All Learning Outcomes that can be tested in the Mock Examinations

Biological level of analysis

**General learning outcomes**

* + Outline principles that define the biological level of analysis *(for example, patterns of behaviour can be inherited; animal research may inform our understanding of human behaviour; cognitions, emotions and behaviours are products of the anatomy and physiology of our nervous and endocrine systems).*
  + Explain how principles that define the biological level of analysis may be demonstrated in research (that is, theories and/or studies).
  + Discuss how and why particular research methods are used at the biological level of analysis *(for example, experiments, observations, correlational studies).*

**Genetics and behaviour**

* + With reference to relevant research studies, to what extent does genetic inheritance influence behaviour?

Cognitive level of analysis

**General learning outcomes**

* + Outline principles that define the cognitive level of analysis *(for example, mental representations guide behaviour, mental processes can be scientifically investigated).*
  + Explain how principles that define the cognitive level of analysis may be demonstrated in research (that is, theories and/or studies).
* Discuss how and why particular research methods are used at the cognitive level of analysis *(for example, experiments, observations, interviews).*

**Cognitive processes**

* Evaluate schema theory with reference to research studies.
* Evaluate two models or theories of one cognitive process *(for example, memory, perception, language,*  *decision‐making)* with reference to research studies.
* With reference to relevant research studies, to what extent is one cognitive process reliable *(for*  *example, reconstructive memory, perception/visual illusions, decision‐making/heuristics)?*

**Cognition and emotion**

* + Evaluate one theory of how emotion may affect one cognitive process *(for example, state‐dependent memory, flashbulb memory, affective filters).*

Sociocultural level of analysis

**General learning outcomes**

* Outline principles that define the sociocultural level of analysis *(for example, the social and cultural environment influences individual behaviour; we want connectedness with, and a sense of belonging to, others; we construct our conceptions of the individual and social self).*
* Explain how principles that define the sociocultural level of analysis may be demonstrated in research (that is, theories and/or studies).
* Discuss how and why particular research methods are used at the sociocultural level of analysis *(for example, participant/naturalistic observation, interviews, case studies).*
* Discuss ethical considerations related to research studies at the sociocultural level of analysis.

**Sociocultural cognition**

* Describe the role of situational and dispositional factors in explaining behaviour.
* Discuss two errors in attributions *(for example, fundamental attribution error, illusory correlation,*  *self‐serving bias).*
* Evaluate social identity theory, making reference to relevant studies.
* Explain the formation of stereotypes and their effect on behaviour.

**Social norms**

* Explain social learning theory, making reference to two relevant studies.
* Discuss the use of compliance techniques *(for example, lowballing, foot‐in‐the‐door, reciprocity).*
* Evaluate research on conformity to group norms.
* Discuss factors influencing conformity *(for example, culture, groupthink, risky shift, minority influence).*

 **Cultural norms**

* Define the terms “culture” and “cultural norms”.
* Examine the role of two cultural dimensions on behaviour *(for example, individualism/collectivism,*  *power distance, uncertainty avoidance, Confucian dynamism, masculinity/femininity).*
* Using one or more examples, explain “emic” and “etic” concepts.

Abnormal psychology

**General framework (applicable to all topics in the option)**

* + To what extent do biological, cognitive and sociocultural factors influence abnormal behaviour?
  + Evaluate psychological research (that is, theories and/or studies) relevant to the study of abnormal behaviour.

**Concepts and diagnosis**

* + Examine the concepts of normality and abnormality.

**Psychological disorders**

* + Describe symptoms and prevalence of one disorder from two of the following groups:
    1. –  anxiety disorders
    2. –  affective disorders
    3. –  eating disorders.
  + Analyse etiologies (in terms of biological, cognitive and/or sociocultural factors) of one disorder from two of the following groups:
    1. –  anxiety disorders
    2. –  affective disorders
    3. –  eating disorders.

Psychology of human relationships (Higher Level only)

**General framework (applicable to all topics in the option)**

* To what extent do biological, cognitive and sociocultural factors influence human relationships?
* Evaluate psychological research (that is, theories and/or studies) relevant to the study of human relationships.

**Social responsibility**

* Distinguish between altruism and prosocial behaviour.
* Contrast two theories explaining altruism in humans.
* Using one or more research studies, explain cross-cultural differences in prosocial behaviour.
* Examine factors influencing bystanderism.

**Interpersonal relationships**

* Examine biological, psychological and social origins of attraction.
* Discuss the role of communication in maintaining relationships.
* Explain the role that culture plays in the formation and maintenance of relationships.
* Analyse why relationships may change or end.