

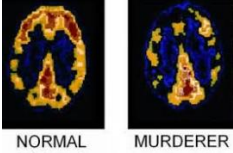
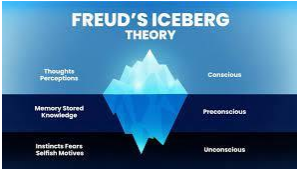



# Eduqas Psychology AS-Level Learning Journey

| Topic   | What will I be learning?  |
|---|---|
| <p style="text-align: center;"><b>Paper 1</b></p> <p style="text-align: center;"><b>Past to Present</b></p> <p style="text-align: center;"><b><u>Autumn Term</u></b></p> <p style="text-align: center;"><b><u>Before October half term</u></b></p> <p style="text-align: center;"><b>Biological Approach</b></p>    <p style="text-align: center;"><b>Psychodynamic Approach</b></p>   | <p><b>For each of the five psychological approaches it will be necessary for learners to:</b></p> <ul style="list-style-type: none"> <li>• know and understand the assumptions</li> <li>• know and understand why a relationship is formed (one type per approach: a different or the same type of relationship can be used for each approach)</li> <li>• know and understand how the approach can be applied to therapy (one therapy per approach)</li> <li>• know and understand the main components of the therapy</li> <li>• evaluate the therapy (including its effectiveness and ethical considerations)</li> <li>• evaluate the approach (including strengths, weaknesses and comparison with the four other approaches)</li> <li>• know, understand and make judgements on a classic piece of evidence (including methodology, procedures, findings and conclusions)</li> <li>• explore both sides of the contemporary debate from a psychological perspective (including the ethical, social and economical implications and consideration of social and cultural diversity).</li> </ul> <p><b>Assumptions:</b></p> <ul style="list-style-type: none"> <li>• evolutionary influences</li> <li>• localisation of brain function</li> <li>• neurotransmitters</li> <li>• formation of relationships (e.g. siblings)</li> </ul> <p><b>Therapy:</b><br/>Psychosurgery</p> <p><b>Classic Research:</b><br/>Raine, A., Buchsbaum, M. and LaCasse, L. (1997) Brain abnormalities in murderers indicated by positron emission tomography. <i>Biological Psychiatry</i>, 42(6), 495-508</p> <p><b>Contemporary Debate:</b><br/>The ethics of neuroscience</p> <p><b>Assumptions:</b></p> <ul style="list-style-type: none"> <li>• influence of childhood experiences</li> <li>• the unconscious mind</li> <li>• tripartite personality</li> <li>• formation of relationships (e.g. mother and child)</li> </ul> <p><b>Therapy:</b><br/>Dream Analysis</p> <p><b>Classic Research:</b><br/>Bowlby, J. (1944) Forty-four juvenile thieves: Their characters and home-life. <i>International Journal of Psychoanalysis</i>, 25(19-52), 107-127</p> <p><b>Contemporary Debate</b><br/>The mother as primary care-giver of an infant</p> |

## After October Half Term

### Behaviourist Approach



| Activity                          | Fear level (0-100) |
|-----------------------------------|--------------------|
| Stroking a dog                    | 90                 |
| Going to a park with a dog walker | 80                 |
| Watching a real-life dog show     | 50                 |
| Watching a cartoon dog show       | 40                 |
| Looking at a picture of a dog     | 30                 |



### Cognitive Approach



## Spring Term

### Positive Approach



### Assumptions:

- blank slate
- behaviour learnt through conditioning
- humans and animals learn in similar ways
- formation of relationships (e.g. pet and owner)

### Therapy:

Systematic desensitisation

### Classic Research:

Watson, J.B. and Rayner, R. (1920) Conditioned emotional reactions. *Journal of Experimental Psychology*, 3(1), 1-14

### Contemporary Debate

Using conditioning techniques to control the behaviour of children

### Assumptions:

- computer analogy
- internal mental processes
- schemas
- formation of relationships (e.g. romantic)

### Therapy:

Cognitive behavioural therapy

### Classic Research:

Loftus, E. and Palmer, J.C. (1974) Reconstruction of automobile destruction: an example of the interaction between language and memory. *Journal of Verbal Learning and Verbal Behaviour*, 13, 585-589

### Assumptions:

- acknowledgement of free will
- authenticity of goodness and excellence
- focus on 'the good life'
- formation of relationships (e.g. friends)

### Therapy:

Mindfulness

### Classic Research:

Myers, D.G. and Diener, E. (1995) Who is happy? *Psychological Science*, 6(1) 10-17

### Contemporary Debate:

Relevance of positive psychology in today's society

## Spring Term

### Paper 2

The central aspect for this component is that of psychological research, from the initial planning stages through to the final stage of analysis and evaluation. It is designed to introduce learners to the methodologies used by psychologists and to gain an appreciation of the impact of choices made on the outcomes of the work and consequently the possible applications. To give an appropriate context for the teaching, two pieces of research from the work of social and developmental psychologists should be studied.

#### **Principles of research**

Learners should appreciate the limitations of scientific research and when dealing with the complexities of humans as test material, there are several issues which need to be considered. To encourage this appreciation, learners are encouraged to carry out appropriately supervised, ethical investigations.

#### **Novel scenarios**

The second aspect of this component is for learners to apply their knowledge and understanding of research methods to novel research scenarios, making judgements on the details of psychological research.

#### **Social Psychology:**

Milgram, S. (1963). Behavioural study of Obedience. *Journal of Abnormal and Social Psychology*, 67, 371-8

#### **Developmental Psychology:**

Kohlberg, L. (1968). The child as a moral philosopher. *Psychology Today*, 2, 25-30

#### **Deciding on a research question**

knowledge and understanding of:

- aim of the research
- research hypotheses
- alternative (or experimental) hypotheses
- directional and non-directional hypotheses
- null hypotheses
- independent variables
- dependant variables
- co-variables
- operationalisation of variables
- confounding variables
- extraneous variables

#### **Methodologies**

knowledge, understanding and evaluation of:

- experiments
- quasi-experiments
- participant observations
- non-participant observations
- content analysis
- structured interviews / questionnaires
- semi-structured interviews
- correlational studies
- case studies
- self-reports
- longitudinal research

Both quantitative data and qualitative data should be included.

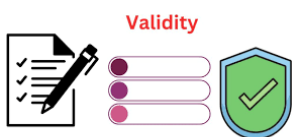
Both primary and secondary sources should be included.

#### **Location of research**

knowledge, understanding and evaluation of:

- conducting research in a laboratory environment
- conducting research in the field

### Investigating Behaviour





- conducting research on-line

**Participants knowledge, understanding and evaluation of:**

- target populations
- sampling frames
- random sampling
- opportunity sampling
- systematic sampling
- stratified sampling
- quota sampling
- self-selected sampling
- snowball sampling
- observational sampling techniques (including event sampling, time sampling)

**Experimental design**

knowledge, understanding and evaluation of:

- independent groups
- repeated measures
- matched pairs

**Levels of measurement**

knowledge and understanding of:

- nominal data
- ordinal data
- interval data
- ratio data

**Graphical representation**

knowledge, construction and interpretation of:

- frequency tables
- graphical representation (including line graphs, histograms, bar charts, pie charts, scatter diagrams)
- distribution curves (including normal, positive and negative skewed distribution)

**Descriptive statistics**

knowledge, understanding, interpretation and evaluation of:

- measures of central tendency (including mean, median and mode)
- measures of dispersion (including range and standard deviation)

**Inferential statistics**

knowledge, appropriate application and interpretation of:

- Chi Squared test
- Mann Whitney U test
- Sign test
- Spearman's rank order correlation coefficient
- Wilcoxon matched pairs signed ranks test
- probability values
- significance levels
- observed (calculated) values
- critical values from tables
- appropriate symbols ( $=$ ,  $\leq$ ,  $<$ ,  $>$ ,  $\geq$ )

**Reliability**

knowledge, understanding and application of:

- internal reliability
- external reliability

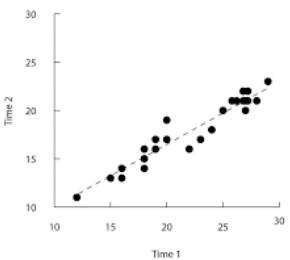
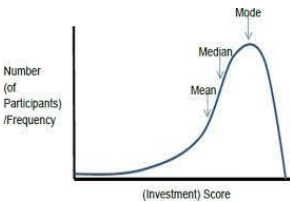
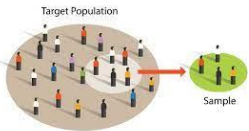
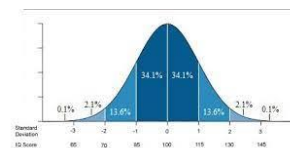


Figure X: Relationship between scores on the Rosenberg self-esteem scale taken by 25 research methods students on two occasions one week apart. Pearson's  $r = .96$ .



- ways of dealing with issues of reliability
- assessing reliability (including inter-rater reliability, test-retest reliability, split-half reliability)

### **Validity**

knowledge and understanding of the following:

- issues of internal validity
- issues of external validity
- specific validity issues (including researcher bias, demand characteristics, social desirability)
- ways of dealing with issues of validity
- assessing validity (including concurrent, predictive, face, content and construct validity)

### **Ethics**

knowledge, understanding and application of:

- confidentiality
- deception
- risk of stress, anxiety, humiliation or pain
- risk to the participants' values, beliefs, relationships, status or privacy
- valid consent
- working with vulnerable individuals (including children)
- working with animals
- managing the risk posed by ethical issues (including ethics committees and ethical guidelines)

### **The role of the scientific community in validating new knowledge**

knowledge, understanding and application of:

- peer review
- format for reporting psychological investigations