

**Exam Board: Edexcel**

**Subject: Psychology**

**Paper: Paper 2**

**Marks available: 79 marks**

**Length of paper: 1 hour 20 minutes**

**Topics: Research methods, Criminal Psychology, Sleep and Dreaming (only topics included in this PLC)**

#### **Exam Information, guidance and hints**

**Command words: Describe, discuss, apply, state, outline, draw conclusions, give examples, identify, calculate**

**Videos:**

**Markschemes: N/A**

**Hints/tips:** When discussing data from a table and/or drawing a conclusion from a graph, use and quote the data to /29/evidence your point.

Always contextualise your answers with the scenario provided.

Always look at the amount of marks awarded in each question - if it has two marks, try and use an example or evidence to back up your point.

**AO1** – Learners must demonstrate knowledge and understanding of psychological ideas, processes and procedures

**AO2** – Learners must apply knowledge and understanding of psychological ideas, processes and procedures

**AO3** – Learners must analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions

Paper 2

Topic	Key information related to topic	Resources/Information related to topic	How well do you understand this topic? RAG		
			Red	Amber	Green
Topic 11: Research Methods	<b>Describe, discuss, apply, state, outline, draw conclusions, give examples, identify</b>				
	Be able to identify: a. an independent variable (IV) b. a dependent variable (DV) c. extraneous variables, including (i) situational variables (ii) participant variables	<a href="#">GCSE Psych Text Book</a>   <a href="#">Download Free PDF</a>   <a href="#">Schema (Psychology)</a>   <a href="#">Brain Page 132 - 133</a>			
	Understand the influence of extraneous variables and suggest possible ways to control for them, including: a. use of standardised procedures b. counterbalancing c. randomisation d. single-blind techniques e. double-blind techniques	<a href="#">GCSE Psych Text Book</a>   <a href="#">Download Free PDF</a>   <a href="#">Schema (Psychology)</a>   <a href="#">Brain Page 133 - 134</a>			
	Be able to write a null hypothesis	<a href="#">GCSE Psych Text Book</a>   <a href="#">Download Free PDF</a>   <a href="#">Schema (Psychology)</a>   <a href="#">Brain</a>			

		Page 135			
	Be able to write an alternative hypothesis	<a href="#">GCSE Psych Text</a> <a href="#">Book   Download Free</a> <a href="#">PDF   Schema</a> <a href="#">(Psychology)   Brain</a> Page 135			
	Methods of sampling, including strengths and weaknesses of each sampling method: a. understand target population samples b. understand random sampling c. stratified sampling d. volunteer sampling e. opportunity sampling	<a href="#">GCSE Psych Text</a> <a href="#">Book   Download Free</a> <a href="#">PDF   Schema</a> <a href="#">(Psychology)   Brain</a> Page 136 - 137			
	Understand experimental and research designs, including strengths and weaknesses: a. independent measures b. repeated measures c. matched pairs	<a href="#">GCSE Psych Text</a> <a href="#">Book   Download Free</a> <a href="#">PDF   Schema</a> <a href="#">(Psychology)   Brain</a> Page 138			
	Understand the reliability of the following when analysing the planning and conducting of research procedures: a. sampling methods b. experimental designs c. quantitative methods d. qualitative methods	<a href="#">GCSE Psych Text</a> <a href="#">Book   Download Free</a> <a href="#">PDF   Schema</a> <a href="#">(Psychology)   Brain</a> Page 138 - 139			
	Understand the validity of the following when analysing the planning and conducting of research procedures: a. sampling methods b. experimental designs c. quantitative methods d. qualitative methods	<a href="#">GCSE Psych Text</a> <a href="#">Book   Download Free</a> <a href="#">PDF   Schema</a> <a href="#">(Psychology)   Brain</a> Page 138 - 139			

	<p>Understand ethical issues in psychological research and how to deal with ethical issues, including:</p> <ul style="list-style-type: none"><li>a. informed consent</li><li>b. deception</li><li>c. confidentiality</li><li>d. right to withdraw</li><li>e. protection of participants</li></ul>	<a href="#">GCSE Psych Text</a> <a href="#">Book   Download Free</a> <a href="#">PDF   Schema</a> <a href="#">(Psychology)   Brain</a> Page 141 - 142			
	<p>Understand research methods, including the features, strengths and weaknesses of the following, and the types of research for which they are suitable:</p> <ul style="list-style-type: none"><li>a. laboratory experiment</li><li>b. field experiment</li><li>c. natural experiment</li><li>d. interview, including a. structured b. semi-structured c. unstructured</li><li>e. questionnaire, including a. closed-ended questions to elicit quantitative data b. open-ended questions to elicit qualitative data</li><li>f. correlation</li><li>g. case study</li><li>h. observation</li></ul>	<a href="#">GCSE Psych Text</a> <a href="#">Book   Download Free</a> <a href="#">PDF   Schema</a> <a href="#">(Psychology)   Brain</a> Page 143 - 150			
	<p>Arithmetic and numerical computation:</p> <ul style="list-style-type: none"><li>a. recognise and use expressions in decimal and standard form</li><li>b. estimate results</li><li>c. use an appropriate number of significant figures</li></ul>	<a href="#">GCSE Psych Text</a> <a href="#">Book   Download Free</a> <a href="#">PDF   Schema</a> <a href="#">(Psychology)   Brain</a> Page 151 - 152			
	<p>Be able to understand and use, including calculations:</p> <ul style="list-style-type: none"><li>a. mean, and finding arithmetic means</li><li>b. median</li><li>c. mode</li><li>d. ratios</li><li>e. fractions</li></ul>	<a href="#">GCSE Psych Text</a> <a href="#">Book   Download Free</a> <a href="#">PDF   Schema</a> <a href="#">(Psychology)   Brain</a> Page 153 - 157			

	f. percentages g. range as a measure of dispersion h. know the characteristics of normal distributions				
	Be able to: a. construct and interpret frequency tables and diagrams b. construct and interpret bar charts c. construct and interpret histograms d. construct a scatter diagram e. use a scatter diagram to identify a correlation between two variables f. translate information between graphical and numerical forms g. plot two variables from experimental or other data and interpret graphs	<a href="#">GCSE Psych Text</a> <a href="#">Book</a>   <a href="#">Download Free</a> <a href="#">PDF</a>   <a href="#">Schema</a> <a href="#">(Psychology)</a>   <a href="#">Brain</a> Page 158 - 160			
	Understand, and know the difference between: a. primary data b. secondary data	<a href="#">GCSE Psych Text</a> <a href="#">Book</a>   <a href="#">Download Free</a> <a href="#">PDF</a>   <a href="#">Schema</a> <a href="#">(Psychology)</a>   <a href="#">Brain</a> Page 161			
	Understand, and know the difference between: a. qualitative data b. quantitative data	<a href="#">GCSE Psych Text</a> <a href="#">Book</a>   <a href="#">Download Free</a> <a href="#">PDF</a>   <a href="#">Schema</a> <a href="#">(Psychology)</a>   <a href="#">Brain</a> Page 162			
	Understand ethical issues in psychological research, including: a. know the term 'ethical issue(s)' b. use content, theories, and research drawn from the compulsory topics (Topics 1, 2, 3, 4, 5) to explain ethical issues in psychological research	<a href="#">GCSE Psych Text</a> <a href="#">Book</a>   <a href="#">Download Free</a> <a href="#">PDF</a>   <a href="#">Schema</a> <a href="#">(Psychology)</a>   <a href="#">Brain</a> Page 163 - 165			
Topic 6: Criminal Psychology	<b>Describe, discuss, apply, state, outline, draw conclusions, give examples, identify</b>	<a href="#">GCSE Psych Text</a> <a href="#">Book</a>   <a href="#">Download Free</a> <a href="#">PDF</a>   <a href="#">Schema</a>			

		<a href="#">(Psychology)   Brain</a>			
	<p>Understand learning theories as an explanation of criminality, including strengths and weaknesses:</p> <p>Operant Conditioning (Skinner, 1948), to include</p> <ul style="list-style-type: none"><li>a. positive reinforcement</li><li>b. negative reinforcement</li><li>c. positive punishment</li><li>d. negative punishment</li><li>e. primary reinforcers</li><li>f. secondary reinforcers</li></ul>	<a href="#">GCSE Psych Text Book   Download Free PDF   Schema</a> <a href="#">(Psychology)   Brain</a> Page 168 - 170			
	<p>Understand learning theories as an explanation of criminality, including strengths and weaknesses:</p> <p>Social Learning Theory (Bandura, 1977), to include</p> <ul style="list-style-type: none"><li>a. role models</li><li>b. modelling</li><li>c. identification</li><li>d. observational learning</li><li>e. vicarious reinforcement</li></ul>	<a href="#">GCSE Psych Text Book   Download Free PDF   Schema</a> <a href="#">(Psychology)   Brain</a> Page 170 - 171			
	<p>Understand biological explanations of criminality, including personality types (Eysenck, 1964), to include strengths and weaknesses of the theory:</p> <ul style="list-style-type: none"><li>a. extraversion</li><li>b. introversion</li><li>c. neuroticism</li><li>d. psychoticism</li></ul>	<a href="#">GCSE Psych Text Book   Download Free PDF   Schema</a> <a href="#">(Psychology)   Brain</a> Page 172 - 174			
	<p>Understand the effects of punishments on recidivism, including strengths and weaknesses of each punishment:</p> <ul style="list-style-type: none"><li>a. prison</li><li>b. community sentencing</li></ul>	<a href="#">GCSE Psych Text Book   Download Free PDF   Schema</a> <a href="#">(Psychology)   Brain</a>			

	c. restorative justice	Page 175 - 178			
	Understand two treatments to rehabilitate and reduce criminal and antisocial behaviour and increase pro-social behaviour, including strengths and weaknesses of each treatment: a. token economy programmes b. anger-management programmes	<a href="#">GCSE Psych Text</a> <a href="#">Book</a>   <a href="#">Download Free</a> <a href="#">PDF</a>   <a href="#">Schema</a> ( <a href="#">Psychology</a> )   <a href="#">Brain</a> Page 179 - 180			
	Understand the aims, procedures and findings (results and conclusions), strengths and weaknesses of:  Bandura, Ross and Ross (1961) Transmission of Aggression through Imitation of Aggressive Models	<a href="#">GCSE Psych Text</a> <a href="#">Book</a>   <a href="#">Download Free</a> <a href="#">PDF</a>   <a href="#">Schema</a> ( <a href="#">Psychology</a> )   <a href="#">Brain</a> Page 181 - 183			
	Understand the aims, procedures and findings (results and conclusions), strengths and weaknesses of:  Charlton et al (2000) Children's Playground Behaviour Across Five Years of Broadcast Television: A Naturalistic Study in a Remote Community	<a href="#">GCSE Psych Text</a> <a href="#">Book</a>   <a href="#">Download Free</a> <a href="#">PDF</a>   <a href="#">Schema</a> ( <a href="#">Psychology</a> )   <a href="#">Brain</a> Page 184 - 185			
Topic 9: Sleep and Dreaming	<b>Describe, discuss, apply, state, outline, draw conclusions, give examples, identify</b>	<a href="#">GCSE Psych Text</a> <a href="#">Book</a>   <a href="#">Download Free</a> <a href="#">PDF</a>   <a href="#">Schema</a> ( <a href="#">Psychology</a> )   <a href="#">Brain</a>			
	Understand the functions, features and benefits of sleep, including: a. the four sleep stages b. REM c. the sleep cycle	<a href="#">GCSE Psych Text</a> <a href="#">Book</a>   <a href="#">Download Free</a> <a href="#">PDF</a>   <a href="#">Schema</a> ( <a href="#">Psychology</a> )   <a href="#">Brain</a> Page 230 - 231			
	Understand the internal and external influences on sleep, including strengths and weaknesses of each explanation: a. bodily rhythms, to include	<a href="#">GCSE Psych Text</a> <a href="#">Book</a>   <a href="#">Download Free</a> <a href="#">PDF</a>   <a href="#">Schema</a>			

	<p>(i) circadian rhythms (ii) ultradian rhythms</p> <p>b. hormones, to include (i) pineal gland (ii) melatonin</p> <p>c. zeitgebers, to include (i) light</p>	<a href="#">(Psychology)   Brain</a> Page 232 - 234			
	<p>Understand symptoms and explanations of sleep disorders, including:</p> <p>a. insomnia</p> <p>b. narcolepsy</p>	<a href="#">GCSE Psych Text</a> <a href="#">Book   Download Free</a> <a href="#">PDF   Schema</a> <a href="#">(Psychology)   Brain</a> Page 235 - 236			
	<p>Understand Freudian theory of dreaming (Freud, 1900), including strengths and weaknesses of the theory:</p> <p>a. manifest content</p> <p>b. latent content</p> <p>c. dreamwork</p>	<a href="#">GCSE Psych Text</a> <a href="#">Book   Download Free</a> <a href="#">PDF   Schema</a> <a href="#">(Psychology)   Brain</a> Page 237 - 239			
	<p>Understand Activation Synthesis Theory (Hobson and McCarley, 1977), including strengths and weaknesses of the theory:</p> <p>a. random activation</p> <p>b. sensory blockade</p> <p>c. movement inhibition</p>	<a href="#">GCSE Psych Text</a> <a href="#">Book   Download Free</a> <a href="#">PDF   Schema</a> <a href="#">(Psychology)   Brain</a> Page 240 - 241			
	<p>Understand the aims, procedures and findings (results and conclusions), strengths and weaknesses of:</p> <p>Freud (1909) Little Hans, analysis of a phobia in a five-year old boy</p>	<a href="#">GCSE Psych Text</a> <a href="#">Book   Download Free</a> <a href="#">PDF   Schema</a> <a href="#">(Psychology)   Brain</a> Page 242 - 244			
	<p>Understand the aims, procedures and findings (results and conclusions), strengths and weaknesses of:</p> <p>Siffre (1975) Six months alone in a cave</p>	<a href="#">GCSE Psych Text</a> <a href="#">Book   Download Free</a> <a href="#">PDF   Schema</a> <a href="#">(Psychology)   Brain</a>			

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