


## Year 10 AR4 Revision Lists – All learners

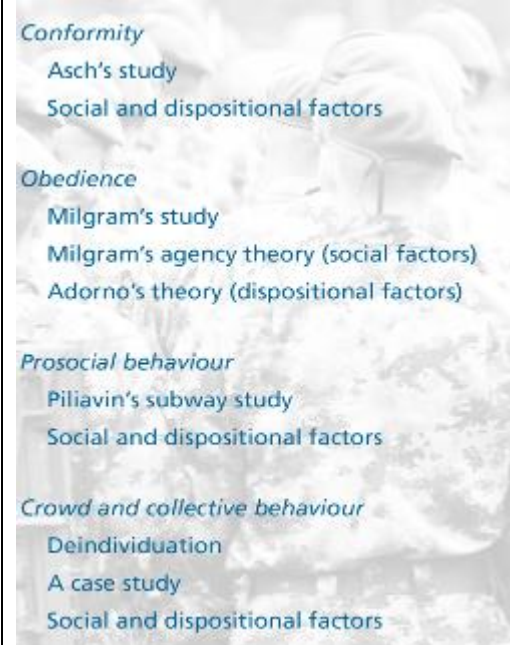
Memory				
Student Objective	DR	Em	As	Ex
<p><i>Processes of memory</i></p> <ul style="list-style-type: none"> <li>Encoding, storage and retrieval</li> <li>A study of encoding</li> <li>Different types of memory</li> </ul> <p><i>Structures of memory</i></p> <ul style="list-style-type: none"> <li>The multi-store model of memory</li> <li>Primacy and recency effects in recall</li> </ul> <p><i>Memory as an active process</i></p> <ul style="list-style-type: none"> <li>Barlett's War of the Ghosts study</li> <li>The theory of reconstructive memory</li> </ul> <p><i>Factors affecting the accuracy of memory</i></p> <ul style="list-style-type: none"> <li>Interference</li> <li>Context</li> <li>False memories</li> </ul>				

Language, thought and communication				
Student Objective	DR	Em	As	Ex
<p><i>Language and thought</i></p> <ul style="list-style-type: none"> <li>Piaget's theory</li> <li>The Sapir-Whorf hypothesis</li> <li>Our view of the world</li> </ul> <p><i>Human and animal communication</i></p> <ul style="list-style-type: none"> <li>Von Frisch's bee study</li> <li>Human versus animal communication</li> </ul> <p><i>Non-verbal communication</i></p> <ul style="list-style-type: none"> <li>Eye contact</li> <li>Body language</li> <li>Personal space</li> </ul> <p><i>Explanations of non-verbal behaviour</i></p> <ul style="list-style-type: none"> <li>Evidence of nature: Darwin's evolutionary theory</li> <li>Non-verbal behaviour: Innate or learned?</li> <li>Evidence of nurture: Yuki's study of emoticons</li> </ul>				

Brain and neuropsychology				
Student Objective	DR	Em	As	Ex
<p><i>Structure and function of the nervous system</i></p> <ul style="list-style-type: none"> <li>The structure of the nervous system</li> <li>The function of the nervous system</li> <li>The autonomic nervous system</li> <li>The James-Lange theory of emotion</li> </ul> <p><i>Neuron structure and function</i></p> <ul style="list-style-type: none"> <li>Neuron and electrical transmission</li> <li>Synapses and chemical transmission</li> <li>Hebb's theory of learning</li> </ul> <p><i>Structure and function in the brain</i></p> <ul style="list-style-type: none"> <li>Structure and function in the brain</li> <li>Localisation of function in the brain</li> <li>Penfield's study of the interpretive cortex</li> </ul> <p><i>An introduction to neuropsychology</i></p> <ul style="list-style-type: none"> <li>Cognitive neuroscience</li> <li>Neurological damage</li> <li>Scanning techniques to identify brain functioning</li> <li>Tulving's 'gold' memory study</li> </ul>				

Perception				
Student Objective	DR	Em	As	Ex
<p>Sensation and perception</p> <ul style="list-style-type: none"> <li>Visual cues and constancies</li> <li>Visual illusions</li> </ul> <p><i>Theories of perception</i></p> <ul style="list-style-type: none"> <li>Gibson's direct theory</li> <li>Gregory's constructivist theory</li> </ul> <p><i>Factors affecting perception</i></p> <ul style="list-style-type: none"> <li>Culture</li> <li>Emotion</li> <li>Motivation</li> <li>Expectation</li> </ul>				

Research methods				
Student Objective	DR	Em	As	Ex
 <ul style="list-style-type: none"> <li>Starting out: Hypotheses and variables</li> <li>Extraneous variables</li> <li>Types of experiment</li> <li>Experimental designs</li> <li>Sampling methods</li> <li>Ethical considerations</li> <li>Interviews and questionnaires</li> <li>Observation studies</li> <li>Correlations</li> <li>Case studies</li> <li>Reliability and validity</li> <li>Types of data</li> <li>Descriptive statistics</li> <li>Interpretation and display of quantitative data</li> <li>Computation</li> </ul>				

Social influence				
Student Objective	DR	Em	As	Ex
 <ul style="list-style-type: none"> <li><i>Conformity</i> <ul style="list-style-type: none"> <li>Asch's study</li> <li>Social and dispositional factors</li> </ul> </li> <li><i>Obedience</i> <ul style="list-style-type: none"> <li>Milgram's study</li> <li>Milgram's agency theory (social factors)</li> <li>Adorno's theory (dispositional factors)</li> </ul> </li> <li><i>Prosocial behaviour</i> <ul style="list-style-type: none"> <li>Piliavin's subway study</li> <li>Social and dispositional factors</li> </ul> </li> <li><i>Crowd and collective behaviour</i> <ul style="list-style-type: none"> <li>Deindividuation</li> <li>A case study</li> <li>Social and dispositional factors</li> </ul> </li> </ul>				

## Depression and addiction

Student Objective	DR	Em	As	Ex
<p>An introduction to mental health Effects of mental health problems</p> <p><i>Depression</i></p> <ul style="list-style-type: none"><li>Types of depression and diagnosing depression</li><li>Theories of depression: Biological explanation</li><li>Theories of depression: Psychological explanation</li><li>Therapies for depression: Antidepressant medication</li><li>Therapies for depression: CBT</li><li>Therapies for depression: Wiles' study</li></ul> <p><i>Addiction</i></p> <ul style="list-style-type: none"><li>Characteristics of addiction and diagnosing addiction</li><li>Theories of addiction: Biological explanation</li><li>Theories of addiction: Psychological explanation</li><li>Therapies for addiction: Aversion therapy</li><li>Therapies for addiction: Self-management</li></ul>				