

## Final Examination Outline 2016-2017

### Year 10 Psychology

#### Topic A

- (a) biological structures involved in perception: including the role of
  - (i) the eye (retina, rods, cones, optic nerve, blind spot)
  - (ii) the brain (-optic chiasma, visual cortex)
- (b) cues to depth: superimposition, relative size, linear perspective, stereopsis, texture gradient, height in the plane; and size constancy
- (c) Gestalt laws: figure-ground, continuity, proximity, similarity, closure
- (d) visual illusions: fictions (colour after-effects and illusory contours), ambiguous figures (Necker cube and Leeper's lady), distortions (Muller-Lyer and Ponzo)
- (e) explanations of illusions (Gestalt theory and Gregory's work on perspective theory), including evaluation of each
- (f) the influence of schemas on how we interpret our world and evaluation of such influence drawing on Palmer (1975), Bartlett (1932) and Carmichael, Hogan and Walter (1932).
- (g) the following terms, and their use when referring to methodology:
  - (i) independent variable
  - (ii) dependent variable
  - (iii) experimental hypothesis
  - (iv) experimental (participant) design: repeated measures and
  - (v) independent groups
  - (vi) descriptive statistics (mean, median, mode, range)
  - (vii) bar chart
  - (viii) control of variables
  - (ix) informed consent
  - (x) right to withdraw
- (h) the ethical issues in laboratory experiments of informed consent and the right to withdraw, and how these may be dealt with
- (i) the laboratory experiment as a research method including evaluation of the aims, procedure, and findings (results and/or conclusions) and evaluation of
  - (i) Palmer (1975) The effects of contextual scenes on the identification of objects
  - (ii) Bartlett (1932) War of the Ghosts
  - (iii) Carmichael, Hogan and Walter (1932) An experimental study of the effect of language on the reproduction of visually perceived forms.
- (j) how eyewitness memory can be influenced by schemas drawing on two studies; and the importance of these influences for society and/ or the individual.

## **Topic B**

(a) Freud's (1900) dream theory including the concepts of manifest content, latent content and dreamwork (displacement, condensation and secondary elaboration), and their evaluation of the theory

(b) the basic structure and function of a neuron: axon, impulse, neurotransmitter, synaptic transmission

(c) Hobson and McCarley's (1977) activation-synthesis model including the concepts of random activation, sensory blockade and movement inhibition

(d) explanations of dreaming offered by Freud, and Hobson and McCarley, by comparing and evaluating them.

(e) the following terms, and their use when referring to methodology

(i) aim

(ii) case study

(iii) qualitative data

(iv) quantitative data

(v) privacy

(vi) confidentiality

(vii) generalisability

(viii) reliability

(ix) subjectivity and objectivity Students could be asked to design a study from stimulus material, drawing on the terms above.

(f) the ethical issues in case studies of humans of privacy and confidentiality and how they can be dealt with. (NB: The ethics of animal studies are discussed in Topic D.)

(g) the case study as a research method including evaluation

(h) the dream analysis of Little Hans in Freud (1909) Analysis of a phobia of a five-year old boy including evaluation of dream analysis as a research method.

(i) the role of the psychoanalyst including:

(i) who they might work for

(ii) what they do

(iii) skills required

(iv) qualifications required

(v) accreditation status

(vi) how they might use dream analysis to help someone.

(j) how psychological sleep disorders (including REM sleep disorder) are treated at a sleep disorder clinic.

## **Resources**

*Edexcel GCSE Psychology Student Book*

Publisher: Pearson

Author: Christine Brain, Julia Russell, Karren Smith

ISBN: 9781846904837

**Final Exam**

Time Allocated: 1 hour 15 minutes

Paper: Edexcel GCSE Psychology Paper 1 – June 2010

Content: Topic A – How do we see our world?

Topic B – Are dreams meaningful?

**Assessment Breakdown**

Final Exam: 40%

Previous exams: 20%

Coursework and assignments: 40%