

Student Year 2 readiness self-audit: Context to Content to Concepts

Plus: The Class Practical.

In this resource you will check what you have been taught and apply it to the relevant Context Area of Study (AOS): Biological explanations, Cognitive models, Cultural differences and Environmental factors. Completing this exercise will help prepare you for your exams by identifying which Content headings have been used to address Context knowledge as well as identify any gaps in your knowledge.

Exam papers

Paper 1 questions will be formatted as follows:

Section A: Two compulsory short-answer questions from two of the three Content areas (Biological approach, Cognitive approach, Sociocultural approach and Research methodology) (4 marks each).

Section B: Two compulsory short-answer questions asking you to apply your knowledge of Content to an unseen situation, each from one of the four Contexts (6 marks each).

Section C: Answer one of two Concept-based extended response questions, each from a different Context (15 marks).

Therefore, you need to have revised all your Content material (for the 4 and 6 mark questions) and have material ready for the Context Areas of Study Section C question (15 mark question). While you are not explicitly required to use Content knowledge to address the Context Section C question, it is strongly advised you do so.

Paper 2 questions will be formatted as follows:

Section A: Four compulsory questions that focus on the Class Practicals (two questions worth 4 marks each, two questions worth 6 marks each).

Section B: Evaluation of an unseen research study with regards to two or more Concepts (one question worth 15 marks).

Conceptual knowledge is expected to be demonstrated throughout the course. In Paper 1 Section C questions (15 marks) will explicitly name the Concept. Therefore, you need to be able to confidently apply all six Concepts to each Area of Study.

Below you will find tables that will help you summarise your learning for each Context. You should complete these tables. Here is an example.

Area of study	Learning objective	Content I have been taught	Concepts I am confident with	Extra Concepts I need to review for this AOS
Biological explanations	One or more biological explanations of one mental health disorder	Chemical messengers - The role of one or more chemical messengers in human behaviour; Biological reductionism - The strengths and limitations of a reductionist approach to the study of behaviour;	Causality; Perspective; Measurement	Bias; Change; Responsibility

Context: Health and well-being

Mental health disorders

You should have an understanding of one or more of the following: major depressive disorder, eating disorders, post-traumatic stress disorder, obsessive-compulsive disorders or anxiety disorders.

The Mental health disorder(s) I studied:

Area of study	Learning objective	Content I have been taught	Concepts I am confident with	Extra Concepts I need to review for this AOS
Biological explanations	One or more biological explanations of one mental health disorder.			
Cognitive models	The value of one or more cognitive models in understanding a mental health disorder.			
Cultural differences	One or more factors that may explain the difference in prevalence rates for mental health disorders between cultures and/or populations. Examples of cultural differences in approaches to mental health.			
Environmental factors	The role of one or more environmental factors in understanding/explaining mental health disorders.			

Health problems

You should have an understanding of one or more of the following: obesity, substance misuse or abuse, or social media addiction.

The Health problem (s) I studied:

Area of study	Learning objective	Content I have been taught	Concepts I am confident with	Extra Concepts I need to review for this AOS
Prevalence of health problems	One or more factors that may explain changes in the prevalence of one or more health problems in a population. One or more factors that may explain differences in the prevalence of one or more health problems between populations.			
Social learning and health	The role of social learning theory in understanding one or more health problems.			
Stress and health	The role of stress in one or more health problems.			

Prevention and treatment

You should have an understanding of prevention and treatment in relation to the mental health disorders and health problems selected from the above.

The Health problem (s) I studied:

Area of study	Learning objective	Content I have been taught	Concepts I am confident with	Extra Concepts I need to review for this AOS
Biological treatment for one disorder	The explanation and effectiveness of one or more biological treatments of one or more mental health disorders.			
Prevention and/or treatment for one health problem	The explanation and effectiveness of one or more prevention and/or treatment strategies for one or more health problems.			
Psychological treatment for one disorder	The explanation and effectiveness of one or more psychological treatments of one or more mental health disorders.			

Class Practical (Health and well-being)

The recommended class practical in this Context is: An interview (structured, semi-structured or focus group). One participant in an individual interview or three to eight participants in one focus group. However, this is only recommended and you may have used another method for your Class Practical.

My class practical for this Context was:

Context: Human development

Models of development

You should have an understanding of one or more of the following: cognitive, social, moral or language development.

My type(s) of development was:

Area of study	Learning objective	Content I have been taught	Concepts I am confident with	Extra Concepts I need to review for this AOS
Brain development	The role of brain maturation in human development. The extent to which critical periods explain human development. The role of neuroplasticity in human development.			
Sociocultural factors in development	The influence of one or more sociocultural factors in human development.			
Stage theories and continuous models	The explanation and effectiveness of one or more stage theories and one or more continuous models in understanding human development.			
Theory of mind	The role theory of mind has in understanding human development and cognition.			

Development of self

You should have an understanding of the following.

Area of study	Learning objective	Content I have been taught	Concepts I am confident with	Extra Concepts I need to review for this AOS
Attachment	The role of attachment in the development of self.			
Enculturation of social norms	The role of enculturation of social norms in the development of self.			
Peer influence	The role of peer influence in the development of self.			
Role of childhood experiences	The role of childhood experiences in the development of self.			

Class Practical (Human development)

The recommended Class Practical in this Context is: Observation (naturalistic or controlled, overt or covert, participant or non-participant). One participant is needed.

However, this is only recommended and you may have used another method for your Class Practical.

My class practical for this Context was:

Context: Human relationships

Group behaviour

You should have an understanding of the following.

Area of study	Learning objective	Content I have been taught	Concepts I am confident with	Extra Concepts I need to review for this AOS
Acculturation	Different acculturation strategies and their effect on human behaviour.			
Compliance techniques	The application of one or more compliance techniques to change group behaviour(s).			
Conformity	The role of conformity in understanding group behaviour(s).			
Cultural dimensions	The role of one or more cultural dimensions in understanding group behaviour(s).			
Social identity theory	The application of social identity theory to explain and change group behaviour(s).			
Social learning	The application of social learning theory to explain and change group behaviour(s).			

Interpersonal relationships

You should have an understanding of the following.

Interpersonal relationship (s) I studied:

Area of study	Learning objective	Content I have been taught	Concepts I am confident with	Extra Concepts I need to review for this AOS
Chemical messengers	The role of one or more chemical messengers in interpersonal relationships.			
Cognitive explanations	One or more cognitive explanations for interpersonal relationships.			
Communication/language	The role of communication in interpersonal relationships.			
Strategies for improving relationships	One or more strategies for improving interpersonal relationships.			

Class practical (Human relationships)

The recommended Class Practical in this context is: Survey/questionnaire. 10 participants are needed.

However, this is only recommended and you may have used another method for your Class Practical.

My class practical for this Context was:

Context: Learning and cognition

Thinking and learning

You should have an understanding of the following.

Area of study	Learning objective	Content I have been taught	Concepts I am confident with	Extra Concepts I need to review for this AOS
Cognitive biases	The role of one or more cognitive biases in decision-making.			
Conditioning (classical and operant)	Examples of classical and operant conditioning as a way of learning. Application of operant conditioning to change behaviour.			
Dual processing theory	The value of the dual processing theory for understanding thinking and decision-making.			
Schema theory	The role of schema in behaviour and/or cognition.			
Social learning theory	The role of social learning theory in learning. Application of social learning theory to explain and change behaviour.			

Cognitive processes

You should have an understanding of one or more of the following: attention, memory, perception, thinking/decision-making or language

The Mental health disorder(s) I studied:

Area of study	Learning objective	Content I have been taught	Concepts I am confident with	Extra Concepts I need to review for this AOS
Biological factors in cognitive processes	The role of one or more biological factors in one or more cognitive processes.			
Cognitive models	The value of one or more cognitive models in understanding one or more cognitive processes.			
Cultural factors in cognitive processes	The role of one or more cultural factors in one cognitive process.			
Environmental influences on cognitive processes	The potential influence of one or more environmental factors on one cognitive process.			
Potential for improving a cognitive process	One or more strategies to improve one or more cognitive processes.			

Class practical (Learning and Cognition)

The recommended Class Practical in this context is: Experiments (true or quasi-). Five participants (repeated measures) or ten participants (independent measures).

However, this is only recommended and you may have used another method for your Class Practical.

My class practical for this Context was: