



**Year 13 First term exam portion 2018-19**

**Psychology Portion**

**Paper 1 Foundation Psychology**

- A. Social Psychology
- B. Cognitive Psychology
- C. Biological Psychology
- D. Learning Psychology
- E. Issues and Debates

**Paper 2: Application of Psychology**

- A. Clinical Psychology
  - 1. Definition of DSM IV and 5
  - 2. Evaluation of DSM
  - 3. Define Abnormality
  - 4. Diagnosing mental illness with the use of DSM and ICD
  - 5. Schizophrenia (Causes, Symptoms, features, explanation, treatments)
  - 6. Other mental disorder (Unipolar depression, OCD, Anorexia Nervosa) (explanation, symptoms, features, treatments)
  - 7. Different studies.
  - 8. Methods

Chapter 4: child psychology

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- 1. Summary of learning objectives
- 2. An introduction to child psychology
- 3. Content in child psychology
- 4. Methods in child psychology
- 5. Studies in child psychology
- 6. Key questions in child psychology
- 7. Practical investigation in child psychology

**Child Psychology:**

1. Attachment, deprivation and privation
  - a. Bowlby's work on attachment.
  - b. Ainsworth's work on attachment, including types of attachment and the Strange Situation procedure.
  - c. Research into deprivation (short-term and long-term effects) and how negative effects can be reduced.
  - d. Research into privation and whether the negative effects can be reversed.
2. Research into day care, including advantages and disadvantages for the child, and what makes good and poor-quality day care.
3. Cross-cultural research into attachment types and nature-nurture issues that arise about development.
4. Autism
  - The features of autism.
  - One biological explanation for autism.
  - One other explanation for autism.
  - Therapies for helping children with autism.
5. Attachment type can affect individuals differently, such as issues of child temperament.
  - a. Positive and negative aspects of day care can be affected by individual differences such as gender or temperament.
  - b. Effects on development of day care.
  - c. Effects on development of attachment interactions, including deprivation, privation and separation.
  - d. Effects on development of developmental disorders, including autism.
6. Classic study:

van IJzendoorn and Kroonenberg (1988) Cross-cultural patterns of attachment: A Meta-Analysis of the Strange Situation.
7. Contemporary studies:
  - a. Cassibba et al. (2013) Attachment the Italian way.
  - b. Gagnon-Oosterwaal et al. (2012) Pre-adoption adversity and self-reported behaviour problems in 7-year-old international adoptees
  - c. Li et al. (2013) Timing of High-Quality Child Care and Cognitive, Language and Preacademic Development.
8. One issue of relevance to today's society, explaining the issue and applying concepts, theories and/or research (as appropriate) drawn from child psychology as given in this specification.
9. Methodology in child psychology:
  - a. Observation
    - The use of the observational research method in child psychology, including the gathering of both qualitative and quantitative data (including tallying).

- Types of observation: participant, nonparticipant, overt and covert.
- b. Questionnaire/interview
- The use of both questionnaires and interviews in child psychology, including the gathering of both qualitative and quantitative data.
  - Issues around using questionnaire and interview methods: semi-structured, structured, unstructured interviews; sampling; open and closed questions; social desirability; demand characteristics.
- c. Cross-cultural research
- The use of the cross-cultural research method, including the Strange Situation, in child psychology, including nature-nurture issues and issues of cross-sectional versus longitudinal designs.
  - The use of meta-analysis using cross-cultural research to draw conclusions about the universality of attachment types.
10. The ethics of researching with children, including children's rights and the UNCRC (1989), and issues around participation and protection.
11. Data analysis
- Analysis of quantitative data using measures of central tendency, frequency tables, measures of dispersion (range and standard deviation).
  - Analysis of, use of, and drawing conclusions from quantitative data using inferential statistics, including use of chi-squared, Spearman, Mann-Whitney U and Wilcoxon, and issues of statistical significance, levels of measurement, critical and observed values.
  - Analysis of qualitative data using thematic analysis and grounded theory.