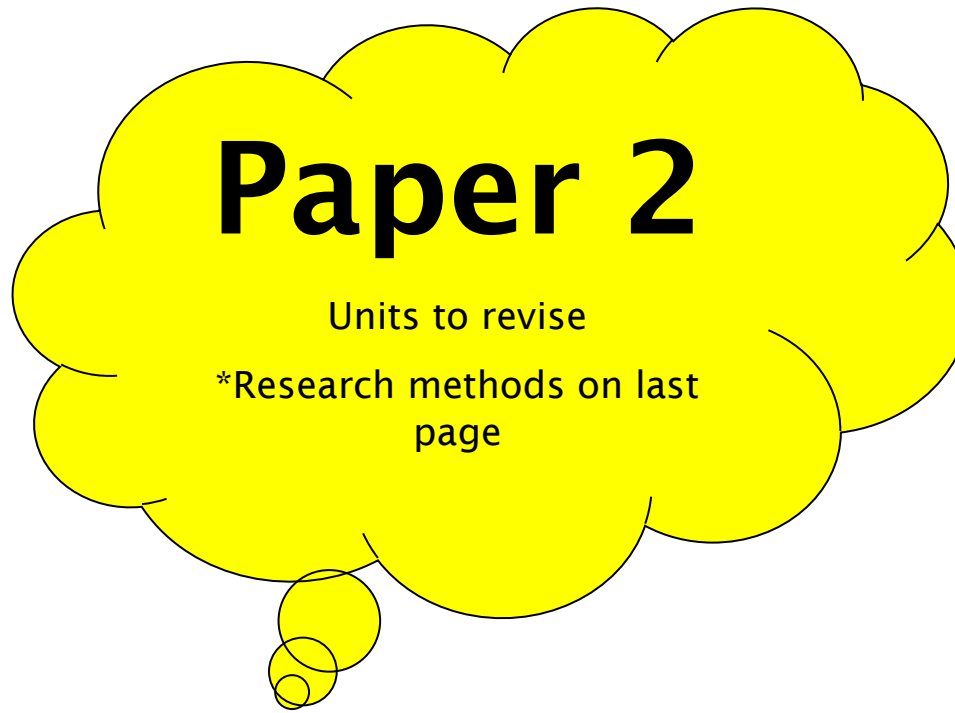


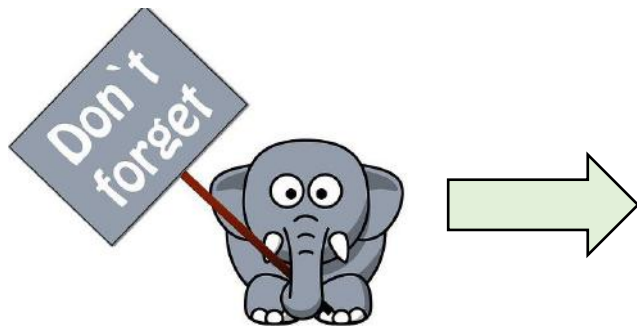
Social Influence	Content:
Key Concepts	<ul style="list-style-type: none"> <li>Conformity including majority influence.</li> <li>Collective and crowd behaviour including pro-social and anti-social behaviour.</li> <li>Obedience including obeying the orders of authority figures.</li> </ul>
Theories/Explanations Situational Factors	<ul style="list-style-type: none"> <li>The effect of situational factors (other people and social) on behaviours: <ul style="list-style-type: none"> <li>majority influence on conformity</li> <li>collective and crowd behaviour, including deindividuation</li> <li>culture on pro-social and anti-social behaviour</li> <li>authority figures on obedience</li> <li>criticisms of the effect of situational factors, including the free will/determinism debate.</li> </ul> </li> </ul> <p>Situational Factors Research Study - Bickman (1974): study into obedience and the social power of a uniform.</p>
Dispositional Factors	<ul style="list-style-type: none"> <li>The effect of dispositional factors (personality) on behaviours: <ul style="list-style-type: none"> <li>self-esteem on conformity</li> <li>locus of control in crowds</li> <li>morality on pro-social and anti-social behaviour</li> <li>the authoritarian personality on obedience</li> <li><u>the influence of the brain in dispositional factors, including: hippocampal volume in self-esteem; and regions of the pre-frontal cortex in morality</u></li> <li>criticisms of the effect of dispositional factors including issues of generalisability.</li> </ul> </li> </ul> <p>Dispositional Factors Research Study - NatCen (2011): study into the August riots in England with reference to anti-social collective behaviour and dispositional factors. (Note: candidates only need to be familiar with the events in Tottenham.)</p>
Application Changing attitudes	<ul style="list-style-type: none"> <li>How minority influence affects social change in relation to changing attitudes and behaviour towards, increasing awareness of, and reducing mental health stigma and discrimination.</li> <li>How majority influence affects social change in relation to changing attitudes and behaviour towards, increasing awareness of, and reducing mental health stigma and discrimination.</li> </ul>



Sleep and Dreaming	Content
Key Concepts	<ul style="list-style-type: none"> <li>The functions, features and benefits of sleep: healthy brain; physical repair; emotional stability; <u>stages of the sleep cycle and when dreaming occurs; the role of the pineal gland and melatonin</u></li> <li>The causes of sleep disorders: sleep onset and sleep maintenance insomnia</li> <li>Endogenous pacemakers; and exogenous zeitgebers; and their role in sleep.</li> </ul>
Theories/Explanations: The Nature of Dreaming	<ul style="list-style-type: none"> <li>The Freudian Theory of Dreaming: <ul style="list-style-type: none"> <li>the unconscious mind</li> <li>the role of repression</li> <li>the concept of wish fulfilment</li> <li>manifest and latent content of dreams</li> <li>criticisms of the theory including the issue of subjectivity.</li> </ul> </li> </ul> <p>The Freudian Theory of Dreaming Research Study – Freud (1918): dream analysis study of 'The Wolfman'.</p>
The Freudian Theory of Dreaming	<ul style="list-style-type: none"> <li>The Activation Synthesis Theory of Dreaming: <ul style="list-style-type: none"> <li>the role of REM sleep</li> <li><u>the function and actions of the brain during sleep, including the limbic system</u></li> <li><u>activity of neurons in the pons during sleep</u></li> <li><u>the process of synthesis as a function of the cerebral cortex</u></li> <li>criticisms of the theory including the reductionism/holism debate.</li> </ul> </li> </ul> <p>The Activation Synthesis Theory of Dreaming Research Study <u>Differences in actions and functions of the brain when dreaming and when awake</u> – Williams et al. (1992): study into Bizarreness in Dreams and Fantasies: Implications for the Activation Synthesis Hypothesis.</p>
The Activation Synthesis Theory of Dreaming	<ul style="list-style-type: none"> <li>Features of insomnia, <u>the role of the nervous system and its management through relaxation techniques</u> and the role of the physical environment in insomnia and its treatment through improved sleep hygiene</li> <li><u>The impact of neurological damage to the hypothalamus on sleep.</u></li> </ul>
Application Development of treatments for insomnia	



Social influence



Memory



Sleep and dreaming

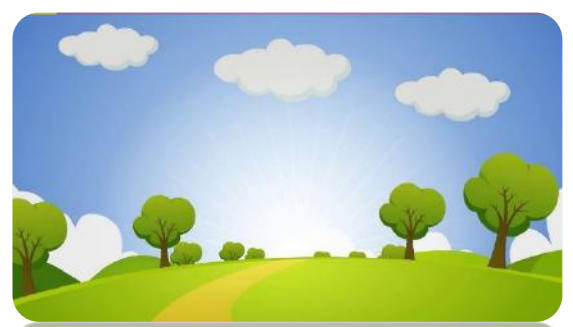
Memory	Content
Key Concepts	<ul style="list-style-type: none"> <li>The stages of information processing: input; encoding; storage; retrieval; and output</li> <li>Types of forgetting: decay; displacement; retrieval failure (lack of cues).</li> <li><u>The structure and functions of the brain and how the brain works in the formation of memories: – how neurological damage can affect memory; the role of the hippocampus on anterograde amnesia; the frontal lobe on retrograde amnesia; and the cerebellum on procedural memory.</u></li> </ul>
Theories/Explanations The Multi-store Model of Memory	<ul style="list-style-type: none"> <li>The structure and process of the Multi-store Model of memory: <ul style="list-style-type: none"> <li>sensory store, short-term memory and long-term memory</li> <li>differences between stores in terms of duration</li> <li>differences between stores in terms of capacity</li> <li>differences between stores in terms of types of encoding</li> <li>criticisms of the model including rehearsal versus meaning in memory.</li> </ul> </li> </ul> <p><u>The Multi-store Model of Memory Research Study – an example of the impact, on behaviour, of neurological damage - Wilson, Kopelman and Kapur (2008): Prominent and persistent loss of past awareness in amnesia: delusion, impaired consciousness or coping strategy (the Clive Wearing study).</u></p>
The Theory of Reconstructive Memory	<ul style="list-style-type: none"> <li>The structure and process of the theory of reconstructive memory: <ul style="list-style-type: none"> <li>the concept of schemas</li> <li>the role of experience and expectation on memory</li> <li>the process of confabulation</li> <li>distortion and the effect of leading questions</li> <li>criticisms of the theory including the reductionism/holism debate.</li> </ul> </li> </ul> <p>Reconstructive Memory Research Study – Braun, Ellis and Loftus (2002): study into How Advertising Can Change Our Memories of the Past.</p>
Application Techniques used for recall	<ul style="list-style-type: none"> <li>The use of cues, repetition and avoiding overload in advertisements and the use of autobiographical advertising</li> <li><u>The development of neuropsychology for measuring different memory functions, including the Wechsler Memory Scale.</u></li> </ul>

# Research methods

(Assessed in both papers)



<u>Planning Research</u>	Learners should have knowledge and understanding of the following features of planning research and their associated strengths and weaknesses, including reliability and validity.
Hypotheses	<ul style="list-style-type: none"> <li>Null and alternative hypotheses</li> <li>Hypotheses to predict differences, correlations, or no patterns.</li> </ul>
Variables	<ul style="list-style-type: none"> <li>Independent variables and how they can be manipulated</li> <li>Dependent variables and how they can be measured</li> <li>Co-variables and how they can be measured</li> <li>Extraneous variables and how they can be controlled, including the use of standardisation.</li> </ul>
Experimental Designs	<ul style="list-style-type: none"> <li>Repeated measures design</li> <li>Independent measures design.</li> </ul>
Populations and Sampling	<ul style="list-style-type: none"> <li>Target populations, sampling and sample size with reference to representativeness and generalisability</li> <li>Sampling methods; random, opportunity, self-selected</li> <li>Principles of sampling as applied to scientific data.</li> </ul>
Ethical Guidelines	<ul style="list-style-type: none"> <li>Ethical issues: <ul style="list-style-type: none"> <li>lack of informed consent</li> <li>protection of participants / psychological harm</li> <li>deception.</li> </ul> </li> <li>Ways of dealing with ethical issues: <ul style="list-style-type: none"> <li>use of debriefing</li> <li>right to withdraw</li> <li>confidentiality.</li> </ul> </li> <li>The British Psychological Society's Code of Ethics and Conduct.</li> </ul>
<u>Doing Research</u>	Learners should have knowledge and understanding of the following features of doing research and their associated strengths and weaknesses including reliability and validity and the type of research objectives for which they are most suitable.
Experiments	<ul style="list-style-type: none"> <li>Laboratory</li> <li>Field</li> <li>Natural.</li> </ul>
Interviews	<ul style="list-style-type: none"> <li>Structured</li> <li>Unstructured.</li> </ul>
Questionnaires (Surveys)	<ul style="list-style-type: none"> <li>Open questions</li> <li>Closed questions</li> <li>Rating scales.</li> </ul>
Observations	<ul style="list-style-type: none"> <li>Naturalistic</li> <li>Controlled</li> <li>Overt</li> <li>Covert</li> <li>Participant</li> <li>Non-participant.</li> </ul>
Case Studies	<ul style="list-style-type: none"> <li>Use of qualitative data</li> <li>Use of small samples.</li> </ul>
Correlations	<ul style="list-style-type: none"> <li>Use of quantitative data</li> <li>Positive, negative and zero correlations.</li> </ul>



<u>Analysing Research</u>	Learners should be able to demonstrate knowledge and understanding of the process and procedures involved in the collection, construction, interpretation, analysis and representation of data. This will necessitate the ability to perform some calculations.
Types of Data	<ul style="list-style-type: none"> <li>Quantitative data</li> <li>Qualitative data</li> <li>Primary data</li> <li>Secondary data</li> <li>Strengths of each type of data.</li> </ul>
Descriptive Statistics	<ul style="list-style-type: none"> <li>Measures of Central Tendency: <ul style="list-style-type: none"> <li>Mode (including modal class)</li> <li>median</li> <li>mean.</li> </ul> </li> <li>Range</li> <li>Ratios</li> <li>Percentages</li> <li>Fractions</li> <li>Expressions in decimal and standard form</li> <li>Decimal places and significant figures</li> <li>Normal distributions</li> <li>Estimations from data collected.</li> </ul>
Tables, Charts and Graphs	<ul style="list-style-type: none"> <li>Frequency tables (tally chart)</li> <li>Bar charts</li> <li>Pie charts</li> <li>Histograms</li> <li>Line graphs</li> <li>Scatter diagrams.</li> </ul>
Reliability and Validity	<ul style="list-style-type: none"> <li>Reliability: <ul style="list-style-type: none"> <li>internal</li> <li>external</li> <li>inter-rater.</li> </ul> </li> <li>Validity: <ul style="list-style-type: none"> <li>ecological</li> <li>population</li> <li>construct.</li> </ul> </li> <li>Demand characteristics</li> <li>Observer effect</li> <li>Social desirability.</li> </ul>
Sources of bias	<ul style="list-style-type: none"> <li>Gender bias</li> <li>Cultural bias</li> <li>Age bias</li> <li>Experimenter bias</li> <li>Observer bias</li> <li>Bias in questioning.</li> </ul>

