EDEXCEL PSYCHOLOGY A-LEVEL

Examinations – what to expect

Paper 1: Foundations in psychology ***Paper code: 9PS0/01**

35% of the total qualification

- Students must answer all questions from five sections.
- Sections A–D total 70 marks comprising mixed question types, including stimulus and data response, short-answer and extended response questions and cover the topic areas as follows:

  Section A: Social psychology

  Section B: Cognitive psychology

  Section C: Biological psychology

  Section D: Learning theories.
- Section E: Issues and debates has 20 marks and comprises two extended response questions, covering the topic area of issues and debates in psychology.
- The assessment is 2 hours long.
- The assessment consists of 90 marks.
- First assessment: May/June 2017.

Paper 2: Applications of psychology

*Paper code: 9PS0/02

35% of the total qualification

- The paper is composed of two sections. Students must answer all questions from Section A and all questions from a choice of three optional topic areas in Section B.
- **Section A** has 54 marks comprising mixed question types, including data response, short-answer and extended response questions and a 20-mark response covering the topic area of clinical psychology.
- **Section B** presents students with a choice of one from three optional topic areas: Criminological psychology, Child psychology or Health psychology. Each section totals 36 marks, and comprises mixed question types, including stimulus and data-response, short-answer and extended response questions.
- The assessment is 2 hours long.
- The assessment consists of 90 marks.
- First assessment: May/June 2017.

Paper 3: Psychological skills ***Paper code: 9PS0/03**

- Students must answer all questions from three sections.
- **Section A** has 24 marks and comprises mixed question types, including stimulus and data response and short-answer questions, covering the topic area of research methods.
- **Section B** has 24 marks and comprises mixed question types, including stimulus and data response and short-answer questions based on psychological studies and one extended response question based on classic studies given in Topics 1–5.
- **Section C** has 32 marks and comprises two extended response questions, covering the topic area of issues and debates in psychology.
- The assessment is 2 hours long.
- The assessment consists of 80 marks.
- First assessment: May/June 2017.

30% of the total qualification

ASSESSMENT OBJECTIVES

Students must:		% in GCE
AO1	Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures	30-35%
AO2	Apply knowledge and understanding of scientific ideas, processes, techniques and procedures: • in a theoretical context • in a practical context • when handling qualitative data • when handling quantitative data	30-35%
AO3	Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to: • make judgements and reach conclusions • develop and refine practical design and procedures	35-40%
	Total	**100%**

Breakdown of Assessment Objectives

Paper	Assessment Objectives			Total for all Assessment Objectives
	AO1	AO2	AO3	
Paper 1: Foundations in psychology	11–15%	12–15%	8–12%	35%
Paper 2: Applications of psychology	11–15%	9–12%	8–12%	35%
Paper 3: Psychological skills	6–8%	7–9%	15–17%	30%
Total for this qualification	30–35%	30–35%	35–40%	**100%**

PAPER 1 – Foundations in Psychology

Total marks for this paper is 90

Section A: Social Psychology

Section B: Cognitive Psychology

Section C: Biological Psychology

Section D: Learning Theories

Section E: Issues & Debates

Paper 1: Foundations in psychology	*Paper code: 9PS0/01
• Externally assessed • Availability: May/June • First assessment: 2017	**35% of the total qualification**

Overview of content

- Topic 1: Social psychology
- Topic 2: Cognitive psychology
- Topic 3: Biological psychology
- Topic 4: Learning theories

Overview of assessment

- Written examination.
- Students must answer all questions from five sections.
- Sections A–D total 70 marks and comprise mixed question types, including stimulus and data response, short-answer and extended response questions and cover the topic areas as follows:

  Section A: Social psychology

  Section B: Cognitive psychology

  Section C: Biological psychology

  Section D: Learning theories
- Section E: Issues and debates has 20 marks and comprises two extended response questions, covering the topic area of issues and debates in psychology.
- The assessment is 2 hours long.
- The assessment consists of 90 marks.
- The formulae and statistical tables given in *Appendix 4: Formulae and statistical tables* will also be given in the paper.
- Calculators may be used in the examination.

Topic 1: Social psychology

Subject content	What students need to learn:
1.1 Content	Obedience 1.1.1 Theories of obedience, including agency theory and social impact theory. 1.1.2 Research into obedience, including Milgram's research into obedience and three of his variation studies: Rundown Office Block (Experiment 10), Telephonic instructions (Experiment 7), Ordinary man gives orders (Experiment 13) as they demonstrate situational factors that encourage dissent. 1.1.3 Factors affecting obedience and dissent/resistance to obedience, including individual differences (personality and gender), situation and culture.
	Prejudice 1.1.4 Explanations and research into prejudice, including social identity theory (Tajfel and Turner, 1979, 1986) and realistic conflict theory (Sherif, 1966). 1.1.5 Factors affecting prejudice (and discrimination), including individual differences (personality), situation and culture.
	1.1.6 Individual differences in obedience/prejudice • Obedience is affected by personality. • Prejudice can have an explanation linked to personality. 1.1.7 Developmental psychology in obedience/prejudice • Obedience can be affected by gender and culture, which come from environmental effects. • Prejudice can be affected by culture, which comes from environmental effects.

Subject content	What students need to learn:
1.2 Methods	Self-reporting data 1.2.1 Designing and conducting questionnaires and interviews, considering researcher effects. 1.2.2 Unstructured, semi-structured and structured interviews, open, closed (including ranked scale) questions. 1.2.3 Alternate hypotheses.
	Sample selection and techniques 1.2.4 Random, stratified, volunteer and opportunity techniques.
	Qualitative and quantitative data 1.2.5 Analysis of quantitative data: calculating measures of central tendency, frequency tables, graphical presentation using a bar chart, measures of dispersion (range and standard deviation). 1.2.6 Analysis of qualitative data using thematic analysis.
	Ethical guidelines 1.2.7 British Psychological Society (BPS) code of ethics and conduct (2009) including risk management when carrying out research in psychology.

1.3 Studies	Classic study 1.3.1 Sherif et al. (1954/1961) Intergroup conflict and cooperation: The Robbers Cave Experiment.
	One contemporary study from the following: 1.3.2 Burger (2009) Replicating Milgram: Would people still obey today? 1.3.3 Reicher and Haslam (2006) Rethinking the psychology of tyranny. 1.3.4 Cohrs et al. (2012) Individual differences in ideological attitudes and prejudice: evidence from peer report data.
1.4 Key questions	1.4.1 One key question of relevance to today's society, discussed as a contemporary issue for society rather than an academic argument.
	1.4.2 Concepts, theories and/or research (as appropriate to the chosen key question) drawn from social psychology as used in this qualification.
	Suitable examples • How can knowledge of social psychology be used to reduce prejudice in situations such as crowd behaviour or rioting? • How can social psychology be used to explain heroism?

Subject content	What students need to learn:
1.5 Practical investigation	1.5.1 One practical research exercise to gather data relevant to topics covered in social psychology. This practical research exercise must adhere to ethical principles in both content and intention.
	In conducting the practical research exercise, students must: • design and conduct a questionnaire to gather both qualitative and quantitative data to look for a difference in the data • consider questionnaire construction, sampling decisions and ethical issues • collect and present an analysis of quantitative data using measures of central tendency, measures of dispersion, (including range and standard deviation as appropriate), bar graph and frequency table • collect and present an analysis of qualitative data using thematic analysis • consider strengths and weaknesses of the questionnaire and possible improvements • write up the procedure, results and discussion section of a report.
	Suitable examples • A questionnaire to see if males or females perceive themselves to be more obedient. • An investigation into in-group favouritism.

Subject content	What students need to learn:
1.6 Issues and debates	Examples of issues and debates in social psychology: • **Ethics** (e.g. when researching obedience and prejudice, and also implications of findings in both areas). • **Practical issues in the design and implementation of research** (e.g. designing questionnaires and interviews and social desirability). • **Reductionism** (e.g. the risk of reductionism when drawing conclusions from social data). • **Comparisons between ways of explaining behaviour using different themes** (e.g. the two theories of prejudice: social identity and realistic conflict). • **Psychology as a science** (e.g. social desirability in questionnaires; issues of validity in questionnaires). • **Culture and gender** (e.g. whether prejudice and obedience are influenced by cultural factors or according to gender). • **Nature-nurture** (e.g. the role of personality in obedience compared with the role of the situation). • **An understanding of how psychological understanding has developed over time** (e.g. if using Burger's work replicating Milgram and comparing with Milgram's work; or looking at Tajfel's ideas and a contemporary study). • **Issues of social control** (e.g. reducing prejudice; or how people obey someone in authority/uniform). • **The use of psychological knowledge in society** (e.g. reducing conflict in society) • **Issues related to socially-sensitive research** (e.g. racism or cultural differences in social psychology).

Topic 2: Cognitive psychology

Subject content	What students need to learn:
2.1 Content	Memory 2.1.1 The working memory model (Baddeley and Hitch, 1974). 2.1.2 The multi-store model of memory (Atkinson and Shiffrin, 1968), including short- and long-term memory, and ideas about information processing, encoding, storage and retrieval, capacity and duration. 2.1.3 Explanation of long-term memory – episodic and semantic memory (Tulving, 1972). 2.1.4 Reconstructive memory (Bartlett, 1932) including schema theory.
	2.1.5 Individual differences in memory • Memory can be affected by individual differences in processing speed or by schemas that guide the reconstructive nature of memory. • Autobiographical memory is by nature individual. 2.1.6 Developmental psychology in memory, including at least one of these: • Sebastián and Hernández-Gil (2012) discuss developmental issues in memory span development, which is low at 5-years old, then develops as memory develops, up to 17-years old. • Dyslexia affects children's memory, span and working memory which can affect their learning. • The impact of Alzheimer's on older people and the effects on their memory.

Subject content	What students need to learn:
2.2 Methods	Experiments 2.2.1 Designing and conducting experiments, including field and laboratory experiments. 2.2.2 Independent and dependent variables. 2.2.3 Experimental and null hypotheses. 2.2.4 Directional (one-tailed) and non-directional (two-tailed) tests and hypotheses. 2.2.5 Experimental and research designs: repeated measures, independent groups and matched pairs. 2.2.6 Operationalisation of variables, extraneous variables and confounding variables. 2.2.7 Counterbalancing, randomisation and order effects. 2.2.8 Situational and participant variables. 2.2.9 Objectivity, reliability and validity (internal, predictive and ecological). 2.2.10 Experimenter effects, demand characteristics and control issues.
	2.2.11 Quantitative data analysis • Analysis of quantitative data: calculate measures of central tendency, frequency tables, measures of dispersion (range and standard deviation), percentages. • Graphical presentation of data (bar graph, histogram).
	2.2.12 Decision making and interpretation of inferential statistics • Non-parametric test of difference: Mann-Whitney U and Wilcoxon. • Probability and levels of significance ($p \leq .10$ $p \leq .05$ $p \leq .01$). • Observed and critical values, **use of critical value tables** and sense checking of data. • One- or two-tailed regarding inferential testing. • Type I and type II errors. • Normal and skewed distribution.
	2.2.13 Case study of brain-damaged patients, including Henry Molaison (HM) and the use of qualitative data, including strengths and weaknesses of the case study.

Subject content	What students need to learn:
2.3 Studies	Classic study 2.3.1 Baddeley (1966b) Working memory model: The influence of acoustic and semantic similarity on long-term memory for word sequences.
	One contemporary study from the following: 2.3.2 Schmolck et al. (2002) Semantic knowledge in patient HM and other patients with bilateral medial and lateral temporal lobe lesions. 2.3.3 Steyvers and Hemmer (2012) Reconstruction from memory in naturalistic environments. 2.3.4 Sebastián and Hernández-Gil (2012) Developmental pattern of digit span in Spanish population.
2.4 Key questions	2.4.1 One key question of relevance to today's society, discussed as a contemporary issue for society rather than an as academic argument.
	2.4.2 Concepts, theories and/or research (as appropriate to the chosen key question) drawn from cognitive psychology as used in this specification.
	Suitable examples • How can psychologists' understanding of memory help patients with dementia? • How can knowledge of working memory be used to inform the treatment of dyslexia?

Subject content	What students need to learn:
2.5 Practical investigation	2.5.1 One practical research exercise to gather data relevant to topics covered in cognitive psychology. This practical research exercise must adhere to ethical principles in both content and intention.
	In conducting the practical research exercise, students must: • design and conduct a laboratory experiment to gather quantitative data and include descriptive statistics as analysis and a non-parametric test of difference • make design decisions when planning and conducting your experiment, including experimental design, sampling decisions, operationalisation, control, ethical considerations, hypothesis construction, experimenter effects and demand characteristics • collect, present and comment on data gathered, including using measures of central tendency (mean, median, mode as appropriate); measures of dispersion (including range and standard deviation as appropriate); bar graph, histogram, frequency graph as relevant; normal distribution if appropriate and draw conclusions • use a Mann-Whitney U or Wilcoxon non-parametric test of difference to test significance (as appropriate), including level of significance and critical/observed values • consider strengths and weaknesses of the experiment, and possible improvements • write up the procedure, results and discussion section of a report.
	Suitable examples • Dual task experiment to investigate components of working memory. • An experiment to look at acoustic similarity of words and the effect on short-term memory.

Subject content	What students need to learn:
2.6 Issues and debates	Examples of issues and debates in cognitive psychology: • **Ethics** (e.g. Henry Molaison (HM) and confidentiality). • **Practical issues in the design and implementation of research** (e.g. how to measure memory and the validity of experimental design). • **Reductionism** (e.g. under-emphasis on the interconnections between parts of the brain in favour of individual parts responsible for memory; artificially breaking memory up into parts like Short-term Memory and Long-term Memory for the purposes of study). • **Comparisons of ways of explaining behaviour using different themes** (e.g. the different memory models). • **Psychology as a science** (e.g. laboratory experiments and controls). • **Culture and gender** (e.g. how memory is reconstructed based on cultural differences or gender stereotypes; or differences in digit span cross-culturally if studied Sebastian and Hernandez-Gil contemporary study). • **Nature-nurture** (e.g. Henry Molaison (HM) and brain function = nature, reconstructive memory emphasises experiences = nurture). • **An understanding of how psychological understanding has developed over time** (e.g. if studying the development of the working memory model over time; or how the multi-store model informed later memory models). • **Issues of social control** (e.g. perhaps using understanding of memory in court situations). • **The use of psychological knowledge within society** (e.g. using understanding of memory to help with memory 'loss', for example a memory bus). • **Issues related to socially sensitive research** (e.g. memory loss related to dementia is socially sensitive for the individual).

Topic 3: Biological psychology

Subject content	What students need to learn:
3.1 Content	3.1.1 The central nervous system (CNS) and neurotransmitters in human behaviour, including the structure and role of the neuron, the function of neurotransmitters and synaptic transmission. 3.1.2 The effect of recreational drugs on the transmission process in the central nervous system. 3.1.3 The structure of the brain, different brain areas (e.g. pre-frontal cortex) and brain functioning as an explanation of aggression as a human behaviour. 3.1.4 The role of evolution and natural selection to explain human behaviour, including aggression. 3.1.5 Biological explanation of aggression as an alternative to Freud's psychodynamic explanation, referring to the different parts of the personality (id, ego, superego), the importance of the unconscious, and catharsis. 3.1.6 The role of hormones (e.g. testosterone) to explain human behaviour such as aggression.
	3.1.7 Individual differences • Damage to the brain may be affected by individual differences in case studies of brain-damaged patients when it is assumed there are no individual differences. • Freud's view of the personality shows it develops individual differences. 3.1.8 Developmental psychology • The role of evolution in human development. • The role of hormones in human development.

Subject content	What students need to learn:
3.2 Methods	3.2.1 Correlational research • The use of the correlational research method in psychology, including co-variables. • Types of correlation: positive, negative and including the use of scatter diagrams. • Issues surrounding the use of correlations in psychology; issues with cause and effect, other variables.
	3.2.2 Analysis of correlational data • Analysis of, use of, and drawing conclusions from correlational studies, including scatter diagrams, using inferential statistical testing (use of Spearman's rho) and issues of statistical significance; **levels of measurement**; critical and observed values. • The use of alternate, experimental and null hypotheses. The use of IV and DV in experiments and co-variables in correlations. The use of control groups, randomising to groups, sampling, **levels of measurement (ordinal, interval, nominal), reasons for using Spearman's rho**.
	3.2.3 Other biological research methods • Brain-scanning techniques (CAT, PET, and fMRI). • The use of brain-scanning techniques to investigate human behaviour, e.g. aggression. • One twin study and one adoption study, e.g. Gottesman and Shields (1966); Ludeke et al. (2013).

3.3 Studies	Classic study 3.3.1 Raine et al. (1997) Brain abnormalities in murderers indicated by positron emission tomography.
	One contemporary study from the following: 3.3.2 Li et al. (2013) Abnormal function of the posterior cingulate cortex in heroin addicted users during resting-state and drug-cue stimulation task. 3.3.3 Brendgen et al. (2005) Examining genetic and environmental effects on social aggression: A study of 6-year-old twins. 3.3.4 Van den Oever et al. (2008) Prefrontal cortex AMPA receptor plasticity is crucial for cue-induced relapse for heroin-seeking.

Subject content	What students need to learn:
3.4 Key questions	3.4.1 One key question of relevance to today's society, discussed as a contemporary issue for society rather than as an academic argument.
	3.4.2 Concepts, theories and/or research (as appropriate to the chosen key question) drawn from biological psychology as used in this specification.
	Suitable examples • How effective is drug therapy for treating addictions? For example, methadone to treat heroin addiction. • What are the implications for society if aggression is found to be caused by nature not nurture?

3.5 Practical investigation	3.5.1	One practical research exercise to gather data relevant to topics covered in biological psychology. This practical research exercise must adhere to ethical principles in both content and intention.
	In conducting the practical research exercise, students must: • design and conduct a correlational study • link their research to aggression or attitudes to drug use • include inferential statistical testing (Spearman's rho) and explain the significance of the result and the use of levels of significance. Students must also be able to use descriptive statistics (strength/direction) to explain the relationship • produce an abstract of the research method and a discussion section that includes conclusions • include research question/hypothesis; research method, sampling, ethical considerations, data-collection tools, data analysis, results; discussion • consider strengths and weaknesses of the correlational study and possible improvements.	
	Suitable examples • A correlation into age and attitudes to drug use. • A correlation to see if there is a relationship between height and a self-rating of aggressive tendencies.	

Subject content	What students need to learn:
3.6 Issues and debates	Examples of issues and debates in biological psychology: • **Ethics** (e.g. studying aggression and how findings are used; in the research itself such as issues of confidentiality and informed consent). • **Practical issues in the design and implementation of research** (e.g. issues in scanning and measuring the complexity of the brain). • **Reductionism** (e.g. focusing on aggression when studying the brain). • **Comparisons of ways of explaining behaviour using different themes** (e.g. causes of aggression comparing Freud's ideas and biological explanations). • **Psychology as a science** (e.g. synaptic transmission; brain-scanning techniques). • **Culture and gender** (e.g. hormonal differences between males and females possibly influencing behaviour, such as aggression) • **Nature-nurture** (e.g. brain localisation in aggression and environmental influences in aggression). • **An understanding of how psychological understanding has developed over time** (e.g. development of scanning techniques up to fMRI and development of knowledge accordingly). • **Issues of social control** (e.g. using knowledge of brain function to control individuals). • **The use of psychological knowledge within society** (e.g. understanding causes of aggression, in order to perhaps deal with them). • **Issues related to socially sensitive research** (e.g. confidentiality).

Topic 4: Learning theories

Subject content	What students need to learn:
4.1 Content	Classical conditioning 4.1.1 The main features of classical conditioning, including: unconditioned stimulus (UCS); unconditioned response (UCR); conditioned stimulus (CS); neutral stimulus (NS); conditioned response (CR); extinction, spontaneous recovery and stimulus generalisation. 4.1.2 Pavlov (1927) experiment with salivation in dogs.
	Operant conditioning 4.1.3 The main features of operant conditioning, including: types of reinforcement and punishment (positive and negative). 4.1.4 Properties of reinforcement, including primary and secondary reinforcement and schedules of reinforcement. 4.1.5 Behaviour modification, including 'shaping' behaviour.
	4.1.6 The main features of social learning theory, including: observation, imitation, modelling and vicarious reinforcement. 4.1.7 Social learning 'stages' of attention, retention, reproduction and motivation (reinforcement). 4.1.8 Bandura (1961, 1963) original Bobo doll experiments. 4.1.9 Bandura (1965) Bobo doll experiment with vicarious reinforcement.
	4.1.10 How learning theories explain the acquisition and maintenance of phobias. 4.1.11 Treatments for phobias based on theories of learning, including systematic desensitisation and one other.

Subject content	What students need to learn:
4.1 Content (*continued*)	4.1.12 Individual differences • How people differ because of different environmental influences and experiences, for example in the form of rewards and punishments and models observed. 4.1.13 Developmental psychology • The idea that development is through patterns of rewards and punishments. • Social learning theory's idea that development is through observation of others.

4.2 Methods	4.2.1	Human research • The use of the observational research method in psychology, including the gathering of both qualitative and quantitative data (including tallying, event and time sampling). • Types of observation: participant, non-participant, structured, naturalistic overt and covert. • Use of content analysis as a research method.
	4.2.2	Animal research • The use of animals in laboratory experiments where results can be related to humans. • Ethical issues regarding the use of animals in laboratory experiments, including Scientific Procedures Act (1986) and Home Office Regulations.
	4.2.3	Analysis of data • With regard to inferential statistics: **levels of measurement; reasons for choosing a chi-squared test; comparing observed and critical values to judge significance**; the chi-squared test. • Analysis of qualitative data using thematic analysis.
	4.2.4	Scientific status of psychology, including: • Replicability, reliability, validity (internal, predictive and ecological), reductionism, falsification, empiricism, hypothesis testing, and use of controls.

Subject content	What students need to learn:
4.3 Studies	Classic study 4.3.1 Watson and Rayner (1920) Little Albert: Conditioned emotional reactions.
	One contemporary study from the following: 4.3.2 Becker et al. (2002) Eating behaviours and attitudes following prolonged exposure to television among ethnic Fijian adolescent girls. 4.3.3 Bastian et al. (2011) Cyber-dehumanization: Violent video game play diminishes our humanity. 4.3.4 Capafóns et al. (1998) Systematic desensitisation in the treatment of the fear of flying.
4.4 Key questions	4.4.1 One key question of relevance to today's society, discussed as a contemporary issue for society rather than as an academic argument.
	4.4.2 Concepts, theories and/or research (as appropriate to the chosen key question) drawn from learning theories as used in this specification.
	Suitable examples • Is the influence of role models and celebrities something that causes anorexia? • Would it be a good idea for airline companies to offer treatment programmes for fear of flying?

Subject content	What students need to learn:
4.5 Practical investigation	4.5.1 Two observations (one observation can be carried out if both qualitative and quantitative data are gathered in the same observation).
	In conducting the practical research exercise, students must: • ensure that observations relate to an aspect of learned behaviour, such as behaviour of different sexes, driving characteristics, age-related behaviour, politeness and helping behaviour • ensure that observations enable the gathering of both qualitative and quantitative data (including the use of note taking, tallying and thematic analysis) • analyse the findings to produce results, including using a chi-squared test • consider the strengths and weaknesses of the studies and possible improvements • write up the results of the quantitative data, including appropriate graphs and tables • write up the results of the qualitative analysis (thematic analysis).
	Suitable examples • How age and sex affect driving speed. • Investigating the differences in helpful or polite behaviour in men and women.

Subject content	What students need to learn:
4.6 Issues and debates	Examples of issues and debates in learning theories: • **Ethics** (e.g. the ethical issues involved in using animals in studies). • **Practical issues in the design and implementation of research** (e.g. generalising from animal-study findings to humans). • **Reductionism** (in the way behaviourism reduces behaviour into parts to be studied). • **Comparisons between ways of explaining behaviour using different themes** (e.g. different learning theories). • **Psychology as a science** (e.g. in the methodology; in the explicit focus of behaviourism on the measurable). • **Culture** (e.g. relates to reinforcement patterns in learning theory as well as social learning theory and what is modelled) and **gender** (e.g. if used in the practical research exercise, and in observational learning issues). • **Nature-nurture** (e.g. in the observations if looking at gender or age or characteristics as these can be learned or biologically given). • **An understanding of how psychological understanding has developed over time** (e.g. can come through choice of study, such as if looking at video game violence or through current therapy practice). • **Issues of social control** (e.g. use of learning theories in therapy can be social control, including issues of power of the therapist). • **The use of psychological knowledge within society** (e.g. using patterns of reward to shape behaviour in schools or prisons). • **Issues related to socially sensitive research** (e.g. issues of the power of the therapist).

EXAMPLE QUESTIONS

SECTION A

Social Psychology

Jacinda and Nicola are sisters who got into an argument about a dress they share that they both want to wear to the same party. Jacinda said the dress is her favourite and that she wants to wear it for the party. Nicola said the dress looks better on her so she should wear it, not Jacinda.

Using realistic conflict theory, describe why Jacinda and Nicola argued about the dress.

(Total for Question 1 = 2 marks)

Example Paper 1

Section A

SECTION B

Cognitive Psychology

5 In your studies of cognitive psychology, you will have learned about how developmental psychology looks at the influences on memory as the brain ages.

Describe **one** developmental influence on memory. **(Total for Question 5 = 2 marks)**

6 In your studies of cognitive psychology, you will have learned about how individual differences influence memory.

Describe **one** individual difference that influences memory.

(Total for Question 6 = 2 marks)

8 Evaluate the use of experimental methods when researching memory.

(8)

Example Paper 1

Section B

SECTION C

Biological Psychology

9 Jude's manager at work shouted at her for a mistake that another employee made. When Jude tried to explain this, the manager just shouted louder and made nasty comments. Jude was very angry and upset, but felt she could not say anything to the manager as she was worried she may lose her job.

Jude decided to go to the gym to take part in a kickboxing session after work. After taking part in the kickboxing session, Jude felt much calmer.

Using catharsis, describe why Jude felt calmer after the kickboxing session.

(Total for Question 9 = 2 marks)

Example Paper 1

Section C

10 Dan is 15 years old and is playing in a school football match.

During the football match, an opposition player tripped Dan over when he was about to try and score a goal. The referee awarded a penalty kick to Dan's team. In response, the opposition player shouted and swore.

Dan took the penalty kick and scored a goal. He laughed at the opposition player and made offensive gestures towards him. Dan and the opposition player then started to fight each other and both of them were sent off the pitch.

Describe how hormones could account for the football players' aggression.

(Total for Question 10 = 4 marks)

Example Paper 1

Section C

11 Amari carried out a correlational study to investigate whether there was a relationship between the hours someone spends on social media in a day and the hours of sleep they get per night.

The results from Amari's investigation are shown in **Table 1**.

(a) Complete **Table 1** and calculate the Spearman's rank correlation coefficient for Amari's investigation.

(4)

Hours spent on social media	Rank 1	Hours of sleep per night	Rank 2	d	d^2
4	2.5	9	5.5		
6	4	8	4		
3	1	9	5.5		
8	6	7	2.5		
7	5	6	1		
9	7	7	2.5		
4	2.5	10	7		
				Total:	

Table 1

SPACE FOR CALCULATIONS

Example Paper 1

Section C

(b) Using the Spearman's rank correlation coefficient that you calculated for 11(a), determine whether Amari's data were significant at $p \leqslant 0.05$ for a non-directional (two-tailed) hypothesis.

(1)

Example Paper 1

Section C

SECTION D

Learning Theories

13 Mischa is investigating the healthy and unhealthy food choices made by people and decides to use the observational method. For one day, he observed the food purchased by customers in a local café. Mischa gathered quantitative data in his observation.

(a) Describe how Mischa could use tallying to gather his quantitative data.

(2)

(b) Describe the sampling technique used by Mischa to gather the participants for his observation.

(2)

Example Paper 1

Section D

(c) Explain **two** improvements Mischa could make to his investigation.

(4)

15 Evaluate Pavlov's (1927) experiment with salivation in dogs.

(8)

Example Paper 1

Section D

SECTION E

Issues and Debates

16 Assess the ethical issues of research conducted in biological psychology.

(8)

17 To what extent is research in social and cognitive psychology socially sensitive?

(12)

Example Paper 1

Section E

PAPER 2 – Applications of Psychology

Total marks for this paper is 90

Section A: Clinical Psychology

Section B: Criminological Psychology or Child Psychology or Health Psychology

Paper 2: Applications of psychology	*Paper code: 9PS0/02
• Externally assessed • Availability: May/June • First assessment: 2017	**35% of the total qualification**

Overview of content

Mandatory content

- Topic 5: Clinical psychology

Optional topics (students must study one)

- Topic 6: Criminological psychology
- Topic 7: Child psychology
- Topic 8: Health psychology

Overview of assessment

- Written examination.
- The paper is composed of two sections. Students must answer all questions from Section A and all questions from a choice of three optional topic areas in Section B.
- **Section A** has 54 marks and comprises of mixed question types, including data and stimulus response, short-answer and extended response questions with a 20-mark response covering the topic area of clinical psychology.
- **Section B** presents students with a choice of one from three optional topic areas – Criminological psychology, Child psychology or Health psychology. Each section totals 36 marks and comprises mixed question types, including stimulus and data response, short-answer and extended response questions.
- The assessment is 2 hours long.
- The assessment consists of 90 marks.
- The formulae and statistical tables given in *Appendix 4: Formulae and statistical tables* will also be given in the paper.
- Calculators may be used in the examination.

Topic 5: Clinical psychology

Subject content	What students need to learn:
5.1 Content	5.1.1 Diagnosis of mental disorders, including deviance, dysfunction, distress, and danger.
	5.1.2 Classification systems (DSM IVR or DSM V, and ICD) for mental health, including reliability and validity of diagnoses.
	5.1.3 Schizophrenia and one other disorder from anorexia nervosa, Obsessive-compulsive disorder (OCD) and unipolar depression. For schizophrenia • Description of symptoms and features, including thought insertion, hallucinations, delusions, disordered thinking. • The function of neurotransmitters as a theory/explanation. • One other biological theory/explanation. • One non-biological theory/explanation. For the other disorder • Description of symptoms and features. • Two explanations/theories: one biological theory/explanation and one non-biological theory/explanation.
	5.1.4 For schizophrenia and the other disorder, students should be familiar with two treatments for each disorder: one from biological and one from psychological. Two treatments for each disorder. The two for schizophrenia must come from different topic areas. The two for the other chosen disorder must come from different topic areas (these may be from the same topic areas as those used for schizophrenia).

Subject content	What students need to learn:
5.1 Content (*continued*)	5.1.5 Individual differences • Cultural effects can lead to individual differences in mental health disorders, e.g. non-biological explanation for schizophrenia. • Cultural effects can lead to different diagnoses of mental health disorders affecting reliablity and validity. 5.1.6 Developmental psychology • Issues around genes and mental health, such as a genetic or biochemical explanation for schizophrenia, can affect development.

5.2 Methods	5.2.1	Awareness of Health and Care Professions Council (HCPC) guidelines for clinical practitioners.
	5.2.2	Researching mental health The use of longitudinal, cross-sectional, cross-cultural methods, meta-analysis, and the use of primary and secondary data.
	5.2.3	The use of case studies, to include an example study: e.g. Lavarenne et al. (2013) Containing psychotic patients with fragile boundaries: a single group case study.
	5.2.4	The use of interviews in clinical psychology, to include an example study: e.g. Vallentine et al. (2010) Psycho-educational group for detained offender patients: understanding mental illness.
	5.2.5.	Within the methods mentioned here: Analysis of quantitative data using both descriptive and inferential statistics (chi-squared, Spearman's, Wilcoxon and Mann-Whitney U as appropriate). Analysis of qualitative data using thematic analysis and grounded theory.

Subject content	What students need to learn:
5.3 Studies	Classic study 5.3.1 Rosenhan (1973) On being sane in insane places.
	One contemporary study on schizophrenia 5.3.2 Carlsson et al. (2000) Network interactions in schizophrenia – therapeutic implications.
	One contemporary study on another disorder, from the following: Depression 5.3.3 Kroenke et al. (2008) The PHQ-8 as a measure of current depression in the general population. 5.3.4 Williams et al. (2013) Combining imagination and reason in the treatment of depression: a randomised control trial of internet based cognitive bias modification and internet-CBT for depression. Anorexia 5.3.5 Scott-Van Zeeland et al. (2013) Evidence for the role of EPHX2 gene variants in anorexia nervosa. 5.3.6 Guardia et al. (2012) Imagining One's Own and Someone Else's Body Actions: Dissociation in Anorexia Nervosa. Obsessive Compulsive Disorder (OCD) 5.3.7 Masellis et al. (2003) Quality of life in OCD: Differential impact of obsessions, compulsions, and depressions co morbidity. 5.3.8 POTS team including March et al. (2004) Cognitive behaviour therapy, Sertraline and their combination for children and adolescents with OCD.

Subject content	What students need to learn:
5.4 Key questions	5.4.1 One key question of relevance to today's society, discussed as a contemporary issue for society rather than an academic argument.
	5.4.2 Concepts, theories and/or research (as appropriate to the chosen key question) drawn from clinical psychology as used in this specification.
	Suitable examples • How do different societies define mental health disorders? • What are the issues surrounding mental health in the workplace?

5.5 Practical investigation	5.5.1	One practical research exercise to gather data relevant to topics covered in clinical psychology. This practical research exercise must adhere to ethical principles in both content and intention. Content analysis that explores attitudes to mental health.
	In conducting the practical research exercise, students must: • perform summative content analysis • analyse at least two sources (e.g. radio interviews, newspapers, magazines) to compare attitudes towards mental health.	
	Suitable examples • Comparing how attitudes have changed over time. • How different sources report mental health.	

Subject content	What students need to learn:
5.6 Issues and debates	Examples of issues and debates in clinical psychology: • **Ethics** (e.g. issues of diagnosing mental disorders such as using labelling; obtaining consent for participation in research; HCPC guidelines for practitioners). • **Practical issues in the design and implementation of research** (e.g. quantitative v qualitative data, balancing validity with reliability). • **Reductionism** (e.g. in research where causes of mental disorders are isolated and diagnoses are not holistic). • **Comparisons between ways of explaining behaviour using different themes** (e.g. ICD and DSM; different explanations for mental health issues). • **Psychology as a science** (e.g. in research that involves biological methods; in treatments such as drug therapies; in research that uses scientific research methods such as laboratory experiments). • **Culture** (e.g. cultural differences in diagnosis practices) and gender (e.g. gender featuring as a difference in frequency of a disorder). • **Nature-nurture** (e.g. different theories of what causes mental disorders, biological compared to social psychology). • **An understanding of how psychological understanding has developed over time** (e.g. DSM changes; changes in therapies; changing explanations for mental health issues). • **Issues of social control** (e.g. policies for the treatement and therapy for mental health issues can itself be seen as a form of social control). • **The use of psychological knowledge within society** (e.g. therapies and treatments for mental health issues). • **Issues related to socially sensitive research** (e.g. research in the area of mental health and cultural issues).

Topic 6: Criminological psychology

Subject content	What students need to learn:
6.1 Content	Explanations of crime and anti-social behaviour, with consideration given to gender differences 6.1.1 Biological explanations, including brain injury, amygdala and aggression, XYY syndrome and personality. 6.1.2 Social explanations, including labelling, self-fulfilling prophecy.
	Understanding the offender, offence analysis and case formulation 6.1.3 Cognitive interview and ethical interview techniques. 6.1.4 The use of psychological formulation to understand the function of offending behaviour in the individual.
	Two treatments for offenders, including strengths and weaknesses and one study for each that considers their effectiveness 6.1.5 One cognitive-behavioural treatment e.g. CBT, social skills training, anger management, assertiveness training. 6.1.6 One biological treatment, e.g. improved diet, hormone treatment.
	6.1.7 Factors influencing eye-witness testimony, including consideration of reliability (including post-event information and weapon focus). Studies can be the same as those used for the methodology section of criminological psychology.
	6.1.8 Factors influencing jury decision-making, including characteristics of the defendant and pre-trial publicity, including studies in this area.

Subject content	What students need to learn:
6.1 Content (*continued*)	6.1.9 Individual differences • Personality as a factor in criminal/anti-social behaviour. • Individual differences affecting whether a self-fulfilling prophecy occurs, e.g. with regard to developing criminal or anti-social behaviour. 6.1.10 Developmental psychology • The self-fulfilling prophecy is an explanation for criminal/anti-social behaviour that explains development of some individuals. • Social learning theory is a theory of human development that can account for criminal/ anti-social behaviour. • Other causes for criminal/anti-social behaviour, including biological, can explain development.

6.2 Methods	6.2.1	Research methods • Research methods used to assess eye-witness effectiveness, including laboratory experiments and field experiments. • Case studies.
	6.2.2	Sample selection and techniques • Random. • Stratified. • Volunteer and technique. • Opportunity.
	6.2.3	Issues of reliability, validity, objectivity, credibility and ethics in research in criminological psychology.
	6.2.4	Data analysis • Analysis of quantitative data: calculating measures of central tendency, frequency tables, measures of dispersion (range and standard deviation) correlations, meta-analysis. • Analysis of, use of, and drawing conclusions from quantitative data, including using inferential statistical testing (use of chi-squared, Spearman, Mann-Whitney U, Wilcoxon) and issues of statistical significance; levels of measurement; critical and observed values. • Analysis of qualitative data using thematic analysis and grounded theory.

Subject content	What students need to learn:	
6.2 Methods (*continued*)	6.2.5	Ethical guidelines British Psychological Society (BPS) Code of Ethics and Conduct (2009), including risk management when carrying out research in psychology and Health and Care Professions Council (HCPC) principles for undertaking psychological, formulation and intervention.

6.3 Studies	Classic study 6.3.1 Loftus and Palmer (1974) Reconstruction of auto mobile destruction: An example of the interaction between language and memory.
	One contemporary study from the following: 6.3.2 Bradbury M D and Williams, M R (2013) Diversity and Citizen Participation: The Effects of Race on Juror Decision Making. 6.3.3 Valentine T and Mesout J (2009) Eyewitness identification under stress in the London Dungeon 6.3.4 Howells et al. (2005) Brief anger management programs with offenders: Outcomes and predictors of change.
6.4 Key questions	6.4.1 One key issue of relevance to today's society, discussed as a contemporary issue for society rather than as an academic argument.
	6.4.2 Concepts, theories and/or research as appropriate to the chosen key question drawn from criminological psychology as given in this specification.
	Suitable examples • Is eye-witness testimony too unreliable to trust? • Should jury bias lead to the abolishment of juries?

Subject content	What students need to learn:
6.5 Practical investigation	6.5.1 One practical research exercise to gather data relevant to topics covered in criminological psychology. The practical research exercise must adhere to ethical principles in both content and intention.
	In conducting the practical research exercise, students must: • conduct a questionnaire, interview or an experiment • gather qualitative and/or quantitative data but must involve quantitative data for analysis (can turn qualitative data into quantitative date for analysis purposes) • include inferential statistical testing as appropriate such as chi squared, Mann-Whitney U, Wilcoxon or Spearman's rho • include research question/hypothesis; research method; sampling; ethical considerations; data collection tools; data analysis; results; discussion • consider strengths and weaknesses of the practical research exercise and possible improvements.
	Suitable examples • An experiment into the use of cognitive interview concerning recall of a specific event. • View a crime/courtroom drama and conduct an interview/questionnaire on participants about the reasons why the defendants may have committed the crime they are accused of.

Subject content	What students need to learn:
6.6 Issues and debates	Examples of issues and debates in criminological psychology: • **Ethics** (e.g. effects of unreliability of jury decision-making; effects of unreliability of eye-witness testimony; using field experiments to test eye-witness unreliability with possible lack of debriefing). • **Practical issues in the design and implementation of research** (e.g. having to use mock juries and artificial situations because of not being able to manipulate real trial situations). • **Reductionism** (e.g. using experiments and field experiments to test issues around eye-witness testimony such as weapons effect; biological explanations for criminal behaviour). • **Comparisons between ways of explaining behaviour using different themes** (e.g. different explanations for criminal behaviour drawing on biology, learning theories and social psychology). • **Psychology as a science** (e.g. using experiments and field experiments; using biological explanations). • **Culture and gender** (e.g. as issues that might affect jury decision-making – sometimes to the detriment of the defendant). • **Nature-nurture** (e.g. biological versus social/learning explanations for criminal behaviour). • **An understanding of how psychological understanding has developed over time** (e.g. Loftus and Palmer's study of eye-witness testimony and consider Loftus's work in the field currently; cognitive interview and ethical interview). • **Issues of social control** (e.g. treatments and therapies for those convicted of crime or anti-social behaviour; the power of a therapist, a forensic psychologist, or the person controlling the treatment/therapy). • **The use of psychological knowledge within society** (e.g. warning about unreliability of eye-witness testimony; warning about issues that might affect jury decision-making). • **Issues related to socially-sensitive research** (e.g. looking at causes for criminal behaviour in socially sensitive areas such as socio-economic status, race, age, gender).

Topic 7: Child psychology

Subject content	What students need to learn:
7.1 Content	Attachment, deprivation and privation 7.1.1 Bowlby's work on attachment. 7.1.2 Ainsworth's work on attachment, including types of attachment and the Strange Situation procedure. 7.1.3 Research into deprivation (short-term and long-term effects) and how negative effects can be reduced. 7.1.4 Research into privation and whether the negative effects can be reversed.
	7.1.5 Research into day care, including advantages and disadvantages for the child, and what makes good and poor-quality day care.
	7.1.6 Cross-cultural research into attachment types and nature-nurture issues that arise about development.
	7.1.7 Autism • The features of autism. • One biological explanation for autism. • One other explanation for autism. • Therapies for helping children with autism.
	7.1.8 Individual differences • Attachment type can affect individuals differently, such as issues of child temperament. • Positive and negative aspects of day care can be affected by individual differences such as gender or temperament. 7.1.9 Developmental psychology • Effects on development of day care. • Effects on development of attachment interactions, including deprivation, privation and separation. • Effects on development of developmental disorders, including autism.

Subject content	What students need to learn:
7.2 Methods	7.2.1 Observation • The use of the observational research method in child psychology, including the gathering of both qualitative and quantitative data (including tallying). • Types of observation: participant, non-participant, overt and covert.
	7.2.2 Questionnaire/interview • The use of both questionnaires and interviews in child psychology, including the gathering of both qualitative and quantitative data. • Issues around using questionnaire and interview methods: semi-structured, structured, unstructured interviews; sampling; open and closed questions; social desirability; demand characteristics.
	7.2.3 Cross-cultural research • The use of the cross-cultural research method, including the Strange Situation, in child psychology, including nature-nurture issues and issues of cross-sectional versus longitudinal designs. • The use of meta-analysis using cross-cultural research to draw conclusions about the universality of attachment types.
	7.2.4 The ethics of researching with children, including children's rights and the UNCRC (1989), and issues around participation and protection.
	7.2.5 Data analysis • Analysis of quantitative data using measures of central tendency, frequency tables, measures of dispersion (range and standard deviation). • Analysis of, use of, and drawing conclusions from quantitative data using inferential statistics, including use of chi-squared, Spearman, Mann-Whitney U and Wilcoxon, and issues of statistical significance, levels of measurement, critical and observed values. • Analysis of qualitative data using thematic analysis and grounded theory.

Subject content	What students need to learn:
7.3 Studies	Classic study 7.3.1 van IJzendoorn and Kroonenberg (1988) Cross-cultural patterns of attachment: A Meta-Analysis of the Strange Situation.
	One contemporary study from the following: 7.3.2 Cassibba et al. (2013) Attachment the Italian way. 7.3.3 Gagnon-Oosterwaal et al. (2012) Pre-adoption adversity and self-reported behaviour problems in 7-year-old international adoptees. 7.3.4 Li et al. (2013) Timing of High-Quality Child Care and Cognitive, Language and Preacademic Development.
7.4 Key questions	7.4.1 One issue of relevance to today's society, explaining the issue and applying concepts, theories and/or research (as appropriate) drawn from child psychology as given in this specification.
	7.4.2 Concepts, theories and/or research (as appropriate to the chosen key question) drawn from child psychology as given in this specification.
	Suitable examples • What issues should parents take into account when deciding about day care for their child? • Is international adoption good or bad for a child?

Subject content	What students need to learn:
7.5 Practical investigation	7.5.1 One practical research exercise to gather data relevant to topics covered in child psychology. This practical research exercise must adhere to ethical principles in both content and intention.
	In conducting the practical research exercise, students must: • conduct one study using a questionnaire, interview or observation • gather qualitative and/or quantitative data but must involve quantitative data for analysis (can turn qualitative data into quantitative date for analysis purposes) • include inferential statistical testing as appropriate, such as chi squared, Mann-Whitney U, Wilcoxon or Spearman's rho • include a research question/hypothesis, research method, sampling, ethical considerations, data collection tools, data analysis, results, discussion • consider strengths and weaknesses of the practical research exercise and possible improvements.
	Suitable examples • Interview of an adult to look for a relationship between strong attachment experiences and strong adult relationships. • Interview of a parent of a child under 3 years old around positive experiences when using day care for their child.

Subject content	What students need to learn:
7.6 Issues and debates	Examples of issues and debates in child psychology: • **Ethics** (e.g. balancing participation and protection rights and the UNCRC). • **Practical issues in the design and implementation of research** (e.g. in meta-analyses, with special issues about comparing results from different studies; in observations and getting objective data). • **Reductionism can be discussed** (e.g. reducing behaviour to the Strange Situation in order to test attachment types). • **Comparisons between ways of explaining behaviour using different themes** (e.g. Ainsworth's and Bowlby's theories about attachment; evolution ideas about attachment). • **Psychology as a science** (e.g. looking at how cross-cultural research can answer questions about nature-nurture, so looking at what is universal in child development). • **Culture** (e.g. cross-cultural findings about attachment types and cultural differences in child rearing) and gender (not considered directly but studies do look at differences in gender, day care, and social, emotional and cognitive development). • **Nature-nurture** (e.g. what cross-cultural studies say about the universality of attachment types). • **An understanding of how psychological understanding has developed over time** (e.g. Bowlby's work has been followed up with more recent studies on maternal deprivation linking to issues around day care). • **Issues of social control** (e.g. how findings about day care and parenting styles/attachments can be used as a form of control such as advising day care (or not) for economic reasons; treatment, therapy and behaviour around the issue of autism). • **The use of psychological knowledge within society** (e.g. treatment or therapy for problem behaviour; pros and cons of day care and advice to parents; advice regarding looked after children). • **Issues related to socially sensitive research** (e.g. research into developmental issues such as autism; research into issues around child development such as socio-economic status; research around adoption and the effects of privation).

Topic 8: Health psychology

Subject content	What students need to learn:
8.1 Content	8.1.1 Issues around drug taking, including addiction, tolerance, physical and psychological dependency, withdrawal.
	Explanations of drug addiction 8.1.2 One biological explanation each for alcohol, heroin and nicotine addiction, including mode of action. 8.1.3 One learning explanation each for alcohol, heroin and nicotine addiction. Explanations may apply to more than one drug.
	Treatments for drug addiction 8.1.4 Two treatments each for alcohol, heroin and nicotine addiction, including aversion therapy. Treatments may apply to more than one drug.
	8.1.5 One anti-drug campaign and the psychological strategies behind it.
	8.1.6 Individual differences • Biological and social factors in drug misuse can include effects dependent on differences in the individual, such as personality. 8.1.7 Developmental psychology • Social interactions during development can lead to drug misuse, including learning.

Subject content	What students need to learn:
8.2 Methods	8.2.1 Use of animals • The use of animal laboratory experiments to study drugs. • Ethics of using animals to study drugs.
	8.2.2 Human drug studies • Two research methods using humans to study drugs. • Ethics of using human participants to study drugs.
	8.2.3 The use of cross-cultural research, including nature-nurture issues related to drug misuse.
	8.2.4 Data analysis • Analysis of quantitative data using measures of central tendency, frequency tables, measures of dispersion (range and standard deviation). • Analysis of, use of, and drawing conclusions from quantitative data, including using inferential statistical testing (use of chi squared, Spearman, Mann-Whitney U, Wilcoxon) and issues of statistical significance; levels of measurement; critical and observed values. • Analysis of qualitative data using thematic analysis and grounded theory.

8.3 Studies	Classic study 8.3.1 Olds and Milner (1954) Positive reinforcement produced by electrical stimulation of septal area and other regions of rat brain.
	One contemporary study from the following: 8.3.2 Mundt et al. (2012) Peer selection and influence effects on adolescent alcohol use: a stochastic actor-based model. 8.3.3 Dixit et al. (2012) Biosocial determinants of alcohol risk behaviour: An epidemiological study in urban and rural communities of Aligarh, Uttar Pradesh. 8.3.4 Pengpid et al. (2012) Screening and brief intervention for hazardous and harmful alcohol use among hospital out-patients in South Africa: results from a randomised controlled trial.

Subject content	What students need to learn:
8.4 Key questions	8.4.1 One issue of relevance to today's society and to explain the issue apply concepts, theories and/or research (as appropriate) drawn from health psychology as given in this specification.
	8.4.2 Concepts, theories and/or research (as appropriate to the chosen key question) drawn from health psychology as given in this specification.
	Suitable examples • How to encourage the cessation of smoking? • Government intervention in health behaviours versus freedom of choice: to what extent is government intervention appropriate?

8.5 Practical investigation	8.5.1	One practical research exercise to gather data relevant to topics covered in health psychology. This practical research exercise must adhere to ethical principles in both content and intention.
	In conducting the practical research exercise, students must: • conduct a questionnaire, interview or a content analysis • gather qualitative and/or quantitative data but must involve quantitative data for analysis (can turn qualitative data into quantitative date for analysis purposes) • include inferential statistical testing as appropriate such as chi squared, Mann-Whitney U, Wilcoxon or Spearman's rho • include research question/hypothesis; research method; sampling; ethical considerations; data-collection tools; data analysis; results; discussion • consider strenghts and weaknesses of the practical research exercise and possible improvements.	
	Suitable examples • Content analysis of pop music/television programmes e.g. references to drugs. • Content analysis of newspaper articles/news comparing references to alcohol and nicotine.	

Subject content	What students need to learn:
8.6 Issues and debates	Examples of issues and debates in health psychology: • **Ethical** (e.g. the use of animals and humans when researching drugs and drug treatments like aversion therapy). • **Practical issues in the design and implementation of research** (e.g. generalising from findings from animal studies to human behaviour; studying drug action in the brain is hard to access holistically). • **Reductionism** (e.g. when considering the use of methods such as experiments; that studies using animals tend to isolate variables). • **Comparisons between ways of explaining behaviour using different themes** (e.g. different explanations for drug misuse, learning and biological). • **Psychology as a science** (e.g. using animal experiments to study drug misuse; considering biological explanations for drug misuse). • **Culture** (e.g. considering the cross-cultural research) and gender (not specifically considered in this topic area, though gender differences in drug taking could be considered). • **Nature-nurture** (e.g. learning as opposed to biological explanations for drug misuse). • **An understanding of how psychological understanding has developed over time** (e.g. rise of understanding about drug misuse – explanations for drug misuse; rising understanding used in anti-drug campaigns). • **Issues of social control** (e.g. treating drug misuse as criminal and requiring treatment). • **The use of psychological knowledge within society** (e.g. using understanding of drug misuse to develop treatment ideas). • **Issues related to socially sensitive research** (e.g. asking about drug 'habits' when people are vulnerable).

EXAMPLE QUESTIONS

SECTION A

Clinical Psychology

1 During your studies of clinical psychology, you will have learned about classification systems for mental health, including the DSM and ICD.

(a) Describe the DSM as a classification system.

(2)

(b) Explain **one** strength and **one** weakness of the DSM as a classification system to diagnose mental health disorders.

(4)

Example Paper 2

Section A

3 In your studies of clinical psychology, you will have learned about one of the following disorders:

- Anorexia nervosa
- Obsessive-compulsive disorder (OCD)
- Unipolar depression

Evaluate **one** non-biological theory/explanation for your chosen disorder.

(8)

Example Paper 2

Section A

5 Patti has been diagnosed with a mental health disorder. She sometimes thinks she is a cat. She regularly dresses as a cat and meows to her partner, rather than talking to them, which upsets her partner.

Due to dressing as a cat, Patti has been dismissed from her job as she was required to wear a uniform. This means Patti no longer has enough money to go out for meals with her partner, which she likes to do.

Recently, when thinking she was a cat, Patti saw a large dog and climbed up a tree to escape the dog. However, the branch broke, she fell and had to go to hospital. When seeing a psychiatrist, Patti did admit that she was happy when she thought she was a cat. Patti also said that when she realised she was not a cat, she became upset about the effect this had on her life and on her partner.

To what extent are deviance, dysfunction, distress and danger useful in diagnosing Patti with a mental health disorder?

You must make reference to the context in your answer.

(20)

Example Paper 2

Section A

SECTION B

OPTION 1: CRIMINOLOGICAL PSYCHOLOGY

6 In your studies of criminological psychology, you will have conducted a practical investigation.

(a) Describe the results of your practical investigation in criminological psychology.

(2)

(b) Explain **one** strength of your practical investigation in criminological psychology.

(2)

Example Paper 2

Section B

8 Evaluate the self-fulfilling prophecy as an explanation of criminal/anti-social behaviour.

(8)

9 Maxyme is currently in prison.

He gets very angry when people disrespect him, such as when a teenager pushed in front of him in a queue before he went to prison. He felt the teenager had done it deliberately because they did not like Maxyme. The only reason Maxyme did not start a fight is because there were several other people nearby and he did not want to get into trouble with the police.

Maxyme has been found guilty of robbery and assault. He went with a weapon to a shop and threatened the shop keeper. Once the shop keeper had given him some money, he left the shop. Maxyme assaulted a passer-by when they tried to stop him from getting away.

Whilst in prison, Maxyme is having a cognitive-behavioural treatment.

Assess the effectiveness of **one** cognitive-behavioural treatment for Maxyme.

You must make reference to the context in your answer.

(16)

Example Paper 2

Section B

OPTION 2: CHILD PSYCHOLOGY

12 Evaluate **one** biological explanation for autism.

(8)

OPTION 3: HEALTH PSYCHOLOGY

16 Evaluate **one** treatment for nicotine addiction, **other than** aversion therapy.

(8)

Example Paper 2

Section B

PAPER 3 – Psychological Skills

Total marks for this paper is 80

Section A: Research Methods

Section B: Review of Studies

Section C: Issues & Debates

Paper 3: Psychological skills	*Paper code: 9PS0/03
• Externally assessed • Availability: May/June • First assessment: 2017	**30% of the total qualification**

Overview of content

Topic 9: Psychological skills:

- Methods
- Synoptic review of studies
- Issues and debates.

Overview of assessment

- Written examination.
- Students must answer all questions from three sections.
- **Section A** has 24 marks and comprises mixed question types, including stimulus and data response and short-answer questions, covering the topic area of research methods.
- **Section B** has 24 marks and comprises mixed question types, including stimulus and data response and short-answer questions based on psychological studies and one extended response questions based on classic studies given in Topics 1-5.
- **Section C** has 32 marks and comprises two extended response questions, covering the topic area of issues and debates in psychology.
- The assessment is 2 hours long.
- The assessment consists of 80 marks.
- The formulae and statistical tables given in *Appendix 4: Formulae and statistical tables* will also be given in the paper.
- Calculators may be used in the examination.

Topic 9: Psychological skills

Subject content	What students need to learn:	
9.1 Methods	9.1.1	Types of data: qualitative and quantitative data; primary and secondary data.
	9.1.2	Sampling techniques: random, stratified, volunteer and opportunity.
	9.1.3	Experimental/research designs: independent groups, repeated measures and matched pairs.
	9.1.4	Hypotheses: null, alternate, experimental; directional and non-directional.
	9.1.5	Questionnaires and interviews: open, closed (including ranked scale questions); structured, semi-structured and unstructured interviews; self-report data.
	9.1.6	Experiments: laboratory and field; independent and dependent variables.
	9.1.7	Observations: tallying; event and time sampling; covert, overt, participant, non-participant; structured observations; naturalistic observations.
	9.1.8	Additional research methods and techniques: twin and adoption studies, animal experiments, case studies as used in different areas of psychology, scanning (CAT, PET, fMRI), content analysis, correlational research, longitudinal and cross-sectional, cross-cultural and meta-analysis.
	9.1.9	Control issues: counterbalancing, order effects, experimenter effects, social desirability, demand characteristics, participant variables, situational variables, extraneous variables, confounding variables, operationalisation of variables.

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Subject content	What students need to learn:
9.1 Methods (*continued*)	9.1.10 Descriptive statistics • measures of central tendency, frequency tables, graphs (bar chart, histogram, scatter diagram), normal distribution (including standard deviation), skewed distribution, sense checking data, measures of dispersion (range, standard deviation). • Produce, handle, interpret data-including drawing comparisons (e.g. between means of two sets of data). Students do not need to know formulae but are expected to be competent in simple mathematical steps.

9.1.11 Inferential statistics

Decision making and interpretation

- Levels of measurement. Appropriate choice of statistical test. The criteria for and use of Mann-Whitney U, Wilcoxon, Spearman's, chi squared (for difference) tests. Directional and non-directional testing.
- Use of critical value tables, one- and two-tailed testing.
- Levels of significance, including knowledge of standard statistical terminology such as p equal to or greater than (e.g. $p \leq .05$). Rejecting hypotheses. Type I and type II errors. The relationship between significance levels and p values.
- Observed and critical values.

9.1.12	Methodological issues: validity (internal, predictive, ecological), reliability, generalisability, objectivity, subjectivity (researcher bias), credibility.
9.1.13	Analysis of qualitative data (thematic analysis and grounded theory).
9.1.14	Conventions of published psychological research: abstract, introduction, aims and hypotheses, method, results, discussion; the process of peer review.
9.1.15	Ethical issues in research using humans (BPS Code of Ethics and Conduct, 2009), including risk assessment when carrying out research in psychology.
9.1.16	Ethical issues in research using animals (Scientific Procedures Act 1986 and Home Office regulations).

Subject content	What students need to learn:	
9.2 Synoptic review of studies	9.2.1	Draw on and compare studies from the classic study section throughout the qualification.
	9.2.2	Review synoptically the classic studies of psychology in terms of issues and debates.
	9.2.3	Use principles of understanding, evaluation and synopticity on unseen material.

9.3 Issues and debates	See issues and debates sections in each topic area for examples of how to apply each of the topic areas of psychology.	
	9.3.1	Ethical issues in research (animal and human).
	9.3.2	Practical issues in the design and implementation of research.
	9.3.3	Reductionism in the explanation of behaviour.
	9.3.4	Comparisons of ways of explaining behaviour using different themes.
	9.3.5	Psychology as a science.
	9.3.6	Cultural and gender issues in psychological research.
	9.3.7	The role of both nature and nurture in psychology.
	9.3.8	An understanding of how psychological understanding has developed over time.
	9.3.9	The use of psychology in social control.
	9.3.10	The use of psychological knowledge in society.
	9.3.11	Issues related to socially-sensitive research.

EXAMPLE QUESTIONS

SECTION A

Research Methods

1 Pets and social media study

Researchers wanted to investigate the perceptions of people with pets on social media websites.

Some people use social media websites/apps to look for new friends and others to connect with existing friends. Researchers wanted to investigate how women perceive men on social media websites in relation to a pet being in the profile picture.

The researchers devised a questionnaire to assess how men were perceived in two pictures by women. One picture was a man alone and the other was the same man holding a cat. Women aged 18–24 were asked a number of questions regarding personality characteristics of the man in the two pictures. The women rated the man in the two different pictures for extraversion, agreeableness and conscientiousness.

- Extraversion (categorised by active, sociable, talkative behaviour) included statements such as 'the man would be outgoing'.
- Agreeableness (categorised by cooperative, compliant, good-natured behaviour) included statements such as 'the man would sympathise with others' feelings'.
- Conscientiousness (categorised by careful, thorough, organised behaviour) included statements such as 'the man would pay attention to details'.

Each participant rated the man on a scale from 1 (strongly disagree) to 7 (strongly agree), as shown in **Figure 1**.

	Strongly disagree	**Moderately disagree**	**Slightly disagree**	**Neither agree nor disagree**	**Slightly agree**	**Moderately agree**	**Strongly agree**
The man would be outgoing	1	2	3	4	5	6	7

Example Paper 3

Section A

In a later question, the participants were asked about how likely they would be to add the man as a friend on their social media profile.

The likelihood of adding the man as a friend on their social media profile was rated on a scale from 1 to 10, where 1 indicated 'they would not consider it' and 10 indicated 'absolutely yes'.

Once the researchers had the data, they decided to conduct a Wilcoxon Signed Ranks test to determine whether there was a difference in the likelihood of adding the man as a friend on their social media profile in the two pictures.

(b) Complete **Table 2** and calculate the Wilcoxon Signed Ranks test for the pets and social media study.

(4)

Participant	Likelihood of adding the man alone as a friend	Likelihood of adding the man with a cat as a friend	Difference	Rank	Rank if positive	Rank if negative
A	7	5				
B	8	7				
C	5	6				
D	10	3				
E	7	7				
F	4	5				
G	6	3				
H	6	2				
				Total:		

Example Paper 3

Section A

SECTION B

Review of Studies

3 Screen advertising and children study

Researchers wanted to investigate the effect of screen advertising on what food or drink children consumed.

They conducted a meta-analysis on studies conducted from 1980 to 2018 on children aged between 2–18 years old in terms of how different forms of screen advertising affected what they consumed.

Screen advertising included TV and internet sites or internet adverts when playing games. They included all languages and countries in their inclusion criteria for the study, but excluded adults, non-screen advertising, and studies prior to 1980.

The researchers compared the findings from studies about food advertising to non-food advertising, such as for toys. 11 studies about food advertising on TV and 5 studies for internet-based food advertising were included in their analysis.

The researchers looked at two different methodologies:

- Experimental evidence, where children watched adverts embedded in TV or the internet and were offered food immediately afterwards, with studies varying the types of food available.
- Non-experimental evidence, through studies using various surveys/ questionnaires to consider the impact of screen advertising on body mass index (BMI).

For the experimental evidence, it was found that food advertising increased the immediate dietary intake of the children, where they consumed on average 60 calories more than children exposed to non-food advertising. In the non-experimental evidence, there was a significant positive association between the amount of food advertising children were exposed to and their body mass index (BMI).

The study concluded that exposure to unhealthy food advertising on TV and the internet increased the calorie consumption and body mass index (BMI) in children.

(Source: adapted from Russell et al. (2018))

Example Paper 3

Section B

(a) Explain **one** weakness of using a meta-analysis for the screen advertising and children study.

(2)

(b) Using research evidence, explain how far learning theories can account for the findings of the screen advertising and children study.

(6)

4 Evaluate Baddeley (1966b) and Rosenhan (1973) in terms of their scientific status.

(16)

Example Paper 3

Section B

SECTION C

Issues and Debates

5 Carli and Anthony are at their sixth form college and they are looking at social media pictures of Carli's recent 18th birthday party on Carli's mobile phone.

The pictures show that Carli's cake said 'Happy 18th Birthday' with no candles and there was a dry ice machine and no balloons. Carli was wearing jeans and a t-shirt. Anthony is confused as he thought the cake had Carli's name and 18 candles on it and thought there were pink balloons and that Carli wore a dress.

Carli laughs at Anthony, so he gets annoyed and he aggressively knocks the phone out of her hand and runs out of the classroom to the school field.

Evaluate the extent to which cognitive psychology can explain human behaviour, such as the situation regarding Carli and Anthony.

You must make reference to the context in your answer.

(12)

Example Paper 3

Section C

6 Assess the use of psychology in social control.

(20)

Example Paper 3

Section C

THE END