

AO1: Knowledge & Understanding Line

Psychology A-Z of useful terms

A	Alpha Bias, Androcentrism, Adoption Study, Animal Study	N	Nomothetic, Nominal, Natural Study, Nature, Nurture
B	Beta Bias, Behaviourism, Biological	O	Ordinal, Observation, Operationalise, Objectivity
C	Correlation, Case Study, Cognitive, Cross Cultural, Cultural Bias, Central Tendency, Chi Squared	P	Participants, Protection, Psychodynamic
D	Design, Debrief, Deception, Determinism, Dependent Variable, Dispersion, Demand Characteristics	Q	Quantitative, Qualitative
E	Ethics, Ethnocentric, Extraneous Variables, Evolutionary, Ecological Validity, Experiment	R	Reliable, Replicable, Representative, Reductionist
F	Field Study, Free Will	S	Spearman's Rho, Social Desirability, Situation Variables
G	Gender Bias, Generalisability,	T	Twin Study, Theory
H	Humanistic, Holistic	U	Universal
I	Interview, Idiographic, Independent Variable, Interval, Independent Groups	V	Validity
J	Juxtaposition	W	Within Groups Design (Repeated)
K	Kuhn (Paradigm, Psychology as a Science)	X	XYX...
L	Lab, Longitudinal,	Y	Yerkes Dodson Law
M	Mechanistic, Mann Whitney U, Matched Pairs design	Z	Zzzz.. Zeitgeibers

Key Approaches

Biological

Genes, hormones, brain structures, the CNS and evolution.

Learning Behaviourism

Stimulus-response, classical & operant conditioning
SLT Social Learning, role models, imitation

Cognitive

Input-process-output. Thinking, computer analogy, information processing.

Humanistic (A Level only)

Congruence, self actualisation, holism.

Psychodynamic (A Level only)

Unconscious, Psychosexual Stages, Slips of the tongue, personality as an iceberg.

AO1: Knowledge & Understanding Line

AO2: If the question is an application question it has a little scenario with it you must apply what you have learnt about concepts, theories and studies to the scenario. You should use examples from psychological research and theory where appropriate and give specific examples from the scenario to demonstrate your understanding.

Read the item and then answer the question that follows.

Proud father Abdul was talking to his friend, as they were both watching Abdul's wife, Tasneem, interacting with their baby daughter, Aisha.

'It's amazing really', said Abdul. 'Tasneem smiles, Aisha smiles back. Tasneem moves her head, Aisha moves hers, perfectly in time with each other.'

'Yes', agreed the friend. 'It's almost as if they are one person.'

With reference to Abdul's conversation with his friend, outline **two** features of caregiver-infant interaction.

Step 1: Annotate the item with ideas from your knowledge of psychological theory, concepts and studies.

Step 2: Form your answer, linking all of your points back to the scenario.

Tip: Try where possible to refer to specific points and names featured in the item to make it really clear to the examiner where you are **APPLYING!**

AO2: Application Line

'With reference to... explain...'

'Refer to... the experience of...'

'Using...'

'Outline... in the example above...'

Exam command words:



Exam command words: **'Describe' 'Outline' 'Explain'**

AO1: Description of psychological knowledge. This refers to theories, explanations, concepts, research studies (aim, procedure, findings and conclusions). *Every time you make a point, you should also explain it.*

Exam Skills, Numeracy & Literacy Line

Useful Phrases...

AO1:
'One explanation of...'
'This theory argues...'
'This means...'
'_____ is when...'
'This explains _____ through...'
'For example...'
'One example of this type of behaviour is...'
'One key feature of...'
'One assumption of...'
'A key point of _____ is...'

AO3:
'One major strength/advantage of...'
'This is an advantage/positive because...'
'However one of the main weaknesses of...'
'Alternatively...'
'On the other hand...'
'Supporting evidence for... comes from...'
'This contradicts... because...'
'This supports... Because...'
'This is a major downside of... because...'
'This suggests that...'
'This challenges...'

How to calculate...

- Mean**
Add up all of the scores and divide the total by the number of scores in the data set.
- Median**
Arrange the scores from lowest to highest and pick the middle number.
- Mode**
The most frequently occurring score in a data set.
- Range**
Take away the lowest score from the highest score.

Psychology Independent Learning Mat

'Effective' Evaluation & Elaboration strategies:

AO3 Evaluation Line

P Identify & explain a simple point

E Provide evidence to back it up and explain your argument

S Tell the examiner why this is an important evaluation point. Develop your response by linking to implications e.g. economy.

However... Counter your argument e.g. using an Issue and Debate. i.e. Nature vs. Nurture – interactionism.

Exam command words:

'Discuss' 'Analyse' 'Evaluate'

AO3: You may give strengths and weaknesses, methodological criticisms, supporting or opposing research, links to issues and debates or compare and contrast with another theory/approach. AO3 also requires you to analyse and interpret.

AO3:

Beginner level AO3:

Identify an evaluation point e.g. *this is supported by research OR this study is well controlled.*

Intermediate level AO3:

The evaluation point you make needs to be relevant to the particular concept/study/theory. You need to develop your point e.g. *This is supported by research from Asch who found that social support decreased conformity.*

Higher level AO3:

Explain your point well ELABORATE! This is where you are likely to get the top marks. You might use examples, elaborate on what you have already said by explaining it further, explain why it is a strength or limitation/supporting or opposing research. E.g. *This is supported by research from Asch who found that social support decreased conformity. In the presence of a dissenting confederate conformity dropped dramatically showing that resistance to social influence is more likely with support.*

A LEVEL ONLY
Where possible use your issues, debates and approaches tool kit in your AO3



ISSUES:
Ethical Issues & Social Sensitivity
Gender Bias
Culture Bias & Ethnocentrism

DEBATES:
Nature / Nurture
Nomothetic / Idiographic
Holism / Reductionism
Free Will / Determinism

Struggling to find evaluation points of a THEORY? **Don't forget your SPECS.**

S Supporting Evidence
P Practical Applications
E Evaluation of methods of the supporting evidence
C Contrast with an alternative

Struggling to find evaluation points of a STUDY? **Don't forget GRAVEE**

G Generalisable?
R Reliable?
A Practical applications?
V Validity?
E Ethics?
E economy

Generic mark bands for 12 & 16 markers:

Band	12 Mark AS	16 Mark A	AO1 Outline	AO2 Application (if relevant)	AO3 Evaluation
1	10-12	13-16	Knowledge is accurate and generally well detailed.	Application to the stem is appropriate. Links between theory and stem content are explained.	Discussion is thorough and effective. Minor detail and/or expansion of argument sometimes lacking.
2	7-9	9-12	Knowledge is evident.	Application to the stem is appropriate. Links to theory are not always explained.	Discussion is apparent and mostly effective. There are occasional inaccuracies. Lacks focus in places.
3	4-6	5-8	Knowledge of explanations is present but is vague/inaccurate	Application to the stem is partial.	Focus is mainly on description. Any discussion is only partly effective.
4	1-3	1-4	Knowledge of explanation(s) is limited.	Application is limited or absent.	Discussion is limited, poorly focused or absent.

Top ten tips on how to use your independent study time effectively

- Complete assignment tasks
- Check Teams
- Create a realistic goals list based on assessment feedback
- Complete class notes and create exam-style questions with mark schemes. **Challenge:** swap with a friend and peer assess answers
- Organise folder
- Prepare for quizzes
- Exam technique: question bank (on teams), PES evaluations on each subtopic
- Wider reading: BPS Digest, Psychology Today
- Create flashcards, mindmaps and essay plans
- Teach each other: buddy up with another Psych A Level student and revise/consolidate content – see revision guide for techniques