**Explanation of the new Psych guide:**

**Topic** and **content headings** in **bold** may be assessed using AO3 command terms (Contrast, Discuss, Evaluate or To what extent?) This would mean students would write an essay of about 800-1000 words to answer the question. They may also be assessed using AO1 or AO2 command terms specific to short-answer responses (Outline, Describe or Explain)

Content given *in italics* will only be assessed using AO1 or AO2 command terms and will form the basis for short-answers responses of about 250 or so words.

Questions on ethical considerations or research methods are formulated using the **topic headings** in **bold** at AO1, AO2 and AO3 levels.

**BIOLOGICAL APPROACH**

|  |  |  |  |
| --- | --- | --- | --- |
| **PREVIOUS TOPIC** | **PREVIOUS CONTENT** | **CURRENT TOPIC** | **CURRENT CONTENT** |
| **The brain and behaviour** | **Techniques used to study the brain in relation to behaviour** | **The relationship between the brain and behaviour** | **Techniques used to study the brain in relation to behaviour: study one technique used to understand the brain and behaviour** |
| **Localization** | **Localization of function: study one example of localization of function** |
| **Neuroplasticity** | **Neuroplasticity: study one example of neuroplasticity.**  *Neural network*  *Neural pruning*  *Neuron* |
| **Neurotransmitters and their**  **effect on behaviour** | **Neurotransmitters and their**  **effects on behaviour: study one neurotransmitter and its effect on behaviour**  *Synapse* (how these relate to *excitatory* and *inhibitory neurotransmitters)*  *Agonist*  *Antagonist* |

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| **PREVIOUS TOPIC** | **PREVIOUS CONTENT** | **CURRENT TOPIC** | **CURRENT CONTENT** |
| **Hormones and pheromones and behaviour** | **Hormones and behaviour** | **Hormones and pheromones and their effects on behaviour** | **Hormones and their effects on behaviour: study one hormone and its effect on behaviour** |
| **Pheromones and behaviour** | **Pheromones and their effects on behaviour: study one pheromone and its effect on behaviour** |
| **Genetics and behaviour** | **Genes and behaviour** | **The relationship between genetics and behaviour** | **Genes and their effects on behaviour: study one gene and its link to behaviour** |
| **Genetic similarities** | **Genetic similarity: study genetic similarity (twins, siblings, parents, adopted children) for one behaviour**  *Twin and kinship studies* |
| **Evolutionary explanations for behaviour** | **Evolutionary explanation for behaviour: study one example of an evolutionary explanation for behaviour** |
| **HL: The role of animal research in understanding**  **human behaviour** | * **The value of animal models in psychology**   **research.**   * **Whether animal research can provide insight**   **into human**  **behaviour.**   * **Ethical**   **considerations in**  **animal research.** | **HL: The role of animal research in understanding**  **human behaviour** | * **The value of animal models in research to provide insight into human behaviour** * **Ethical considerations in animal research.** |

**COGNITIVE APPROACH**

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| **PREVIOUS TOPIC** | **PREVIOUS CONTENT** | **CURRENT TOPIC** | **CURRENT CONTENT** |
| **Cognitive processing** | **Models of memory** | **Cognitive processing** | **Models of memory: study two memory models**  *Multi-store memory model*  *Working memory model* |
| **Schema theory** | **Schema theory: study one example of schema theory**  *Cognitive schema* |
| **Thinking and decision-making** | **Thinking and decision-making: study one model in thinking and decision-making**  *Rational thinking (controlled)*  *Intuitive thinking (automatic)* |
| **Reliability of cognitive processes** | **Reconstructive memory** | **Reliability of cognitive processes** | **Reconstructive memory: study one example of reconstructive memory** |
| **Biases in thinking and decision-making** | **Biases in thinking and decision-making: study one bias in thinking and decision-making** |
| **Emotion and cognition** | **The influence of emotion on cognitive processes** | **Emotion and cognition** | **The influence of emotion on cognitive processes: study one example of the effect of emotion on a cognitive process** |
| **HL: Cognitive processing in the digital world** | * **The influence of digital technology on cognitive**   **processes.**   * **The positive and negative effects of modern**   **technology on cognitive processes.**   * **Methods used to study the interaction between**   **digital technology and cognitive processes.** | **HL: Cognitive processing in a technological (digital/modern) world** | * **The influence (positive and negative) of technologies (digital/modern) on cognitive processes** * **Methods used to study the interaction between technologies and cognitive processes** |

**SOCIOCULTURAL APPROACH**

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| --- | --- | --- | --- |
| **PREVIOUS TOPIC** | **PREVIOUS CONTENT** | **CURRENT TOPIC** | **CURRENT CONTENT** |
| **The individual and the group** | **Social identity theory** | **The individual and the group** | **Social identity theory: study social identity theory**  *Social groups* |
| **Social cognitive theory** | **Social cognitive theory: study social cognitive theory** |
| **Stereotypes** | **Formation of stereotypes and their effects on behaviour: study one example of the development and effect of stereotypes** |
| **Cultural origins of behaviour and**  **cognition** | **Culture and its influence on**  **behaviour and cognition** | **Cultural origins of behaviour and**  **cognition** | **Culture and its influence on behaviour and cognition: study one example of culture and its influence on behaviour and cognition**  *Cultural groups* |
| **Cultural dimensions** | **Cultural dimensions: study one cultural dimension** |
| **Cultural influences on individual**  **attitudes, identity and behaviours** | **Enculturation** | **Cultural influences on individual behaviour** | **Enculturation: study one effect enculturation has on human cognition and behaviour**  *Norms* |
| **Acculturation** |  | **Acculturation: study one effect acculturation has on human cognition and behaviour**  *Assimilation/assimilate* |
| **HL: The influence of globalization on individual**  **behaviour** | * **How globalization may influence behaviour.** * **The effect of the interaction of local and global**   **influences on behaviour.**   * **Methods used to study the influence of**   **globalization on behaviour.** | **HL: The influence of globalization on individual**  **behaviour** | * **The effect of the interaction of local and global**   **influences on behaviour.**   * **Research methods used to study the influence of globalization on behaviour** |

**ABNORMAL PSYCHOLOGY**

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| --- | --- | --- | --- |
| **PREVIOUS TOPIC** | **PREVIOUS CONTENT** | **CURRENT TOPIC** | **CURRENT CONTENT** |
| **Factors influencing diagnosis** | **Normality versus abnormality** | Same | Same |
| **Classification systems** |
| **The role of clinical biases in**  **diagnosis** |
| **Validity and reliability of**  **diagnosis** |
| **Etiology of abnormal psychology** | **Explanations for disorder(s)** | Same | Same |
| **Prevalence rates and disorder(s)** |
| **Treatment of disorders** | **Biological treatment** | **Treatment of disorder(s)** | Same |
| **Psychological treatment** |
| **The role of culture in treatment** |
| **Assessing the effectiveness of treatment(s)** |

For all options, the term ‘approaches to research’ has been replaced by ‘research methods’.

**DEVELOPMENTAL PSYCHOLOGY**

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| --- | --- | --- | --- |
| **PREVIOUS TOPIC** | **PREVIOUS CONTENT** | **CURRENT TOPIC** | **CURRENT CONTENT** |
| **Influences on cognitive and**  **social development** | **Role of peers and play** | Same | Same - note that childhood trauma and resilience may be separated in the question |
| **Childhood trauma and resilience** |
| **Poverty/socio-economic status** |
| **Developing an identity** | **Attachment** | Same | Same - note that gender identity and social roles may be separated in the question |
| **Gender identity and social roles** |
| **Development of empathy and**  **theory of mind** |
| **Developing as a learner** | **Cognitive development** | Same | Same |
| **Brain development** |

For all options, the term ‘approaches to research’ has been replaced by ‘research methods’.

**HEALTH PSYCHOLOGY**

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| --- | --- | --- | --- |
| **PREVIOUS TOPIC** | **PREVIOUS CONTENT** | **CURRENT TOPIC** | **CURRENT CONTENT** |
| **Determinants of health** | **Biopsychosocial model of health**  **and well-being** | Same | Same - note that dispositional factors and health beliefs may be separated in the question |
| **Dispositional factors and health**  **beliefs** |
| **Risk and protective factors** |
| **Health problems** | **Explanations of health**  **problem(s)** | Same | Same |
| **Prevalence rates of health**  **problem(s)** |
| **Promoting health** | **Health promotion** | Same | Same |
| **Effectiveness of health**  **promotion programme(s)** |

For all options, the term ‘approaches to research’ has been replaced by ‘research methods’.

**PSYCHOLOGY OF HUMAN RELATIONSHIPS**

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| --- | --- | --- | --- |
| **PREVIOUS TOPIC** | **PREVIOUS CONTENT** | **CURRENT TOPIC** | **CURRENT CONTENT** |
| **Personal relationships** | **Formation of personal relationships** | Same | Same |
| **Role of communication** |
| **Explanations for why relationships change or end** |
| **Group dynamics** | **Cooperation and competition** | Same | Same |
| **Prejudice and discrimination** |
| **Origins of conflict and conflict resolution** |
| **Social responsibility** | **By-standerism** | Same | Same |
| **Prosocial behaviour** |
| **Promoting prosocial behaviour** |

For all options, the term ‘approaches to research’ has been replaced by ‘research methods’.