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**Psychology**

**Revision Guidance**

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**Course Details.**

The psychology course you are studying is with **AQA** and the qualification is made up of three different units. These units cover a range of different topics and themes in psychology. Research methods will also be assessed as it is a foundation within the subject.

You will take the full A-level at end of year 13 in the summer of 2018. There will be no option to take any AS exams. The three units you will study are outlined below with further details:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Paper Title** | **Topics** | **Length/ Time** | **Marks** | **Worth** |
| **Unit 1** – Introductory Topics in Psychology | * Section A – Social Influence * Section B – Memory * Section C – Attachment * Section D- Psychopathology | 2 hours | 96 | 33.3% of your final grade |
| **Unit 2** – Psychology in Context | * Section A– Approaches in psychology * Section B – Biopsychology * Section C – Research Methods | 2 hours | 96 | 33.3% of your final grade |
| **Unit 3** – Issues and Options in Psychology | * Section A – Issues and debates * For Section B the option is Relationships * For Section C the option is Schizophrenia * For Section D the option is Forensics | 2 hours | 96 | 33.3% of your final grade |

**Exam Dates.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Paper Title** | **Length/ Time** | **Marks** | **Worth** | **Date** |
| **Unit 1** – Introductory Topics in Psychology | 2 hours | 96 | 33.3% of your final grade | **8th June 2021**  **PM** |
| **Unit 2** – Psychology in Context | 2 hours | 96 | 33.3% of your final grade | **18th June 2021**  **PM** |
| **Unit 3** – Issues and Options in Psychology | 2 hours | 96 | 33.3% of your final grade | **25th June 2021**  **AM** |

**Textbooks and Revision Guides.**

To support your revision you may wishto buy your own textbook. You are advised to buy the following textbooks but do be aware that you may need to purchase two books as some cover the content for year 1 in one book and the content for year 2 in another.

**Suggested Textbooks:**

|  |  |  |  |
| --- | --- | --- | --- |
| AQA Psychology for A Level (Year 1 and AS) | AQA Psychology for A Level (Year 2) | The Complete Companions: AQA Psychology Year 1 and AS Student Book | The Complete Companions: AQA Psychology Year 2 Student Book |
| AQA Psychology for A Level Year 1 & AS - Student Book | AQA Psychology for A... | The Complete Compani... | The Complete Companion for AQA Psychology A Level: Year 2 Student Book by Mike Cardwell and Cara Flanagan |

If you don’t wish to purchase a textbook, there are a number of textbooks in the academy for you to use. If you wish to use any of the books during an independent study periods or for a day then you must ask permission from one of the psychology teachers.

To support your revision though you may wish to purchase a revision guide. There are many available for AQA psychology and below are some suggestions. Please note though that you may need to buy two revision guides as often one book will cover the content for year 1 and another the content for year two.

**Suggested Revision Guides:**

|  |  |  |  |
| --- | --- | --- | --- |
| Revise AQA A Level Psychology Revision Guide and Workbook | AQA Psychology for A Level Flashbook (There is one for year 1 and 2) | AQA Psychology for A Level Revision Guide (There is one for year 1 and 2) | The Complete Companions: The Revision and Exam Companion for AQA (There is one for year 1 and 2) |
| https://images-na.ssl-images-amazon.com/images/I/51YDdpnDeqL._SX358_BO1,204,203,200_.jpg | https://images-na.ssl-images-amazon.com/images/I/51L34UzsQaL._SY332_BO1,204,203,200_.jpg | AQA Psychology for A... | The Complete Compani... |

**Apps and Websites.**

To support your revision you may also wish to use revision websites and/or apps. Below are some suggests for you.

**For revision content:**

|  |  |  |
| --- | --- | --- |
| **Study Wise** | **S-Cool** | **Simply Psychology** |
|  |  |  |
| https://studywise.co.uk/a-level-revision/psychology/ | https://www.s-cool.co.uk/a-level/psychology | https://www.simplypsychology.org/a-level-psychology.html |

**For organising your revision:**

|  |  |  |
| --- | --- | --- |
| **Get Revising** | **Study Blue** | **Quizlet** |
|  |  |  |
| https://getrevising.co.uk/ | https://www.studyblue.com/ | https://quizlet.com/en-gb |

**Revision App:**

|  |  |
| --- | --- |
|  |  |
| You may also wish to use the app that is linked to the textbook we use for independent study. It was created by Clara Flangan and Mrs Farley’s previous psychology students helped to develop it. | Gojimo is a useful revision app that has been developed by the Telegraph. It has mostly free content but some you do need to pay for.  http://www.gojimo.com/a-level-psychology-revision |

**Keep Calm and Carry On….**

Exams can be very stressful and can cause people anxiety so it is really important to look after yourself during this time. Due to this people can become unfocused. Being organised is one of the best ways of managing this but it isn’t the only strategy you can use. Follow the advice below to help yourself manage your revision without becoming too overwhelmed.

1. **Keeping up Motivation:**

It is really important that you maintain motivation between now and the exams. Some people do find this really challenging but you can use different techniques to help you with this. For example plan in rewards to yourself when you achieve particular targets such “I won’t watch my favourite program until I can remember what Bandura did”. You could always begin with a topic you find really interesting to get you started and make sure you have a routine. This will keep you focused more.

1. **Concentration:**

Most students say that concentration is an issue. We often find it difficult to concentrate because we either get bored, anxious about things or we day-dream. What we need to do is remove these issues but this can be difficult. Having planned revision and revising in blocks will help you but you also need be very strict with yourself about maintaining your concentration.

1. **Organising your Space:**

It is really important that you have a place where you can revise in peace. Spending time organising this space so that it free from distractions and has all the resources you need is very important. Make sure that you don’t have your mobile phone near you or other distractions such as laptops and tablets. Having a designated work place will also help you mentally as you will get into the mindset that this is where you work. It is really advisable that you don’t work on your bed as well as this can give you conflicting messages as your bed is usually somewhere you relax.

1. **Sleep:**

This then brings us to sleep. It is really important that you are getting enough sleep whilst you are revising so don’t start staying up all night trying to revise! It is important to have a regular bed time as this will also help you get up in the morning to carry on revision. Also making sure you “switch off” before going to bed can help you to sleep better. For example, don’t revise right up to going to bed. Stop at least one hour before. In this time do something you find relaxing. This might be having a bath or doing exercise (something else that helps with revision). Whatever it is make sure you also give yourself some me time.

**Remember though revision is key to success in the summer make sure you are not over doing it as this too will impact on the success of your revision.**

For further information about coping with exams please see - <http://www.ucl.ac.uk/support-pages/information/coping-with-exams> - which was used to complete this page.

**How to Structure Revision**

Revise in **3 blocks of 20 – 30 minutes** when you go over your revision tools. There are many ways in which to do this now. Below are some examples.

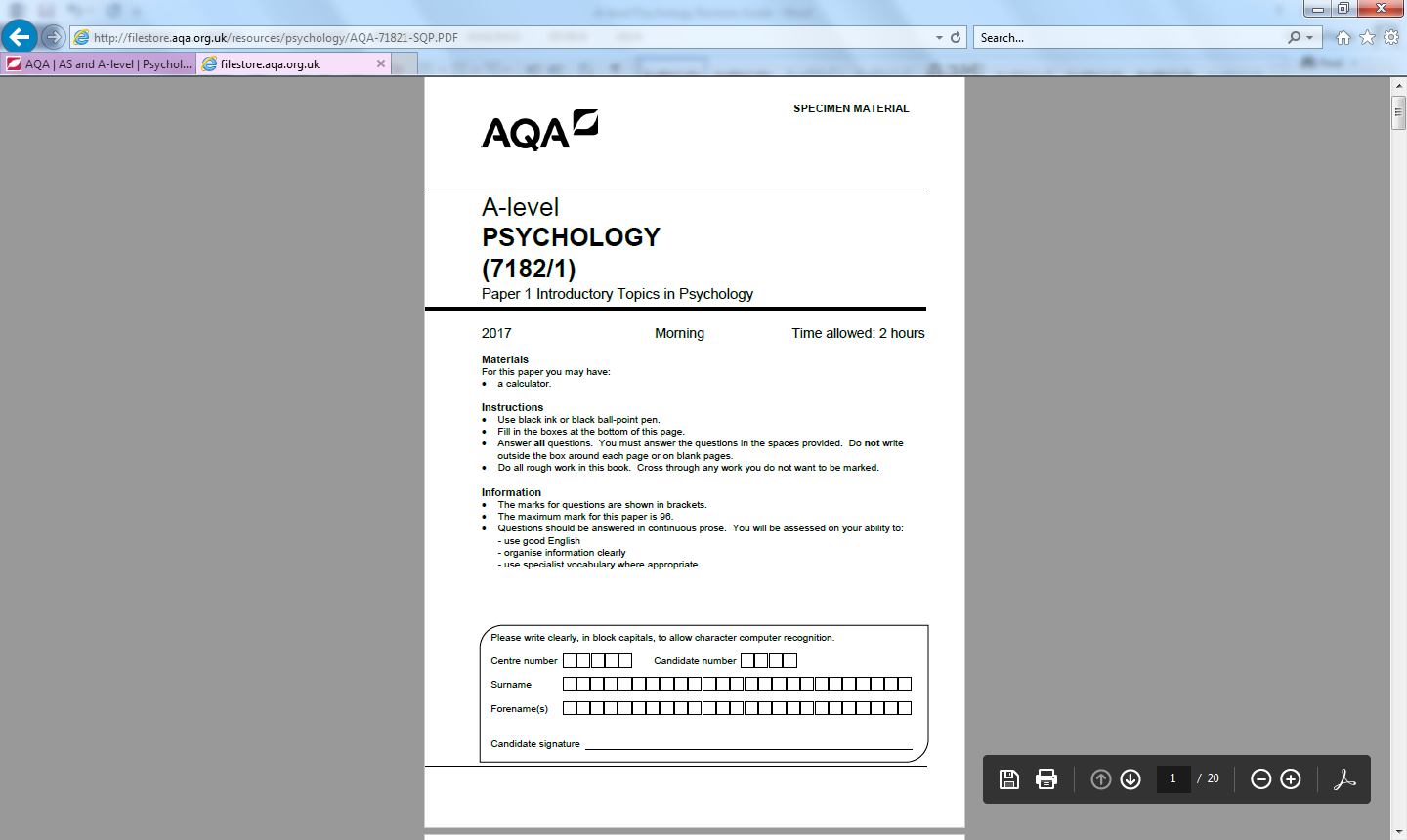
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| --- | --- |
| **Example One:**  **Block 1** – Revise one aspect of a topic    **BREAK**  **Block 2** – Plan answer to an exam question on that topic  **BREAK**    **Block 3** – Write answer in timed conditions | **Example Two:**  **Block 1** – Revise one aspect of a topic  **BREAK**  **Block 2** – Re-create a revision tool for that aspect of the topic  **BREAK**  **Block 3** – Compare the resources, what did you miss? Add this onto your new resource in a different colour. |

During the school holidays and the run up to your actual exams only revise for two sessions a day so you don’t over load yourself. For example this means you may revise like this:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **MORNING SESSION** | **AFTERNOON SESSION** | **EVENING SESSION** |
| **Monday** | Psychology:  9am to 10:30am – 3 blocks of 20 mins with 10 mins breaks  11am to 12:30pm – 3 blocks of 20 mins with 10 mins breaks | Another Subject:  1:30pm to 3pm – 3 blocks of 20 mins with 10 mins breaks  3:30pm to 5pm – 3 blocks of 20 mins with 10 mins break | No revision |
| **Tuesday** | Another Subject:  9am to 10:30am – 3 blocks of 20 mins with 10 mins breaks  11am to 12:30pm – 3 blocks of 20 mins with 10 mins breaks | No revision | Psychology:  4:30 pm to 5pm - 3 blocks of 20 mins with 10 mins breaks  5:30pm to 7pm - 3 blocks of 20 mins with 10 mins breaks |

**Note: Also make sure that you’re not revising every day**

**Exam Paper for Paper 1** – Introductory Topics in Psychology



* You must use black ink
* You are allowed a calculator
* Make sure you fill in all your details at the bottom of the cover page
* **Answer all the questions**
* Don’t doodle on your script

* Only answer in the space provided – require another booklet if you need it – **DON’T** write off the lines
* Cross out anything you don’t want to be marked

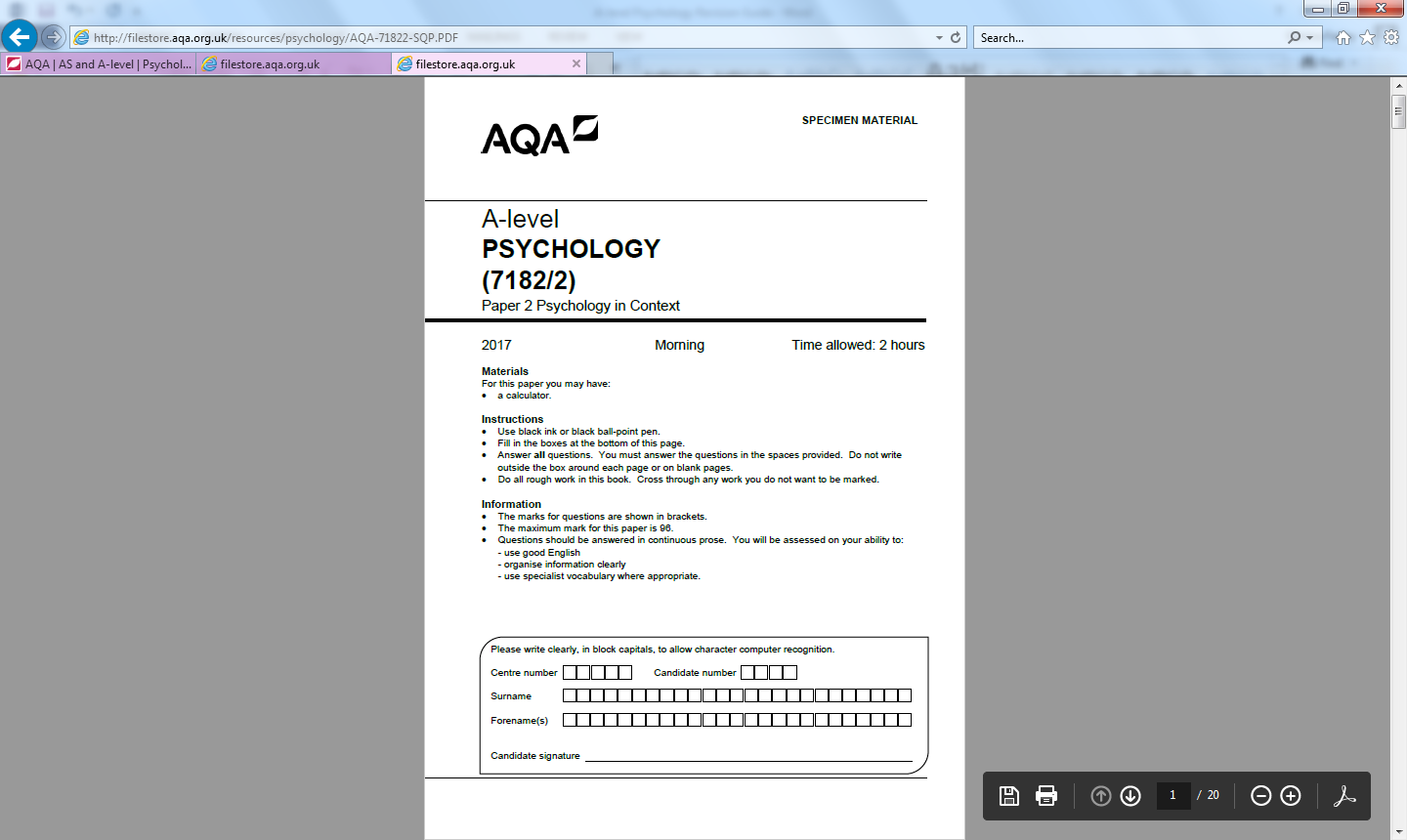
**Paper Details:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Section A** | **Section B** | **Section C** | **Section D** |
| Social Influence | Memory | Attachment | Psychopathology |
|  |  |  |  |
| You will have roughly 30 minutes to complete each section of this exam paper however this may vary depending on the type of questions they ask you for each section as they can ask you anything from a 1 mark question to a 16 mark question.  In the exam you are likely to be asked at least two 16 mark questions. You should spend 20 minutes answering a 16 mark question and you are advised to use the blank space (usually a box) to plan your answer before you write it. As these questions are mini-essays you should aim to write around 600 words.  **Remember they can also ask you questions about research methods on this exam!** | | | |

**What do I need to revise for Paper 1?**

| **Topic** | **Content** |
| --- | --- |
| Social Influence | **Focus 1 - Conformity**   * Types of conformity: internalisation, identification and compliance * Explanations for conformity: informational social influence and normative social influence, and variables affecting conformity including group size, unanimity and task difficulty as investigated by **Asch** * Conformity to social roles as investigated by **Zimbardo**   **Focus 2 - Obedience**   * Explanations for obedience: agentic state and legitimacy of authority, and situational variables affecting obedience including proximity, location and uniform, as investigated by **Milgram** * Dispositional explanation for obedience: the Authoritarian Personality   **Focus 3 – Resistance to Social Influence**   * Explanations of resistance to social influence * Social support * Locus of control   **Focus 4 – Minority Influence and Social Change**   * Minority influence including reference to consistency, commitment and flexibility * The role of social influence processes in social change |
| Memory | **Focus 1 – Explanations for Memory**   * Features of each store: coding, capacity and duration * Types of long-term memory: episodic, semantic, procedural * The multi-store model of memory: sensory register, short-term memory and long-term memory * The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer * Features of the model: coding and capacity   **Focus 2 – Explanations for Forgetting**   * Proactive * Retroactive interference * Retrieval failure due to absence of cues   **Focus 3 – Eyewitness Testimony**   * Factors affecting the accuracy of eyewitness testimony: misleading information, including leading questions and post-event discussion; anxiety * Improving the accuracy of eyewitness testimony, including the use of the cognitive interview |
| Attachment | **Focus 1 – What is attachment?**   * Caregiver-infant interactions in humans: reciprocity and interactional synchrony * Stages of attachment identified by **Schaffer** * Multiple attachments and the role of the father * Animal studies of attachment: **Lorenz** and **Harlow**   **Focus 2– Explanations of Attachment**   * Learning theory * **Bowlby’s** monotropic theory - the concepts of a critical period and an internal working model   **Focus 3– Types of Attachment**   * Types of attachment: secure, insecure-avoidant and insecure resistant * **Ainsworth’s** ‘Strange Situation’ * Cultural variations in attachment, including **van Ijzendoorn**   **Focus 4 – Deprivation, Privation and Institutionalisation**   * **Bowlby’s** theory of maternal deprivation * Romanian orphan studies: effects of institutionalisation   **Focus 5 – Influence of Early Attachment**   * The influence of early attachment on childhood * The influence of early attachment on adult relationships * The role of an internal working model |
| Psychopathology | **Focus 1 – Definitions of Abnormality**   * Deviation from social norms * Failure to function adequately * Statistical infrequency * Deviation from ideal mental health   **Focus 2 – Phobias**   * The behavioural, emotional and cognitive characteristics of phobias * The behavioural approach to explaining phobias - the two-process model, including classical and operant conditioning * The behavioural approach to treating phobias - systematic desensitisation, including relaxation and use of hierarchy and flooding   **Focus 3 – Depression**   * The behavioural, emotional and cognitive characteristics of depression * The cognitive approach to explaining depression - **Beck’s** negative triad and **Ellis’s** ABC model * The cognitive approach to treating depression - cognitive behaviour therapy (CBT), including challenging irrational thoughts   **Focus 4 – OCD**   * The behavioural, emotional and cognitive characteristics of obsessive compulsive disorder (OCD) * The biological approach to explaining and treating OCD: genetic and neural explanations * The biological approach to explaining and treating OCD - drug therapy |

**Exam Paper for Paper 2**– Psychology in context



* You must use black ink
* You are allowed a calculator
* Make sure you fill in all your details at the bottom of the cover page
* **Answer all the questions**
* Don’t doodle on your script

* Only answer in the space provided – require another booklet if you need it – **DON’T** write off the lines
* Cross out anything you don’t want to be marked

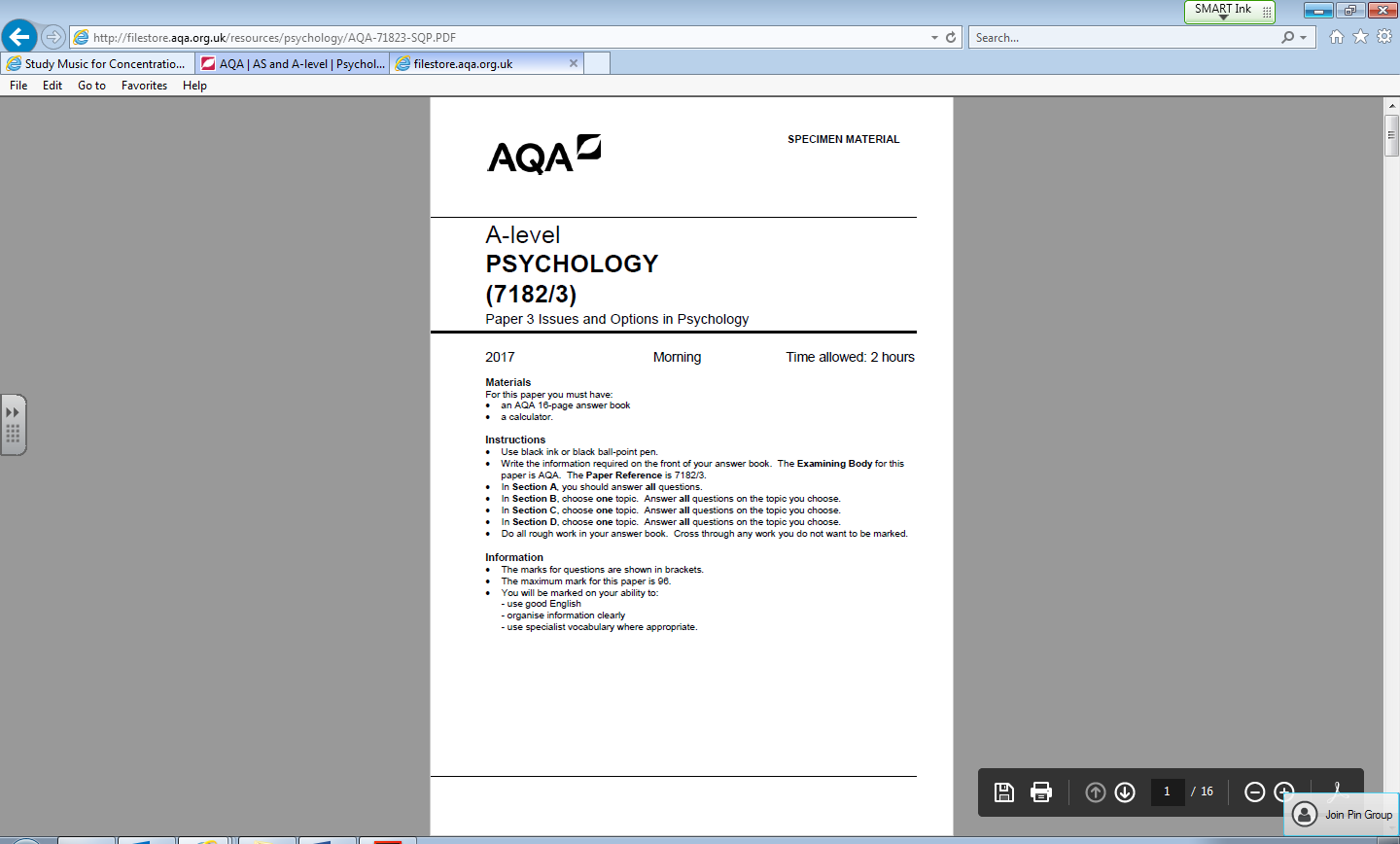
**Paper Details:**

|  |  |  |
| --- | --- | --- |
| **Section A** | **Section B** | **Section C** |
| Approaches in Psychology | Biopsychology | Research Methods |
|  |  |  |
| You will have roughly 30 minutes to complete this section however this may vary depending on the type of questions they ask you for each section as they can ask you anything from a 1 mark question to a 16 mark question. | You will have roughly 30 minutes to complete this section however this may vary depending on the type of questions they ask you for each section as they can ask you anything from a 1 mark question to a 16 mark question. | You will have roughly 1 hour to complete this section of the exam. Remember this section is 100% research methods but the STEMs may be about particular topics to contextualise your responses. |
| In the exam you are likely to be asked at least one 16 mark questions. You should spend 20 minutes answering a 16 mark question and you are advised to use the blank space (usually a box) to plan your answer before you write it. As these questions are mini-essays you should aim to write around 600 words. | | |

**What do I need to revise for Paper 2?**

| **Topic** | **Content** |
| --- | --- |
| Approaches in Psychology | **Focus 1 – The Origins of Psychology**   * Wundt * Introspection * The emergence of psychology as a science   **Focus 2 – Learning Approaches**   * The behaviourist approach, including classical conditioning (**Pavlov’s** research) and operant conditioning (types of reinforcement and **Skinner’s** research) * Social learning theory including imitation, identification, modelling and vicarious reinforcement, the role of mediational processes and **Bandura’s** research   **Focus 3 – Cognitive Approach**   * The study of internal mental processes * The role of schema * The use of theoretical and computer models to explain and make inferences about mental processes * The emergence of cognitive neuroscience   **Focus 4 – Biological Approaches**   * The influence of genes * Biological structures and neurochemistry on behaviour * Genotype and phenotype * Genetic basis of behaviour * Evolution and behaviour   **Focus 5 – Psychodynamic Approaches**   * The role of the unconscious * The structure of personality - that is ID, ego and superego * Defence mechanisms including repression, denial and displacement, psychosexual stages   **Focus 6 – Humanistic Approaches**   * Free will * Self-actualisation * Maslow’s hierarchy of needs * Focus on the self * Congruence * The role of conditions of worth * The influence on counselling psychology   **Focus 7 – Comparison of approaches** |
| Biopsychology | **Focus 1 – Biological Details**   * The divisions of the nervous system: central and peripheral (somatic and autonomic) * The structure and function of sensory, relay and motor neurons * The process of synaptic transmission, including reference to neurotransmitters, excitation and inhibition * The function of the endocrine system: glands and hormones * The fight or flight response including the role of adrenaline * Localisation of function in the brain and hemispheric lateralisation: motor, somatosensory, visual, auditory and language centres; Broca’s and Wernicke’s areas, split brain research. * Plasticity and functional recovery of the brain after trauma   **Focus 2 – Ways of Studying the Brain**   * scanning techniques, including functional magnetic resonance imaging (fMRI) * electroencephalogram (EEGs) * event-related potentials (ERPs) * post-mortem examinations   **Focus 3: Biological Rhythms**   * Circadian rhythms * Infradian rhythms * Ultradian rhythms * The difference between the rhythms * The effect of endogenous pacemakers and exogenous zeitgebers on the sleep/wake cycle |
| Research Methods | **Focus 1 - Research Methods**   * Experimental Method: Types of experiment * Laboratory * Field * Natural * Quasi * Observational Techniques: Types of observation * Naturalistic * Controlled * Covert * Overt * Participant * Non-participant * Self-report Techniques * Questionnaires * Interviews – structured & unstructured * Correlations * Analysis of relationship between co-variables * Difference between correlations & experiments * Content Analysis * Case Studies   **Focus 2 – Scientific Process**   * Aims - stating aims, difference between aims & hypotheses * Hypotheses - directional & non-directional * Sampling * Difference between population and sample * Sampling Techniques: Definition and How * Random * Systematic * Stratified * Opportunity * Volunteer * Implications of sampling techniques including bias and generalisation * Pilot studies – aims of pilot studies * Experimental Design * Repeated Measures * Independent Groups * Matched Pairs * Observational Design * Behavioural Categories * Event Sampling * Time Sampling * Questionnaire construction- Use of open & closed questions * Design of interviews * Variables:Manipulation and Control of Variables * IV * DV * Extraneous Variables * Confounding Variables * Operationalisation of variables * Control * Random Allocation * Counterbalancing * Randomisation * Standardisation * Demand Characteristics * Investigator Effects * Ethics: * Role of BPS code of ethics * Ethical issues in design & conduct of psychological studies * Dealing with ethical issues in research * Role of Peer Review in scientific process * Implications of Psychological Research for the Economy * Reliability (across all methods of investigation) * Ways of assessing reliability: * Test-retest * Inter-observer * Improving Reliability * Validity (across all methods of investigation) * Face validity * Concurrent validity * Ecological validity * Temporal Validity * Assessment of Validity * Improving Validity * **Features of Science** * Objectivity & the empirical method * Replicability & falsifiability * Theory Construction & Hypothesis Testing * Paradigms and Paradigm Shifts * **Reporting** of psychological investigations * Sections of scientific report: * Abstract * Introduction * Method * Results * Discussion * Referencing   **Focus 3 –Data Handling and Analysis**   * Quantitative & Qualitative Data -Distinction between the qualitative & quantitative data * Collection techniques * Primary & Secondary Data - Incl. meta-analysis * Descriptive Statistics * Measures of Central Tendency * Mean * Median * Mode * Calculation of mean, median, mode * Measures of Dispersion: * Range (incl. calculation) * Standard Deviation * Calculation of Percentages * Correlations: * Positive * Negative * Zero * Presentation & Display of Quantitative Data * Graphs * Tables * Scattergrams * Bar charts * Histograms * Distributions * Normal & skewed distributions * Characteristics of normal & skewed distributions * Correlations * Analysis and interpretation of correlation, including correlation * Coefficients * Levels of Measurement * Nominal * Ordinal * Interval * Content Analysis & Coding * Thematic Analysis   **Focus 4 - Inferential Testing**   * Introduction to Statistical Testing - Sign Test * Probability & Significance * Use of statistical tables and critical values in interpretation of significance * Type I and Type II * Levels of significance – explain difference between 0.05   + and 0.01 * Factors Affecting Choice of Statistical Test- Level of Measurement and Experimental Design * When to use the following tests: * Spearman’s rho * Pearson’s r * Wilcoxin * Mann-Whitney * Related t-test * Unrelated t-test * Chi-squared test |

**Exam Paper for Paper 3** – Issues and Options in Psychology

* You must use black ink
* You are allowed a calculator
* Make sure you fill in all your details at the bottom of the cover page
* **Answer all the questions in Section A and then the all the questions for the topics we have studied for Section B to D**
* Don’t doodle on your script

* Only answer in the space provided – require another booklet if you need it – **DON’T** write off the lines
* Cross out anything you don’t want to be marked

**Paper Details:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Section A** | **Section B** | **Section C** | **Section D** |
| Issues and Debates | Relationships | Schizophrenia | Forensics |
|  |  |  |  |
| You will have roughly 30 minutes to complete this section however this may vary depending on the type of questions they ask you for each section as they can ask you anything from a 1 mark question to a 16 mark question.  In the exam you are likely to be asked at least one 16 mark questions. You should spend 20 minutes answering a 16 mark question and you are advised to use the blank space (usually a box) to plan your answer before you write it. As these questions are mini-essays you should aim to write around 600 words.  **Remember they can also ask you questions about research methods on this exam!** | | | |

**What do I need to revise for Paper 3?**

| **Topic** | **Content** |
| --- | --- |
| Issues and Debates | **Focus 1 - Gender and Culture in Psychology**   * Universality and bias * Gender bias including androcentrism and alpha and beta bias * cultural bias, including ethnocentrism and cultural relativism   **Focus 2 Free Will and Determinism**   * Hard determinism * Soft determinism * Biological, environmental and psychic determinism * The scientific emphasis on causal explanations   **Focus 3 –The Nature-nurture Debate**   * The relative importance of heredity and environment in determining behaviour * The interactionist approach   **Focus 4 - Holism and Reductionism**   * Levels of explanation in psychology * Biological reductionism * Environmental (stimulus-response) reductionism   **Focus 5 - Idiographic and nomothetic approaches to psychological investigation**  **Focus 6 - Ethical implications of research studies and theory, including reference to social sensitivity** |
| Relationships | **Focus 1 – Explanations**   * The evolutionary explanations for partner preferences * The relationship between sexual selection and human reproductive behaviour   **Focus 2 – Factors Affecting Attraction in Romantic Relationships**   * Self-disclosure * Physical attractiveness * Matching hypothesis * Filter theory including social demography, similarity in attitudes and complementarity   **Focus 3 – Theories**   * Social exchange theory * Equity theory * **Rusbult’s** investment model of commitment, satisfaction, comparison with alternatives and investment * **Duck’s** phase model of relationship breakdown: intra-psychic, dyadic, social and grave dressing phases   **Focus 4 – Contemporary Relationships**   * Virtual relationships in social media: self-disclosure in virtual relationships; effects of absence of gating on the nature of virtual relationships. * Parasocial relationships: levels of parasocial relationships, the absorption addiction model and the attachment theory explanation |
| Schizophrenia | **Focus 1 – Classification of Schizophrenia**   * Positive symptoms of schizophrenia, including hallucinations and delusions * Negative symptoms of schizophrenia, including speech poverty and avolition * Reliability and validity in diagnosis and classification of schizophrenia, including reference to co-morbidity, culture and gender bias and symptom overlap   **Focus 2 – Explanations**   * Biological explanations for schizophrenia: genetics, the dopamine hypothesis and neural correlates * Psychological explanations for schizophrenia: family dysfunction and cognitive explanations, including dysfunctional thought processing   **Focus 3 – Therapies and Treatments**   * Drug therapy: typical and atypical antipsychotics * Cognitive behaviour therapy and family therapy as used in the treatment of schizophrenia * Token economies as used in the management of schizophrenia * The importance of an interactionist approach in explaining and treating schizophrenia * The diathesis-stress model |
| Forensics | **Focus 1:** Problems in defining crime: Ways of measuring crime, including official statistics, victim surveys and offender surveys  **Focus 2:** Offender profiling   * the top-down approach, including organised and disorganised types of offender * the bottom-up approach, including investigative Psychology; geographical profiling   **Focus 3:** Explanations for offending behavior:   * Biological explanations of offending behaviour: an historical approach (atavistic form); genetics and neural explanations * Psychological explanations of offending behaviour: Eysenck’s theory of the criminal personality; cognitive explanations; level of moral reasoning and cognitive distortions, including hostile attribution bias and minimalisation; differential association theory; psychodynamic explanations.   **Focus 4:** Dealing with offending behaviour:   * The aims of custodial sentencing and the psychological effects of custodial sentencing * Recidivism * Behaviour modification in custody * Anger management and restorative justice programmes |