



GCSE PSYCHOLOGY

PLC FOR Mock




Revision Links


<https://passmorespsychology.weebly.com/revision-hub.html>

<https://passmorespsychology.weebly.com/>

<https://www.youtube.com/watch?v=MU9q16-AEFw>

<https://www.savemyexams.com/gcse/psychology/ocr/>

 Paper 1 | WALKING TALKING MOCK | OCR GCSE Psychology

 Paper 2 | WALKING TALKING MOCK | OCR GCSE Psychology

SLEEP AND DREAMING	Red	Amber	Green
Functions, features and benefits of sleep , healthy brain, physical repair, emotional stability			
Stages of the sleep cycle and when dreaming occurs			
The role of the pineal gland and melatonin			
Causes of sleep disorders			
Know the difference between endogenous pacemakers and exogenous zeitgebers and their role in sleep			
The Freudian theory of dreaming;			
The unconscious mind			
The role of repression			
The concept of wish fulfilment			
Manifest and latent content of dreams			
Criticisms of the theory including the issue of subjectivity			
Describe the Freudian case study – Dream analysis of Wolfman (1918)			
Evaluate the Freudian case study – Dream analysis of Wolfman (1918)			

Memory	Red	Amber	Green
Outline the stages of information processing: input; encoding; storage; retrieval; and output			
Identify and explain types of forgetting: decay; displacement; retrieval failure (lack of cues).			
Explain the structure and functions of the brain and how the brain works in the formation of memories			
Explain how neurological damage can affect memory			
Explain the role of the hippocampus on anterograde amnesia			
Explain role of the frontal lobe on retrograde amnesia			
Explain the role of the cerebellum on procedural memory.			
The multi-store model of memory			
Describe the sensory store, short-term memory and long-term memory			
Outline the differences between stores in terms of duration			
Outline the differences between stores in terms of capacity			
Outline the differences between stores in terms of types of encoding			
Outline and explain the criticisms of the model including rehearsal versus meaning in memory.			
Describe the aim, method, results, conclusion of Wilson et al's 2008 study of Clive Wearing.			
Evaluate Wilson et al's 2008 study of Clive Wearing			
The theory of reconstructive memory			
Describe the structure and process of the theory of reconstructive memory			
Explain the concept of schemas			
Explain the role of experience and expectation on memory			
Describe the process of confabulation			
Explain distortion and the effect of leading questions			
Outline and explain the criticisms of the theory including the reductionism/holism debate.			
Describe the aim, method, results, conclusion of Braun et al's 2002 study into How Advertising Can Change Our Memories of the Past.			
Application			
Explain the use of cues, repetition and avoiding overload in advertisements and the use of autobiographical advertising			
Describe the development of neuropsychology for measuring different memory functions, including the Wechsler Memory Scale.			

PSYCHOLOGICAL PROBLEMS	R	A	G
Develop awareness of ways of defining mental health (the mental health continuum) the current prevalence of mental health problems (age, gender, sexual orientation) Mental health problems over time and changes in attitude towards mental health			
Develop understanding of the effects of significant mental health problems on the individual and wider society, including the effects of stigma and discrimination, and impact on community care.			
Know the clinical characteristics of schizophrenia and key statistics associated with this disorder			
Be able to explain and evaluate the social drift theory of schizophrenia, with specific reference to rejection by society, disengagement of individuals, and problems establishing cause and effect			
Be able to explain and evaluate the biological theory of schizophrenia with specific reference to the dopamine hypothesis, brain dysfunction in relation to brain function and the frontal lobes, temporal lobes and hippocampus, and the nature vs nurture debate.			
Be able to describe and evaluate the Daniel, Weinberger, Jones et al (1991) study into the effects of amphetamine on regional cerebral blood flow during cognitive activation in schizophrenia.			
Know the clinical characteristics of clinical depression and key statistics associated with this disorder.			
Be able to explain and evaluate the social rank theory of clinical depression with specific reference to the evolutionary function of depression, the role of a lower rank in reducing conflict, and the reductionism/holism debate.			
Be able to describe and evaluate Tandoc et als (2015) study into Facebook use, envy, and depression among college students.			
Be able to explain and evaluate the ABC model of clinical depression, with specific reference to rational vs irrational beliefs, the roles of activating events, beliefs and consequences, and the free will/determinism debate.			
Understand the use of anti-psychotics and anti-depressants to treat schizophrenia and depression respectively through changing the actions of the brain and how they improve mental health.			
Understand the use of psychotherapy for treating schizophrenia and clinical depression and how it improves mental health.			
Understand the development of neuropsychology for studying schizophrenia and clinical depression, including neuropsychological tests and brain imaging techniques			

CRIMINAL PSYCHOLOGY	R	A	G
Be aware of the different types of crimes			
Understand crime as a social construct, deviation from norms, role of culture in defining criminal and anti-social behaviour			
Understand how crime is measured: official statistics and self-report			
Explain and evaluate the social learning theory of criminal behaviour – role models, observation, imitation, direct reinforcement, vicarious reinforcement and internalisation – including criticisms of the theory and nature nurture			
Explain and evaluate the social learning theory of criminal behaviour – role models, observation, imitation, direct reinforcement, vicarious reinforcement and internalisation – including criticisms of the theory and nature nurture			
Describe and evaluate Cooper and Mackie's (1986) study into video games and aggression in children			
Explain and evaluate Eysenck's criminal personality theory, central nervous system, extraversion, neuroticism, psychoticism, synapses and dopaminergic neurons, dopamine reward systems, the reticular activation system, the cerebral cortex, the autonomic nervous system, the limbic system, early socialisation, difficulties in conditioning, issues of individual differences			
Describe and evaluate Heavens (1996) study into delinquency, extraversion, psychoticism and self esteem			
Understand the role of rehabilitation in reducing criminal/anti-social behaviour in increasing pro-social behaviour, restorative justice, positive role models			
Understand the effects of punishment and deterrents in reducing criminal/anti-social behaviour, use of prisons, community sentences and fines			

PLC FOR DEVELOPMENT	R	A	G
Develop an awareness of the stages of development, from pre-natal to adulthood, including brain development, with reference to the nervous system, neurons and synapses.			
Understand IQ tests as a measure of intelligence			
Be able to explain and evaluate Piaget`s Theory of Cognitive development, with reference to the four invariant stages of development, assimilation and accommodation, the concepts of object permanence, animism and egocentrism, the processes of decentration, reversibility and conservation, and the reductionism/holism debate as part of the criticisms of the theory			
Describe and evaluate Piaget`s (1952) study into conservation of number			
Explain and evaluate learning theories of development with reference to Dweck`s ideas about fixed and growth mindsets and Praise for Effort, and Willingham`s ideas about the Myth of Learning Styles and the Importance of Meaning for Learning, and the nature/nurture debate as part of the criticisms of the theories			
Describe and evaluate Blackwell et al (2007) study into fixed and growth mindsets			
Explain how Piaget`s ideas have been applied to education through the use of stages, readiness, active learning and the concept of intelligence			
Explain how learning theories apply to the development of intelligence through growth mindsets and teaching through meaning			

DOING RESEARCH

I must know all of the following for my exam	RED	AMBER	GREEN
EXPERIMENTS			
Describe the use of laboratory experiments;			
Describe the use of field experiments;			
Describe the strengths and weaknesses of laboratory and field experiments			
QUESTIONNAIRES			
Describe the use of questionnaires as a method of self-report;			
Distinguish between open and closed questions;			
Describe the strengths and weaknesses of questionnaires.			
INTERVIEWS			
Describe the use of interviews as a method of self-report;			
Distinguish between structured and unstructured interviews;			
Describe the strengths and weaknesses of interviews.			
OBSERVATIONS			
Describe the use of observations;			
Identify the differences between covert and overt observations, and between participant and non-participant observations;			
Describe the strengths and weaknesses of the different types of observations.			
TYPES OF STUDIES			
Describe the use of case studies;			
Describe the use of correlation studies;			
Compare the use of longitudinal studies and cross-sectional studies.			

PLANNING RESEARCH

I must know all the following for my exam;	RED	AMBER	GREEN
HYPOTHESIS			
Frame a null hypothesis			
Frame an alternate hypothesis			
Distinguish between null and alternate hypothesis			
VARIABLES			
Distinguish between independent and dependent variables			
Outline what is meant by an extraneous variable			
Explain how extraneous variables can be controlled			
EXPERIMENTAL DESIGNS			
Distinguish between independent groups and repeated measures design			
Describe the strengths and weaknesses of independent groups design			
Describe the strengths and weaknesses of repeated measures design			
SAMPLING TECHNIQUES			
Distinguish between a target population and a sample			
Distinguish between random sampling and opportunity sampling			
Describe the relative strengths and weaknesses of random and opportunity sampling with reference to representative samples and biased samples.			
ETHICAL CONSIDERATIONS			
Discuss the issues of informed consent and right to withdraw;			
Discuss the issues of confidentiality;			
Discuss the issues of protection of participants, including deception, and health and well-being			

ANALYSING RESEARCH

I must know all the following for my exam;	RED	AMBER	GREEN
TYPES OF DATA			
Explain what is meant by quantitative data;			
Explain what is meant by qualitative data;			
Describe data collected from investigations.			
DESCRIPTIVE DATA			
Use and interpret modes;			
Use and interpret medians;			
Use and interpret means.			
TABLES, CHARTS AND GRAPHS			
Use and interpret tables of data;			
Use and interpret bar charts			
Use and interpret line graphs.			
EVALUATING FINDINGS			
Explain the concept of validity, including ecological validity;			
Explain the concept of reliability, including inter-rater reliability;			
Outline the problems of demand characteristics, observer effects and social desirability.			
SOURCES OF BIAS			
Explain the concept of gender bias;			
Explain the concept of cultural bias			
Explain the concept of experimenter bias			