

Specification

GCE Psychology

Edexcel Advanced Subsidiary GCE in Psychology (8PS01)

First examination 2009

Edexcel Advanced GCE in Psychology (9PS01)

First examination 2010

Issue 3



Edexcel GCE in Psychology e-Spec

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- Information on the products and services provided by Edexcel to support the specification.

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About this specification

Edexcel GCE in Psychology is designed for use in school and colleges. It is part of a suite of GCE qualifications offered by Edexcel.

Key features of the specification

This specification aims to:

- develop students' interest in, and enthusiasm for, the subject, including developing an interest in progression to higher education and vocations in psychology
- allow students to appreciate the scientific nature of psychology and to engage in contemporary debates through an understanding of research
- allow students to develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of psychology
- allow students to develop essential knowledge and understanding of different areas of the subject and how they relate to each other.

Why choose this specification?

A strong structure

A strong structure is the foundation of Edexcel GCE Psychology.

Students study five approaches (Social, Cognitive, Psychodynamic, Biological and Learning) at Advanced Subsidiary level to gain a foundation in psychology. At A2, students are then able to develop their understanding through selection of a choice of applications including Criminology, Child, Health and Sport psychology.

Finally, students develop a holistic understanding of psychology, from considering conflicting and complementary explanations of clinical issues and major debates.

Incorporation of practicals and how science works

A practical focus is embedded within Edexcel GCE Psychology.

A series of short and manageable practical experiments and tests accompany the AS approaches and allow students to develop an active knowledge of the scientific aspects of psychology.

Choice

Choice is fundamental to Edexcel GCE Psychology.

Whilst some aspects are essential, the specification provides the flexibility of choice in selecting some studies and contemporary issues. This allows study to be tailored to the needs of students and the contexts in which students are learning. At A2, the specification allows for choice in the selection of applications to ensure that the most appropriate applications can be selected to meet students' needs.

Supporting you

Edexcel aims to provide the most comprehensive support for our qualifications. We have therefore published our own dedicated suite of resources for teachers and students written by qualification experts. We also endorse a wide range of materials from other publishers to give you a choice of approach to teaching and studying.

For more information on our wide range of support and services for this GCE in Psychology qualification, visit our GCE website: www.edexcel.com/gce2008.

Specification updates

This specification is Issue 2 and is valid for Advanced Subsidiary (AS) examination from 2009 and A2 examination from 2010. If there are any significant changes to the specification Edexcel will write to centres to let them know. Changes will also be posted on our website.

For more information please visit www.edexcel.com or www.edexcel.com/gce2008.

Contents

A	Specification at a glance	4
B	Specification overview	7
	Summary of assessment requirements	7
	Assessment objectives and weightings	8
	Relationship of assessment objectives to units	9
	Qualification summary	9
C	Psychology unit content	11
	Course structure	12
	Unit 1 Social and Cognitive Psychology	13
	Unit 2 Understanding the Individual	25
	Unit 3 Applications of Psychology	41
	Unit 4 How Psychology Works	57
D	Assessment and additional information	65
	Assessment information	65
	Additional information	69
E	Resources, support and training	73
	Resources to support the specification	73
	Edexcel's own published resources	73
	Edexcel publications	74
	Additional resources endorsed by Edexcel	74
	Support	75
	Training	76

F	Appendices	77
	Appendix 1 Performance descriptions	79
	Appendix 2 Key skills mapping	85
	Appendix 3 Key skills development	87
	Appendix 4 Wider curriculum	93
	Appendix 5 Codes	95
	Appendix 6 Mapping with How Science Works	97
	Appendix 7 Further resources and support	101
	Appendix 8 Disability Discrimination Act	107

A Specification at a glance

AS Unit 1: Social and Cognitive Psychology		*Unit code 6PS01	
<ul style="list-style-type: none">■ Externally assessed■ Availability: January and June■ First assessment: January 2009		40% of the total AS marks	20% of the total GCE marks
Content summary: <p>This unit is designed to introduce the social and cognitive approaches to psychology through the development of key content areas. The unit is divided into two parts, <i>Social Psychology: obedience and prejudice</i> and <i>Cognitive Psychology: memory and forgetting</i>. Within each part, the sections of the unit arise from the content which includes a selection of basic concepts of the social and the cognitive approaches.</p> <p>The unit is designed to enable choice within each approach in the selection of a second key study and a key issue relevant to the approach. Within each approach there is the requirement for students to conduct a short practical investigation.</p>			
Assessment: <p>Examination paper of 1 hour 20 minutes duration, consisting of a section of objective test items, a section of short-answer questions and a section of extended writing.</p>			

AS Unit 2: Understanding the Individual		*Unit code 6PS02	
<ul style="list-style-type: none">■ Externally assessed■ Availability: June■ First assessment: June 2009		60% of the total AS marks	30% of the total GCE marks
Content summary: <p>This unit is designed to introduce three approaches in psychology; the Psychodynamic Approach, the Biological Approach and the Learning Approach. This unit aims to develop students' understanding of psychological issues of development, individual difference and biology through the study of these approaches.</p> <p>The unit is designed to enable choice within each approach in the selection of a second key study and a key issue relevant to the approach. Within each approach there is the requirement for students to conduct a short practical investigation.</p>			
Assessment: <p>Examination paper of 1 hour 40 minutes duration, consisting of a section of objective test items, a section of short-answer questions and a section of extended writing.</p>			

A2 Unit 3: Applications of Psychology***Unit code 6PS03**

- Externally assessed
- Availability: January and June
- First assessment: January 2010

**40%
of the
total A2
marks**

**20% of
the total
GCE
marks**

Content summary:

The aim of this unit is to enable students to study how psychology can be applied to the real world. Each of the four applications within this unit is related to vocational contexts in which a psychology graduate (with the appropriate training) may operate. In this sense, the unit is intended to further contextualise and make real the understanding of approaches. There is a focus on evaluation, assessment, application and comment as well as on knowledge.

Students must select two of the following four applications:

- criminological psychology
- child psychology
- health psychology: substance misuse
- sport psychology.

Assessment:

Examination paper of 1 hour 30 minutes duration, divided into four options, of which students must select two. Each option will consist of short-answer questions and a section of extended writing.

A2 Unit 4: How Psychology Works		*Unit code 6PS04	
<ul style="list-style-type: none"> ■ Externally assessed ■ Availability: June ■ First assessment: June 2010 		60% of the total A2 marks	30% of the total GCE marks
<p>Content summary:</p> <p>This unit focuses on the debates between approaches within contemporary psychology. In the clinical psychology section of the unit, students study aspects of clinical psychology, which include how different approaches in psychology explain and treat mental health issues.</p> <p>In the issues and debates section, students will be asked to draw on other areas of the specification in order to understand conceptual and methodological issues. Students will develop an understanding of how to use theories and evidence from different areas of psychology and apply them to issues.</p> <p>Assessment:</p> <p>Examination paper of 2 hours duration, divided into two sections, one focusing on clinical psychology, one on issues and debates. Each section will consist of short-answer questions and a section of extended writing. Students must answer both parts.</p>			

* See *Appendix 5* for description of this code and all other codes relevant to this qualification.

B Specification overview

Summary of assessment requirements

Unit number and unit title	Level	Assessment information	Number of marks allocated in the unit
Unit 1: Social and Cognitive Psychology	AS	The examination paper is of 1 hour 20 minutes duration. The examination paper will consist of a section of objective test items, a short-answer section and an extended writing section.	60 marks
Unit 2: Understanding the Individual	AS	The examination paper is of 1 hour 40 minutes duration. The examination paper will consist of a section of objective test items, a short-answer section and an extended writing section.	80 marks
Unit 3: Applications of Psychology	A2	The examination paper is of 1 hour 30 minutes duration. The examination is divided into four options. Students must select two options. Each option will consist of a short-answer section and an extended writing section.	60 marks
Unit 4: How Psychology Works	A2	The examination paper is of 2 hours duration. The examination consists of two parts. Students must answer both parts. Each section will consist of a short-answer section and an extended writing section.	90 marks

Assessment objectives and weightings

		% in AS	% in A2	% in GCE
AO1	<p>Knowledge and understanding of science and of <i>How Science Works</i></p> <p>Students should be able to:</p> <ul style="list-style-type: none"> a recognise, recall and show understanding of scientific knowledge b select, organise and communicate relevant information in a variety of forms. 	35-40%	25-30%	30-35%
AO2	<p>Application of knowledge and understanding of science and of <i>How Science Works</i></p> <p>Students should be able to:</p> <ul style="list-style-type: none"> a analyse and evaluate scientific knowledge and processes b apply scientific knowledge and processes to unfamiliar situations including those related to issues c assess the validity, reliability and credibility of scientific information. 	30-35%	43-48%	36.5-41.5%
AO3	<p><i>How Science Works</i> – Psychology</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> a describe ethical, safe and skilful practical techniques and processes, selecting appropriate qualitative and quantitative methods. b know how to make, record and communicate reliable and valid observations and measurements with appropriate precision and accuracy, through using primary and secondary sources. c analyse, interpret, explain and evaluate the methodology, results and impact of their own and others’ experimental and investigative activities in a variety of ways. 	30-35%	24-29%	27-32%
TOTAL		100%	100%	100%

Relationship of assessment objectives to units

Unit number	Assessment objective			
	AO1	AO2	AO3	Total for AO1, AO2 and AO3
Unit 1	7-8%	6-7%	6-7%	19-22%
Unit 2	10.5-12%	9-10.5%	9-10.5%	28.5-33%
Unit 3	5-6%	8-9%	6-7%	19-22%
Unit 4	7.5-9%	13.5-15%	6-7.5%	27-31.5%
Total for Advanced GCE	30-35%	36.5-41.5%	27-32%	100%

Qualification summary

Subject criteria

The General Certificate of Education is part of the Level 3 provision. This specification is based on the Advanced Subsidiary GCE and Advanced GCE Subject Criteria for Psychology; which are prescribed by the regulatory authorities and are mandatory for all awarding bodies.

The Edexcel GCE in Psychology has been designed to:

- help ensure consistent and comparable standards across the scope of Edexcel GCE provision
- define the relationship between the Advanced Subsidiary and A2 specifications, with the Advanced Subsidiary as a subset of the Advanced GCE level
- ensure that the rigour of Advanced GCE level is maintained
- help higher education institutions and employers know what has been studied and assessed.

Aims

The aims of the Edexcel Advanced Subsidiary and Advanced GCE in Psychology are to:

- develop students' interest in, and enthusiasm, for the subject including developing an interest in progression to higher education and vocations in psychology
- allow students to appreciate the scientific nature of psychology and to engage in contemporary debates through an understanding of research
- allow students to develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of psychology
- allow students to develop essential knowledge and understanding of different areas of the subject and how they relate to each other.

AS/A2 knowledge and understanding

This Advanced Subsidiary and Advanced GCE specification requires students to:

- recognise, recall and show understanding of psychological knowledge
- select, organise and communicate psychological knowledge in a variety of forms
- analyse and evaluate knowledge and processes
- apply psychological approaches to situations
- assess the validity and relevance of information.

AS/A2 skills

This Advanced Subsidiary and Advanced GCE specification requires students to:

- describe ethical, safe and skilful practical techniques and processes, understanding qualitative and quantitative methods
- analyse, interpret, explain and evaluate the methodology, results and impact of their own and others' activities in a variety of ways.

C Psychology unit content

Unit 1 Social and Cognitive Psychology 13

Unit 2 Understanding the Individual 25

Unit 3 Applications of Psychology 41

Unit 4 How Psychology Works 57

Course structure

- Edexcel's GCE in Psychology comprises four units and contains an Advanced Subsidiary subset of two AS units.
- The Advanced Subsidiary GCE is the first half of the GCE course and consists of Units 1 and 2. It may be awarded as a discrete qualification or contribute 50 per cent of the total Advanced GCE marks.
- The full Advanced GCE award consists of the two AS units (Units 1 and 2), plus two A2 units (Units 3 and 4) which make up the other 50 per cent of the Advanced GCE. Students wishing to take the full Advanced GCE must, therefore, complete all four units.
- The structure of this qualification allows teachers to construct a course of study which can be taught and assessed either as:
 - ◆ distinct modules of teaching and learning with related units of assessment taken at appropriate stages during the course; or
 - ◆ a linear course which is assessed in its entirety at the end.

1.1 Unit description

This unit is designed to introduce the social and cognitive approaches to psychology through the development of key content areas. The unit is divided into two parts, *Social Psychology: obedience and prejudice* and *Cognitive Psychology: memory and forgetting*. Within each part, the sections of the unit arise from the content which includes a selection of basic concepts of the Social and the Cognitive Approaches.

The unit requires students to conduct two practical investigations; these can be done by individuals, groups or a whole class. Students are not expected to produce a full write up of practicals but it should be noted that students must be able to use this practical knowledge within the context of the examination, including applying this knowledge to novel situations. Therefore each practical section contains key method terms which students may be asked to apply to novel data in an examination.

1.2 Assessment information

The unit assessment consists of a single 1 hour and 20 minute examination. The examination paper will be divided into a section of objective test questions, a section of short-answer questions and a section of extended writing.

There will be 60 marks available for this paper, the unit constitutes 40% of the Advanced Subsidiary and 20% of the Advanced GCE.

Students will be expected to be able to answer examination questions focused on practical work conducted within the unit. These questions, should they arise in examination, will assess the content of practical work as well as methodological issues.

1.3 Social psychology — obedience and prejudice

Students will be assessed on their ability to:

- 1 **Definition of the approach**
 - a Define social psychology showing understanding that the approach is about aspects of human behaviour that involve the individual's relationships to other persons, groups and society, including cultural influences on behaviour.
 - b Define and use psychological terminology accurately and appropriately including the terms:
 - i agentic state
 - ii autonomous state
 - iii moral strain
 - iv in-group/out-group
 - v social categorisation
 - vi social identification
 - vii social comparison.

**2 Methodology/
How Science
Works**

- a Describe the survey as a research method in psychology, including the questionnaire and interview.
- b Identify, describe and apply unstructured, structured and semi-structured interviews, open and closed questions, alternative hypotheses and issues around designing surveys.
- c Describe and compare, including strengths and weaknesses, the difference between qualitative and quantitative data.
- d Evaluate the survey as a research method, including strengths and weaknesses, and the issues of reliability, validity and subjectivity.
- e Describe, assess and apply guidelines, such as British Psychological Society (BPS) guidelines, about the use of humans in psychological research including guidelines about what not to do, and what to do to protect human participants. Guidelines to include consent, deception, right to withdraw, debriefing of participants and competence.
- f Identify, describe and apply different sampling techniques including random sampling, stratified sampling, volunteer and self-selected sampling, and opportunity sampling, including advantages and disadvantages of each technique.

3 Content

- a Define what is meant by obedience.
- b Describe and evaluate Milgram's (1963) study of obedience and one of Milgram's 'variation' studies.
- c Describe and evaluate the Agency Theory of Obedience (Milgram, 1973).
- d Describe and assess the ethical issues arising from obedience research (as applied to the participants in the study and the wider issues for society).
- e Describe and evaluate one study of obedience from a country other than Milgram's (USA).

Suitable example:
 - Meeus and Raaijmakers (1986) Administrative obedience. Carrying out orders to use psychological-administrative violence.
- f Compare Milgram's (1963) obedience study and one other from a country other than Milgram's (USA) drawing cross-cultural conclusions.
- g Describe what is meant by prejudice and discrimination.
- h Describe and evaluate Tajfel's (1970) Social Identity Theory as an explanation of prejudice.

4 Studies in detail

- a Describe and evaluate **two** studies in detail. One of the studies must be Hofling et al (1966) Study of obedience in nurses and **one other** study of either obedience or prejudice in the Social Approach. This **must** be selected from the following:
 - Sherif (1954) 'Robbers' Cave' experiment
 - Tajfel et al (1970/71) study of minimal groups
 - Reicher and Haslam (2006) Rethinking the psychology of tyranny: The BBC prison study.

5 Key issue

- a Describe one key issue of relevance to today's society and apply concepts, theories and/or research (as appropriate) drawn from the Social Approach to explain the issue.

Suitable examples:

- blind obedience to authority in a prison setting (for example the Abu Ghraib situation)
- obedience during conflict resulting in harm to others (for example My Lai Massacre, Vietnam 1968)
- football violence
- race riots (for example St Paul's, Bristol 1980)
- cult behaviour.

Note: in examination, students may be given stimulus material from a key issue to explain using concepts, theories and/or research (as appropriate) from the Social Approach.

6 Evidence of practice: short survey

- a Devise and conduct **one** practical to gather data relevant to topics covered in the Social Approach, which must be a survey (questionnaire or interview) to gather relevant data. The survey should gather both qualitative and quantitative data. This practical must be designed and conducted according to ethical principles.

Suitable examples:

- gender differences in obedience
- prejudicial attitudes towards age
- in group/out group attitudes.

- b Make design decisions in devising an interview schedule/questionnaire including sampling decisions.
- c Collect data and present an analysis of both the qualitative and quantitative data and draw brief conclusions about the topic from the analyses.

Methods

Note: students must be prepared to answer examination questions focused on practical work, which will include questions about the practical exercises themselves and questions about the general methodological issues that are specified for this particular unit. This will include the following requirements.

- d Identify, describe and apply the following:
 - i unstructured, structured and semi-structured interviews
 - ii alternative hypotheses
 - iii qualitative and quantitative data
 - iv sampling (including random, self-selected and volunteer, stratified, and opportunity sampling)
 - v unstructured, structured and semi structured
 - vi ethical guidelines of consent, deception, right to withdraw, debriefing and competence
 - vii ways of analysing qualitative data, eg use of themes.

1.4 Cognitive psychology — memory and forgetting

Students will be assessed on their ability to:

- 1 **Definition of the approach**
 - a Define cognitive psychology showing understanding that the approach is about the role of cognition/cognitive processes in human behaviour.
 - b Define and use psychological terminology accurately and appropriately including the terms:
 - i information processing
 - ii memory
 - iii forgetting
 - iv storage
 - v retrieval.

**2 Methodology/
How Science
Works**

- a Identify, describe and apply the following terms:
 - i natural, laboratory and field experiment
 - ii independent variable (IV) and dependent variable (DV)
 - iii experimental hypothesis
 - iv directional (one tailed) and non-directional (two tailed)
 - v repeated measures, matched pairs and independent groups design
 - vi operationalisation of variables
 - vii counterbalancing
 - viii randomisation
 - ix order effects.
- b Describe and evaluate, including strengths and weaknesses, the experimental method (laboratory, natural, field) in terms of:
 - i experimental control (including the effects of situational and participant variables)
 - ii objectivity
 - iii reliability
 - iv validity
 - v experimenter effects
 - vi demand characteristics.

3 Content

- a Describe and evaluate the Levels of Processing framework for memory research (Craik and Lockhart, 1972) and **one other** theory or model of memory (other than cue dependent theory).

Suitable examples:

- reconstructive memory (Bartlett, 1932)
- multi-store model of memory (Atkinson & Shiffrin, 1968)
- working memory (Baddeley & Hitch, 1974)
- spreading-activation Model of Semantic Memory (Collins & Loftus, 1975).

- b Describe and evaluate the Cue Dependent Theory of Forgetting (Tulving, 1974) and **one other** theory of forgetting.

Suitable examples:

- displacement
- trace decay
- interference theory.

4 Studies in detail

- a Describe and evaluate in detail Godden and Baddeley's (1975) study of cue dependent forgetting/memory and **one other** study of memory or forgetting in the Cognitive Approach. This **must** be selected from the following:

- Peterson & Peterson (1959) Suppression of rehearsal and the role of interference
- Craik and Tulving (1975) Levels of processing
- Ramponi et al (2004) Levels of processing effects on involuntary or implicit recall and age.

5 Key issue

- a Describe **one** key issue of relevance to today's society and apply concepts, theories and/or research (as appropriate) drawn from the Cognitive Approach to explain the issue.

Suitable examples:

- flashbulb memory
- reliability of eyewitness testimony
- the use of the cognitive interview.

Note: in examination, students may be given stimulus material from a key issue to explain using concepts, theories and/or research (as appropriate) from the Cognitive Approach.

6 Evidence of practice: short experiment

- a Devise and conduct **one** practical, which must be an experiment, to gather data relevant to a topic covered in the Cognitive Approach for this course. This experiment must be designed and conducted according to ethical principles.

Suitable examples:

- interference task on short-term memory
- levels of processing task
- state or context dependency forgetting task.

- b Comment on the research design decisions.

- c Collect, present and comment on data gathered including using measures of central tendency (mean, median, mode), measures of dispersion (at least range), bar graph, histogram, frequency graph as relevant.

Methods

Note: students must be prepared to answer exam questions focused on practical work, which will include questions about the practical exercises themselves and questions about the general methodological issues that are specified for this particular unit. This will include the following requirement.

- d Identify, describe and apply the following:
- i natural, laboratory and field experiment
 - ii independent and dependent variables
 - iii experimental (directional and non-directional) hypothesis
 - iv repeated measures, matched pairs and independent groups designs
 - v control over participant and situational variables
 - vi measures of central tendency
 - vii measures of dispersion (at least range)
 - viii bar graph, histogram and frequency graph as ways to present data collected
 - ix experimenter effects and demand characteristics
 - x objectivity, validity, reliability
 - xi operationalisation
 - xii counterbalancing, randomisation, order effects.

2.1 Unit description

This unit is designed to extend the student's understanding of psychology by building on what has been learnt in *Unit 1: Social and Cognitive Psychology*, together with issues about relevant research methodology. *Unit 2: Understanding the Individual* provides an introduction to three other approaches in psychology, the Psychodynamic Approach, the Biological Approach and the Learning Approach. This unit aims to develop the student's understanding of psychological issues of development, individual difference and biology through the approaches.

Within each approach, the sections of the unit arise from the content which includes a selection of basic concepts of the Psychodynamic, Biological and Learning Approaches.

The unit requires students to conduct practical investigations; this can be done individually, in groups or as a whole class. Students must be able to use this practical knowledge within the context of the examination, including applying this knowledge to novel situations. Therefore each practical section contains key method terms which students may be asked to apply to novel data in an examination.

2.2 Assessment information

The unit assessment consists of a single 1 hour 40 minute examination. The examination paper will be divided into a section of objective test questions, a section of short-answer questions and a section of extended writing.

There will be 80 marks available for this paper. The unit constitutes 60% of the Advanced Subsidiary and 30% of the Advanced GCE.

Students will be expected to be able to answer examination questions focused on practical work conducted within the unit. These questions, should they arise in examination, will assess the content of practical work as well as methodological issues.

2.3 Psychodynamic approach: Freud

Students will be assessed on their ability to:

- 1 **Definition of the approach**
 - a Define the psychodynamic approach showing understanding that it is about the influence of unconscious processes on behaviour, and the importance of early childhood.
 - b Define and use psychological terminology accurately and appropriately including:
 - i id, ego, superego
 - ii stages (oral, anal, phallic, latency, genital)
 - iii repression
 - iv Oedipus complex
 - v defence mechanisms
 - vi conscious, preconscious, unconscious.

2 Methodology/ How Science Works

- a Describe and evaluate the case study as a research method used in psychology and as used in the psychodynamic approach.
- b Describe, assess and apply issues of reliability, validity, subjectivity, objectivity and generalisability in the analysis of qualitative data.
- c Evaluate Freud's theory in terms of credibility (eg Masson, 1989).
- d Describe, assess and apply the terms 'cross-sectional' and 'longitudinal' as applied to research methods.
- e Describe, assess and apply issues of ethics and issues of credibility with regard to using personal data from methods such as case studies (eg should such data be in the public domain?).
- f Describe and evaluate the correlational method/design.
- g Identify, describe and apply a positive and a negative correlation, and a strength (eg +0.87) of correlation.
- h Identify, describe and apply different sampling techniques including random sampling, stratified sampling, volunteer and self-selected sampling, and opportunity sampling, including advantages and disadvantages of each technique.

3 Content

- a Describe and evaluate Freud's theory of psychosexual development, including the five stages of development, the Oedipus complex, and the parts of personality associated with the first three stages, and including focusing on the explanation of gender development/behaviour.
- b Describe defence mechanisms including repression, and one other. Suitable examples: displacement, denial, projection and regression.
- c Evaluate Freud's theory as an explanation of gender development/behaviour, including comparison with explanations from the Biological and Learning Approaches.

4 Studies in detail

- a Describe and evaluate two studies in detail relating to Freud's theory. One study must be Freud's study of Little Hans (1909) and one other study. This **must** be selected from the following:
- Axline V (1964/1990) Dibs: Personality Development in Play Therapy
 - Bachrach et al (1991) Effectiveness of psychoanalytic therapies
 - Cramer P (1997) Identity, personality and defence mechanisms

5 Key issue

- a Describe **one** key issue of relevance to today's society and apply concepts, theories, and/or research (as appropriate) from the Psychodynamic Approach to explain the issue.

Suitable examples:

- effectiveness of psychoanalysis in treating abnormal and normal clients
- debate concerning the issue of false memory and repression
- debate concerning relationship of early childhood experience to later sexual orientation
- debate about whether dreams have meaning.

Note: in the examination paper, students may be given stimulus material from a key issue to explain using concepts, theories and/or research (as appropriate) from the Psychodynamic Approach.

6 Evidence of practice: short analysis task

- a Devise and conduct one practical, which must be use a correlational design, using two rating scales and self-report data. Class data collection is acceptable.

Suitable examples:

- collection of self-reports of own tidiness and own parent strictness
- self-reports using other sets of data such as obstinacy, orderliness and parsimony.

- b Draw a scattergram of the results.

- c Carry out a Spearman's test on the data and interpret the finding (eg $+0.87$ is a strong correlation).

Note: with regard to inferential tests, no calculations will have to be carried out in the examinations and formulae do not have to be learnt.

- d Write a short report of the procedure, sample, apparatus and results.

- e Assess the correlation as a research tool in terms of advantages and limitations.

Methods

Note: students must be prepared to answer examination questions focused on practical work, which will include questions about the practical exercises themselves and questions about the general methodological issues that are specified for this particular unit. This will include the following requirement.

- a Identify, describe and apply
 - i self-report
 - ii scattergram
 - iii correlation
 - iv positive and negative correlation
 - v procedure
 - vi rating scales
 - vii Spearman's test
 - viii cross-sectional and longitudinal.

2.4 Biological approach

Students will be assessed on their ability to:

1 Definition of the approach

- a Define the biological approach showing understanding that it is about the influence and impact of genes and the nervous system on individual differences.
- b Define and use psychological terminology appropriately and accurately including the terms:
 - i central nervous system (CNS)
 - ii synapse
 - iii receptor
 - iv neurone
 - v neurotransmitter
 - vi genes
 - vii hormones
 - viii brain lateralisation.

2 Methodology/ How Science Works

- a Describe and evaluate twin and adoption studies as research methods.
 - b Describe PET and MRI scanning techniques.
 - c Identify, describe and apply the following terms:
 - i alternative, experimental and null hypothesis
 - ii one or two tailed with regard to tests
 - iii levels of significance (eg $p \leq 0.01$, 0.05)
 - iv Mann-Whitney U, - critical value and observed value
 - v dependent variable (DV) and independent variable (IV) in experiments
 - vi the use of control groups
 - vii experimental procedures including allocating groups to conditions (eg randomising) and sampling
 - viii levels of measurement.
- Note:** with regard to inferential tests, no calculations will have to be carried out in the examinations and formulae do not have to be learnt.
- d Describe and evaluate, including strengths and weaknesses, the use of animals in laboratory experiments in the biological approach.
 - e Evaluate the use of animals in experiments in terms of credibility, ethical and practical issues.
 - f Evaluate the use of laboratory experiments in terms of validity, reliability and generalisability.

3 Content

- a Briefly describe the role of the central nervous system and neurotransmitters in human behaviour.
- b Briefly describe the role of genes in behaviour (including the nature/nurture debate).
- c With regard to gender development, describe the role of genes, hormones, and brain lateralisation.
- d Evaluate the influence of biological factors on gender development including comparison with explanations from the Psychodynamic and Learning Approaches. Include the issues of use of animals and methodology in drawing conclusions.

4 Studies in detail

- a Describe and evaluate two studies relating to the Biological Approach. One must be Money J (1975) Ablatio penis: normal male infant sex-reassigned as a girl, and David Reimer's subsequent testimony and **one other**. This **must** be selected from the following:
 - Gottesman I, and Shields J (1966) Schizophrenia in twins, 16 years' consecutive admissions to a psychiatric hospital
 - Raine et al (1997) Brain abnormalities in murderers indicated by positron emission tomography
 - de Bellis et al (2001) Sex Differences in Brain Maturation during Childhood and Adolescence

5 Key issue

- a Describe **one** key issue of relevance to today's society and apply concepts, theories and/or research (as appropriate) from the Biological Approach to explain the issue.

Suitable examples:

- the debate over whether autism is an extreme male brain condition
- the debate over whether transgender operations are ethical
- the issue/debate of using drugs in pregnancy.

Note: In the examination paper, students may be given stimulus material from a key issue to explain using concepts, theories and/or research (as appropriate) from the Biological Approach.

6 Evidence of practice: short practical

- a Devise and conduct one practical, which must be a test of difference collecting ordinal or interval/ratio data using an independent groups design.

Suitable examples:

- a comparison of test scores from males and females on verbal ability and spatial ability
- comparing left and right handed people with their scores on tests of different abilities or preferences.

- b Carry out a Mann-Whitney test and interpret the findings

Note: with regard to inferential tests no calculations will have to be carried out in the examinations and formulae do not have to be learnt.

- c Write up the hypothesis, results and analysis of the study using an appropriate graph and a table of the results. Draw brief conclusions, considering issues of validity, reliability, credibility and generalisability.

Methods

Note: students must be prepared to answer exam questions focused on practical work, which will include questions about the practical exercises themselves and questions about the general methodological issues that are specified for this particular unit. This will include the following requirement.

- d Identify, describe and apply the following:
- i alternative, experimental and null hypothesis
 - ii dependent variable (DV) and independent variable (IV)
 - iii controls
 - iv validity
 - v reliability
 - vi generalisability
 - vii credibility
 - viii levels of significance
 - ix Mann-Whitney test
 - x one and two tailed with regard to tests
 - xi critical and observed values
 - xii randomising and sampling
 - xiii levels of measurement.

2.5 Learning approach

Students will be assessed on their ability to:

1 Definition of the approach

- a Define the learning approach showing understanding that this approach is about the effects of conditioning, reinforcement and social learning on the organism.
- b Define and use psychological terminology appropriately and accurately including the terms:
 - i classical conditioning (including extinction, spontaneous recovery)
 - ii operant conditioning (including positive and negative reinforcement, primary and secondary reinforcement, punishment)
 - iii social learning (including imitation, modelling, observation, vicarious reinforcement)
 - iv stimulus and response.

2 Methodology/ How Science Works

- a Describe and evaluate observation as a research method in psychology.
- b Identify, describe and apply the terms participant, non-participant, overt, covert, naturalistic observations
- c With regard to inferential statistics, identify, describe and apply
 - i levels of measurement
 - ii reasons for choosing a chi-squared (χ^2) test, Spearman and Mann-Whitney
 - iii how to compare the observed and critical value(s) to judge significance

Note: with regard to inferential tests, no calculations will have to be carried out in the examinations and formulae do not have to be learnt.

- d Describe and evaluate the laboratory experiment method as it is used in general with human and with animal participants (including details specified for the Cognitive and Biological Approaches).
- e Describe and assess ethical guidelines for the use of human participants when carrying out psychological research (include details specified for the Social Approach).

3 Content

- a Describe the main features of classical conditioning, including unconditioned stimulus (UCS), unconditioned response (UCR), conditioned stimulus (CS), conditioned response (CR), extinction and spontaneous recovery.
- b Describe the main features of operant conditioning, including positive and negative reinforcement, punishment, primary and secondary reinforcement.
- c For either classical or operant conditioning, describe and evaluate one treatment/therapy. Suitable examples: aversion therapy, systematic desensitisation, token economy programmes.
- d Describe the main features of social learning theory, including observation, imitation, modelling, vicarious reinforcement.
- e Describe how learning theory can be used to explain gender development/behaviour with particular reference to modelling, reinforcement and behaviour shaping.
- f Evaluate learning theory as an explanation of gender behaviour including comparison with explanations from the Biological and Psychodynamic Approaches.

4 Studies in detail

- a Describe and evaluate Bandura, Ross and Ross (1961) Transmission of aggression through imitation of aggressive models and **one other** study. This **must** be selected from the following:
 - Watson and Rayner (1920) Little Albert
 - Skinner B F (1948) Superstition in the pigeon
 - Pickens R, and Thompson T (1968) Cocaine-reinforced behavior in rats: effects of reinforcement magnitude and fixed-ratio size.

5 Key issue

- a Describe **one** key issue of relevance to today's society and apply concepts, theories and/or research (as appropriate) from the Learning Approach to explain the issue.

Suitable examples:

- the influence of advertising on people's behaviour
- the increase of female violence related to changing role models
- the influence of role models on anorexia.

Note: in the examination paper, students may be given stimulus material from a key issue to explain using concepts, theories and/or research (as appropriate) from the Learning Approach.

6 Evidence of practice: short observation

- a Carry out an observation using participants either from real life or using another medium such as television. This practical must be designed and conducted according to ethical principles.
- b The observation must focus on some aspect of learning theory (such as modelling or reinforcement) and must gather quantitative data (eg by using tallying) that leads to a chi-squared (χ^2) test.

Suitable examples:

- an observation of a nursery setting looking at the frequency of boys and girls' choice of gender-specific toys
- an observation of a television programme or similar media to record if positive reinforcement leads to the desired response more often than if there is no reward.

- c Analyse the findings to produce results including using the chi-squared (χ^2) test.

Note: with regard to inferential tests no calculations will have to be carried out in the examinations and formulae do not have to be learnt.

- d Apply issues of validity, reliability, generalisability and credibility to their results.

Methods

Note: students must be prepared to answer exam questions focused on practical work, which will include questions about the practical exercises themselves and questions about the general methodological issues that are specified for this particular unit. This will include the following requirements.

a Identify, describe and apply the following:

- i validity
- ii reliability
- iii generalisability
- iv credibility
- v overt/covert
- vi non participant /participant
- vii qualitative
- viii quantitative
- ix laboratory experiment
- x chi-squared (χ^2) test
- xi levels of measurement
- xii levels of significance
- xiii critical value and observed value
- xiv naturalistic observations
- xv ethical issues.

3.1 Unit description

The aim of this unit is to enable the student to study how psychology can be applied to the real world. Each of the four applications within this unit is related to a vocational context in which a psychology graduate (with the appropriate training) may operate. In this sense, the unit is intended to take the general theoretical approaches studied at AS beyond the academic, whilst also including research, methods and other issues. There is greater focus on evaluation, assessment, application and comment than on knowledge with understanding.

The unit is divided into four applications. Within each application, the sections of the unit arise from the content which includes a selection of basic concepts relevant to the application.

Students must select **two** of the four applications.

3.3a Criminological psychology

3.3b Child psychology

3.3c Health psychology: substance misuse

3.3d Sport psychology.

Within the four applications there is a choice of practical for the Evidence of Practice section. Students can conduct either of these activities but **must** complete one content analysis and one article analysis/summary across their two applications.

3.2 Assessment information

The unit assessment consists of a single 1 hour 30 minute examination. The examination paper will be divided into four options, one on each application, of which students must select **two**. Each option will correspond with one of the four applications in 3.3. Each option will include short answer questions and a section of extended writing. Extended writing will require a synoptic approach and students will be asked to draw on information from the AS approaches, and other areas including ethical issues, research methods and issues studied such as gender.

There will be 60 marks available for this paper, the unit constitutes 20% of the Advanced GCE.

Students will be expected to be able to answer examination questions focused on practical work conducted within the unit. These questions, should they arise in examination, will assess the content of practical work as well as methodological issues.

3.3a Criminological psychology

Students will be assessed on their ability to:

- 1 **Definition of the application**
 - a Define criminological psychology, showing understanding that it is about the definition and causes of crime and the identification, judgement and treatment of criminals.
 - b Define and use psychological terminology appropriately and accurately including the terms:
 - i crime
 - ii recidivism
 - iii token economy
 - iv anti-social behaviour
 - v stereotyping
 - vi modelling
 - vii eye witness testimony.

2 Methodology/ How Science Works

- a Describe research methods used to assess witness effectiveness including the laboratory experiment and the field experiment.
- b Evaluate, including the relative strengths and weaknesses, the research methods listed in **a** above including:
 - their use in criminological psychology
 - reliability, validity and ethical issues.

Note: In examination, students may be asked about the methods used in the application and asked to describe and evaluate, drawing on other methods both within the application and the five psychological approaches in AS.

3 Content

- a Describe and evaluate two explanations of criminal/antisocial behaviour from different approaches. One explanation must be that of social learning theory (the Learning Approach) including the possible role of the media in modelling antisocial behaviour, and **one** other explanation from either:
 - i one example of how the influence of personality (eg Eysenck) explains criminal behaviour (the Biological Approach)
 - ii labelling and self-fulfilling prophecy (the Social Approach).
- b Describe and evaluate **three** studies into eyewitness testimony including **one** laboratory experiment (eg one of Loftus's laboratory experiments) and **one** field study in detail (eg Yuille & Cutshall (1986) A case study of eyewitness memory of a crime) and **one** other.
- c Describe and evaluate **two** ways of treating offenders including the token economy programme and **one** other.

Suitable examples:

 - punishment
 - anger management
 - social skills training.

Note: In examination, students may be given stimulus material about the application and asked to describe and evaluate, drawing on knowledge of the application and the five psychological approaches in AS.

4 Studies in detail

- a Describe and evaluate Loftus and Palmer's (1974) study of the effect of leading questions on estimate of speed and **one other** study. This **must** be selected from the following:
- Yuille and Cutshall (1986) real-life case study of leading questions and eye witnesses
 - Charlton et al (2000) naturalistic experiment in St Helena
 - Gesch et al (2003) Influence of supplementary vitamins, minerals and essential fatty acids on the anti-social behaviour of young adult prisoners.

5 Evidence in practice: short practical on a key issue

- a Describe **one** key issue in criminological psychology, using the content they have studied within the application,

Suitable examples:

- the issue of the reliability of eyewitness testimony
- the use of offender profiling
- the debate about whether a criminal is 'born or made'.

And either

- b Conduct a content analysis of magazine or newspaper articles (can include TV or web-based material) concerning the key issue. Write up the findings. Draw conclusions about the findings, linked to concepts, theories and/or research (as appropriate) from the topic of relevance.

Or

- c Summarise **two** magazine or newspaper articles (can include TV or web-based material) concerning a topic covered within this application. Write up the summaries. Draw conclusions about the findings, linked to concepts, theories and/or research (as appropriate) from the topic of relevance.

Students can conduct either of these activities but **must** complete one content analysis and one article analysis with summary across their two options.

3.3b Child psychology

Students will be assessed on their ability to:

- 1 **Definition of the application**
 - a Define child psychology, showing understanding that it is about the development of the individual from before birth to adolescence and beyond, in that what we experience as children affects our later development.
 - b Define and use psychological terminology appropriately and accurately including the terms:
 - i attachment
 - ii deprivation
 - iii privation
 - iv evolution
 - v daycare
 - vi separation anxiety.

-
- 2 **Methodology/ How Science Works**
 - a Describe the observational research method (including both naturalistic observations and structured observations such as the strange situation) and the case study research method.
 - b Evaluate, including the relative strengths and weaknesses, the research methods in **a** above including:
 - their use in child psychology
 - reliability, validity and ethical issues.
 - c Describe and evaluate cross-cultural and longitudinal ways of studying children in psychology.

Note: In examination, students may be asked about the methods used in the application and asked to describe and evaluate, drawing on other methods both within the application and the five psychological approaches in AS.

3 Content

- a Describe and evaluate Bowlby's theory of attachment (Psychodynamic Approach) and the evolutionary basis of attachment (Biological Approach).
- b Describe and evaluate the work of Ainsworth including the 'strange situation' as a research method and cross-cultural issues regarding child-rearing styles.
- c Describe and evaluate research into deprivation/separation, including Bowlby's maternal deprivation hypothesis and how negative effects can be reduced.
- d Describe and evaluate research into privation, including consideration whether the effects are reversible.
- e Describe the characteristics of and two explanations for **one** of the following: severe learning difficulties, autism, ADHD and explain **two** ways in which such a developmental issue might affect a child's development.
- f Describe and evaluate research into daycare including at least **one** study including the advantages of daycare for the child and **one** study including the disadvantages of daycare for the child.

Note: In examination, students may be given stimulus material about the application and asked to describe and evaluate, drawing on knowledge of the application and the five psychological approaches in AS.

4 Studies in detail

- a Describe and evaluate Curtiss (1977) Genie: a case study of extreme privation and **one other** study. This **must** be selected from the following
 - Bowlby J (1946) Forty-four juvenile thieves — their characters and home-life
 - Belsky J and Rovine M (1988) — Nonmaternal care in the first year of life and the infant parent attachment
 - Rutter and the ERA study team (1998) — Developmental catch-up, and deficit, following adoption after severe global early privation.

5 Evidence in practice: short practical on a key issue

- a Describe **one** key issue in child psychology using the content studied within the application.

Suitable examples:

- the issue of daycare and its effects on child development
- the issue of how the negative effects of deprivation could be alleviated
- the issue as to what extent autism has a biological explanation.

And either

- b Conduct a content analysis of magazine or newspaper articles (can include TV or web-based material) concerning the key issue. Write up the findings. Draw conclusions about the findings, linked to concepts, theories and/or research (as appropriate) from the topic of relevance.

Or

- c Summarise **two** magazine or newspaper articles (can include TV or web-based material) concerning a topic covered within this application. Write up the summaries. Draw conclusions about their findings, linked to concepts, theories and/or research (as appropriate) from the topic of relevance.

Students can conduct either of these activities but **must** complete one content analysis and one article analysis with summary across their two options.

3.3c Health psychology: Substance misuse

Students will be assessed on their ability to:

1 Definition of the application

- a Define health psychology, showing understanding that health psychology is about understanding health from study of the biological bases of behaviour (such as the study of drugs and their effects) and the cognitive and social bases for behaviour and that health psychology is about promoting good health.
- b Define and use psychological terminology appropriately and accurately including the terms:
 - i substance misuse
 - ii synapse
 - iii tolerance
 - iv physical dependence
 - v psychological dependence
 - vi withdrawal.

2 Methodology/ How Science Works

- a Describe and evaluate the use of animals in laboratory studies when researching into drugs.
- b Describe and evaluate two research methods using humans to study the effects of drugs.
- c Evaluate, including relative strengths and weaknesses, research methods using animals (including both practical and ethical strengths and weaknesses) and humans (including issues of reliability and validity).

Note: In examination, students may be asked about the methods used in the application and asked to describe and evaluate, drawing on other methods both within the application and the five psychological approaches in AS.

3 Content

- a Describe **two** explanations of substance misuse. One explanation must be from the Biological Approach, and one from the Learning Approach. Suitable examples for the explanation from the Learning Approach:
- social learning theory and the role of models
 - operant conditioning and positive reinforcement of short-term effects
 - negative reinforcement of avoidance of withdrawal.
- b Describe and compare relative strengths and weaknesses of explanations from the Biological and Learning Approaches.
- c Describe, with reference to heroin and **one other** drug from alcohol, cocaine, ecstasy, marijuana, smoking/nicotine:
- mode of action (eg at the synapse)
 - effects
 - tolerance (or absence of tolerance)
 - physical and/or psychological dependencies
 - withdrawal.
- d Describe and evaluate **two** ways of treating substance misuse including drug treatment in heroin dependence (the Biological Approach) and **one other**.
- Suitable examples:
- aversion therapy for smoking or alcohol abuse (the Learning Approach)
 - token economy for drug use (the Learning Approach)
 - the AA Approach.
- e Describe and evaluate **one** campaign that has encouraged people not to use recreational drugs.

Note: In examination, students may be given stimulus material about the application and asked to describe and evaluate, drawing on knowledge of the application and the five psychological approaches in AS.

4 Studies in detail

Describe and evaluate **one** study on heroin: Blattler et al (2002) Decreasing intravenous cocaine use in opiate users treated with prescribed heroin and **one other** study. This **must** be selected from a study on alcohol, cocaine, ecstasy, marijuana, or smoking/ nicotine.

Suitable examples:

- Alcohol: Stacy et al (1991) Cognitive motivations and sensation seeking as long-term predictors of drinking problems
- Ecstasy: Wareing et al (2000) Working memory deficits in current and previous users of MDMA
- Marijuana: Brook et al (1999) Consequences of adolescent marijuana use: incompatibility with the assumption of adult roles
- Smoking: Morgan and Grube (1991) Closeness and peer group influence
- Smoking: Ennett et al (1994) variability in cigarette smoking within and between adolescent friendship cliques.

5 Evidence in practice: short practical on a key issue

- a Describe **one** key issue in health psychology, using the content studied within the application.

Suitable examples:

- the issue of how drug abuse can be treated
- the issue of how to prevent drug abuse
- cross-cultural differences in drug taking.

And either

- b Conduct a content analysis of magazine or newspaper articles (can include TV or web-based material) concerning the key issue. Write up the findings. Draw conclusions about the findings, linked to concepts, theories and/or research (as appropriate) from the topic of relevance.

Or

- c Summarise **two** magazine or newspaper articles (can include TV or web-based material) concerning a topic covered within this application. Write up the summaries. Draw conclusions about their findings, linked to concepts, theories and/or research (as appropriate) from the topic of relevance.

Students can conduct either of these activities but **must** complete one content analysis and one article analysis with summary across their two options.

3.3d Sport psychology

Students will be assessed on their ability to:

- 1 **Definition of the application**
 - a Define sport psychology, showing understanding that it is about looking at how people choose certain sports; what affects whether someone is a good sportsperson or not and other issues such as how to improve sporting performance.
 - b Define and use terms appropriately and accurately in a psychological context including:
 - i participation
 - ii excellence
 - iii intrinsic motivation
 - iv extrinsic motivation
 - v arousal
 - vi anxiety
 - vii audience effect
 - viii qualitative data
 - ix quantitative data.

-
- 2 **Methodology/ How Science Works**
 - a Describe and evaluate the use of questionnaires and correlations as a research method in sport psychology.
 - b Evaluate, including the relative strengths and weaknesses, the research methods listed in a above including:
 - their use in sport psychology
 - reliability, validity and ethical issues.
 - c Outline what is meant by qualitative and quantitative data and compare in terms of strengths and weaknesses.

Note: In examination, students may be asked about the methods used in the application and asked to describe and evaluate, drawing on other methods both within the application and the five psychological approaches in AS.

3 Content

- a Describe and evaluate (including relative strengths and weaknesses) **two** explanations, for individual differences in sporting participation and performance. One must be the effect of personality traits (from the Biological Approach) and **one** other from:
- i the effect of socialisation (from the Social Approach)
 - ii the effect of attribution (from the Cognitive Approach)
 - iii the effect of reinforcement(s) (from the Learning Approach).

- b Describe and evaluate the achievement motivation theory and **one other** theory of motivation.

Suitable examples:

- Bandura — self-efficacy theory
- cognitive evaluation theory.

- c Describe and evaluate the inverted U hypothesis and **one other** theory. The theories must cover the effects of arousal, anxiety and the audience.

Suitable examples:

- catastrophe theory
- optimal level of arousal theory
- drive theory
- evaluation apprehension theory.

- d Describe and evaluate **two** psychological techniques for improving performance in sport.

Suitable examples:

- attribution retraining
- goal setting
- imagery.

Note: In examination, students may be given stimulus material about the application and asked to describe and evaluate, drawing on knowledge of the application and the five psychological approaches in AS.

4 Studies in detail

- a Describe and evaluate Boyd J and Munroe K J (2003) The use of imagery in climbing and **one other** study. This **must** be selected from the following
- Cottrell et al (1968) — Performance in the presence of other human beings: Mere presence, audience and affiliation effects
 - Koivula (1995) — Ratings of gender appropriateness of sports participation: Effects of gender-based schematic processing
 - Craft et al (2003) — The Relationship Between the Competitive State Anxiety Inventory-2 and Sport Performance: A Meta-Analysis.

5 Evidence in practice: short practical on a key issue

- a Describe **one** key issue in sport psychology, using the content studied within the application.

Suitable examples:

- the issue of gender differences in sport
- the issue of what makes a winner
- the issue of what makes a good coach.

And either

- b Conduct a content analysis of magazine or newspaper articles (can include TV or web-based material) concerning the key issue. Write up the findings. Draw conclusions about the findings, linked to concepts, theories and/or research (as appropriate) from the topic of relevance.

Or

- c Summarise **two** magazine or newspaper articles (can include TV or web-based material) concerning a topic covered within this application. Write up the summaries. Draw conclusions about their findings, linked to concepts, theories and/or research (as appropriate) from the topic of relevance.

Students can conduct either of these activities but **must** complete one content analysis and one article analysis with summary across their two options.

4.1 Unit description

As with Unit 3 this unit is synoptic. Section 4.3 involves studying aspects of clinical psychology, which looks at, amongst other issues, how the different approaches studied in *Units 1: Social and Cognitive Psychology* and *Unit 2: Understanding the Individual* explain and treat mental health issues. As with the study of applications in *Unit 3: Applications of Psychology*, methodological issues are also considered. There is a focus, too, on How Science Works.

This focus is also found in Section 4.4, where students will be asked to draw on other areas of the specification in order to understand conceptual and methodological issues, and to respond to them effectively when being assessed. Students will develop an understanding of how to use theories and evidence from many areas of psychology and apply them to the issues.

4.2 Assessment information

The unit assessment consists of a single 2 hour examination. The examination paper will be divided into two sections, a and b, one focusing on clinical psychology and one focusing on issues and debates. Each section will contain short-answer questions and a section of extended writing.

There will be 90 marks available for this paper, the unit constitutes 30% of the Advanced GCE.

Students will be expected to be able to answer examination questions focused on practical work conducted within the unit. These questions will focus on the content of practical work as well as methodological issues.

All examination questions will be compulsory except at the end of Section B where there is a choice of one essay from two options.

4.3 Clinical psychology

Students will be assessed on their ability to:

1 Definition of the application

- a Define clinical psychology understanding that it is about explaining and treating mental illness.
- b Define and use psychological terminology accurately and appropriately including:
 - i statistical definition of abnormality
 - ii social norm definition of abnormality
 - iii schizophrenia
 - iv reliability
 - v validity
 - vi primary data and secondary data.

2 Methodology/ How Science Works

- a Describe what is meant by primary and secondary data in doing research.
- b Evaluate the use of primary and secondary data in doing research.
- c Explain how issues of validity and reliability arise in clinical psychology.
- d Describe and evaluate **two** research methods used in the study of schizophrenia, including one study for each of the two research methods to illustrate the use of the relevant method.

Suitable examples:

- twin studies
- case studies
- animal experiments.

3 Content

- a Describe both the statistical definition of abnormality and the 'social norms' definition of abnormality.
- b Evaluate the statistical definition of abnormality and the 'social norms' definition of abnormality in terms of their suitability as definitions of abnormality.
- c Using the findings of studies, describe and evaluate reliability, validity and cultural issues with regard to the diagnosis of disorders (including use of Diagnostic and Statistical Manual (DSM)).
- d For schizophrenia and **one** other disorder (selected from unipolar depression, bipolar depression, phobias, obsessive compulsive disorder, anorexia nervosa and bulimia nervosa) describe the features and symptoms.
- e For schizophrenia describe and evaluate a biological explanation and **one** other. Students must select one explanation from the four remaining approaches studied in units 1 and 2.
- f For **one** other disorder (selected from unipolar depression, bipolar depression, phobias, obsessive compulsive disorder, anorexia nervosa and bulimia nervosa) describe and evaluate **two** explanations. Students must select one explanation each from two different approaches from the five studied in Units 1 and 2.
- g For schizophrenia describe and evaluate **two** treatments. Students must select one treatment each from two different approaches studied from the five in Units 1 and 2.
- h For **one** other disorder (selected from unipolar depression, bipolar depression, phobias, obsessive compulsive disorder, anorexia nervosa and bulimia nervosa) describe and evaluate **two** treatments. Students must select one treatment each from two different approaches from the five studied in Units 1 and 2.

Suitable examples:

- the Social Approach, eg Family Therapy or Care in the Community programmes
 - the Cognitive Approach, eg Cognitive Behaviour Therapy or Rational Emotive Therapy
 - the Psychodynamic Approach, eg free association or dream analysis
 - the Biological Approach, eg the use of drugs (chemotherapy) or electro-convulsive therapy (ECT)
 - the Learning Approach, eg the Token Economy Programme or Systematic Desensitisation.
- i Describe and evaluate **one** treatment/therapy from **each** of the following approaches:
- i the Social Approach: either Family Therapy or Care in the Community programmes
 - ii the Cognitive Approach: either Cognitive Behaviour Therapy or Rational Emotive Therapy
 - iii the Psychodynamic Approach: either free association or dream analysis
 - iv the Biological Approach: either the use of drugs (chemotherapy) or electro-convulsive therapy (ECT)
 - v the Learning Approach: either the Token Economy Programme or Systematic Desensitisation.

4 Studies in detail

- a Describe and evaluate Rosenhan (1973) On being sane in insane places and **two other** studies. One other study must focus on schizophrenia and one other study must focus on one other chosen disorder.

Suitable examples:

eg for schizophrenia

- Goldstein (1988) Gender differences in the course of schizophrenia
- Lewine et al (1990) Sexual dimorphism in brain morphology and schizophrenia

eg for unipolar depression, bipolar depression, phobias, obsessive compulsive disorder, anorexia nervosa and bulimia nervosa

- Brown et al (1986) Social support, self-esteem and depression
- Mumford and Whitehouse (1988) Increased prevalence of bulimia nervosa among Asian schoolgirls
- Cook and Mineka (1989) Observational conditioning of fear to fear-relevant versus fear-irrelevant stimuli in rhesus monkeys
- Mineka and Ohma (2002) Learning and unlearning fears: Preparedness neural pathways and patients.

5 Evidence in practice: short practical on a key issue

- a Describe **one** key issue in clinical psychology, using the areas of study covered within the application

Suitable examples:

- understanding a mental health disorder
- supporting someone with a mental health disorder in the home
- supporting someone with a mental health disorder in work
- the way that mental illness is portrayed in the media.

- b Prepare a leaflet using secondary data for a particular audience about the key issue. Include a commentary on the leaflet explaining why decisions were made, who the audience was and what outcomes were intended.

4.4 Issues and debates

The synoptic aspect of this section refers to the fact that issues considered must be related to the topics in Units 1, 2, 3, and 4. This may be in the form of applying the different approaches from Units 1 and 2 (Social, Cognitive, Psychodynamic, Biological and Learning) to the issues described, and/or explaining the issues and debates with material drawn from all the units. Most of the material given below is not new to the student.

However, there are some areas where the material is new, and these areas are highlighted in italics.

Students will be assessed on their ability to:

1 Psychology makes contributions to society

- a Describe and evaluate (including strengths and weaknesses) **two** contributions to society within each approach from Units 1 and 2.
- b Describe and evaluate **one** contribution to society from two of the Unit 3 applications (Criminological, Child, Health and Sport) and one contribution from Clinical Psychology.

2 Psychology involves ethical issues in the treatment of participants (both humans and animals)

- a Describe five ethical guidelines (such as British Psychological Society (BPS) ethical guidelines) in psychological research, which relate to human participants.
- b Describe five ethical principles that relate to the use of animals (non-human) in research in psychology.
- c Describe and evaluate ethical issues in research in psychology, both regarding humans and regarding animals (non-human).
- d Describe and evaluate (including strengths and weaknesses) two studies in terms of ethical considerations.

3 Psychology involves using different research methods

- a Describe and evaluate the following research methods and *describe and evaluate one published study for each research method*:
 - i laboratory, field and natural experiments
 - ii observations
 - iii questionnaires
 - iv interviews
 - v *content analyses*
 - vi correlations as designs
 - vii case studies.
- b *Plan a study of their own when given a context, giving aim, hypotheses, design, procedure, ethical considerations, and how results would be analysed (including choice of statistical test as appropriate), and be able to evaluate the study.*
- c Evaluate psychological studies with reference to the research methods used, including making suggestions for improvements (eg improving controls, changing the chosen method, improving reliability or validity). Note: a study may be given as stimulus material for evaluation.

4 Psychology involves issues of relevance to today's society (key issues)

- a Describe and explain using concepts, theories and research (as appropriate) the key issues studied for each of the approaches in Units 1 and 2, for their two chosen applications in Unit 3, and for clinical psychology in Unit 4.

Note: students should use their knowledge of the approaches, applications, research method issues, and ethical issues when commenting on these key issues as appropriate.

5 Psychology involves different debates

Cultural differences

a Describe and evaluate issues of ethnocentrism in psychological research, including the potential effect of cultural bias in the interpretation and application of cross-cultural studies.

How far psychology is a science

b Describe the debate over what science is and how far psychology fits the definition. Evaluate whether psychology should be called a 'science'.

c Compare the five approaches from Units 1 and 2 according to how scientific their content and methods are.

How psychological knowledge is used in issues of social control

d Describe issues related to the use of psychological knowledge as a means of social control and assess ethical and practical implications of such control. Issues should include:

i use of drug therapy

ii token economy

iii classical conditioning

iv influence of the practitioner in treatment/therapy.

The issue of nature and nurture

e Describe and evaluate the role of both nature and nurture in explaining human behaviour, drawing on material (including content and methods) studied in psychology.

f Explain the differing emphases placed on both nature and nurture by the various approaches and/or applications studied.

6 Psychology involves being able to apply knowledge to new or previously not considered situations

a Evaluate previously unseen stimulus material concerning an issue using psychological concepts, theories and/or research (as appropriate) from the different approaches and/or applications (as appropriate).

D Assessment and additional information

Assessment information

Assessment requirements	For a summary of assessment requirements and assessment objectives, see <i>Section B, Specification overview</i> .
Entering candidates for this qualification	Details of how to enter candidates for the examinations for this qualification can be found in Edexcel's Information Manual, a copy of which is sent to all examinations officers. The information can also be found on Edexcel's website: www.edexcel.com .
Resitting of units	<p>There is no restriction on the number of times a unit can be attempted prior to claiming certification for the qualification. The best available result for each contributing unit will count towards the final grade.</p> <p>Results of units will be held in Edexcel's unit bank for as many years as this specification remains available. Once the Advanced Subsidiary (AS) or Advanced Level qualification has been certificated, all unit results are deemed to be used up at that level. These results cannot be used again towards a further award of the same qualification at the same level but unit results used for an AS award remain available for use in an Advanced GCE Level award.</p>
Awarding and reporting	<p>The grading, awarding and certification of this qualification will comply with the requirements of the current GCSE/GCE Code of Practice for courses starting in September 2008, which is published by the Qualifications and Curriculum Authority. The AS qualification will be graded and certificated on a five-grade scale from A to E. The full GCE Advanced level will be graded on a six-point scale A* to E. Individual unit results will be reported.</p> <p>A pass in an Advanced Subsidiary subject is indicated by one of the five grades A, B, C, D, E of which Grade A is the highest and Grade E the lowest. A pass in an Advanced GCE subject is indicated by one of the six grades A*, A, B, C, D, E of which Grade A* is the highest and Grade E the lowest. To be awarded an A* students will need to achieve an A on the full GCE Advanced level qualification and an A* aggregate of the A2 units. Students whose level of achievement is below the minimum judged by Edexcel to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.</p>
Performance descriptions	Performance descriptions give the minimum acceptable level for a grade. See <i>Appendix 1</i> for the performance descriptions for this subject.

Unit results

The minimum uniform marks required for each grade for each unit:

Unit 1

Unit grade	A	B	C	D	E
Maximum uniform mark = 80	64	56	48	40	32

Students who do not achieve the standard required for a Grade E will receive a uniform mark in the range 0–31.

Unit 2

Unit grade	A	B	C	D	E
Maximum uniform mark = 120	96	84	72	60	48

Students who do not achieve the standard required for a Grade E will receive a uniform mark in the range 0–47.

Unit 3

Unit grade	A	B	C	D	E
Maximum uniform mark = 80	64	56	48	40	32

Students who do not achieve the standard required for a Grade E will receive a uniform mark in the range 0–31.

Unit 4

Unit grade	A	B	C	D	E
Maximum uniform mark = 120	96	84	72	60	48

Students who do not achieve the standard required for a Grade E will receive a uniform mark in the range 0–47

Qualification results

The minimum uniform marks required for each grade:

Advanced Subsidiary Cash-in code 8PS01

Qualification grade	A	B	C	D	E
Maximum uniform mark = 200	160	140	120	100	80

Students who do not achieve the standard required for a Grade E will receive a uniform mark in the range 0–79.

Advanced GCE Cash-in code 9PS01

Qualification grade	A	B	C	D	E
Maximum uniform mark = 400	320	280	240	200	160

Students who do not achieve the standard required for a Grade E will receive a uniform mark in the range 0–159.

Language of assessment

Assessment of this specification will be available in English only. Assessment materials will be published in English only and all work submitted for examination and moderation must be produced in English.

Quality of written communication

Students will be assessed on their ability to:

- write legibly, with accurate use of spelling, grammar and punctuation in order to make the meaning clear
- select and use a form and style of writing appropriate to purpose and to complex subject matter
- organise relevant information clearly and coherently, using specialist vocabulary when appropriate.
- quality of written communication is assessed within the extended writing sections of all units.

Assessment objectives and weighting

		% in AS	% in A2	% in GCE
AO1	<p>Knowledge and understanding of science and of <i>How Science Works</i></p> <p>Students should be able to:</p> <ul style="list-style-type: none"> a recognise, recall and show understanding of scientific knowledge b select, organise and communicate relevant information in a variety of forms. 	35-40%	25-30%	30-35%
AO2	<p>Application of knowledge and understanding of science and of <i>How Science Works</i></p> <p>Students should be able to:</p> <ul style="list-style-type: none"> a analyse and evaluate scientific knowledge and processes b apply scientific knowledge and processes to unfamiliar situations including those related to issues c assess the validity, reliability and credibility of scientific information. 	30-35%	43-48%	36.5-41.5%
AO3	<p><i>How Science Works</i> – Psychology</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> a describe ethical, safe and skilful practical techniques and processes, selecting appropriate qualitative and quantitative methods. b know how to make, record and communicate reliable and valid observations and measurements with appropriate precision and accuracy, through using primary and secondary sources. c analyse, interpret, explain and evaluate the methodology, results and impact of their own and others' experimental and investigative activities in a variety of ways. 	30-35%	24-29%	27-32%
TOTAL		100%	100%	100%

Synoptic assessment

In synoptic assessment there should be a concentration on the quality of assessment to ensure that it encourages development of a holistic understanding of the subject.

Synopticity requires students to connect knowledge, understanding and skills acquired in different parts of the Advanced GCE course. Synoptic assessment in the context of psychology requires students to consider the different approaches from Units 1 and 2 (Cognitive, Social, Psychodynamic, Biological, and Learning) and the applications in Units 3 and 4 to the issues described, and/or explaining the issues and debates with material drawn from all the units. Synoptic assessment is the particular focus of *Unit 3: Applications of Psychology* and *Unit 4: How Psychology Works*.

Stretch and challenge

Students are stretched and challenged in A2 *Unit 3: Applications of Psychology* and *Unit 4: How Psychology Works* through the use of different assessment strategies, for example:

- using a variety of stems in questions — for example analyse, evaluate, discuss, compare
- ensuring connectivity between sections of questions
- a requirement for extended writing
- use of a wider range of question types to address different skills — for example open-ended questions, case studies, etc
- improvement of synoptic assessment.

Additional information**Malpractice and plagiarism**

For up-to-date advice on malpractice and plagiarism, please refer to the Joint Council for Qualifications — Suspected Malpractice in Examinations: Policies and Procedures document on the JCQ website www.jcq.org.uk.

Access arrangements and special requirements

Edexcel's policy on access arrangements and special considerations for GCE, GCSE, and Entry Level aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Disability Discrimination Act 1995 and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Please see the Edexcel website (www.edexcel.com/sfc) for:

- the JCQ policy Access Arrangements and Special Considerations, Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations.
- the forms to submit for requests for access arrangements and special considerations.
- dates for submission of the forms.

Requests for access arrangements and special considerations must be addressed to:

Special Requirements
Edexcel
One90 High Holborn
London
WC1V 7BH

Disability Discrimination Act

Please see *Appendix 8* for the Advanced GCE in Psychology Disability Discrimination Act information

Prior learning and progression**Prior learning**

Students who would benefit most from studying a GCE in Psychology are likely to have a Level 2 qualification such as GCSE English, Mathematics and/or Science at grades A*–C or Level 2 vocational qualifications such as the Level 2 BTEC Firsts in Applied Science, Health and Social Care or Sport.

Progression

This qualification supports progression into further education, training or employment, such as Honours degrees in psychology and/or BTEC Higher Nationals.

Combinations of entry

There are no forbidden combinations.

Student recruitment

Edexcel's access policy concerning recruitment to our qualifications is that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

Key skills

This qualification provides opportunities for developing and generating evidence for assessing the key skills listed below:

- application of number
- communication
- information and communication technology
- improving own learning and performance
- problem solving
- working with others.

Further details are available in *Appendices 2* and *3*.

This qualification will be mapped to functional skills once they are finalised. Information will be available on our website (www.edexcel.com/gce2008) at a later date.

The wider curriculum

This qualification provides opportunities for developing an understanding of spiritual, moral, ethical, social and cultural issues, together with an awareness of citizenship, environmental issues, health and safety considerations, and European developments consistent with relevant international agreements appropriate as applied to psychology. *Appendix 4: Wider curriculum* maps the opportunities available.

Resources to support the specification

In addition to the resources available in the e-Spec and in the *Getting Started* guide book, Edexcel produces a wide range of resources to support this specification.

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change. The resources listed are intended to be a guide for teachers and not a comprehensive list.

Edexcel's own published resources

Edexcel aims to provide the most comprehensive support for our qualifications. We have therefore published our own dedicated suite of resources for teachers and students written by qualification experts. The resources include:

- AS Students' Book with ActiveBook CD ROM
- A2 Students' Book with ActiveBook CD ROM
- AS ActiveTeach CD ROM
- A2 ActiveTeach CD ROM.

These materials are written by Senior Examiners to ensure complete coverage of the specification, including *How Science Works*.

For more information on our complete range of products and services for GCE in Psychology, visit www.edexcel.com/gce2008.

Edexcel publications

You can order further copies of the specification and SAMs documents from:

Edexcel Publications
Adamsway
Mansfield
Notts
NG18 4FN

Telephone: 01623 467467
Fax: 01623 450481
Email: publications@linney.com
Website: www.edexcel.com

Additional resources endorsed by Edexcel

Edexcel also endorses additional materials written to support this qualification.

Any resources bearing the 'Endorsed by Edexcel' logo have been through a rigorous quality assurance process to ensure complete and accurate support for the specification. For up-to-date information about endorsed resources, please visit www.edexcel.com/endorsed

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change.

The resources listed are intended to be a guide for teachers and not a comprehensive list. Further resources can be found in *Appendix 7*.

Please see www.edexcel.com/gce2008 for up-to-date information.

Support

Edexcel support services

Edexcel has a wide range of support services to help you implement this qualification successfully.

ResultsPlus — ResultsPlus is a new application launched by Edexcel to help subject teachers, senior management teams, and students by providing detailed analysis of examination performance. Reports that compare performance between subjects, classes, your centre and similar centres can be generated in 'one-click'. Skills maps that show performance according to the specification topic being tested are available for some subjects. For further information about which subjects will be analysed through ResultsPlus, and for information on how to access and use the service, please visit www.edexcel.com/resultsplus.

Ask the Expert — Ask the Expert is a new service, launched in 2007, that provides direct email access to senior subject specialists who will be able to answer any questions you might have about this or any other specification. All of our specialists are senior examiners, moderators or verifiers and they will answer your email personally. You can read a biography for all of them and learn more about this unique service on our website at www.edexcel.com/asktheexpert

Ask Edexcel — Ask Edexcel is Edexcel's online question and answer service. You can access it at www.edexcel.com/ask or by going to the main website and selecting the Ask Edexcel menu item on the left.

The service allows you to search through a database of thousands of questions and answers on everything Edexcel offers. If you don't find an answer to your question, you can choose to submit it straight to us. One of our customer services team will log your query, find an answer and send it to you. They will also consider adding it to the database if appropriate. This way the volume of helpful information that can be accessed via the service is growing all the time.

Examzone — The examzone site is aimed at students sitting external examinations and gives information on revision, advice from examiners and guidance on results, including re-marking, re-sitting and progression opportunities. Further services for students — many of which will also be of interest to parents — will be available in the near future. Links to this site can be found on the main homepage at www.edexcel.com.

Training

A programme of professional development and training courses, covering various aspects of the specification and examination, will be arranged by Edexcel each year on a regional basis. Full details can be obtained from:

Training from Edexcel
Edexcel
One90 High Holborn
London WC1V 7BH

Telephone: 0844 576 0027
email: trainingbookings@edexcel.com
Website: www.edexcel.com

F Appendices

Appendix 1 Performance descriptions	79
Appendix 2 Key skills mapping	85
Appendix 3 Key skills development	87
Appendix 4 Wider curriculum	93
Appendix 5 Codes	95
Appendix 6 Mapping with How Science Works	97
Appendix 7 Further resources and support	101
Appendix 8 Disability Discrimination Act	107

Introduction

Performance descriptions have been created for all GCE subjects. They describe the learning outcomes and levels of attainment likely to be demonstrated by a representative candidate performing at the A/B and E/U boundaries for AS and A2.

In practice most candidates will show uneven profiles across the attainments listed, with strengths in some areas compensating in the award process for weaknesses or omissions elsewhere. Performance descriptions illustrate expectations at the A/B and E/U boundaries of the AS and A2 as a whole; they have not been written at unit level.

Grade A/B and E/U boundaries should be set using professional judgement. The judgement should reflect the quality of candidates' work, informed by the available technical and statistical evidence. Performance descriptions are designed to assist examiners in exercising their professional judgement. They should be interpreted and applied in the context of individual specifications and their associated units. However, performance descriptions are not designed to define the content of specifications and units.

The requirement for all AS and A level specifications to assess candidates' quality of written communication will be met through one or more of the assessment objectives.

The performance descriptions have been produced by the regulatory authorities in collaboration with the awarding bodies.

AS performance descriptions for Psychology

Assessment objectives	Assessment objective 1 Knowledge and understanding of science and of How science works Candidates should be able to: <ul style="list-style-type: none"> ■ recognise, recall and show understanding of scientific knowledge ■ select, organise and communicate relevant information in a variety of forms. 	Assessment objective 2 Application of knowledge and understanding of science and of How science works Candidates should be able to: <ul style="list-style-type: none"> ■ analyse and evaluate scientific knowledge and processes ■ apply scientific knowledge and processes to unfamiliar situations including those related to issues ■ assess the validity, reliability and credibility of scientific information. 	Assessment objective 3 How science works Candidates should be able to: <ul style="list-style-type: none"> ■ demonstrate and describe ethical, safe and skilful practical techniques and processes, selecting appropriate qualitative and quantitative methods ■ make, record and communicate reliable and valid observations and measurements with appropriate precision and accuracy ■ analyse, interpret, explain and evaluate the methodology, results and impact of their own and others' experimental and investigative activities in a variety of ways.
A/B boundary performance descriptions	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> a demonstrate relevant, accurate and detailed knowledge of a range of psychological concepts, theories, studies, research methods, applications, principles and perspectives from the AS specification b show understanding of most principles and concepts from the AS specification c select relevant information from the AS specification d organise and present information clearly, using psychological terminology in appropriate contexts 	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> a apply principles and concepts in familiar and new contexts involving only a few steps in the argument b engage with the issue, using relevant analysis and evaluation of psychological theories, concepts, studies and research methods c describe significant trends and patterns shown by data presented in tabular or graphical form and interpret phenomena with few errors and present arguments and evaluations clearly d comment critically on statements, conclusions or data e successfully translate data presented as prose, diagrams, drawings, tables or graphs from one form to another. 	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> a show sound knowledge and understanding of the principles of research design b comment effectively on strengths, limitations and ethical issues in research design c interpret and draw appropriate conclusions from data.

E/U boundary performance descriptions	Assessment objective 1	Assessment objective 2	Assessment objective 3
	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> a demonstrate basic knowledge of theories, concepts, studies and research methods from the AS specification b show basic understanding of some relevant information c present information, using basic psychological terminology from the AS specification terminology. 	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> a apply a given principle to material presented in familiar or closely related contexts involving only a few steps in the argument b make some attempt to focus on the issue, showing a rudimentary analysis and evaluation of psychological theories, concepts, studies and research methods c describe some trends or patterns shown by data presented in tabular or graphical form d when directed, identify inconsistencies in conclusions or data e successfully translate data from one form to another in some contexts. 	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> a show basic knowledge and understanding of the principles of research design b comment on strengths, limitations and ethical issues in research design c interpret or draw conclusions from data.

A2 performance descriptions for Psychology

Assessment objectives	Assessment objective 1 Knowledge and understanding of science and of How science works Candidates should be able to: <ul style="list-style-type: none"> ■ recognise, recall and show understanding of scientific knowledge ■ select, organise and communicate relevant information in a variety of forms. 	Assessment objective 2 Application of knowledge and understanding of science and of How science works Candidates should be able to: <ul style="list-style-type: none"> ■ analyse and evaluate scientific knowledge and processes ■ apply scientific knowledge and processes to unfamiliar situations including those related to issues ■ assess the validity, reliability and credibility of scientific information. 	Assessment objective 3 How science works Candidates should be able to: <ul style="list-style-type: none"> ■ demonstrate and describe ethical, safe and skilful practical techniques and processes, selecting appropriate qualitative and quantitative methods ■ make, record and communicate reliable and valid observations and measurements with appropriate precision and accuracy ■ analyse, interpret, explain and evaluate the methodology, results and impact of their own and others' experimental and investigative activities in a variety of ways.
A/B boundary performance descriptions	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> a demonstrate relevant, accurate and detailed knowledge of a range of psychological concepts, theories, studies, research methods, applications, principles and perspectives from the A2 specification b show understanding of most principles and concepts from the A2 specification c select relevant information from the A2 specification d organise and present information clearly, using psychological terminology in appropriate contexts. 	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> a apply principles and concepts in familiar and new contexts involving several steps in the argument b directly address the issue, showing effective analysis and evaluation when considering psychological concepts, theories, studies, research methods, applications, principles and perspectives c describe significant trends and patterns shown by complex data presented in tabular or graphical form, interpret phenomena with few errors and present arguments and evaluations clearly d critically evaluate statements, conclusions or data e successfully translate data presented as prose, diagrams, drawings, tables or graphs from one form to another. f select a wide range of facts, principles and concepts from both AS and A2 specifications g) link together appropriate facts principles and concepts from different areas of the specification. 	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> a show sound knowledge and understanding of the principles of research and design b give clearly reasoned justification for design decisions c comment effectively on strengths, limitations and ethical issues in research design d comment effectively on the issues of the reliability and validity of data e interpret and draw appropriate conclusions from data.

E/U boundary performance descriptions	Assessment objective 1 Candidates characteristically: a demonstrate basic knowledge of appropriate psychological concepts, theories, studies, research methods, applications, principles and perspectives from the A2 specification b show understanding of some principles from the A2 specification c select some relevant information from the A2 specification d present information using some psychological terminology from the A2 specification.	Assessment objective 2 Candidates characteristically: a apply given principles or concepts in familiar and new contexts involving a few steps in the argument b partially address the issue, showing basic analysis and evaluation of psychological concepts, theories, studies, research methods, applications, principles and perspectives c describe, and provide a limited explanation of, trends or patterns shown by complex data presented in tabular or graphical form d when directed, identify inconsistencies in conclusions or data e successfully translate data from one form to another in some contexts f select some facts, principles and concepts from both AS and A2 specifications g put together some facts, principles and concepts from different areas of the specification.	Assessment objective 3 Candidates characteristically: a show basic knowledge and understanding of the principles of research design b justify some design decisions c comment on strengths, limitations and ethical issues in research design d comment on the reliability or validity of data e interpret or draw conclusions from data.

Appendix 2 Key skills mapping

Key skills (Level 3)	Unit 1	Unit 2	Unit 3	Unit 4
Application of number				
N3.1	✓	✓		✓
N3.2	✓	✓		✓
N3.3	✓	✓		✓
Communication				
C3.1a	✓	✓	✓	✓
C3.1b	✓	✓	✓	✓
C3.2	✓	✓	✓	✓
C3.3	✓	✓	✓	✓
Information and communication technology				
ICT3.1	✓	✓	✓	✓
ICT3.2	✓	✓	✓	✓
ICT3.3	✓	✓		✓
Improving own learning and performance				
LP3.1	✓	✓	✓	✓
LP3.2	✓	✓	✓	✓
LP3.3	✓	✓	✓	✓
Problem solving				
PS3.1	✓	✓	✓	✓
PS3.2	✓	✓	✓	✓
PS3.3	✓	✓	✓	✓
Working with others				
WO3.1	✓	✓	✓	✓
WO3.2	✓	✓	✓	✓
WO3.3	✓	✓	✓	✓

Appendix 3 Key skills development

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions for opportunities for the generation of Level 3 key skill evidence are given here.

Application of number — Level 3

Plan and carry out one or more activities that each includes tasks for all three of N3.1, N3.2 (a or b or c or d) and N3.3.

Overall, through one or more activities students must:

- use two different types of sources, including a large data set, ie over 50 items of data (N3.1)
- carry out calculations to do with a, b, c and d (N3.2)
- present findings in two different ways using charts, graphs or diagrams (N3.3).

Key skills portfolio evidence requirement		AS/A2 unit	Examples of opportunities for development or internal assessment
N3.1	Plan an activity and get relevant information from relevant sources.	Unit 1 Unit 2 Unit 4	Eg AS Unit 1 1.4 Section 6 — Students devise and conduct one practical, in which data is gathered which is in a suitable format for presentation using measures of central tendency, a bar graph, histogram, or frequency graph as relevant.
N3.2	Use this information to carry out multi-stage calculations to do with: a amounts or sizes b scales or proportion c handling statistics d using formulae.	Unit 1 Unit 2 Unit 4	Eg AS Unit 1 1.4 Section 6 — Students devise and conduct one practical, in which data is gathered which is in a suitable format for presentation using measures of central tendency, a bar graph, histogram, or frequency graph as relevant.
N3.3	Interpret the results of your calculations, present your findings and justify your methods.	Unit 1 Unit 2 Unit 4	Eg AS Unit 1 1.4 Section 6 — Students devise and conduct one practical, in which data is gathered which is in a suitable format for presentation using measures of central tendency, a bar graph, histogram, box plot, or frequency graph as relevant.

Communication — Level 3

Key skills portfolio evidence requirement		AS/A2 unit	Examples of opportunities for development or internal assessment
C3.1a	Take part in a group discussion.	Unit 1 Unit 2 Unit 3 Unit 4	Eg Unit 1, Unit 2 Sections 5 Key issues — Students take part in a discussion about a key issue from one of the approaches.
C3.1b	Make a formal presentation of at least eight minutes using an image or other support material.	Unit 1 Unit 2 Unit 3 Unit 4	Eg Unit 1, Unit 2 Sections 5 Key issues — Students make a formal presentation about a key issue from one of the approaches.
C3.2	Read and synthesise information from at least two documents about the same subject. Each document must be a minimum of 1000 words long.	Unit 1 Unit 2 Unit 3 Unit 4	Eg Unit 1, Unit 2, Unit 3, Unit 4 4.4 — Students read and synthesise information from two studies for the five approaches in AS and the three applications in A2.
C3.3	Write two different types of documents, each one giving different information about complex subjects. One document must be at least 1000 words long.	Unit 1 Unit 2 Unit 3 Unit 4	Eg Unit 4 4.4 Section 1, 2 — Students write about contributions to society of different approaches. Students write about the ethical status of two studies.

Information and communication technology — Level 3

Show that students can **plan** and carry through a number of different tasks, one of which must be a major task covering ICT3.1, ICT3.2 and ICT3.3.

Each component, ICT3.1, ICT3.2 and ICT3.3, must be covered at least twice, and ICT3.3 must be covered for at least two different audiences. Smaller tasks may be used to ensure each component is covered.

Overall, through at least two activities students must:

- include at least one ICT-based information source
- include at least one non-ICT-based information source
- use at least one example of text, one example of image and one example of number
- use one example of combined information such as text and number, or image and number or text and image
- present evidence of purposeful use of email; one of these emails must have an attachment related to the task.

Key skills portfolio evidence requirement		AS/A2 unit	Examples of opportunities for development or internal assessment
ICT3.1	Search for information, using different sources, and multiple search criteria in at least one case.	Unit 1	Eg Unit 1 1.3 Section 2 — Students use the internet to research the British Psychological Society ethical guidelines.
		Unit 2	Eg Unit 2 2.4 Section 2 — Students research ethical guidelines for the use of animals in experiments.
		Unit 3	Eg Unit 4 4.4 Section 2 — Students describe and evaluate the use of both humans and animals in experiments.
		Unit 4	Eg Unit 4 4.4 Section 2 — Students describe and evaluate the use of both humans and animals in experiments.
ICT3.2	Enter and develop the information and derive new information.	Unit 1	Eg Unit 1 1.3 Section 2 — Students use the internet to research the British Psychological Society ethical guidelines.
		Unit 2	Eg Unit 2 2.4 Section 2 — Students research ethical guidelines for the use of animals in experiments.
		Unit 2	Eg Unit 4 4.4 Section 2 — Students describe and evaluate the use of both humans and animals in experiments.
		Unit 4	Eg Unit 4 4.4 Section 2 — Students describe and evaluate the use of both humans and animals in experiments.

Key skills portfolio evidence requirement		AS/A2 unit	Examples of opportunities for development or internal assessment
ICT3.3	Present combined information such as text with image, text with number, image with number.	Unit 1	Eg Unit 1 1.3 Section 2 — Students use the internet to research the British Psychological Society ethical guidelines.
		Unit 2	Eg Unit 2 2.4 Section 2 — Students research ethical guidelines for the use of animals in experiments.
		Unit 4	Eg Unit 4 4.4 Section 2 — Students describe and evaluate the use of both humans and animals in experiments.

Improving own learning and performance — Level 3

Provide at least **one** example of meeting the standard for LP3.1, LP3.2 and LP3.3 (the example should cover at least three targets). Overall, students must show they can use at least **two** different ways of learning to improve your performance.

Key skills portfolio evidence requirement		AS/A2 unit	Examples of opportunities for development or internal assessment
LP3.1	Set targets using information from appropriate people and plan how these will be met.	Unit 1 Unit 2 Unit 3 Unit 4	Eg Unit 1, Unit 2, Section 6, Unit 3, Unit 4 4.4 Section 5 — Students set targets, plan, action and review the practicals within each unit.
LP3.2	Take responsibility for your learning, using your plan to help meet targets and improve your performance.	Unit 1 Unit 2 Unit 3 Unit 4	Eg Unit 1, Unit 2, Section 6, Unit 3, Unit 4 4.4 Section 5 — Students set targets, plan, action and review the practicals within each unit.
LP3.3	Review progress and establish evidence of your achievements.	Unit 1 Unit 2 Unit 3 Unit 4	Eg Unit 1, Unit 2, Section 6, Unit 3, Unit 4 4.4 Section 5 — Students set targets, plan, action and review the practicals within each unit.

Problem solving — Level 3

Provide at least **one** example of meeting the standard for PS3.1, PS3.2 and PS3.3. The example should include exploring at least **three** different ways of tackling a problem (for PS3.1).

Key skills portfolio evidence requirement		AS/A2 unit	Examples of opportunities for development or internal assessment
PS3.1	Explore a problem and identify different ways of tackling it.	Unit 1 Unit 2 Unit 3 Unit 4	Eg Unit 1, Unit 2, Section 6, Unit 3, Unit 4 4.4 Section 5 — Students set targets, plan, action and review the practicals within each unit.
PS3.2	Plan and implement at least one way of solving the problem.	Unit 1 Unit 2 Unit 3 Unit 4	Eg Unit 1, Unit 2, Section 6, Unit 3, Unit 4 4.4 Section 5 — Students set targets, plan, action and review the practicals within each unit.
PS3.3	Check if the problem has been solved and review your approach to problem solving.	Unit 1 Unit 2 Unit 3 Unit 4	Eg Unit 1, Unit 2, Section 6, Unit 3, Unit 4 4.4 Section 5 — Students set targets, plan, action and review the practicals within each unit.

Working with others — Level 3

Provide at least **one** example of meeting the standard for WO3.1, WO3.2 and WO3.3, to include work in a group or team situation. Students must check progress on two occasions (for WO3.2).

Key skills portfolio evidence requirement		AS/A2 unit	Examples of opportunities for development or internal assessment
WO3.1	Plan work with others.	Unit 1 Unit 2 Unit 3 Unit 4	Eg Unit 1, Unit 2, Section 6, Unit 3, Unit 4 4.4 Section 5 — Students, working with each other, set targets, plan, action and review the practicals within each unit.
WO3.2	Seek to develop co-operation and check progress towards your agreed objectives.	Unit 1 Unit 2 Unit 3 Unit 4	Eg Unit 1, Unit 2, Section 6, Unit 3, Unit 4 4.4 Section 5 — Students, working with each other, set targets, plan, action and review the practicals within each unit.
WO3.3	Review work with others and agree ways of improving collaborative work in the future.	Unit 1 Unit 2 Unit 3 Unit 4	Eg Unit 1, Unit 2, Section 6, Unit 3, Unit 4 4.4 Section 5 — Students, working with each other, set targets, plan, action and review the practicals within each unit.

Appendix 4 Wider curriculum

Signposting

Issue	Unit 1	Unit 2	Unit 3	Unit 4
Spiritual		✓		
Moral	✓	✓	✓	✓
Ethical	✓	✓	✓	✓
Social	✓	✓	✓	✓
Cultural	✓	✓	✓	✓
Citizenship	✓	✓	✓	✓
Environmental	✓			
European initiatives	✓			✓
Health and safety	✓	✓	✓	✓

Development suggestions

Issue	AS/A2 units	Examples of opportunities for development or internal assessment
Spiritual	Unit 2	<ul style="list-style-type: none"> Eg Unit 2 2.5 – Students discuss the importance of Social Learning theory in, for example, choosing religion.
Moral	Unit 1 Unit 2 Unit 3 Unit 4	<ul style="list-style-type: none"> Eg Unit 2 2.5 – Students discuss how behaviour is learned through classical or operant conditioning or the Social Learning Approach.
Ethical	Unit 1 Unit 2 Unit 3 Unit 4	<ul style="list-style-type: none"> Eg Unit 1 1.3 – Students discuss the ethical considerations of using humans in research. Eg Unit 2 2.4 – Students discuss the ethical considerations of using animals in research.
Social	Unit 1 Unit 2 Unit 3 Unit 4	<ul style="list-style-type: none"> Eg Unit 1 1.3 Students discuss the theories that psychological development originates from social interaction.
Cultural	Unit 1 Unit 2 Unit 3 Unit 4	<ul style="list-style-type: none"> Eg Unit 1 1.3 – Students draw cross-cultural conclusions between Milgram’s original studies and one conducted in another country. Eg Unit 4 4.4 Section 5 – Students discuss ethnocentrism in psychology and the impact of cultural bias on interpretation and application.

Appendix 4 Wider curriculum

Issue	AS/A2 units	Examples of opportunities for development or internal assessment
Citizenship	Unit 1 Unit 2 Unit 3 Unit 4	<ul style="list-style-type: none"> ■ Eg Unit 1 1.3 – Students describe and evaluate Tajfels social identity theory as an explanation of prejudice
Environmental	Unit 1	<ul style="list-style-type: none"> ■ Eg Unit 1 1.3 – Students develop understanding about the impact of the social environment on psychological development.
European initiatives	Unit 1 Unit 4	<ul style="list-style-type: none"> ■ Eg Unit 1 1.3 – Students compare Milgram with one study not conducted in the USA. ■ Eg Unit 4 4.4 Section 5a – Students describe and assess the issue of ethnocentrism in psychology.
Health and safety	Unit 1 Unit 2 Unit 3 Unit 4	<ul style="list-style-type: none"> ■ Eg Unit 1 1.3 – Students discuss the health and safety/ethical considerations of using humans in research. ■ Eg Unit 2 2.4 – Students discuss the health and safety/ethical considerations of using animals in research.

Type of code	Use of code	Code number
National classification codes	Every qualification is assigned to a national classification code indicating the subject area to which it belongs. Centres should be aware that students who enter for more than one GCE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.	4850
National Qualifications Framework (NQF) codes	Each qualification title is allocated a QCA National Qualifications Framework (NQF) code. The QCA National Qualifications Framework (NQF) code is known as a Qualification Accreditation Number (QAN). This is the code that features in the DfES Funding Schedule, Sections 96 and 97, and is to be used for all qualification funding purposes. The QCA QAN is the number that will appear on the student's final certification documentation.	The QANs for the qualifications in this publication are: AS — 500/2667/7 Advanced GCE — 500/2646/X
Unit codes	Each unit is assigned a unit code. This unit code is used as an entry code to indicate that a student wishes to take the assessment for that unit. Centres will need to use the entry codes only when entering students for their examination.	Unit 1 — 6PS01 Unit 2 — 6PS02 Unit 3 — 6PS03 Unit 4 — 6PS04
Cash-in codes	The cash-in code is used as an entry code to aggregate the student's unit scores to obtain the overall grade for the qualification. Centres will need to use the entry codes only when entering students for their qualification.	AS — 8PS01 Advanced GCE — 9PS01
Entry codes	The entry codes are used to: 1 enter a student for the assessment of a unit 2 aggregate the student's unit scores to obtain the overall grade for the qualification.	Please refer to the <i>Edexcel Information Manual</i> available on the Edexcel website.

HSW criteria Section 3.6 of QCA GCE AS and A level subject criteria for science subjects	How it works in GCE Psychology	Reference to spec
1 Use theories, models and ideas to develop and modify scientific explanations	<ul style="list-style-type: none"> ■ Carry out testing to replicate studies ■ Use theories and models to generate ideas for testing 	Unit 1 1.3 and 1.4 Section 6 Unit 2 2.3, 2.4, 1.5 Section 6 Unit 3 3.3a, 3.3b, 3.3c, 3.3d Section 6 Unit 4 4.3 Section 6
2 Use knowledge and understanding to pose scientific questions, define scientific problems, present scientific arguments and scientific ideas	<ul style="list-style-type: none"> ■ Use knowledge of them to plan a study of their own ■ Use knowledge of method to present their findings and assess their findings ■ Assess others' studies and examine their findings (conclusions) critically 	Unit 1 1.3 and 1.4 Sections 4 and 6 Unit 2 2.3, 2.4, 2.5 Section 4 and 6 Unit 3 3.3a, 3.3b, 3.3c, 3.3d Sections 4 and 6 Unit 4 4.3 Sections 4 and 6
3 Use appropriate methodology, including ICT, to answer scientific questions and solve scientific problems	<ul style="list-style-type: none"> ■ Use method ideas/concepts etc to plan, conduct and assess practicals ■ Use internet to search for matching studies to help to assess their findings ■ Use statistical packages as appropriate to understand their findings ■ Use ICT to present their findings/studies/ conclusions 	Unit 1 1.3 and 1.4 Sections 4 and 6 Unit 2 2.3, 2.4, 2.5 Section 4 and 6 Unit 3 3.3a, 3.3b, 3.3c, 3.3d Sections 4 and 6 Unit 4 4.3 Sections 4 and 6
4 Carry out experimental and investigative activities, including appropriate risk management, in a range of contexts	<ul style="list-style-type: none"> ■ Carry out practicals ethically and successfully in terms of issues such as context and access to participants ■ Understand practical work sufficiently to be able to answer relevant exam questions 	Unit 1 1.3 and 1.4 Section 6 Unit 2 2.3, 2.4, 2.5 Section 6 Unit 3 3.3a, 3.3b, 3.3c, 3.3d Section 6 Unit 4 4.3 Section 6
5 Analyse and interpret data to provide evidence recognising correlations and causal relationships	<ul style="list-style-type: none"> ■ Carry out analyse and write up practicals, interpret their own and other's data appropriately and include different research methods including experiments and surveys and also including correlations 	Unit 2 2.4 Section 6

HSW criteria Section 3.6 of QCA GCE AS and A level subject criteria for science subjects	How it works in GCE Psychology	Reference to spec
6 Evaluate methodology, evidence and data, and resolve conflicting evidence	<ul style="list-style-type: none"> ■ Evaluate others' studies to assess the contribution of the conclusions to writing the body of knowledge ■ Evaluate their own findings including assessing how their findings relate to previous research 	Unit 1 1.3 and 1.4 Section 2 Unit 2 2.3, 2.4, 2.5 Section 2 Unit 3 3.3a, 3.3b, 3.3c, 3.3d Section 2 Unit 4 4.3 4.4 Section 2
7 Appreciate the tentative nature of scientific knowledge	<ul style="list-style-type: none"> ■ Students can learn about the way that models often go beyond the data so that more than one model can be supported by the available data ■ Consider issues of credibility when/if theories end or models are contradictory as they often are ■ Understand that there are different findings from studies in one area, often because of methodological issues as well as other issues 	Unit 1 1.3 and 1.4 Section 2 Unit 2 2.3 and 2.4 Section 2 Unit 4 4.4 Section 5b
8 Communicate information and ideas in appropriate ways using appropriate technology	<ul style="list-style-type: none"> ■ Students should be able to both evaluate arguments put forward by others and to develop their own reasoned arguments 	Unit 1 1.3 and 1.4 Section 4 Unit 2 2.3, 2.4, 2.5 Section 4 Unit 3 3.3a, 3.3b, 3.3c, 3.3d Section 4 Unit 4 4.3 Section 4
9 Consider applications and implications of science and appreciate their associated benefits and risks	<ul style="list-style-type: none"> ■ Consider contribution of psychological approaches and applications both to society and to psychology ■ Consider ethical issues relating both to human and animal participants ■ Consider key issues in the many different approaches and applications and how concepts, theories and research can help to understand everyday issues 	Unit 1 1.3 and 1.4 Sections 4 and 6 Unit 2 2.3, 2.4, 2.5 Sections 4 and 6 Unit 3 3.3a Sections 4 and 6 Unit 4 4.3 Sections 4 and 6
10 Consider ethical issues on the treatment of humans, other organisms and the environment	<ul style="list-style-type: none"> ■ Understand and apply ethical principles regarding both animal and human participants ■ Evaluate contributions of psychology in terms of ethical principles, with regard to treatments and therapies 	Unit 1 1.3 Section 2 Unit 2 2.3, 2.4 Section 2 Unit 4 4.4 Section 2

HSW criteria Section 3.6 of QCA GCE AS and A level subject criteria for science subjects	How it works in GCE Psychology	Reference to spec
11 Appreciate the role of the scientific community in validating new knowledge and ensuring integrity	<ul style="list-style-type: none"> ■ Evaluate the contribution of approaches and applications/terms of ensuring integrity 	Unit 1 1.3 and 1.4 Section 2 Unit 2 2.3 and 2.4 Section 2 Unit 4 4.4 Sections 1 and 5b
12 Appreciate the ways in which society uses science to inform decision making	<ul style="list-style-type: none"> ■ Understand and evaluate contributions of psychology including examining various key issues involved in approaches and applications ■ Assess findings and conclusions of research in terms of how they are used by society and individuals 	Unit 3 3.3a Section 3 Unit 4 4.4 Section 1

The following studies are quoted in the specification units.

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AS/A levels often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised AS/A level qualification and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment. For information on reasonable adjustments please see the Edexcel website (www.edexcel.com/sfc).

Candidates who are still unable to access a significant part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award. They would be given a grade on the parts of the assessment they have taken and there would be an indication on their certificate that not all of the competencies have been addressed. This will be kept under review and may be amended in the future.

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This specification is Issue 3. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: www.edexcel.com

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