaknesses of the Psychodynamic perspective |  |
| Practical applications of the Psychodynamic Area |  |
| Issues and Debates | | | |
| Issues and Debates | 2 strengths and 2 weaknesses of the sides of the Nature/nurture debate | |  |
| Know what interactionism is and the diathesis stress model | |  |
| 2 strengths and 2 weaknesses of both sides of the Freewill/Determinism | |  |
| Different types of determinism (hard, soft and environmental) | |  |
| 2 strengths and 2 weaknesses of both sides of the Reductionism/Holism | |  |
| 2 strengths and 2 weaknesses of both sides of the Individual/Situational Explanations debate | |  |
| Usefulness of Research - research is useful if it (**D.R.U.G.V**.)   * **develops** therapies, interventions, preventative action or treatments * provokes further **research** in the field * progresses **understanding** beyond previous findings * is **generalisable** to a wide population * is **valid** so that results are accurate | |  |
| Ethical Principles   * Respect – informed consent, right to withdraw, confidentiality * Competence * Responsibility – protection of participant, debrief * Integrity – deception | |  |
| Ethical Considerations (CAN DO CAN’T DO WITH PARTICIPANTS)   * Consent * Deception * Confidentiality * Debrief * Withdraw * Protection from Harm | |  |
| Conducting Socially Sensitive Research –can **S.C.A.R**.:   * Subject to social norms * Controversial * Able to shape the law / policy * Risking stereotyping and prejudice | |  |
| Psychology as a Science – F.O.R.Q.E.   * Falsifiable * Objective * Replicable * Quantitative data * Experiments | |  |