Edexcel GCE

Specification

Edexcel Advanced Subsidiary GCE in Psychology (8555)

For examination from January 2003

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Issue 3 July 2002

Edexcel

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This specification is Issue 3 and is valid for AS examination from January 2003 and for A2 examination from January 2003. Key changes to requirements are sidelined. Centres will be informed in the event of any necessary future changes to this specification. The latest issue can be found on the Edexcel website, www.edexcel.org.uk

Acknowledgements

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Authorised by Peter Goff

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Introduction

Key features

- Content balanced between classic research and latest developments in modern psychology.
- Advanced Subsidiary units offer an accessible and broad-based approach to core topics in psychology.
- The application of psychology in an exciting range of contexts for the A2 units.
- Broadly based on current Advanced GCE resources for ease of delivery.
- Links with a range of other Advanced GCE subjects and vocational qualifications.

Outline of content of scheme

The Advanced GCE specification is divided into six units based on the subject criteria for psychology. The Advanced Subsidiary specification comprises Units 1, 2 and 3. The Advanced GCE specification comprises Units 1 to 6 and includes synoptic assessment.

Rationale for the specification

The Edexcel Advanced Subsidiary GCE and Advanced GCE in Psychology specification develops knowledge; understanding and skills related to psychology. The qualification provides the essential components that ensure that the study of psychology is present in the National Framework of Qualifications. Students cover the Advanced Subsidiary and the Advanced GCE subject material in compulsory units. Practical skills can be assessed through coursework in Advanced Subsidiary (AS) or through an externally assessed examination in A2 of the Advanced GCE.

Aims

The aims of the specification are to:

a develop essential knowledge and understanding of psychological theories, in terms of research, terminology, concepts, studies and methodology and their relationship to social, cultural, scientific and contemporary issues

b develop an understanding of psychological principles and how these can be applied

c develop skills of analysis, interpretation and evaluation

d develop critical and evaluative skills in relation to the breadth of theory, empirical studies and methods of research in psychology

e develop an understanding of the different areas of psychology, and in particular the areas of cognitive, social and physiological psychology

f promote an appreciation of the importance of and breadth of experimental and investigatory work in the study of psychology

g promote understanding of the design and reporting of psychological investigations and how to analyse and interpret data

h develop an understanding of ethical issues in psychology, including the ethical implications of psychological research

i promote an awareness and appreciation of the development and significance of psychology in personal, social, environmental, economic and technological contexts

j be complete in itself and perform a useful educational function for students not intending to study psychology at a higher level

k be a suitable preparation for higher education courses in psychology, for psychological studies in other educational establishments and for professional courses which require students to have a knowledge of psychology when admitted

l provide opportunities for contributing to an understanding of spiritual, moral and cultural issues.

In following these AS and Advanced GCE specifications, students should be made aware that psychology is not to be studied in isolation; it should be related, in a wider sense, to the needs of people. Relevant and important aspects of modern life should be stressed, including those of a personal, social, environmental, economic and technological nature.

Broad objectives

The skills and knowledge gained through the Advanced Subsidiary GCE and Advanced GCE in Psychology will give students a better understanding of psychology and its application and impact on their lives.

Progression and prior learning

Successful completion of the Advanced Subsidiary GCE and Advanced GCE in Psychology offers students several routes for progression. These routes include:

- progression on to a range of higher education courses, including degrees (eg in psychology, related medical and social science programmes, media, business studies and teaching degrees) and BTEC Higher National Certificate/Diploma in Counselling and BTEC Higher National Certificate/Diploma in Health and Care
- direct entry into employment, especially into the caring, sports management, occupational and media sectors
- progression on to the next level of vocational qualification, especially into the care, sports management and media sectors.

The Advanced Subsidiary GCE and Advanced GCE in Psychology specification is a level 3 qualification in the National Qualification Framework and builds on the knowledge, understanding and skills in the National Curriculum Key Stage 4 programme of study. There are no prior knowledge requirements for AS and Advanced GCE specifications in terms of Psychology; GCSE in Psychology is not required. It would be helpful if students had obtained GCSEs in Science. However, the specification, both the Advanced Subsidiary and the full Advanced GCE, is designed as a unique programme of study. Students may have completed programmes in terms of GCSE or Intermediate Part 1 GNVQ outcomes or relevant BTEC Intermediate Diploma in Care, BTEC Intermediate Diploma in Early Years and BTEC First Diploma and Certificate in Caring. Inclusive learning is encouraged, and the specification, being sufficient in itself, lends itself to flexible modes of study. It would be helpful for students to be able to communicate effectively and research information from a variety of sources.

During the course students will be expected to handle and interpret data. It would be helpful for students to have GCSE Grade C in Mathematics or to be working towards it. Students will be required to state measurements in terms of the SI conventions.

The qualification supports lifelong learning by offering a staged and an end-of-course mode of assessment. Students may study the AS or the Advanced GCE over a period of time that does not extend beyond the shelf life of the qualification, banking units as they progress.

Availability of units

Summary of unit numbers and availability

Unit Number	January 2003	June 2003	January 2004	June 2004	January 2005
1	✓	✓	✓	✓	✓
2	✓	✓	✓	✓	✓
3	✓	✓	✓	✓	✓
4	✓	✓	✓	✓	✓
5	✓	✓	✓	✓	✓
6	✓	✓	✓	✓	✓

Summary of scheme of assessment

		Unit	Unit title	Mode	Weightings	
					AS%	AL%
Advanced GCE	AS	1	Cognitive, social and development processes	1hr 30 mins externally set written test	$33^{1}/_{3}$	$16^{2}/_{3}$
		2	Individual differences, physiology and behaviour	1hr 30 mins externally set written test	$33^{1}/_{3}$	$16^{2}/_{3}$
		3	Coursework – one investigation	internally set externally marked	$33^{1}/_{3}$	$16^{2}/_{3}$
	A2	4	Applications of psychology	1hr 30 mins externally set written test	–	$16^{2}/_{3}$
		5	Applications of psychology and research methods	1hr 30 mins externally set written test	–	$16^{2}/_{3}$
		6	Issues, perspectives and debates in psychology	1hr 30 mins externally set written test	–	$16^{2}/_{3}$

The Advanced GCE Psychology specification comprises six units and contains an AS (Advanced Subsidiary) subset of three units. The AS is the first half of an Advanced GCE course and contributes 50% of the total Advanced GCE marks. The A2, the second half of the Advanced GCE, comprises the other 50% of the total Advanced GCE marks.

Summary of the specification content

Advanced Subsidiary units

The AS comprises Units 1, 2 and 3 and accounts for 50% of the full Advanced GCE.

Unit 1 –Cognitive, social and development processes

All students will study the Cognitive, Social and Cognitive-Development approaches.

Unit 2 –Individual differences, physiology and behaviour

All students will study the Psychodynamic, Physiological and Learning approaches.

Unit 3 – Coursework

One coursework investigation, where students collect quantitative data. The written report will be marked by an examiner appointed by Edexcel.

Advanced GCE units

The Advanced GCE comprises the three AS units (1, 2, and 3) plus three further units (4, 5 and 6), which are commonly referred to as A2.

Unit 4 – Applications of psychology

Students will select **two** applications from Clinical Psychology, Criminological Psychology, Psychology of Education, Psychology of Work or Sport Psychology.

Unit 5 Part a) – Applications of psychology

Students will select **one** application from Child Psychology, Environmental Psychology or Health Psychology.

Unit 5 Part b) – Research methods

Students will be required to build on the research methods in Unit 3 and develop further their understanding of methods and data analysing.

- Methods include both experimental (laboratory, field, natural and quasi) and non-experimental approaches (observations, interviews, correlations and case studies)
- Data analysis includes both quantitative (tests of association and difference) and qualitative approaches (descriptive analysis of observations, interviews and case studies).

Unit 6 – Perspectives and debates in psychology

This unit will draw from material across different areas of the specification and allow students to show their knowledge and understanding of the whole course. The unit explores psychological perspectives and approaches, social and moral issues in the application of psychology, debates within the study of psychology and methodology in psychology.

Specification overview

Subject criteria

This specification incorporates the subject criteria for psychology as approved by QCA, which is mandatory for all awarding bodies.

Knowledge, understanding and skills

The Edexcel AS and Advanced GCE in Psychology builds on the knowledge, understanding and skills set out in the subject criteria. The AS units cover the core approaches identified within the subject criteria and students are required to conduct a data-gathering exercise. The Advanced GCE units (A2) allow the student to develop their knowledge, understanding and skills in the context of applications of psychology. The remainder of both the AS and the Advanced GCE specifications allows for further study and amplification, which makes the Edexcel AS and Advanced GCE in Psychology a unique course of study.

Assessment objectives

The examination will test the following assessment objectives in the context of content and skills prescribed in each unit. The assessment objectives are the same for AS and Advanced GCE.

AO1 Knowledge and understanding

Students should be able to:

a explain their knowledge and understanding of psychological terminology and concepts through appropriate usage and application

b demonstrate their knowledge and understanding of psychological theories, studies, methods and concepts through the orderly and lucid selection of such material

c demonstrate their knowledge and understanding of psychological principles, perspectives and applications through their presentation and discussion in relevant contexts

d communicate their knowledge and understanding of psychology clearly and effectively.

AO2 Applications of knowledge and understanding, analysis, synthesis and evaluation

Students should be able to:

a analyse and evaluate psychological theories and concepts through discussion and appraisal of psychological knowledge and its relevant evidence

b appraise psychological studies and methods through the analysis and evaluation of existing psychological research, and through the application and evaluation of different research methods to psychological data

c analyse and evaluate psychological perspectives and applications in the areas of cognitive, social, developmental, individual differences and physiological psychology.

AO3 Experiment and investigation

Students should be able to:

a design and evaluate planned psychological investigations, taking into account issues of ethics and cultural diversity

b conduct psychological investigations, using both quantitative and qualitative methods

c collect and interpret data, taking into account issues of reliability and validity

d appraise outcomes from data collection, taking into account aims, methods and topic of the studies concerned.

Weighting of assessment objectives			
	AS	**A2**	**Advanced GCE**
AO1	45%	40%	$42^{1}/_{2}$%
AO2	35%	50%	$42^{1}/_{2}$%
AO3	20%	10%	15%

Synoptic assessment

In particular this means:

- links between different approaches and perspectives in psychology, and/or psychological applications
- appreciation of the appropriateness of different methodologies in psychology to the investigation of issues and problems.

In this specification synoptic assessment will be assessed in Unit 5 (part b) and all of Unit 6.

Students will be expected to bring together principles and concepts from different areas of psychology and apply them in a particular context, expressing ideas clearly and logically and using appropriate specialist vocabulary.

Key skills

The specification has been signposted to identify opportunities for developing and assessing the following key skills:

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

Further details are given in *Appendix B*.

Spiritual, moral, social, ethical and cultural issues

This specification, in both the AS and the A2 parts, addresses spiritual, moral, social and cultural issues. Social Psychology (a core part of Unit 1) has social issues as its central focus. Moral issues are addressed within the Psychodynamic Approach (a core part of Unit 2). Criminological Psychology and the Psychology of Education (options in Unit 4) also examine moral issues. Unit 6, which is most of the synoptic element of the specification, examines spiritual, moral, social and cultural issues specifically, for example within the nature/nurture debate, which is also considered within the study of the physiological approach (a core part of Unit 2). Spiritual and moral issues are involved in Unit 6 in the requirement to examine ethical questions posed by psychologists carrying out socially sensitive research, and the need to study social control. Within the contemporary issues required in all the approaches needed for Units 1 and 2, there will be need to examine moral, spiritual, social and cultural issues, whatever contemporary issue is chosen. For example, within the Social Approach, students might choose to study a contemporary issue concerning issues of race and prejudice, or one concerning crowd behaviour. Another example is that within the Cognitive Approach (a core part of Unit 1) there is an examination of eyewitness testimony, and how it is used (and possibly misused) in areas such as police investigations. Prejudice is a key application within the Social Approach (a core part of Unit 1) and involves social, moral and cultural aspects.

Environmental education, health education and the international dimension

Environmental, health and European issues are also addressed within this specification, and are not always able to be separated from social, moral, ethical and cultural issues. For example, within the Physiological Approach (a core part of Unit 2) is the issue of the 24-hour working society, which could be part of the contemporary issues studied. This issue relates to environmental, health, social, moral and cultural issues (for example, what happens in Japan, where a 24-hour society is being worked towards, and how people are affected by such decisions).

An international perspective is part of the specification. Much of the material is either from the USA or from Britain, cross-cultural comparisons are frequently made, and the use of data from other cultures is encouraged. For example, within Child Psychology (an option in Unit 5, part a) the way babies form attachments is studied, and this involves comparing different cultures. The study of Clinical Psychology (an option in Unit 4) involves an examination of the diagnosis of mental illness, including being sensitive to cultural differences in such diagnoses.

This specification addresses environmental issues, examines health education, and asks for consideration of cross-cultural issues which include a European dimension. Health Psychology (an option in Unit 5, part a) asks students to discuss health promotion and includes health education programmes. Environmental Psychology (an option in Unit 5, part a) focuses on issues such as the effects of crowding, urban living and changing behaviour to save the environment. Cross-cultural issues are examined in Child Psychology (an option in Unit 5, part b), where differences in attachment types in countries such as Germany and Japan are considered. Health issues are further considered within the Psychology of Work (an option in Unit 4) in looking at stress at work and the effects of, for example, retirement.

Forbidden combinations and related subjects

Every specification 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.

The classification code for this specification is 4850.

Students entering for this specification may not, in the same series of examinations, enter for any other specification with the title Advanced Subsidiary or Advanced GCE with the title psychology.

The Edexcel Advanced Subsidiary and Advanced GCE Psychology is distinctive and has no significant overlap. It complements the following:

- Advanced GCE in Biology, PE, Media Studies and English
- Advanced GNVQs in Health and Social Care (Full and Single Award).

There is no restriction on multiple entry with these GCEs and/or the Advanced GNVQs in Health and Social Care.

Additionally, there is no overlap or restriction on multiple entry with other level 3 qualifications for example:

- NVQ in Care
- NVQ in Early Years Care and Education
- BTEC National Certificate/Diploma in Caring
- BTEC National Certificate/Diploma in Early Years
- BTEC National Certificate/Diploma in Health Studies.

Students with particular requirements

Regulations and guidance relating to students with particular requirements are published annually by the Joint Council for General Qualifications and are circulated to Examinations Officers. Further copies of guidance documentation may be obtained by calling Customer Services on 0870 240 9800 or by writing to the address below.

In accordance with the published guidelines, Edexcel is happy to assess whether special consideration or concession can be made for students with particular requirements. Requests should be addressed to:

Special Requirements
Edexcel Foundation
Stewart House
32 Russell Square
London WC1B 5DN

Scheme of assessment

Resit, rules and entry patterns

Examination of the units will take place twice each year in January and June. Those students wishing to follow a traditional examination may take three assessment units together at the end of the AS course or six assessment units at the end of their Advanced GCE course.

A student may resit any unit **once only** while the results are held in Edexcel's unit bank. When the student decides to accept an AS/Advanced GCE award, Edexcel will use the best result from each unit achieved by the student. The whole AS or A level qualification may be taken an unlimited number of times.

Private students

These specifications are available to private students.

Awarding and reporting

The grading, awarding and certification of this specification will comply with the requirements of the GCE Code of Practice for courses starting in September 2003.

Language of assessment

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

Assessment units and objectives

AS

	AS %	AO1 %	AO2 %	AO3 %
Unit 1	$33^1/_3$	$57^1/_2$	$42^1/_2$	–
Unit 2	$33^1/_3$	$57^1/_2$	$42^1/_2$	–
Unit 3	$33^1/_3$	20	20	60
AS Total	**100**	**45**	**35**	**20**

A2

Advanced GCE	Advanced GCE %	AO1 %	AO2 %	AO3 %
Unit 1	$16^2/_3$	$57^1/_2$	$42^1/_2$	–
Unit 2	$16^2/_3$	$57^1/_2$	$42^1/_2$	–
Unit 3	$16^2/_3$	20	20	60
Unit 4	$16^2/_3$	40	60	
Unit 5 Part a) Part b)	$16^2/_3$	 20 10 (S)	 30 10 (S)	 30
Unit 6	$16^2/_3$	50 (S)	50 (S)	
Total Advanced GCE	**100**	**$42^1/_2$**	**$42^1/_2$**	**15**

Key

AO1 Knowledge and understanding

AO2 Application of knowledge and understanding, analysis, synthesis and evaluation

AO3 Experiment/investigation

(S) Synoptic assessment, representing 20% of total Advanced GCE assessment.

Quality of written communication

In the examination, an assessment will be made of the quality of written communication used by the student. The quality of written communication will be assessed in terms of clarity of expression, the structure and presentation of ideas and the spelling, punctuation and grammar. Further details as to the criteria used are given in the mark schemes with the specimen papers.

Assessment units

Unit 1 and 2

The written tests for these **two** units will have a similar format. The style of questions will be structured questions, requiring knowledge and understanding and interpretation of data.

Students will be required to answer all the questions. Each written test will have a duration of 1 hour 30 minutes. Students will be provided with a question-answer booklet.

Unit 3

This unit will require students to undertake one investigation. The written report for all students will be marked by an examiner appointed by Edexcel. The investigation will allow the student to conduct and collect quantitative data. The presentation of the results should include relevant descriptive statistics. Further guidance is given in *Appendix C*, including the assessment criteria advice for students.

Unit 4

Students will be required to answer two questions based on the two applications studied in the unit. The style of questions will require students to write in continuous prose in a structured essay response.

Unit 5

Part a) – The same style of questions as for Unit 4. Students are required to answer the questions based on their chosen application.

Part b) – The test for this part will consist of compulsory questions testing the planning, collecting, analysing and interpreting of data.

Unit 6

Students will be required to answer two questions from three. The style of questions will be a structured essay based on synoptic topics. The final part of each question will require a more extended response from the student.

Glossary

Recall	To identify and reinforce knowledge gained at Key Stage 4 through the study of the National Curriculum science programme, also through the study of other units in this specification.
Understand	To explain the underlying principles and apply the knowledge to novel situations (AO2).
Appreciate	To show awareness of the significance without detailed knowledge of the underlying principles.
Discuss	To give a considered or balanced, reasoned objective account of a particular topic.
Distinguish	To recognise comparable differences in a given context, eg different types of neurones within the nervous system.
Outline	To briefly describe without explanation, identifying main points.
Describe	To give details without explanation.
Evaluate	To comment on, giving advantages and disadvantages, or give a judgement.
Apply	To explain how a concept is significant when considering everyday issues or novel situations.

Unit descriptions

Introduction

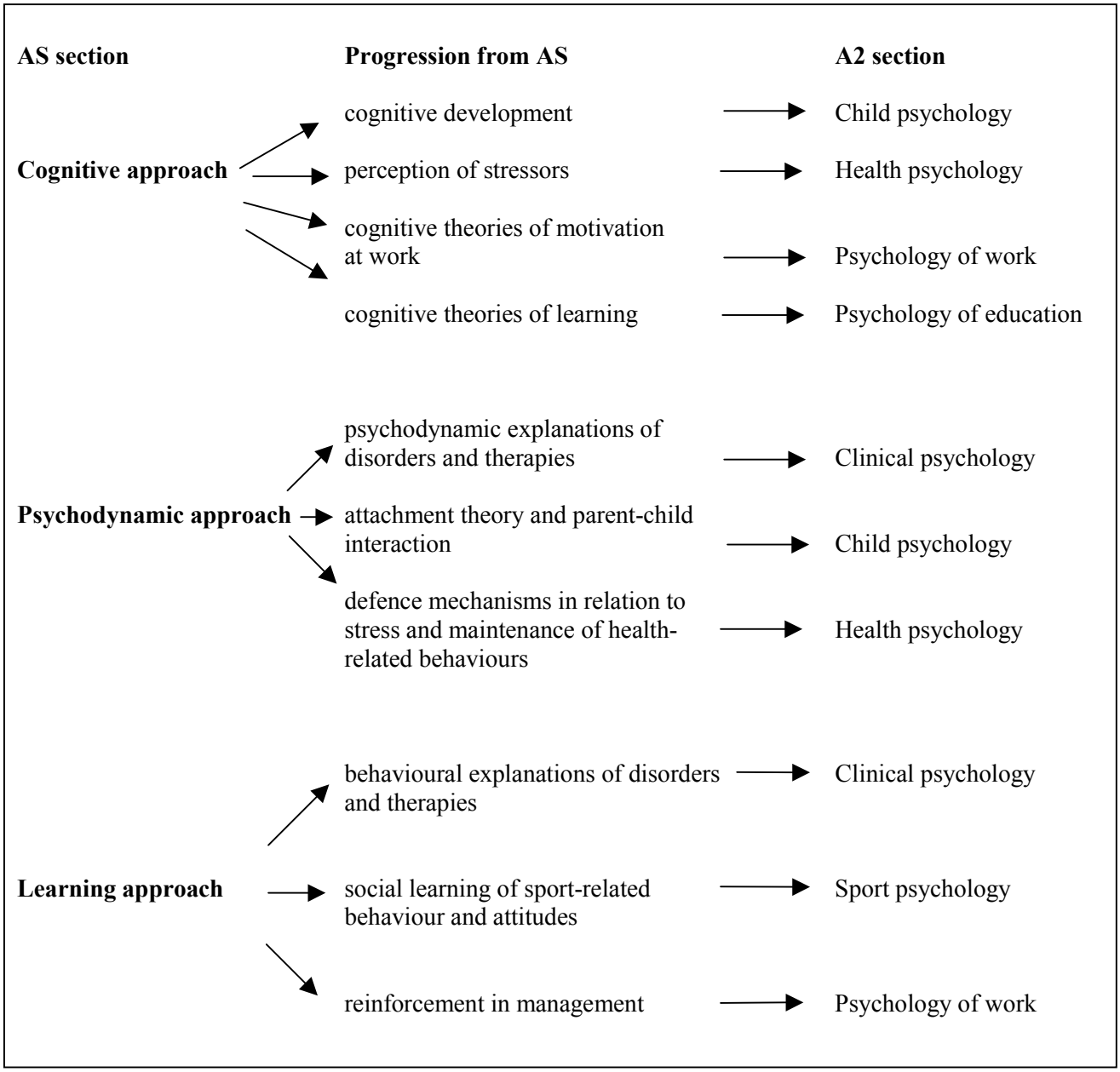
Throughout the teaching, an understanding of the principles of psychology should be developed and topics should be illustrated by reference to relevant applications of psychology, particularly those of a personal, social, environmental, economic and technological nature. As part of the teaching, attention can be drawn to spiritual, moral and cultural issues, and to opportunities to integrate aspects of health and environmental education as identified on page 9.

Great importance is attached to practical work, and it should be encouraged, wherever possible. It is envisaged that the teaching will include both individual and class experiments; the reasons for using class rather than individual experiments will vary, but may include the time factor, availability of resources, or safety considerations.

The specification content of each unit is set out with the main headings in the left-hand column and further amplification or detail on the right. The teaching of the units may be undertaken in any order, though Units 4, 5 and 6 assume knowledge of the content of Units 1, 2 and 3.

It is intended that the perspectives-based AS specification will give students a sound theoretical base from which to make optimum use of the applied sections in the A2 units. A2 was constructed with this in mind, such that the theoretical models expounded in AS can be directly applied in the A2 units.

Examples of progression from the AS to A2 units



It is envisaged that students who leave with AS only will have had a particularly sound educational experience, based on a coherent and contextualised overview with appropriate in-depth examples. Those who progress to A2, whilst there will be opportunity to recall the AS units, will be well placed to more easily *understand* the A2 content by applying the principles learnt in AS. Please see *Appendix F* for further amplification of progression from the AS to the A2 units.

Unit 1 – Cognitive, social and development processes

The cognitive approach

	Students should be able to:
Key assumptions of the approach	appreciate at least **two** general assumptions of the cognitive approach, including the use of the computer analogy and information-processing model of receiving, interpreting and responding to information
Methods	outline and discuss research methods, including experiments and case-studies of brain-damaged patients
In-depth area of study: Memory	describe and evaluate **two** theories of memory. Suitable examples would include the multi-store model, levels of processing theory and the reconstructive memory approach. Describe and evaluate two theories of forgetting. Suitable examples would include trace decay, cue-dependency
Studies in detail	describe and evaluate in detail **two** studies from cognitive psychology. Suitable examples would include: Bower (1969) – organisation of word-list Loftus and Palmer (1974) – eyewitness testimony Cairns and Lewis (1999) – memory for political violence in Northern Ireland
Key application: How accurate is eyewitness testimony?	understand, and be able to discuss, the link between cognitive theory and research into eyewitness testimony
Contemporary issues	use their knowledge of the cognitive approach in psychology to explain one contemporary issue or debate. Students should be able to use at least one concept which they have learnt within the cognitive approach, and explain one contemporary issue or debate, using terminology and ideas drawn from the cognitive approach. They should also be able to apply at least one concept within the cognitive approach to a brief outline of a contemporary issue which they might be presented with. suitable examples of contemporary issues or debates would include the following:

- the debate over the accuracy of recovered memories
- the debate over the accuracy of memories of early childhood
- the debate over similarities and differences between information processing in humans and computers

Others will arise over time that would be equally acceptable.

The social approach

	Students should be able to:
Key assumptions of the approach	appreciate at least **two** general assumptions of the social approach, including the influence of individuals, groups, culture or society
Methods	outline and discuss research methods, including field experiments and surveys
In-depth area of study: Obedience and prejudice	describe and evaluate Milgram's study of obedience and one other, eg Hofling et al (1966) understand Milgram's agency theory of obedience and one other, eg personality, social power describe and evaluate social identity theory as an explanation of prejudice and one other, eg stereotyping and realistic conflict theory
Studies in detail	describe and evaluate in detail **two** studies from the social approach. Suitable examples would include: Sherif (1966) – Robber's Cave experiment Milgram (1963) – obedience to authority Zimbardo (1969) – deindividuation Skellington (1995) – survey on attitudes to racism in Britain Cashmore (1987) – discourse analysis of a racist company director

Key application: The reduction of prejudice	understand, and be able to discuss, the link between social theory and ways in which prejudice can be reduced, for example between social identity and the redrawing of group boundaries, and between stereotyping and intergroup contact
Contemporary issues	Students should be able to use at least one concept which they have learnt within the social approach, and explain one contemporary issue or debate, using terminology and ideas drawn from the social approach. They should also be able to apply at least one concept within the social approach to a brief outline of a contemporary issue which they might be presented with. Suitable examples of contemporary issues or debates would include the following: • the debate over hypnosis as a social as opposed to a physiological phenomenon • the issues surrounding crowd behaviour but others will arise over time that would be equally acceptable.

The cognitive-developmental approach

	Students should be able to:
Key assumptions of the approach	appreciate at least **two** general assumptions of the cognitive-developmental approach, including the importance of cognitive abilities and development of these over time
Methods	outline and discuss research methods including observation and longitudinal studies
In-depth area of study: Theories of cognitive development	describe and evaluate the theories of Jean Piaget, including schemata/schemas and operations, children's reasoning and stages of development describe and evaluate **one** other theory from the cognitive-developmental approach. Suitable examples would include Vygotsky, Bruner and Case
Studies in detail	describe and evaluate in detail **two** studies from the cognitive-developmental approach. Suitable examples would include: Piaget and Inhelder (1956) – egocentrism McGarrigle and Donaldson (1974) – naughty teddy and conservation

	Baillargeon and DeVos (1991) – object permanence
Key application: Influences on education	understand, and be able to discuss, the link between cognitive-developmental theory and education, for example the introduction of child-centred learning, scaffolding and the spiral curriculum
Contemporary issues	Use their knowledge of the cognitive-developmental approach in psychology to explain one contemporary issue or debate. Students should be able to use at least one concept which they have learnt within the cognitive-developmental approach, and explain one contemporary issue or debate, using terminology and ideas drawn from the cognitive-developmental approach. They should also be able to apply at least one concept within the cognitive-developmental approach to a brief outline of a contemporary issue which they might be presented with. Suitable examples of contemporary issues or debates would include the following: • the debate over whole-class teaching vs individual and group learning • the debate over the maintenance of cognitive abilities in older people but others will arise over time that will be equally acceptable.

Unit 2 – Individual differences, physiology and behaviour

The learning approach

	Students should be able to:
Key assumptions of the approach	appreciate at least **two** general assumptions of the learning approach, including the importance of the environment and the processes of learning
Methods	outline and discuss research methods, including laboratory experiments and animal learning studies
In-depth area of study: classical and operant conditioning	describe the mechanisms of classical and operant conditioning; give **one** example of classical conditioning in humans (suitable examples would include acquisition of phobias, tastes and habits), and **one** example of operant conditioning in humans (suitable examples would include the acquisition of language, social skills and gender-specific behaviour), and evaluate classical and operant conditioning as explanations of human behaviour describe the mechanisms of social learning and give **one** example of social learning in humans, for example of aggression, and evaluate social learning as an explanation of human behaviour
Studies in detail	describe and evaluate in detail **two** studies from the learning approach. Suitable examples would include: Pavlov (1856) – classical conditioning of salivation in dogs Watson and Rayner (1920) – Little Albert Skinner (1948) – superstition in pigeons Bandura (1965) observational learning of aggression Sherman (1992) – the effect of arrest on domestic violence
Key application: Behaviour change	understand, and be able to discuss, the link between learning theory and the deliberate alteration of human behaviour, for example in behavioural therapy or the management of children's behaviour

Contemporary issues	Use their knowledge of the learning approach in psychology to explain one contemporary issue or debate. Students should be able to use at least one concept which they have learnt within the learning approach, and explain one contemporary issue or debate, using terminology and ideas drawn from the learning approach. They should also be able to apply at least one concept within the learning approach to a brief outline of a contemporary issue which they might be presented with. Suitable examples of contemporary issues or debates would include the following: • the debate over media violence and its possible effects on children • the issue of smacking as a means of regulating children's behaviour • the debate over the effectiveness of punishment in the penal system but others will arise over time that would be equally acceptable.

The psychodynamic approach

	Students should be able to:
Key assumptions of the approach	appreciate at least **two** general assumptions of the psychodynamic approach, including the importance of the unconscious mind and motivation, and the importance of early experience
Methods	outline and discuss research methods including case studies, clinical interviews and the analysis of symbols, for example in dreams and literature
In-depth area of study: Freud's and **one** other psychodynamic theory	describe and evaluate the theories of Sigmund Freud, including his model of personality, defence mechanisms, psychosexual stages of development and dream theory describe and evaluate **one** other theory from psychodynamic psychology. Suitable examples would include Jung, Klein and Erikson

Studies in detail	describe and evaluate in detail **two** studies from psychodynamic psychology. Suitable examples would include: Freud's case studies, for example Dora (Freud, 1900), Little Hans (Freud, 1905) and the rat-man (Freud, 1909); contemporary case studies, eg Malan (1995); and Harris and Campbell's (1999) – unconscious motivation in unplanned pregnancy
Key application: Mental health	understand, and be able to discuss, the link between psychodynamic concepts and understanding mental health issues, for example using research linking early trauma to later mental disorder
Contemporary issues	use their knowledge of the psychodynamic approach in psychology to explain one contemporary issue or debate. Students should be able to use at least one concept which they have learnt within the psychodynamic approach, and explain one contemporary issue or debate, using terminology and ideas drawn from the psychodynamic approach. They should also be able to apply at least one concept within the psychodynamic approach to a brief outline of a contemporary issue which they might be presented with. Suitable examples of contemporary issues or debates would include the following: • the issue of the appeal of horror books and films • the debate over the meaning of dreams • the debate over the effectiveness and appropriateness of psychoanalytic therapies but others will arise over time that would be equally acceptable.

The physiological approach

	Students should be able to:
Key assumptions of the approach	appreciate at least **two** general assumptions of the physiological approach, including the importance of genetic influences and the nervous system
Methods	outline and discuss research methods, including brain-scanning, EEG and lesioning outline and discuss methods of studying genetic influences on individual differences, including correlational techniques (eg twin, adoption and family studies)

In-depth area of study: States of awareness	describe circadian rhythms and research into the day/night cycle including the influence of endogonous pacemakers and zeitgebers and the relationship between EEG criteria and stages of sleep understand the restoration theory of sleep and one other, eg evolutionary theory describe and evaluate **one** physiological theory of dreaming, eg Hobson and McCarley (1977)
Studies in detail	describe and evaluate in detail **two** studies from the physiological approach. Suitable examples would include: Dement and Kleitman (1957) – rapid eye-movements and dream content Shapiro et al (1981) – the effect of exercise on sleep Huber-Weidman (1976) – effects of sleep deprivation Winson (1993) repetitive dreams
Key application	understand, and be able to discuss, the link between physiological concepts, including circadian rhythms, and the effects of shift-work and jet-lag
Contemporary issues	use their knowledge of physiological approach in psychology to explain one contemporary issue or debate. Students should be able to use at least one concept which they have learnt within the physiological approach, and explain one contemporary issue or debate, using terminology and ideas drawn from the physiological approach. They should also be able to apply at least one concept within the physiological approach to a brief outline of a contemporary issue which they might be presented with. Suitable examples of contemporary issues or debates would include the following: • the issue of consequences of the 24-hour society • the ethical debate surrounding genetics and influences on behaviour • the phenomenon of lucid dreaming but others will arise over time that would be equally acceptable.

Unit 3 – Coursework

Data-gathering exercise

Students must gather data from one investigation involving the collection of quantitative data using an experimental or non-experimental method.

Data can be gathered by students individually, or in small groups, or within a class practical where each student acts as a participant, or within a class study where each student contributes, and where data are pooled.

Teachers will be required to authenticate in each case that the student has contributed to the data gathering and that BPS ethical guidelines have been adhered to. For the purposes of psychology coursework, the BPS guidelines are not to be broken. Edexcel examiners will reject any work that does not meet these guidelines.

There will not be any analysis using inferential statistics, but descriptive statistics should be used to analyse the results.

The aim of the data-gathering exercise is to give students the experience of gathering data and of writing up a report. They will need to be able to comment on the design of their studies, and give alternatives, with reasons. They will need to be able to generate hypotheses, and to identify independent and dependent variables. One of the aims of the data-gathering exercise is for students to put into practice such issues as choosing an appropriate design, and controlling variables.

The materials specified below may also be included in the assessment of Unit 5 part b, which is a synoptic section examining a student's understanding of methodology.

	Students should be able to:
Ethics	describe BPS ethical guidelines involved in the use of humans in psychological research, including consent, confidentiality, debriefing, right to withdraw
	describe ethical guidelines with regard to the use of non-human animals in psychological research
Methods used in psychological research	describe different methods used in psychological research including experiment, observation, questionnaire, interview, case-study, content analysis, and advantages and disadvantages of each

Research methodology	describe and give at least **one** advantage and **one** disadvantage of: i three types of participant design – repeated measures, independent groups and matched pairs ii correlational design iii sampling techniques (random, systematic, opportunity, quota, volunteer) demonstrate understanding of: i hypotheses (null, experimental/alternative) ii levels of measurement (nominal, ordinal, interval ratio) iii issues of validity, reliability and generalisability iv counterbalancing v independent variable, dependent variable vi situational and participant variables, and control of these variables vii operationalisation of variables viii selection of materials ix descriptive statistics (measures of central tendency, graphical representation, range).

Unit 4 – Applications of psychology

Students will select **two** applications from:

- 4A Clinical psychology
- 4B Criminological psychology
- 4C The psychology of education
- 4D The psychology of work
- 4E Sport psychology

4A – Clinical psychology

		Students should be able to:	
			Progression from AS units
a	Defining and classification	understand the concept of abnormality and give **two** psychological definitions, eg Rosenhan and Seligman (1989) or in terms of deviation from statistical norm, social deviation, deviation from mental health, dysfunction/distress and the problems in such definitions	
		describe the DSM classification system as a multi-axial tool	
		discuss implications of diagnosis of mental health issues and the validity and reliability of diagnosis of mental health issues	
		discuss cultural factors affecting diagnosis of mental health issues	
b	Approaches and therapies	describe, discuss and distinguish between the different therapeutic approaches to mental disorders.	
		These should include:	
		the medical/biological approach and one therapy, eg drugs, surgery etc;	Unit 2 psyschodynamic
		the psychodynamic/psychoanalytic approach and one therapy, eg Freudian psychoanalysis, group analysis or brief psychodynamic therapy;	Unit 2 psychodynamic
		the behavioural approach and one therapy, eg systematic desensitisation;	Unit 2 learning
		the cognitive approach and one therapy, eg Ellis and Beck;	Unit 1 cognitive

		the humanistic approach and one therapy, eg Rogerian person-centred therapy;	
		recent developments in social approaches, eg care in the community, the growth of counselling, drop-in centres, etc	Unit 1 social
c	Specific mental disorders	for **two** of the following disorders:	
		anxiety disorders (to include phobias)	
		schizophrenia	
		mood disorders (to include unipolar and bipolar)	
		eating disorders (to include anorexia and bulimia)	
		describe the main symptoms	
		discuss the possible causes of physiological factors (eg genetic, neurochemical, neurological), social factors and psychological factors in these specific mental disorders.	Unit 2 physiological Unit 1 social

4B – Criminological psychology

		Students should be able to:	
a	The legal aspects of crime		
	Eyewitness testimony	describe and evaluate studies of eyewitness testimony (eg the work of Loftus)	Unit 1 cognitive
		discuss how recall is affected by attribution biases (eg hedonistic relevance, the fundamental attribution error, actor-observation, self-serving bias).	Unit 1 social
		(Note that attribution theory is not required)	
		evaluate evidence of the use of hypnosis in memory recall with particular reference to victim and witness memory	Unit 1 cognitive
	Offender profiling	describe what is involved in offender profiling. Compare the British 'bottom-up' approach (the work of Canter) with the US 'top down' approach	

	Jury decision making	describe and evaluate influences on decision-making processes as they relate to a jury and studies in this area, eg minority influence and the effect of electing a foreperson (leader)	
		describe and evaluate possible effects of social pressure or conformity on jury decision making	Unit 1 social
	Characteristics of the defendant	describe and evaluate at least **one** study of the effects of characteristics of the defendant (such as attractiveness, age, social class, ethnicity) on the jury	
b	Social and media influences on criminal behaviour	outline and evaluate the just world hypothesis. Discuss the self-fulfilling prophecy with reference to anti-social behaviour	
	Effects of media on violence	describe and evaluate studies into the effects of the media on aggressive behaviour (eg the work of Huesmann and Eron, Cumberbatch), including an awareness of the limitations of the research methods used	Unit 2 learning
c	Treating crime		
	Controlling aggression	describe and evaluate **two** means, based on psychological findings, of controlling aggression, such as behavioural treatment, modelling, role playing	Unit 2 learning
	The effect of zero tolerance	describe what is meant by zero tolerance and consider its effectiveness.	

4C – The psychology of education

		Students should be able to:	
a	Theories of learning		
	Behaviourist theories of learning	describe the use of behavioural principles in the delivery of education, eg with reference to programmed learning	Unit 2 learning
		describe the use of **two** behavioural principles to reduce problem behaviour in the classroom, eg reinforcement, punishment, the Premack Principle and extinction	Unit 2 learning
		evaluate the usefulness of the behavioural approach to learning	
	Cognitive theories of learning	appreciate educational implications of Piaget's theory, including the need for developmentally appropriate education, discovery learning and attention to the ways children think	Unit 1 cognitive-developmental
		recall the key assumptions of cognitive psychology and discuss the application of information-processing principles to education, including the work of Ausubel and Gagné	Unit 1 cognitive
		evaluate the usefulness of the cognitive approach to education	
b	Factors affecting student performance		
	Teacher variables	describe **two** teaching styles, eg didactic and student-centred, and discuss their possible effects on student performance	
		appreciate the possible effects of teacher attitudes and expectations on performance, including labelling and stereotyping	Unit 1 social
	Student variables	discuss the differences between individual, co-operative and competitive learning	
		appreciate individual differences in learning/cognitive styles, and discuss the effectiveness of two learning/cognitive styles	Unit 1 cognitive

c	Assessment	discuss factors including reliability and validity in the measurement of IQ, with reference to educational issues	Unit 2 physiological
		appreciate the issue of bias in educational assessment, and discuss research into how assessment can discriminate, eg by gender and culture	
	Special needs assessment	discuss the process of identifying, categorising and assessing students with special educational needs	
		be aware of difficulties in identifying special needs, and problems of labelling and underestimation of abilities	Unit 1 social
		discuss the issues surrounding the identification and assessment of 'gifted' children.	

4D – The psychology of work

		Students should be able to:	
a	Personnel motivation, selection and assessment	understand the concept of work and its importance in adult life, including factors such as social roles, economic goals, self-actualisation, power structures and societal norms	Unit 1 social
		describe and discuss **one** theory of motivation in working life, eg Herzberg's two-factor theory, goal-setting theory	
		discuss **two** methods employed in selecting personnel, eg job analysis, observations, interviews, references/application forms	
		understand and discuss the use of psychometric tests for recruitment, promotion and 'demotion', including aptitude and personality tests	
b	Leadership, group dynamics and decision making	describe and discuss different styles of leadership, including autocratic, democratic and laissez-faire	
		describe and discuss **one** theory of leadership effectiveness, eg Fiedler	
		describe and discuss group dynamics and decision making, mere presence of others, conformity to a group, types of group influence-normative or informational, minority influences on a group, differentiation of roles within a group and group cohesiveness	Unit 1 social

		discuss **two** factors affecting group decisions, eg evaluation apprehension, social loafing, groupthink, risky shift phenomenon	
c	Factors influencing work situation – managing change	discuss the psychological implications for the individual of unemployment, redundancy, retirement and increased leisure time	
		discuss **two** factors which produce stress at work, eg overload/underload; role ambiguity; job insecurity; lack of control; poor interpersonal relations; burnout	Unit 2 physiological
		specific stressful occupations.	

4E – Sport psychology

		Students should be able to:	
a	Individual differences and sport		
	Trait approaches	outline features of the trait approach to personality, and describe the theories of Eysenck and Cattell	
		discuss research linking personality traits to choice of sport and sporting success, eg Kroll and Censhaw (1970)	
	Sport and socialisation	evaluate the usefulness of the trait approach to sport psychology	
		discuss individual differences in behaviour as explained by social learning theory, eg Mischell (1986)	Unit 2 learning
		discuss socialising influences of family gender and culture with regard to sporting behaviour, eg gender differences in tough-mindedness and attitudes to competition	Unit 1 social
		discuss sport as an influence on social development	

b	Participation and motivation in sport		
	Theories of motivation	distinguish between intrinsic and extrinsic motivation, and discuss how each might be related to sport psychology, eg Smith, Smoll, Curtis (1979), Deci et al (1981)	
		describe achievement motivation and discuss its application to sport psychology, eg Martens (1976)	
	Improving motivation in sport	discuss self-efficacy and how it can be used to boost motivation in sport, eg Bandura (1977b)	
		discuss attribution, including Weiner's (1972) theory, and discuss how attribution has been applied to improving motivation in sport	Unit 1 social
c	Influences on sports performance		
	Social influences	discuss explanations of social facilitation, including Zajonc's drive theory and Cottrell's evaluation-apprehension theory	
		discuss the relationship between team cohesion and performance	
		discuss the possible negative effects of team membership on individual performance, including social loafing	
	Arousal and anxiety	discuss the effects of anxiety and arousal on sporting performance, eg inverted U hypothesis, drive theory, the relationship between arousal and performance.	Unit 2 physiological

Unit 5 Part a) – Applications of psychology

Students select **one** application from:

- 5A Child psychology
- 5B Environmental psychology
- 5C Health psychology

5A – Child psychology

		Students should be able to:	
a	Attachment		
	Bowlby's theory	describe and evaluate Bowlby's theory of attachment, including the evolutionary basis of attachment	Unit 2 psychodynamic
	Attachment types	discuss research involving the strange situation, including cross-cultural studies, with reference to different attachment types in countries such as Germany and Japan	
	Criticisms of attachment research	discuss the relationship between attachment types and caring style, eg maternal sensitivity	
b	Deprivation and privation		
	Short-term deprivation	outline possible effects of short-term deprivation, eg Robertson's studies	
		discuss research findings into the effects of day-care, including studies of intellectual *and* social/emotional development, eg Clark-Stewart (1984), Corsaro (1981)	
	Long-term deprivation	describe and evaluate research into the effects of family reordering on children eg Cockett and Tripp's (1994) study	
	Privation	discuss possible effects of parental separation/divorce and parental death	
		discuss the possible effects of institutional care and adoption, including Tizard and Hodges' (1978) study	
		describe research into the effects of privation, including the cases of Genie (Curtiss, 1977) and the 'Czech twins' (Koluchova, 1972), and discuss the issue of reversibility of privation	

c	Social development		
	Play	distinguish between different categories of play, including individual, parallel and cooperative play, and discuss possible factors affecting children's play, eg gender and parental encouragement	
		describe and evaluate theoretical perspectives on play, including the cognitive-developmental approach and the psychodynamic approach	Unit 1 cognitive-developmental Unit 2 psychodynamic
		discuss the therapeutic value of play, including reference to Axline's case-study of Dibs	Unit 2 psychodynamic
	Friendships	describe developmental trends in peer relationships through infancy, toddler and pre-school periods and childhood	Unit 1 cognitive-development
		discuss research into the popularity of individual children, eg behavioural profiles of popular and unpopular children; possible factors in individual popularity	
		discuss cultural differences in peer relationships, eg with regard to the effects of collectivism and individualism.	Unit 1 social

Unit 5 Part b) – Research methods

		Students should be able to:	
a	Personal space and territoriality	discuss individual and cultural differences in personal space and the consequences of invasion of personal space	
		discuss the importance of territory, including the concept of territory and at least two functions of territory (eg as social organiser or as means of maintaining privacy)	Unit 1 social
	The effect of architecture on behaviour	understand the effect of architecture on communication and on residential satisfaction	
		understand the work of Oscar Newman with respect to the concept of defensible space and the effect on vandalism, other crimes and residential satisfaction	
		describe examples of good and bad practice in architectural design with respect to defensible space (eg the Pruitt-Igoe housing project, the Van Dyke building, the work of Fowler et al, 1979)	

b	Stress, crowding and urban living		
	Sources of stress in the environment	outline several sources of environmental stressors (eg noise, pollution, travelling to work)	Unit 2 physiological
		describe and evaluate one study of the effects of environmental stress (eg Glass and Singer; Rotton)	
		discuss the effects of these stressors on behaviour	
	Strategies for coping	describe and evaluate **two** strategies for coping with environmental stressors	
	High-density living	describe and evaluate **one** study of the effect of crowding in animals (either naturalistic or laboratory) (eg Calhoun)	Unit 1 social
		describe and assess the effects of high-density living on humans (eg arousal, illness)	Unit 2 physiological
	Crowd behaviour in humans	describe and evaluate **two** theories of crowding (eg the concept of deindividuation, contagion theory, convergent theory, emergent norm theory)	Unit 1 social
c	Changing behaviour to save the environment		
	Encouraging environmentally responsible behaviour	understand why behaviour is often not environmentally friendly in terms of recycling (short-term gains as opposed to long-term damage)	
		describe and evaluate ways of changing attitudes by use of promotional literature (eg the Yale model of persuasive communication) and by rewards and punishment. Link these to environmental issues such as recycling.	Unit 1 social

5C – The health psychology

		Students should be able to:	
a	Health and substance abuse	understand and distinguish between the terms psychological and physiological dependence and understand the concepts of tolerance, withdrawal and relapse	Unit 2 physiological
		describe the various ways in which drugs might affect neurotransmitters and synaptic functioning	
		discuss the physiological and psychological effects of, long-term consequences of, and effects of abstinence from two drugs eg cocaine, alcohol, cannabis, etc	
		discuss factors of addiction, including learning theory, psychological factors (eg salience, euphoria), social factors (eg availability, cultural norms and attitudes) and cognitive factors (eg expectation)	Unit 2 learning Unit 1 social
b	Stress	understand the concept of stress including internal, external and interactional factors	
		outline the physiological response to stress (hypothalamic/pituitary-adrenal axis); understand effects on the immune system	Unit 2 physiological
		discuss **one** biological factor, **one** social factor and **one** psychological factor which may cause stress, eg disruption of bodily rhythms, personality types and locus of control	Unit 1 social Unit 2 physiological Unit 2 learning
		discuss the various management/coping strategies, to include defence mechanisms and problem-focused and emotion-focused strategies	
		understand the importance of **two** resources in coping eg social, educational	
c	Health promotion	discuss primary-prevention, eg hygiene, nutrition, social skills	
		describe and discuss health education programmes, including AIDS and smoking, in raising awareness and changing attitudes	
		discuss the health belief model as an explanation of why some people do not make use of disease prevention or screening tests	Unit 1 cognitive
		discuss the theory of reasoned action in explaining behavioural intentions.	

Unit 5 Part b) – Research methods

Students should be aware that this unit shows progression from Unit 3. This unit contributes towards the synoptic assessment covering methods used in psychology, and an ability to understand and use the various elements listed will be looked for.

		Students should be able to:	
a	Methodology	recall the material specified for Unit 3	Unit 3
b	Inferential statistics	students should be able to demonstrate an understanding of: levels of significance inferential tests – Pearson, Spearman, Wilcoxon, Mann Whitney U, Chi Squared, Sign Test, Related t test, Unrelated t test (a thorough understanding of 'parametric' is not required) one-tailed and two-tailed choice/directional hypotheses standard deviation and variance normal distribution reasons for using inferential tests calculated values compared with critical values when using inferential tests, ie interpretation of significance	
c	Analysis of qualitative data	students should be able to demonstrate the understanding of: the analysis of qualitative data as gathered by means of interview, observation or case study issues of subjectivity and objectivity.	

Unit 6 – Issues, perspectives and debates in psychology

Students should be aware that this unit is synoptic, and they will be asked to draw from other areas of the specification (AS and A2). For the methodology sections, they will need to recall material from Units 3 and 5 in particular.

	Students should be able to:	
Psychological perspectives and approaches	distinguish between approaches/perspectives in psychology, including behaviourism, the psychodynamic approach, the cognitive approach and the physiological approach. Other approaches could also be included	Units 1 and 2
	discuss the contributions of the above approaches/perspectives to the study of psychology and to society	
Social and moral issues in the application of psychology	discuss social and moral implications of psychological research, eg the effect a particular piece of research might have on individuals or society, or the effect an area of study may have in either the short term or the long term. Suitable examples might include cultural issues in assessment, within the psychology of education, or the effects of day care, within child psychology. Other examples are the consequences of invasion of personal space, within environmental psychology, or cultural factors affecting diagnosis in clinical psychology. There are many others, not only within the Advanced GCE units, but also within the AS units	Units 1 and 2
	discuss social and moral implications with regard to social control, for example within the behaviourist approach, or in the use of chemotherapy	Unit 1 learning
Debates within the study of psychology	discuss the 'nature/nurture' debate in psychology	Unit 2 physiological
	discuss the question of whether psychology should/could be called a 'science'	Units 1 and 2

Methodology in psychology	discuss ethical issues involved in the use of human participants in psychological research (recall BPS guidelines from Unit 3)	Unit 3
	discuss methods used in psychological research and their relative strengths and weaknesses, including both qualitative and quantitative methods	Units 3, 5 and 6
	discuss ethical issues involved in the use of non-human animals in psychological research (recall guidelines from Unit 3).	Unit 3

Grade descriptions

The following grade descriptions indicate the level of attainment characteristic of grades A, C and E at Advanced GCE. They give a general indication of the required learning outcomes at the specified grades. The descriptions should be interpreted in relation to the content outlined in the specification; they are not designed to define that content. The grade awarded will depend in practice on the extent to which the student has met the assessment objectives overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

Grade A

Students demonstrate and communicate clearly relevant, accurate and detailed knowledge and critical understanding of a range of psychological concepts, theories, studies, research and applications. They show effective analysis and evaluation when considering psychological concepts, theories, studies, research and applications. If required, they demonstrate that they are able to use these attributes by applying them appropriately to unfamiliar situations. Students demonstrate an ability to design and report on psychological investigations in an effective manner and come to balanced conclusions as a result of well-constructed discussion.

Grade C

Students demonstrate and communicate clearly relevant knowledge and understanding of a limited range of psychological concepts, theories, studies, research and applications. They analyse and attempt to evaluate when considering a range of psychological concepts, theories, studies, research and applications. They make appropriate use of psychological terminology. Students demonstrate an ability to design and report on psychological investigations and come to some conclusions as a result of their discussions.

Grade E

Students demonstrate and communicate some knowledge and understanding of appropriate psychological concepts, theories, studies, research and applications, or they may demonstrate a limited combination of the above knowledge and understanding and analysis or evaluation. They may make some appropriate use of psychological terminology. Students demonstrate that they have designed psychological investigations and have come to simple conclusions.

Support and training

Training

Each year Edexcel provides a programme of training courses covering aspects of the specifications and assessment. These courses take place throughout the country. For further information on what is planned, please consult the annual Training and Professional Development Guide, which is sent to all centres, or contact:

INSET
Edexcel Foundation
Stewart House
32 Russell Square
London WC1B 5DN

Tel: 020 7758 5620
Fax: 020 7758 5950
E-mail: inset@edexcel.org.uk

Mark schemes with examiners' comments

A Mark Scheme with Examiner Comments will be issued to centres after each examination session. Additional copies may be obtained from Edexcel Publications at the address below.

Edexcel publications

Support materials and further copies of this specification can be obtained from:

Edexcel Publications
Adamsway
Mansfield
Notts NG18 4FN

Tel: 01623 467 467
Fax: 01623 450 481
E-mail: publications@linneydirect.com

The following support materials will be available from spring 2000 onwards:

- Specimen Papers
- Coursework Unit Guides
- Teachers' Guide
- Student Guide.

Regional offices

Further advice and guidance is available through a national network of regional offices.
For details of your nearest office please call Customer Services on 0870 240 9800.

Textbooks and other resources

The Association for the Teaching of Psychology is a voluntary body run by psychology teachers for psychology teachers. It has an annually elected committee and provides a variety of services for members, including a telephone helpline, help via E-mail, ethics advice for practicals and coursework, a newsletter, journals, other resources and very economically priced one-day and weekend courses for teachers new to psychology. It also has the annual conference in July, each year at a different university. There are lectures, workshops and seminars; meetings with the examiners and opportunities to put queries to them; chances to make useful contacts; and other events. There is an annual subscription, and details of all this can be obtained as follows:

The ATP
c/o the British Psychological Society
St Andrews House
48 Princess Road East
Leicester LE1 7DR

E-mail: atp@hotmail.com

Appendix G contains suggested books with links to the specification.

Appendices

Appendix A – Key skills mapping

Key skills (Level 3)	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Communication						
C3.1a	✓	✓	✓	✓	✓	✓
C3.1b	✓	✓	✓	✓	✓	✓
C3.2	✓	✓	✓	✓	✓	✓
C3.3	✓	✓	✓	✓	✓	✓
Information technology						
IT3.1	✓	✓	✓	✓	✓	✓
IT3.2	✓	✓	✓	✓	✓	✓
IT3.3	✓	✓	✓	✓	✓	✓
Application of number						
N3.1	✓	✓	✓	✓	✓	✓
N3.2	✓	✓	✓	✓	✓	✓
N3.3	✓	✓	✓	✓	✓	✓

Key skills (Level 3)	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Working with others						
WO3.1	✓	✓				✓
WO3.2	✓		✓			✓
Improving own learning and performance						
LP3.1	✓			✓		
LP3.2			✓			
LP3.3			✓			
Problem solving						
PS3.1		✓				
PS3.2		✓				
PS3.3		✓				
PS3.4		✓				

Appendix B: Key skills development suggestions

AS/Advanced GCE Psychology offers a range of opportunities for students to both:

- develop their key skills; and
- generate evidence for their portfolios.

In particular, the following key skills can be developed through this specification at level 3:

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

Additionally, students working towards the key skills qualification will also need to undertake the external tests associated with communication, application of number and information technology. These may be taken as stand-alone tests or as part of the Edexcel General Studies Advanced GCE.

Each unit within the Advanced GCE in Psychology will provide opportunities for the development of all six of the key skills identified. This appendix identifies the key skills evidence requirements and also provides a detailed mapping of those opportunities. For each skill you will find illustrative activities which will aid key skill development and facilitate the generation of appropriate portfolio evidence.

Communication – level 3

Students will have numerous opportunities to use communication skills in the psychology specification-on a one-to-one basis with tutors, in pairs, small or large groups or in class presentations. Students will read a variety of documents, from short handouts to full texts. Opportunities are available in written communication to write in a variety of styles. Students will produce a psychological report (Unit 3 AS) and essays in the course of study.

For this key skill students must carry out tasks for C3.1a; C3.1b; C3.2; C3.3.

Key skills portfolio evidence requirement	AS/A2 unit	Opportunities for development or internal assessment
C3.1a Contribute to a group discussion about a complex subject.	1, 2, 4, 5, 6	Relevant topics could include: • Class discussion 'Why are horror books so popular?' – Unit 2 The Psychodynamic Approach • Small group discussion 'Why do we forget things?' – Unit 1 The Cognitive Approach • Small group discussion 'Why do we need to sleep?' – Unit 2 The Physiological Approach • Debate the ethics of sleep deprivation studies – Unit 2 The Physiological Approach • Debate 'Did Milgram's findings justify the methods used?' Unit 1 The Social Approach • Discussion 'Why do criminals reoffend?' – Unit 2 The Learning Approach • Discussion on the advantages of longitudinal studies when researching cognitive development – Unit 1 The Cognitive-Developmental Approach • Debate the use of hypnosis in memory recall in eyewitness testimony – Unit 1 The Cognitive Approach; Unit 4 Criminological Psychology • Discuss gender differences in attitudes to competition in sport – Unit 4 Sport Psychology • Small group discussion on why some people do not make use of screening tests – Unit 5 The Psychology of Health • A class discussion on the factors which cause stress – Unit 5 Environmental Psychology • Debate causes of mental disorders: the nature/nurture debate – Unit 4 Clinical Psychology; Unit 6 Perspectives and Debates in Psychology.

Key skills portfolio evidence requirement	AS/A2 unit	Opportunities for development or internal assessment
C3.1b Make a presentation about a complex subject, using at least **one** image to illustrate complex points.	1, 2, 4, 5, 6	• Topics which could form the basis of a presentation could include: • Bodily rhythms – Unit 2 The Physiological Approach • Classical conditioning Unit 2 The learning Approach • A video or audiotape demonstrating a child's awareness of object permanence – Unit 2 The Cognitive-Developmental Approach • A demonstration of a model of memory – Unit 1 The Cognitive Approach • The case for the use of laboratory experiments in psychological research – Unit 2 The Learning Approach • presentation of a case study Unit 2 The Psychodynamic Approach • Presentation of results of survey into racist attitudes – Unit 1 The Social Approach • Presentation on a health education programme, eg AIDS – Unit 5 The Psychology of Health; Unit 6 Perspectives and Debates in Psychology • Produce a mock trial with a jury to examine factors which affect the verdict – Unit 4 Criminological Psychology; Unit 6 Perspectives and Debates in Psychology • Presentation of a specific mental disorders with statistical data showing incidence and possible causes – Unit 4 Clinical Psychology; Unit 6 Perspectives and Debates in Psychology.

Key skills portfolio evidence requirement	AS/A2 unit	Opportunities for development or internal assessment
C3.2 Read and synthesise information from **two** extended documents about a complex subject. One of these documents should include at least **one** images.	1, 2, 4, 5, 6	Appropriate topics which could form the basis of this research could include: • Different methods of studying brain function – Unit 2 The Physiological Approach • TV and violence – Unit 2 The Learning Approach • False memory syndrome – Unit 1 The Cognitive Approach • The clinical interview – Unit 2 The Psychodynamic Approach • The decline of cognitive abilities in old age – Unit 2 The Cognitive-Developmental Approach • Obedience to authority – Unit 1 The Social Approach • An assessment of research into different teaching styles – Unit 4 The Psychology of Education. • Read and evaluate one therapy (eg systematic desensitisation) – Unit 4 Clinical Psychology; Unit 6 Perspectives and Debates in Psychology • Factors which could affect work (eg redundancy) – Unit 4 The Psychology of Work • Differing views on Bowlby's theory of attachment – Unit 5 Child Psychology • Compare the results of two studies on overcrowding in animals – Unit 5 Environmental Psychology; Unit 6 Perspectives and Debates in Psychology.

Key skills portfolio evidence requirement		AS/A2 unit	Opportunities for development or internal assessment
C3.3	Write **two** different types of documents about complex subjects. **One** piece of writing should be an extended document and include at least **one** image.	1, 2, 3, 4, 5, 6	Topics could include: • Psychological investigations – Unit 3 coursework • Operant conditioning as an explanation of human behaviour (essay) – Unit 2 The Learning Approach • Article on hypnosis as a social, not physiological, phenomenon – Unit 1 The Social Approach • Factual document on symbols in dreams – Unit 2 The Psychodynamic Approach • Essay on eyewitness testimony – Unit 1 The Cognitive Approach • Compare and contrast two theories of sleep – Unit 2 The Physiological Approach • Describe and evaluate one theory from the cognitive-developmental approach – Unit 2 The Cognitive-Developmental Approach • Produce a document to raise awareness of the dangers of teenage smoking – Unit 5 The Psychology of Health • Discuss cultural differences with regard to personal space – Unit 5 Environmental Psychology • Compare and contrast the different ways boys and girls play – Unit 5 Child Psychology • Discuss the effects of anxiety and/or arousal on sporting performance – Unit 4 Sport Psychology • Discuss two factors affecting group decisions – Unit 4 The Psychology of Work • Is psychology a science? Discuss – Unit 6 Perspectives and Debates in Psychology.

Evidence
Student evidence for communication could include:

- tutor observation records
- preparatory notes
- audio/video tapes
- notes based on documents read
- essays
- reports on practical work, investigations or work experience.

Information technology – level 3

The evidence for this key skill will mainly be supported in Unit 3 – Coursework and Unit 5 the synoptic element in research methods.

Key skills portfolio evidence requirement	AS/A2 unit	Opportunities for development or internal assessment
IT3.1 Plan, and use different sources to search for, and select, information required for **two** different purposes.	1, 2	Relevant topics could include: • Use of the internet and CD ROMs to select relevant information on Units 1 and 2 • Use of internet and CD ROMs to gain background information for psychological investigations
IT3.2 Explore, develop and exchange information and derive new information to meet **two** different purposes.		Opportunities for use could occur in the following examples: • Word processing for essays, handouts, presentations, investigations. • Spreadsheets for handling numerical data in psychological investigations • Databases for manipulation of information • E-mail to professional bodies (eg BPS), tutors, other students, etc • Production of graphs, charts, statistics as part of investigation or presentation
IT3.3 Present information from different sources for **two** different purposes and audiences. This work must include at least **one** example of text, **one** example of images and **one** example of numbers.		Opportunities for use could occur in the following examples: • Use of OHT in presentation • Presentation of information using power point display • Coursework

Evidence

Student evidence for information technology could include:

- tutor observation records
- preparatory plans
- printouts with annotations
- draft documents.

Application of number – level 3

Key skills portfolio evidence requirement	AS/A2 unit	Opportunities for development or internal assessment
N3.1 Plan and interpret information from **two** different types of sources, including a large data set.	Unit 3 – Coursework practical	Students will have a number of opportunities in planning their practical report to allow them to collect data from different sources. Dependent on the study, measurements may be taken over time using suitable equipment to an appropriate degree of accuracy. Measurements stated will need to conform to SI conventions. Class practicals Large data set: a class experiment investigating the organisation of information as an aid to recall (cf Bower 1969) – Unit 1 Cognitive Approach. Decision to be made on number of participants, design, information to be recalled, eg word-lists (number of words, etc), choices on results table, which statistical procedures to do and why, how to present results pictorially, etc. Individual studies with pooled results. A correlation to investigate amount of sleep required and age. Unit 2 Physiological Approach. Decision to be made on number of participants, age ranges, how to pool results (this investigation allows students to show evidence for key skill working with others), how sleep is to be measured and over what time period. Decisions need to be made on the method of presentation: will averages be calculated for individuals or age groups? etc
N3.2 Carry out multi-stage calculations to do with: a amounts and sizes b scales and proportion c handling statistics d rearranging and using formulae. You should work with a large data set on at least **one** occasion.	Unit 3 – Coursework practical	In the presentation of practical reports, students will have the opportunity to show clearly their methods in undertaking multi-stage calculations to an appropriate degree of accuracy. This may involve the use of powers and roots; proportional change; actual measurements from scale drawings; working with a large data set; rearranging and using formulae. Examples could include: In Unit 3 • Large data set (as N3.1) Prepare a summary table to show findings, calculate appropriate measure of central tendency and measure of dispersion, showing workings where necessary, and formulae required. Use appropriate inferential statistics if desired.

Key skills portfolio evidence requirement		AS/A2 unit	Opportunities for development or internal assessment
			• Individual studies (as N3.1) Produce a summary table of results (by age, amount of sleep, etc), calculate appropriate measure of central tendency and measure of dispersion, and use appropriate inferential statistics if desired, showing formulae and workings. In Unit 5b students will be expected to carry out data handling exercises.
N3.3	Interpret results of your calculations, present your findings and justify your methods. You must use at least **one** graph, **one** chart and **one** diagram.	Unit 3 – Coursework practical Units 1 and 2 – studies in detail offer the opportunity to interpret results.	Presentation of results from experimental investigations using suitable graphs, charts and diagrams, where appropriate. In the discussion of results, students should be able to explain with reasons the choice of graphs and charts. Students should be able to relate their findings to the psychological significance of the investigation. Opportunities for interpreting results will occur in the unit tests in data handling questions. Examples could include: In Unit 3 • Large data set (as N3.1, N3.2) Draw graphs/pie charts, etc as appropriate, justifying choice of methods, and be able to show trends and make comparisons (eg between those who organised their information and those who didn't) and show how the results obtained relate to the original hypothesis(es) and the work of other researchers. • Individual studies Select appropriate method to illustrate results (eg scattergraph), labelling axes correctly and using appropriate scale. Draw conclusions from results – do results support hypothesis(es)? Be able to discuss possible problems which might affect results (eg pooling of results and lack of standardisation procedures). Discuss possible trends in data and compare with the work of other researchers. In Unit 5b students may be asked to construct graphs, charts, etc, to interpret data, show trends and discuss results.

Evidence

Student evidence for application of number could include:

- tutor observation records
- preparatory plans
- practical investigation and individual study reports
- data-handling projects for Unit 3.

Information could be obtained from secondary sources and, if available, IT could be used to obtain information from a large database, with the subsequent use of spreadsheets.

Improving own learning and performance – level 3

Within Advanced GCE Psychology programmes, students will have opportunities to develop and generate evidence which meets part of the requirements of achieving this skill.

To achieve this skill, students will need to carry out **two** study-based learning activities, including one complex subject, and **two** activity-based learning activities, including at least one complex task.

Activities that generate the evidence for this skill should take place over an extended period of time, eg three months. Over the period of the activity, students should seek and receive feedback, from tutors and others, on their target setting and performance.

Key skills portfolio evidence requirement		AS/A2 unit	Opportunities for development or internal assessment
LP3.1	Agree targets and plan how these will be met, using support from appropriate others.	Unit 1 Unit 4	Students plan how they are to produce their practical coursework. This will include setting realistic dates and targets, and identification of potential problems and alternative courses of action. This will be determined with the advice of others eg their tutor or interactive CR ROM. BPS on statistics.
LP3.2	Use your plan, seeking feedback and support from relevant sources to help meet your targets, and use different ways of learning to meet new demands.	Unit 3 – Coursework Practical	Student uses the plan effectively when producing their coursework. This will involve prioritising action, managing their time effectively and revising their plan as necessary. The student should seek and use feedback and support, and draw on different approaches to learning. For example, the coursework process involves study-based learning in researching background material, and activity-based learning by designing an investigation and gathering data.
LP3.3	Review progress, establishing evidence of achievements, and agree action for improving performance.	Unit 3 – Coursework Practical	Student reviews their own progress and the quality of their learning and performance. This could be achieved by the tutor marking a first draft of the practical report. Student should identify targets met, seeking information from relevant sources, eg mark scheme, to establish evidence of achievements. Student should identify with others action for improving their performance, eg tutor or other members of group if carrying out a group practical.

Evidence

Student evidence for improving own learning and performance could include:

- tutor records
- annotated action plans
- records of discussions
- learning log
- work produced.

Working with others – level 3

Many of the activities which students will carry out within the communication key skill will lend themselves to providing evidence for this key skill. To achieve this skill, students are required to carry out at least two complex activities. Students will negotiate the overall objective of the activity with others and plan a course of action.

Key skills portfolio evidence requirement	AS/A2 unit	Opportunities for development or internal assessment
WO3.1 Plan the activity with others, agreeing objectives, responsibilities and working arrangements.	1, 2	Students working in groups of four to six required to investigate, for example, theories of forgetting. Initial work requires identification of and agreeing objectives and planning how to meet them, including necessary action and resources. The group needs to agree responsibilities and working arrangements. **Unit 1 – The Cognitive Approach** Students working in pairs or groups of three could plan and carry out a practical psychological investigation. They will need to plan the design of the investigation, agree objectives and how to meet them, agree on working arrangements for the collection of data. **Unit 2 – Coursework practical** Students working as a group of four to six could prepare a presentation for a 'nature/nurture' debate. They would need to set objectives for the information, plan collection of information by agreeing responsibilities, and agree suitable working arrangements, for example who will be the speaker. **Unit 6 – Perspectives and Debates in Psychology** Plan the activity with others, agreeing objectives, responsibilities and working arrangements. Relevant activities could include: • Debate the ethics of sleep deprivation studies (cf communication C3.1a) – Unit 1 The Physiological Approach. In pairs, students identify and agree objectives, eg to present two sides of an argument, the resources they will need (eg texts, etc), and agree how to meet them.

Key skills portfolio evidence requirement	AS/A2 unit	Opportunities for development or internal assessment
		Debate 'Did Milgram's findings justify the methods used?' (cf communication C3.1a) Unit 1 The Social Approach. A number of students could be involved in this project. Each could take a paper written in defence or as criticism as part of a class presentation. As a group, students need to agree objectives and organise the planning. Students work in small groups to investigate 'Is Psychology a Science?' (cf communication C3.3) – Unit 6 Perspectives and Debates in Psychology. Students agree objectives and plan how to meet them. The group needs to agree responsibilities and working arrangements.

Key skills portfolio evidence requirement	AS/A2 unit	Opportunities for development or internal assessment
WO3.2 Work towards achieving the agreed objectives, seeking to establish and maintain co-operative working relationships in meeting your responsibilities.		Students will carry out working on the agreed project from WO3.1. When working towards agreed objectives, students could work in pairs, with each pair taking, for example, a specific theory on forgetting, collecting data together by observing some psychological phenomenon or devising and carrying out a survey. They could work in pairs to produce a handout/OHP to support their argument in the 'nature/nurture' debate. **Unit 1 – The Cognitive Approach; Unit 3 – Coursework; Unit 6 – Perspectives and Debates in Psychology** Students will have to effectively plan and organise their work so that they meet agreed deadlines and maintain appropriate working relationships. Plan the activity with others, agreeing objectives, responsibilities and working arrangements. Relevant activities could include: • Students will agree which side of the argument each is taking, plan when to meet and discuss how they will present argument to others, check that they are meeting external deadlines, that their argument is balanced, that there is no overlap, etc • Students resource their own area and agree meetings for discussion. Students may agree to split into appropriate groups depending which side of the argument their paper supports. Within those groups, students need to plan and organise their workloads so they meet agreed deadlines • Each student may select a particular textbook and describe and evaluate one side of the argument. Periodically students will agree to meet to discuss their findings and decide within the group who will be responsible for a particular aspect. Deadlines need to be agreed and style of presentation (OHT, power point (cf IT skills) etc). Social loafing is to be discouraged!

Key skills portfolio evidence requirement	AS/A2 unit	Opportunities for development or internal assessment
WO3.3 Review the activity with others against the agreed objectives and agree ways of enhancing collaborative work.		Student will carry on working on the agreed project from WO3.1 and WO3.2. Once the work is completed, the groups need to review outcomes against agreed objectives. For example, evaluate the quality of the information gathered and presented on theories of forgetting. **Unit 1 – The Cognitive Approach** Groups should identify factors that have influenced the outcome and agree on the ways in which the activity could have been carried out more effectively. Plan the activity with others, agreeing objectives, responsibilities and working arrangements. Relevant activities could include: Review the activity with others against the agreed objectives and agree ways of enhancing collaborative work. *For all three, examples students need to review outcomes against the agreed objectives. Did they work well as a team in preparatory stages? Did each student pull his/her weight? Was the presentation effective? What improvements could be made? As psychology students they may wish to analyse the group dynamics. Would alternative pairings or grouping have been more successful? On a one-to-one basis students will discuss with their tutor their performance in WO3.1, WO3.2, WO3.3.

Evidence

Student evidence for working with others could include:

- tutor observation records
- preparatory plans
- records of progress and progress made
- evaluative reports.

Problem solving – level 3

Key skills portfolio evidence requirement	AS/A2 unit	Opportunities for development or internal assessment
PS3.1 Recognise, explore and describe the problem, and agree the standards for its solution.		Recognise, explore and describe the problem, and agree the standards for its solution. Topics could include: • Disruption of sleep patterns (eg in nurses as a result of shift work) – Unit 2 Psychological Approach. Students must identify the sleep patterns described, research relevant background information on circadian rhythms and endogenous pacemakers/zeitgebers, and understand various reasons for sleep disruption, eg shift work, jet lag, stress etc. Solutions need to be identified. • Explanation of a behaviour – Unit 2 Learning Approach – Unit 6 Perspectives and Debates in Psychology. Is the behaviour a result of classical, operant or social conditioning? A review of the literature is necessary and an understanding of the possible methods used to study the behaviour and of behaviour modification therapy. What hypothetical solutions are there?
PS3.2 Generate and compare at least **two** options which could be used to solve the problem, and justify the option for taking forward.		Generate and compare at least two options which could be used to solve the problem, and justify the option to be taken forward. Students will carry on working with the agreed project from PS3.1. • Options might consider a verbal report from nurses, a chart of sleep patterns or a complete diary of daily activity, medication stress level questionnaire, etc. Ethical considerations need to be addressed, time scales decided, etc. An appropriate method is chosen and justified. • Options could include interviews, natural observation, rating scale of behaviour, etc. Risk factors and the ethics of such research need to be discussed. A method is chosen.

Key skills portfolio evidence requirement	AS/A2 unit	Opportunities for development or internal assessment
PS3.3 Plan and implement at least **one** option for solving the problem, and review progress towards its solution.		Plan and implement at least one option for solving the problem and review progress towards its solution. (As PS3.1, PS3.2) • A pilot study may trial options. Consent is obtained from nurse. On basis of pilot study, revise approach if necessary (eg verbal report unreliable). Review data collected and see if solution is possible. • Interview and record data to see if trends emerge or possible explanation of behaviour emerges (eg being bitten by dog when young might explain fear of dogs)
PS3.4 Agree and apply methods to check whether the problem has been solved, describe the results and review the approach taken.		Agree and apply methods to check whether the problem has been solved, describe the results and review the approach taken. (As PS3.1, PS3.2, PS3.3) • Collect data and interpret it to see if trends emerge which might indicate a possible reason for disrupted sleep patterns and therefore a possible solution. Evaluate the approach taken in light of other methods which were rejected. • Describe the results obtained from the interview. Has the problem been solved or were other methods more appropriate but for ethical reasons could not be chosen (eg desensitisation, behaviour modification therapy, etc)?

Evidence

Student evidence for problem solving could include:

- tutor records
- annotated action plans
- records of discussions
- learning log
- work produced.

Appendix C: Unit 3 Coursework – guidelines for students

Students are required to submit one coursework psychology investigation of about 1,500 words.

Various modes of delivery are possible for this course and no time parameters are therefore prescribed for the teaching and assessment of this unit. However, assuming that AS is delivered over a standard academic year, as part of a full-time programme of study, it is expected that this unit would cover 25%–30% of the course time allocated to this subject. The investigation could be planned and written up in about 12 hours. The time to conduct the investigation will vary, depending on the nature of the investigation.

The investigation should involve the collection of quantitative data and could use either an experimental or a non-experimental method. Suitable methods might include the field experiment, natural experiment, correlation, naturalistic observation, surveys/questionnaires and content analysis.

Before embarking on the investigation, students should discuss their proposed study with their tutor to ensure it is within the ethical guidelines laid down by the British Psychological Society (BPS). Any work submitted that does not meet the BPS guidelines will be rejected by the examiner appointed by Edexcel.

Students must ensure that the work submitted is entirely their own.

When planning, conducting and taking notes during the investigation, students should consider the following guidelines:

Introduction/rationale

This section should be concise and selective in its use of material.

- What theories and/or studies are relevant to this investigation?
- What study is being replicated (if any)?
- What is the aim(s) of the investigation?
- What are the hypotheses for the study?

Method

Design and variables

- What method is used (eg experiment, observation, correlation) and why has it been chosen as appropriate?
- What are the variables (eg IV and DV or related) in the study and how have they been operationalised?
- If an experiment is being conducted, what design has been chosen (eg independent measures, repeated measures or matched pairs) and why has this design been chosen as appropriate?

Participants

- Who are the participants in the study with details (eg number, age range, sex ratio, etc)?
- What is the target population and method of sampling (eg opportunity, random, self-selecting, etc)?
- How are ethical considerations being dealt with in line with BPS guidelines on the use of participants?

Apparatus

- What equipment is involved in the study (eg word lists, scoring sheets, stopwatch, etc)?
- What decisions are being made when designing the equipment (if appropriate)?

Procedure

- Where is each participant tested/observed, etc and under what conditions?
- How is each participant tested/observed, etc?
- What are the standardised instructions given to each participant?
- How much time is allocated to each part of the study and for what reasons?
- Is the information being given enough for the study to be fully replicable?

Controls

- What design, participant and situational variables (unwanted factors that could influence the results) are controlled for?

Results

- Draw a summary table of results.
- Draw a table showing the measure of central tendency as appropriate for each condition of the study (eg mode, median, mean) and dispersion (eg range) as appropriate for each condition of the study.
- Draw an accurately labelled suitable graph (eg bar chart, histogram, pie chart, scattergraph, etc) to illustrate the results for each condition if appropriate.
- Referring to the above table and graph(s), comment upon any trends found in the data for the conditions of the study.
- Given the number of participants tested, and the data obtained in each condition, explain which hypothesis (the experimental/alternate or the null) is most likely to be supported by the results of the study (allowing for a statistical test not having been carried out).

When evaluating the study, *the following tasks should be completed:*

Discussion

Validity of the study

- Explain how valid the operationalisation of the variables was in the study (eg how well the test measured what it was supposed to measure).
- Describe another, perhaps more valid, test that could have been used instead.
- Give a consideration of any problems with this new test, and explain why or why not there might be any problems.

Reliability of the study

- Explain reasons why the study did, or did not, produce reliable results (eg if you did it again, would you get the same results?). Issues to consider include problems encountered whilst conducting the study, or issues concerning the methodology. These might include problems in the design, sampling, apparatus, testing conditions, standardised procedures, standardised instructions, and controls.
- Give a consideration of alternative methodological techniques (again looking at sampling, design, controls, procedure, etc) that could have been used to conduct the study instead, and perhaps produce more reliable results.
- State whether there would be problems with these alternative methodological techniques, and explain why or why not.

Implications of the study

- Explain what implications there are for the research outlined in the introduction to the study, given the results of the study, and any limitations you have identified in the methodology used.
- Explain what problems there might be in generalising the results to populations outside the target population.
- Give a consideration of at least one 'real-life' practical application of the results of the study.

References

- Include all references in the Harvard format.

Appendices

- Raw data
- Standardised instructions
- Stimulus materials
- Any additional materials.

In the case of a questionnaire, a sample should be included, but it is not necessary to include all the completed questionnaires.

Unit 3: Coursework – Outline mark scheme

As indicated in the notes for guidance of students on coursework, the investigation must meet the ethical guidelines of the BPS. Any work submitted that does not meet the BPS guidelines will be rejected by the examiner appointed by Edexcel. Teachers may contact Edexcel, if they wish to receive any further guidance on suitability of investigation.

Teachers may choose one of the following suggestions for coursework:

- an experiment to see if interference affects recall in STM. In one condition participants rehearse and in the other an interference task blocks rehearsal
- an observation of helping behaviour in a public place to look at gender differences (tallying is needed to guarantee that quantitative data is gathered)
- a questionnaire to look at age and sleep patterns
- an experiment to see if a categorised list of words is recalled better than words not in categories when learnt. Variations of this idea would be acceptable
- an experiment to see if deeper processing leads to better recall
- a questionnaire to look at personality and attitudes (eg prejudice, but the questionnaire would have to be carefully worded and teachers may prefer to submit it for approval)
- an experiment to see the effect of chunking on STM recall
- an experiment to see the effect of imagery on recall
- an observation of behaviour in a crowded and non-crowded environment (choose a behaviour/body language and use tallying to produce quantitative data)
- interviews to look at everyday memory (categories would have to be developed to gather quantitative data)
- a questionnaire to look at the effects of seasons (daylight) or of shift work on bodily rhythms, eg sleep patterns or emotions or feeling tired.

Or if they wish, they may choose another topic, in which case a brief outline of the study should be submitted for approval by the board using the sheet provided in the coursework pack.

1 Introduction

AO1 = 14; AO3 = 4
TOTAL MARKS = 18

a Background research

Marks	Description
0 – 2	Background research is missing or an attempt made which is irrelevant to the study
3 – 5	Brief description of study/theory which is increasingly relevant to the study
6 – 7	Background theory/study is cited with increasing selectivity, accuracy or depth
8 – 10	Relevant background theory/study is concisely cited with increasing selectivity, accuracy and depth

Total: 10 MARKS AO1

b Rationale

Marks	Description
0	No clear links described, or they are missing
1	General link to study made
2	Clear link made to study
3	Increasing explanation of link to study
4	Clear rationale for the study

TOTAL: 4 MARKS AO1

c Aims

Marks	Description
0	Aim(s) irrelevant or missing
1	Aim(s) stated but lacks clarity and relevance
2	Relevant aim(s) stated clearly

TOTAL: 2 MARKS AO3

d Hypothesis(es)

Marks	Description
0	Hypothesis(es) irrelevant to study or missing
1	Relevant hypothesis(es) stated
2	The hypothesis(es) are clear, operationalised, concise and accurately stated according to what is intended.

TOTAL: 2 MARKS AO3

2 Method

AO3 = 14
TOTAL MARKS = 14

a Method and design

Marks	Description
0	Inappropriate method or missing
1	Method described but lacking appropriate reason for choice
2	Detailed and accurate method described, including appropriate justification of choice

TOTAL: 2 MARKS AO3

b Variables

Marks	Description
0	No identification of variables
1	Variable(s) identified and operationalised
2	Variable(s) clearly identified and fully operationalised

TOTAL: 2 MARKS AO3

c Participants

Marks	Description
0	Sample technique and participant details inappropriate, unclear or missing
1	Participant details and method of sampling stated
2	Participant details and method of sampling clearly stated and justified

TOTAL: 2 MARKS AO3

d Apparatus

Marks	Description
0	Apparatus unsuitable or missing
1	Suitable apparatus described, including scoring system and origins if relevant
2	Suitable apparatus clearly described and choice justified

TOTAL: 2 MARKS AO3

e Procedure

Marks	Description
0	Unclear procedure or missing. Replication difficult or impossible
1 – 2	Procedure stated. Replication possible
3 – 4	Procedure is clearly stated. Easily replicated

TOTAL: 4 MARKS AO3

f Controls

Marks	Description
0	Identification of extraneous variables and control irrelevant or missing
1	Awareness of extraneous variables or ethical considerations shown
2	Awareness and possible control of extraneous variables or ethical considerations shown

TOTAL: 2 MARKS AO3

3 Results

AO3 = 11
TOTAL MARKS = 11

a Summary table

Marks	Description
0	Inappropriate or missing
1	Attempt at a summary table or raw data
2	Accurate, appropriate summary table using measures of central tendency or dispersion, and properly labelled

TOTAL: 2 MARKS AO3

b **Summary table commentary**

Marks	Description
0	Inappropriate or missing comments
1	Brief comments describing table
2	Detailed, accurate and useful comments concerning trends shown in the table

TOTAL: 2 MARKS AO3

c **Additional graphical description of results, eg graph, pie chart**

Marks	Description
0	Unsuitable choice of descriptive statistics or missing
1	Suitable description of results
2	Appropriately labelled clear description of results

TOTAL: 2 MARKS AO3

d **Descriptive statistics commentary**

Marks	Description
0	Inappropriate or missing comments
1	Brief comments describing descriptive statistics
2	Detailed, accurate and useful comments concerning trends shown in the illustration

TOTAL: 2 MARKS AO3

e **Relationship of results to hypothesis(es)**

Marks	Description
0	Inappropriate explanation or missing
1	Explanation of relationship between results and chosen hypothesis(es) offered
2	Accurate explanation of relationship between results and chosen hypothesis(es)
3	Detailed, clear and accurate explanation of how results relate to chosen hypothesis(es)

TOTAL: 3 MARKS AO3

4 Discussion

AO2 = 12, AO3 = 12
TOTAL MARKS = 24

a Validity

Marks	Description
0	No reference to validity
1	Validity referred to briefly
2	Correct identification of operationalisation of variables or understanding of validity
3	Validity linked to operationalisation of variables
4	Fully informed concise discussion which assesses the validity of operationalisation of variables in the study

TOTAL: 4 MARKS AO3

b Suggestions for improved validity

Marks	Description
0	Missing or inappropriate suggestions on how the study could be made more valid
1 – 2	increasingly detailed account of how more validity could be obtained
2 – 4	Detailed account of how more validity could be obtained including the effects the suggestion might have on results

TOTAL: 4 MARKS AO3

c Reliability

Marks	Description
0	No reference to reliability
1	Reliability of study briefly referred to
2	Reliability referred to and linked to study in one way
3	Reliability discussed with reference to more than one methodological issue (methodology, controls, sampling, apparatus, standardised procedure, standardised instructions)
4	Fully informed concise discussion which assesses the reliability of the study on a range of issues

TOTAL: 4 MARKS AO3

d **Improving reliability**

Marks	Description
0	Missing or inappropriate suggestions on how the study could be made more reliable
1 – 2	Increasingly suitable suggestion for an alternative technique
2 – 4	Suitable suggestion of an alternative technique including the effects the suggestion might have on results

TOTAL: 4 MARKS AO2

e **Implications of study**

Marks	Description
0	No awareness of the relationship between the results of the study and background research
1 – 2	An attempt to relate the findings of the study with the background research
3 – 4	Full and detailed discussion of the findings of the study in relation to the background research

TOTAL: 4 MARKS AO2

f **Generalisation of findings**

Marks	Description
0	No attempt to generalise findings to target population
1	Generalisation of findings made to target population
2	Generalisation of findings made to target population and awareness of problems of generalisation to outside target population

TOTAL: 2 MARKS AO2

g **Application of study to everyday life**

Marks	Description
0	No application offered
1	Brief links made with everyday life situations
2	Detailed description of how the study could be applied to everyday life

TOTAL: 2 MARKS AO2

5 References, appendices, presentation of reports

AO3 = 5
TOTAL MARKS = 5

a References and appendices

Marks	Description
0 – 1	References/appendices missing or incomplete
2 – 3	Increasingly accurate list of references.

Appendices of suitable materials included.

TOTAL: 3 MARKS AO3

b Presentation of report

Marks	Description
0	Correct format is not used. Poor use of communication skills, poor presentation
1	Correct format; communication skills and presentation increasingly clear, accurate and concise
2	Appropriate format used; good communication skills and high standard of presentation

TOTAL: 2 MARKS AO3

Appendix D: Ethics and behavioural research: some guidelines

Aim

The aim of this document is to give guidelines to both teachers and students involved in behavioural research in schools and colleges. It addresses some of the major issues, but is not comprehensive. Whilst the following guidelines refer to behavioural research in general, they are written specifically with psychological research in mind using the Association for Teaching of Psychology as the source of the information. For additional guidance see *Further references*.

Ethical issues arise whenever psychological research is carried out. You will need to consider the ethical implications of your research for all concerned. Your research may affect the participants in your study, others with whom they have contact, members of the public, yourself and even the reputation of psychology. You ought to consider the rights and welfare of the people involved, the scientific value of the knowledge obtained and the need to promote and maintain a positive image of psychology. Psychological research should be fun, but it shouldn't be carried out just for fun.

People have the right to refuse to take part in your study. Participants are helping you in your research. Respect their rights at all times and avoid exploiting them for your own interests.

Here are some questions you will need to ask yourself:

- Should I be conducting this study at all?
- What is the most ethical way of carrying it out?
- Am I competent to undertake this study?
- Do I have the participants' informed consent to take part in my study?
- How do I ensure that all research records are confidential and anonymous?
- How do I ensure that my personal conduct is professional?

Choosing the best method of study

However interesting your research idea might seem, you should only proceed if it can be ethically justified. This means that you should familiarise yourself with relevant previous work, and that you should consult and seek the opinion of someone else who is suitably experienced. The first person to approach will probably be a teacher, lecturer or professional colleague.

If your research involves the following, you or your supervisor should consult with someone competent to advise you:

- discomfort – either psychological or physiological
- invasion of participants' privacy
- deception about the nature of the research and the participants' role in the study (needs considering – there is always some deception). See under *consent*.

You should never:

- copy other people's work directly
- claim that somebody else's wording is your own
- make up data.

Competence

You should seek advice from your teacher, lecturer, or others not directly involved in your study, in order to clarify your own competence level. You need to work within your own limits.

People may ask your advice because they know you are teaching or studying psychology. They may want help with personal problems, so be very careful how you respond. Dealing with this may be beyond your level of competence. Do not claim to be more skilled or better qualified than you really are.

Consent

Unless you are observing public behaviour, participants should be volunteers and told what your research is about. Whenever possible you should obtain participants' informed consent, making sure they fully understand what they are agreeing to.

You will need to emphasise rather than cover up aspects of the study that might affect participants' willingness to help. It is unethical to trick them into doing your study by saying it is about something else. You should only withhold information from participants if you are satisfied that the research cannot be carried out in any other way, and that they will not be distressed or annoyed when you give them feedback and debrief them at the end of the study. You should let participants know exactly what the study was about, be prepared to answer any questions directly and make their own results available to them.

If people agree to take part in your study, they have the right to withdraw at any time and to refuse you the use of their data. You need to be sensitive to this. Make sure it is possible for participants to withdraw at any stage and that they realise they can do this freely and without discomfort. Even if participants do not ask to withdraw, be prepared to stop the study at any point if you sense discomfort. However inconvenient it is to you, participants should not be intimidated or pressurised into continuing when they do not want to.

You should be aware that participants may see you as threatening or in a position of influence because you are undertaking research.

Some people may be unable to give their informed consent, so you need to gain this from a third party. These may include children, the mentally handicapped or even members of the general public on private property.

Research with children presents particular problems. You will need consent from a parent, guardian or from a person responsible for the child at the time of your study. If you conduct research in a school, you should first obtain this consent from the headteacher. You must decide whether consent should also be obtained from the child, and this should be done whenever possible.

You do not need to obtain formal consent when carrying out naturalistic observations of public behaviour, but it is always best to check whether consent is required.

Confidentiality

You must respect your participants' privacy by always treating data as confidential. Others should not be able to identify the people who have taken part in your study. Many researchers assign numbers to participants, both to identify them and to maintain their anonymity. You may need to discuss your data with other researchers or with your supervisor, and you should let participants know if you intend to do this. It is unethical to divulge individual data unless a participant has provided express permission for you to do so. Records should be kept safely and not left where others can gain access to them.

Conduct

You should always be honest about your competence and limitations. You may not be an expert in diagnosis, psychotherapy or psychological testing. It is unethical to claim that you are.

Make sure you consider the welfare of those affected by your study. You should maintain the highest standards of safety, ensuring that apparatus is safe and that participants do not attempt tasks that are dangerous or embarrassing. Your study must be designed so that participants are not exposed to physical or mental risks that are greater than the ordinary risks of everyday life. If in doubt, you should discuss potential consequences with your supervisors or a professional colleague. If undesirable consequences occur, be prepared to abandon your study.

Animal research

Research with animals presents particular problems. Experimentation on animals is not justified at this level for this specification. Naturalistic research usually poses fewer problems, but even field observations need to be considered carefully. Observational techniques may disturb animals and threaten the breeding or survival of individuals or even of whole species.

This examination board will not allow you to submit research carried out on non-human animals.

Further references

American Psychological Association (1983) *Ethical Guidelines for the Teaching of Psychology in the Secondary School* Washington: APA

Bateson P (1986) When to experiment on animals *New Scientist* 1496 pp 30–32

British Psychological Society (1978) Ethical principles for research with human subjects *Bulletin of the British Psychological Society* 31 pp 48 – 49

British Psychological Society (1985) A code of conduct for psychologists *Bulletin of the British Psychological Society* 39 pp 41 – 43

British Psychological Society (1990) Revised ethical principles *The Psychologists* 3(6) pp 269 – 272

BPS Scientific Affairs Board (1985) Guidelines for the use of animals in research *Bulletin of The British Psychological Society* 38 pp 289 – 291

Vines G (1986) Experiments on animals: a balance of interests *New Scientist* 1505 pp26-27

Graham Davies, Geoff Haworth and Sue Hirschler (Feb 1991) ATP Working Party on Ethical Issues of Behavioural Research

The Association for the Teaching of Psychology provided the information for these guidelines and can be contacted for advice on ethics relating to practicals and coursework (see page 43 for further details).

Appendix E: An example of a contemporary issue

The role and purpose of the study of a contemporary issue is to keep the qualification up to date and relevant.

What follows is an example of how a contemporary issue can be used to show understanding of some of the concepts that students are introduced to in the AS specification.

Multiple Murder – a Particular Example

From the Sunday Times, *19 September 1999*, *World News*, *Page 27*

There was a report about a shooting 'spree' which had taken place the week before. The gunman was reputed to belong to a radical domestic terrorist group. This is a racist group that has declared war on Jews and Black people. The article says that at first it had been thought that the gunman was a paranoid schizophrenic, since he claimed he was under CIA surveillance, hated his bosses, and saved articles about another multiple killer. Then it emerged, according to the article, that he was linked to a group of 'White Supremacists and Their Holy War for America' (which was the title of a book for which he gave an interview). Also, the killer was dressed in black, and black leather jackets are the group's recognised battle dress, so the link with the White Supremacists is even more likely. In the article, it is claimed that the gunman was the son of a deeply religious man, and was frustrated at what he perceived as infiltration of Jews into the church.

A typical question might be:

Explain one contemporary issue using concepts and ideas from approaches in psychology (a particular approach would be specified, but here more are cited to show the sorts of answers which are possible).

1 **The Social Approach**

Multiple Murder – they do it because they are deindividuated, and act 'out of character'

Deindividuation refers to the way that people act when they are not identifiable as individuals. When in uniform, people act in ways in which they might not ordinarily act. These ways include crowd violence. People become part of a group, and they wear a group 'uniform', and then take on the attitudes and behaviour of the group. In the example above, the gunman was said to have worn the black leather jacket which was typical of the group to which he is said to have belonged. So he was assumed to be part of that group, and he may have taken on the aims of the group – which are supposedly to protect their church against what they perceived as a threat from the admission of 'Jews and Blacks'.

Multiple Murder – they do it because they are prejudiced

Prejudice appears to be able to be reduced given a number of situations, which include equal status, and inter-group contact. The gunman above appears to have been isolated from contact, and, having been interviewed for a book, appears to have adopted the aims of the group represented by the book. He was the son of a 'deeply religious man', and it is assumed that he did not have contact with Jews, Black people, and those of other religions. The theory that there is an authoritarian personality suggests that such a personality would have strongly held views, and would agree with strong rules in society. Such views might well be strongly religious, so prejudice might well have arisen from such an upbringing.

2 **The Learning Approach**

Multiple Murder – they do it because they are modelling on 'heroes'

Social learning theory suggests that we learn by modelling and identifying with others. Having been interviewed for the book, the gunman might well have for some reason found himself a role model, and have adopted the dress and attitudes of that role model.

Multiple Murder – they do it because they are reinforced to do so – they get pleasure or positive reinforcement from it in some way

Positive reinforcement might lead to actions being repeated, and the gunman might well have found some companionship within the group, and have found positive reinforcement in this new found friendship. Therefore, he might have adopted their attitudes and behaviour, even to the extent of killing for the cause.

3 **The Psychodynamic Approach**

Multiple Murder – they do it because of early experiences

The gunman's father is said to have been 'deeply religious'. Because of the Oedipus complex, a young boy of around 4 or 5 years old would be in conflict between his feelings for his mother, and his feelings for his father. The guilt he would feel, and this conflict, leads the boy to identify with the father, and to 'become' his father. So it would be expected according to this theory that the son of a 'deeply religious' man would himself be deeply religious, as is suggested in the issue outlined above.

Multiple Murder – they do it because of unconscious urges

The psychodynamic approach maintains that unconscious urges are guiding us. This gunman is said to hate his bosses, and to blame them for his failures. He cannot accept that it might be himself he hates, and he needs someone else to 'hate' instead. Taking his religious views from his father, he can justify hating a church which is 'betraying' him. Alternatively, he might have 'hated' those he killed.

Multiple Murder – they do it because they are mentally ill

Note – the above extract is also a useful example of how people can be diagnosed as paranoid schizophrenic on the evidence of, for example, thinking the CIA are after them. It is interesting how the article seems to dismiss this as an explanation of the gunman's behaviour in killing all these people.

Other examples of contemporary issues will arise over time which will be acceptable where appropriate.

Appendix F: Progression from the AS to the A2 units

AS Section	Progression from AS	A2 section
Unit 1		
Cognitive	Cognitive approach and therapy	Clinical Psychology
	Studies of eyewitness testimony	Criminological Psychology
	Hypnosis and memory recall	Criminological Psychology
	Information-processing principles and education	Psychology of Education
	Cognitive/learning styles	Psychology of Education
	Theory of reasoned action	Psychology of Health
	Approaches and perspectives	Unit 6
	Social and moral implications	Unit 6
	Scientific nature of psychology	Unit 6
	Ethics in psychology	Unit 6
	Methodology	Unit 5b and Unit 6
Social	Social approach and treatment	Clinical Psychology
	Social factors and mental disorders	Clinical Psychology
	Attributional bias and recall	Criminological Psychology
	Conformity and jury decisions	Criminological Psychology
	Labelling and stereotyping/teaching	Psychology of Education
	Labelling and special needs	Psychology of Education
	Social roles, norms and power at work	Psychology of Work
	Leadership, groups, etc at work	Psychology of Work
	Socialisation and sporting behaviour	Sport Psychology
	Attribution and motivation in sport	Sport Psychology
	Social facilitation and sport	Sport Psychology
	Cultural differences and friendships	Child Psychology
	Territory and its functions	Environmental Psychology
	Crowding and high-density living	Environmental Psychology
	Deindividuation and crowding	Environmental Psychology
	Changing attitudes	Environmental Psychology
	Cultural norms and attitudes in health	Psychology of Health

	Social factors and stress	Psychology of Health
	Approaches	Unit 6
	Social and moral issues	Unit 6
	Ethics in psychology	Unit 6
	Scientific nature of psychology	Unit 6
	Nature-nurture issues	Unit 6
	Methodological issues	Unit 5b and Unit 6
Cognitive developmental	Educational implications of Piaget	Psychology of Education
	Cognitive development and play	Child Psychology
	Development and peer relationships	Child Psychology
	Approaches	Unit 6
	Social and moral issues	Unit 6
	Ethical issues in psychology	Unit 6
	Scientific nature of psychology	Unit 6
	Nature-nurture issues in psychology	Unit 6
	Methodological issues	Unit 5b and Unit 6

Unit 2

Psychodynamic	Psychodynamic approach to therapy	Clinical Psychology
	Attachment theory	Child Psychology
	Psychodynamic approach and play	Child Psychology
	Dibs case study and play	Child Psychology
	Approaches	Unit 6
	Social and moral issues	Unit 6
	Ethical issues in psychology	Unit 6
	Scientific nature of psychology	Unit 6
	Methodological issues	Unit 5b and Unit 6
	Social and moral issues	Unit 6
Physiological	Biological approach to therapy	Clinical Psychology
	Physiological causes of disorders	Clinical Psychology
	Reliability and validity/IQ measures	Psychology of Education
	Stress at work	Psychology of Work
	Anxiety and sporting performance	Sport Psychology
	Sources of environmental stressors	Environmental Psychology
	High-density living and arousal	Environmental Psychology

	Dependence, tolerance and abuse	Psychology of Health
	Physiology and stress	Psychology of Health
	Bodily rhythms and stress	Psychology of Health
	Approaches	Unit 6
	Social and moral issues	Unit 6
	Scientific nature of psychology	Unit 6
	Ethical issues in psychology	Unit 6
	Nature-nurture issues	Unit 6
	Methodological issues	Unit 5b and Unit 6
Learning	Behavioural approach and therapy	Clinical Psychology
	Effects of media on aggression	Criminological Psychology
	Controlling aggression	Criminological Psychology
	Behavioural principles and education	Psychology of Education
	Social learning theory and individual differences in performance	Sport Psychology
	Gender differences in performance	Sport Psychology
	Learning theory and addiction	Psychology of Health
	Coping mechanisms and stress	Psychology of Health
	Approaches	Unit 6
	Social and moral issues	Unit 6
	Scientific nature of psychology	Unit 6
	Methodological issues	Unit 5b and Unit 6
	Nature-nurture issues	Unit 6
	Ethical issues in psychology	Unit 6

Appendix G: Suggested resources

A list of useful books with suggestions of links to the specification

Book	Link
Cole M and Cole S R (1996) *The Development of Children*, 3rd edition, W H Freeman and Company, New York ISBN 0-7167-2859-1	AS – Cognitive-Developmental Approach A2 – Child Psychology (attachments, day care, play, friendships) A2 – The Psychology of Education (IQ, bias in assessment, special needs) Units 3, 5 and 6 – Methods
Kalat J W (1995) *Biological Psychology*, 5th edition, Brooks/Cole, USA ISBN 0-534-21108-9	AS – Physiological Approach (sleep etc) A2 – Clinical Psychology (specific mental disorders) A2 – Health Psychology (neurotransmitters, synaptic transmission, physiology and stress) Units 3, 5 and 6 – Animal research (guidelines)
Gleitman H (1995) *Psychology*, 4th edition, W W Norton and Company, New York and London ISBN 0-393-96608-9	AS – Learning Approach (good detail) AS – Physiological Approach (sleep etc) AS – Cognitive Approach (memory) AS – Psychodynamic Approach AS – Social Approach (obedience) AS – Cognitive-Developmental Approach A2 – Child Psychology (biology and attachment) A2 – The Psychology of Work (leadership, groups) A2 – Criminological Psychology (attribution) A2 – Sport Psychology (motivation) A2 – Environmental Psychology (crowds) A2 – Clinical Psychology (abnormality, mental disorders, therapies) A2 – The Psychology of Education (IQ) A2 – Unit 6 – Nature, Nurture Units 3, 5 and 6 – lots on methods
Kendall P C and Hammen C (1995) *Abnormal Psychology*, Houghton Mifflin Company, Boston ISBN 0-395-62183-6	A2 – Clinical Psychology (most of it) A2 – Health Psychology (stress, addiction) A2 – Criminological Psychology (treatment of sex crimes, violence and abuse) A2 – The Psychology of Education (learning disabilities – special needs?) Unit 6 – The law and mental illness, social control, ethical conduct

Book	Link
Sarafino E P (1994) *Health Psychology*, *Biopsychosocial Interactions*, 2nd edition, John Wiley and Sons, Inc, USA, ISBN 0-471-58549-1	AS – Physiological Approach (nervous system) A2 – Health Psychology (stress, coping, substance abuse, health promotion, careers) Units 3, 5 and 6 – Methods
Rybash J M, Roodin P A and Hoyer W J (1995) *Adult Development and Aging*, 3rd edition, Brown and Benchmark, USA ISBN 0-697-10503-2	AS – Cognitive-Developmental Approach (stages, especially formal operations) A2 – Health Psychology (health and aging, coping, stress, health care, careers) A2 – Clinical Psychology (mental disorders) A2 – The Psychology of Education (IQ) A2 – Child Psychology (parenting by divorced men and women) A2 – The Psychology of Work (work, leisure, retirement, unemployment) Units 3, 5 and 6 – Methods
Leahey T H (1997) *A History of Psychology*, *main currents in psychological thought*, 4th edition, Prentice-Hall, USA ISBN 0-13-533605-8	AS – Learning Approach (historically, and problems with it) AS – Cognitive Approach (historically, and man and machine) Unit 6 – Is psychology a science?
Woods B (1999) *Applying Psychology to Sport*, ed Rob McIlveen, Hodder and Stoughton, Great Britain ISBN 0-340-64760-4	A2 – Sport Psychology (motivation, personality, attitudes, learning, information processing, anxiety, arousal, stress, stress management, socialisation, leadership, social facilitation, improving performance, goal setting, self-efficacy)
Eysenck M (1996) *Simply Psychology*, Psychology Press, Erlbaum, UK ISBN 0-86377-436-9 (pbk)	Method AS – Physiological Approach (nervous system) AS – Learning Approach AS – Social Approach (obedience) AS – Cognitive Approach (memory) AS – Cognitive Developmental Approach (Piaget and Bruner) A2 – Health Psychology (stress) A2 – Criminological Psychology (aggression, attribution, self-fulfilling prophecy) A2 – Child Psychology (attachment, separation) A2 – Environmental Psychology (crowd, territoriality) A2 – Sport Psychology (social facilitation) A2 – The Psychology of Education (IQ)

Gross R (1996) *Psychology: The Science of Mind and Behaviour*, 3rd edition, Hodder and Stoughton, Tonbridge, UK ISBN 0-340-64762-0	AS – Physiological Approach (nervous system, sleep, bodily rhythms) AS – Learning Approach (punishment, moral development, general) AS – Psychodynamic Approach AS – Cognitive-Developmental Approach AS – Cognitive Approach (memory) AS – Social Approach (prejudice, obedience) A2 – Criminological Psychology (attribution, eyewitness testimony, controlling aggression) A2 – The Psychology of Education (IQ, learning) A2 – Clinical Psychology (abnormality, therapy, mental disorders) A2 – Sport Psychology (motivation, trait approaches, arousal and anxiety) A2 – Health Psychology (stress) A2 – The Psychology of Work (leadership, groups, mere presence of others) A2 – Child Psychology (attachments, strange situation, separation, deprivation) Ethics Unit 6 – Is psychology a science?
Sabini J (1992) *Social Psychology*, 2nd edition, W W Norton and Company, New York, London ISBN 0-393-96609-7	Methods AS – Social Approach (obedience, bullying, prejudice) A2 – The Psychology of Work (groups, leadership, social loafing, risky shift, groupthink) A2 – Criminological Psychology (juries and decision making, groups, leaders, juries and judges, attribution, justice, aggression) A2 – Child Psychology (friendship, divorce) A2 – Environmental Psychology (persuasion) A2 – Sport Psychology (attribution) A2 – Health Psychology (reasoned action)
Fontana D (1993) *Psychology for Teachers*, 2nd edition revised and updated, BPS books, Hong Kong ISBN 0-333-46125-8 (pbk)	AS – Cognitive-Developmental Approach (Piaget, cognitive development and the classroom) AS – Learning Approach AS – Psychodynamic Approach A2 – The Psychology of Education (cognitive style, intelligence, children with low IQ, assessment, behaviour modification and classroom control, teacher styles) A2 – Sport Psychology (personality traits, motivation) A2 – Child Psychology (play, attachment, neglected children) Unit 6 – The nature-nurture debate

Hewstone M, Stroebe W and Stephenson G M (1995) *Introduction to Social Psychology, A European Perspective*, second edition, Blackwell Publishers, Oxford ISBN 0-631-18585-2	Features a good end-section on applied psychology Methods AS – Social Approach (obedience, prejudice) A2 – Child Psychology (attachments, development of friendships) A2 – The Psychology of Work (leadership, groups, groupthink) A2 – Criminological Psychology (attribution and biases, decision making in groups, eyewitness testimony) A2 – Environmental Psychology (persuasion, settings for crime, architecture, Newman) A2 – Sport Psychology (task performance in the presence of others) Unit 6 – The natural science model A2 – Health Psychology (coping)
Banyard P and Hayes N (1994) *Psychology Theory and Application*, Nelson ISBN 0-412-46440-3	Methods AS – Learning Approach AS – Cognitive Approach (memory) A2 – Health Psychology (stress, coping) A2 – Criminological Psychology (decision making) A2 – Sport Psychology (arousal and stress, motivation, audience effects) A2 – The Psychology of Work (leaders, groups, work and culture) A2 – Environmental Psychology (crowds, territoriality, personal space, advertising and persuasion) A2 – Clinical Psychology (bulimia, anorexia) Unit 6 – Social representations (is psychology a science?)
Warr P (1987) *Psychology at Work*, Penguin Books, London	A collection of papers on the psychology of work AS – Physiological Approach (circadian rhythms and hours of work) A2 – The Psychology of Work (personnel selection, the selection interview, work-role transitions, leadership and management, workers without a job)
Twining K (1998) *Success in Psychology*, John Murray, London ISBN 0-7195-7204-5	This book fits the specification quite well General study skills Research – how to do it Methods Ethics There is a short section on applied psychology towards the end of the book, and some useful suggested exam questions AS – Psychodynamic Approach

	AS – Learning Approach AS – Cognitive Approach (memory) AS – Social Approach (obedience) AS – Physiological Approach (nervous system, sleep) AS – Cognitive-Developmental Approach A2 – Criminological Psychology (attribution, aggression and media influence) A2 – Child Psychology (friendship) A2 – Sport Psychology (motivation, stress) A2 – Health Psychology (substance abuse, stress) A2 – Environmental Psychology (crowds) A2 – Child Psychology (deprivation, attachment) A2 – The Psychology of Work (life events and their impact) A2 – Clinical Psychology (abnormality, mental disorders, therapies) Unit 6 – social constructionism (is psychology a science?) Unit 6 – nature nurture debate
Canter D (1994) *Criminal Shadows Inside the Mind of the Serial Killer*, HarperCollins, London ISBN 0-00-2552159-9	A2 – Criminological Psychology (offender profiling) *Canter has also written quite a lot on environmental psychology, architecture and so on
Deaux K and Wrightsman L S (1984) *Social Psychology*, 5th edition, ISBN 0-534-08226-2	Methods AS – Social Approach (obedience, prejudice) A2 – Criminological Psychology (aggression, media and aggression) A2 – The Psychology of Work (groups, leadership, A2 – Environmental Psychology (communication, architecture, privacy, crowding, attachment to places) Unit 6 – Social psychology and society – pure or applied science? – health care and medical practice
Cardwell M, Clark L and Meldrum C (1996) *Psychology for A level*, Collins Educational, London ISBN 0-00-322442-2	AS – Social Approach (obedience, prejudice) AS – Physiological Approach (nervous system, methods, bodily rhythms, sleep) AS – Cognitive Approach (memory) AS – Cognitive-Developmental Approach AS – Learning Approach AS – Psychodynamic Approach A2 – Criminological Psychology (attribution, aggression) A2 – Sport Psychology (motivation)

	A2 – Child Psychology (attachment, strange situation, deprivation) A2 – The Psychology of Work (leadership) A2 – Health Psychology (drugs and behaviour, stress) A2 – Clinical Psychology (abnormality, mental disorders, therapy) Unit 6 – Is psychology a science? Gender and cultural bias in psychological theory Ethics Methods How to write coursework There is also a useful 'applied' section towards the end of the book, which looks particularly at crime
Gross R and McIlveen R (1998) *Psychology: a New Introduction*, Hodder and Stoughton, Tonbridge ISBN 0-340-65539-9	Methods AS – Physiological Approach (nervous system, sleep, bodily rhythms) AS – Cognitive Approach (memory) AS – Psychodynamic Approach (Erikson) AS – Cognitive-Developmental Approach (and linked to education) AS – Social Psychology (prejudice, obedience) A2 – Child Psychology (attachment, deprivation) A2 – The Psychology of Work (unemployment, retirement, leadership) A2 – Criminological Psychology (attribution errors, aggression, media and aggression) A2 – Clinical Psychology (abnormality, mental disorders, therapy) A2 – Educational Psychology (Cognitive Developmental Approach, IQ, learning difficulties, special education) A2 – Health Psychology (stress, drugs and their effects) A2 – Sport\ Psychology (motivation, leadership) A2 – Environmental Psychology (crowds) Unit 6 – Is psychology a science? Bias in research (gender and cultural bias) Ethics

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