

# A Level Psychology



## Specification

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**Pearson Edexcel Level 3 Advanced GCE in Psychology (9PS0)**

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*First teaching from September 2015*

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*First certification from 2017*

Issue 2



# **Pearson Edexcel Level 3 Advanced GCE in Psychology (9PS0) Specification**

First certification 2017

Issue 2

### **Edexcel, BTEC and LCCI qualifications**

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This specification is Issue 2. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: [qualifications.pearson.com](http://qualifications.pearson.com)

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## Summary of Pearson Edexcel Level 3 Advanced GCE in Psychology specification Issue 2 changes

<b>Summary of changes made between previous issue and this current issue</b>	<b>Page number</b>
Amendments made to the 'overview of assessments' sections.	1-3
Amendment made to fifth bullet point for 1.5.1 in the 'conducting the practical research exercise' section.	8
Amendment made to Section 1.6 'Practical issues in the design and implementation of research' bullet point.	9
Amendment made to culture and gender bullet point in Section 2.6.	14
Amendment made to 3.5.1 in the 'conducting practical research exercise' section – last bullet point	17
Amendment made to culture and gender bullet point in Section 3.6.	18
Amendment made to the fourth bullet for 4.5.1 in the 'conducting the practical research exercise' section.	22
Study date amended to 2000 in Section 5.3.2.	26
Last sentence removed from 6.5.1.	32
Amendment made to the bullet points in section 6.5 'suitable examples' section.	32
Amendment made to section 8.3.4.	40
Amendments made to Assessment summary information for Paper 1 in Sections A–D and Paper 2 Section A and Section B (p. 47) and for Paper 3 Sections A and B (p.48).	47–48
Synoptic assessment about Paper 3 been amended.	54
Spearman's rank critical values have been updated.	71
Chi-squared distribution formula – statement at the bottom changed to 'The calculated value must be equal to or exceed the critical value in this table for significance to be shown.'	72
Critical values for the Mann-Whitney U test have been updated.	73–74

If you need further information on these changes or what they mean, contact us via our website at: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html).



## From Pearson's Expert Panel for World Class Qualifications

"The reform of the qualifications system in England is a profoundly important change to the education system. Teachers need to know that the new qualifications will assist them in helping their learners make progress in their lives.

When these changes were first proposed we were approached by Pearson to join an 'Expert Panel' that would advise them on the development of the new qualifications. We were chosen, either because of our expertise in the UK education system, or because of our experience in reforming qualifications in other systems around the world as diverse as Singapore, Hong Kong, Australia and a number of countries across Europe.

We have guided Pearson through what we judge to be a rigorous qualification development process that has included:

- Extensive international comparability of subject content against the highest-performing jurisdictions in the world
- Benchmarking assessments against UK and overseas providers to ensure that they are at the right level of demand
- Establishing External Subject Advisory Groups, drawing on independent subject-specific expertise to challenge and validate our qualifications
- Subjecting the final qualifications to scrutiny against the DfE content and Ofqual accreditation criteria in advance of submission.

Importantly, we have worked to ensure that the content and learning is future oriented. The design has been guided by what is called an 'Efficacy Framework', meaning learner outcomes have been at the heart of this development throughout.

We understand that ultimately it is excellent teaching that is the key factor to a learner's success in education. As a result of our work as a panel we are confident that we have supported the development of qualifications that are outstanding for their coherence, thoroughness and attention to detail and can be regarded as representing world-class best practice."

### **Sir Michael Barber (Chair)**

Chief Education Advisor, Pearson plc

### **Professor Lee Sing Kong**

Director, National Institute of Education, Singapore

### **Bahram Bekhradnia**

President, Higher Education Policy Institute

### **Professor Jonathan Osborne**

Stanford University

### **Dame Sally Coates**

Principal, Burlington Danes Academy

### **Professor Dr Ursula Renold**

Federal Institute of Technology, Switzerland

### **Professor Robin Coningham**

Pro-Vice Chancellor, University of Durham

### **Professor Bob Schwartz**

Harvard Graduate School of Education

### **Dr Peter Hill**

Former Chief Executive ACARA



# Introduction

The Pearson Edexcel Level 3 Advanced GCE in Psychology is designed for use in schools and colleges. It is part of a suite of GCE qualifications offered by Pearson.

## Purpose of the specification

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This specification sets out:

- the objectives of the qualification
- any other qualification that a student must have completed before taking the qualification
- any prior knowledge and skills that the student is required to have before taking the qualification
- any other requirements that a student must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge and understanding that will be assessed as part of the qualification
- the method of assessment and any associated requirements relating to it
- the criteria against which a student's level of attainment will be measured (such as assessment criteria).

## Rationale

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The Pearson Edexcel Level 3 Advanced GCE in Psychology meets the following purposes, which fulfil those defined by the Office of Qualifications and Examinations Regulation (Ofqual) for GCE qualifications in their *GCE Qualification Level Conditions and Requirements* document, published in April 2014.

The purposes of this qualification are to:

- define and assess achievement of the knowledge, skills and understanding that will be needed by students planning to progress to undergraduate study at a UK higher education establishment, particularly (although not only) in the same subject area, for example higher education qualifications such as psychology degrees and further education courses such as BTEC Higher Nationals
- set out a robust and internationally comparable post-16 academic course of study to develop that knowledge, skills and understanding
- enable UK universities to accurately identify the level of attainment of students
- provide a basis for school and college accountability measures at age 18
- provide a benchmark of academic ability for employers.

### Qualification aims and objectives

The aims and objectives of the Pearson Edexcel Level 3 Advanced GCE in Psychology are to enable students to:

- develop essential knowledge and understanding of different areas of the subject and how they relate to each other
- develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods
- develop competence and confidence in a variety of practical, mathematical and problem-solving skills
- develop their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject
- appreciate how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.

## The context for the development of this qualification

All our qualifications are designed to meet our World Class Qualification Principles<sup>[1]</sup> and our ambition to put the student at the heart of everything we do.

We have developed and designed this qualification by:

- reviewing other curricula and qualifications to ensure that it is comparable with those taken in high-performing jurisdictions overseas
- consulting with key stakeholders on content and assessment, including learned bodies, subject associations, higher-education academics, teachers and employers to ensure this qualification is suitable for a UK context
- reviewing the legacy qualification and building on its positive attributes.

This qualification has also been developed to meet criteria stipulated by Ofqual in their documents *GCE Qualification Level Conditions and Requirements* and *GCE AS and A level regulatory requirements for biology, chemistry, physics and psychology*, published by the Department for Education (DfE) in April 2014.

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<sup>[1]</sup> Pearson's World Class Qualification principles ensure that our qualifications are:

- **demanding**, through internationally benchmarked standards, encouraging deep learning and measuring higher-order skills
- **rigorous**, through setting and maintaining standards over time, developing reliable and valid assessment tasks and processes, and generating confidence in end users of the knowledge, skills and competencies of certified students
- **inclusive**, through conceptualising learning as continuous, recognising that students develop at different rates and have different learning needs, and focusing on progression
- **empowering**, through promoting the development of transferable skills, see *Appendix 1*.



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# Qualification at a glance

The Pearson Edexcel Level 3 Advanced GCE in Psychology is structured into nine topic areas. Topics 1–4 are compulsory and focus on the areas that have laid the foundations of modern psychological understanding. Topics 5–8 focus on how our understanding of psychology is applied today. Topic 5 is compulsory. One topic from 6, 7 or 8 must be studied. Finally, Topic 9 summarises the psychological skills and research methods covered in the qualification.

This qualification consists of three externally examined papers.

Students must complete all assessment in May/June in any single year.

<b>Paper 1: Foundations in psychology</b>		<b>*Paper code: 9PS0/01</b>
<ul style="list-style-type: none"> <li>Externally assessed</li> <li>Availability: May/June</li> <li>First assessment: 2017</li> </ul>	<b>35% of the total qualification</b>	
<b>Overview of content</b> <ul style="list-style-type: none"> <li>Topic 1: Social psychology</li> <li>Topic 2: Cognitive psychology</li> <li>Topic 3: Biological psychology</li> <li>Topic 4: Learning theories</li> </ul>		
<b>Overview of assessment</b> <ul style="list-style-type: none"> <li>Written examination.</li> <li>Students must answer all questions from five sections.</li> <li>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: <ul style="list-style-type: none"> <li><b>Section A:</b> Social psychology</li> <li><b>Section B:</b> Cognitive psychology</li> <li><b>Section C:</b> Biological psychology</li> <li><b>Section D:</b> Learning theories</li> </ul> </li> <li>Section E: Issues and debates has 20 marks and comprises two extended response questions, covering the topic area of issues and debates in psychology.</li> <li>The assessment is 2 hours long.</li> <li>The assessment consists of 90 marks.</li> <li>The formulae and statistical tables given in <i>Appendix 4: Formulae and statistical tables</i> will also be given in the paper.</li> <li>Calculators may be used in the examination.</li> </ul>		

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

- 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.

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

- 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.

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

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## Assessment Objectives and weightings

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Students must:		% in GCE
<b>A01</b>	Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures	30-35%
<b>A02</b>	Apply knowledge and understanding of scientific ideas, processes, techniques and procedures: <ul style="list-style-type: none"><li>• in a theoretical context</li><li>• in a practical context</li><li>• when handling qualitative data</li><li>• when handling quantitative data</li></ul>	30-35%
<b>A03</b>	Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to: <ul style="list-style-type: none"><li>• make judgements and reach conclusions</li><li>• develop and refine practical design and procedures</li></ul>	35-40%
<b>Total</b>		<b>100%</b>

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# Knowledge, skills and understanding

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## Content overview

Students should know, understand, apply, critically analyse and evaluate the following content – performing procedures and making connections where appropriate.

This qualification is composed of nine topics. For Topics 1–4, content in the *What students need to learn* column in **bold** will be assessed for this qualification only but will not be assessed as part of the Advanced Subsidiary GCE qualification.

Content indicated with an 'e.g.' is intended to further illustrate core material and is indicative of content that may be assessed. Additional examples not stated in the specification may also be assessed.

There are opportunities for students to develop mathematical skills throughout the content. They are required to apply the skills to relevant psychological contexts. Please see *Appendix 3: Mathematical skills* for further information.

## Assessment overview

Students will be assessed through three examination papers, which focus on specific topics in the qualification. Paper 3 is by nature synoptic, however extended writing questions in papers 1 and 2 may ask students to draw on their knowledge from other topics addressed in the paper concerned.

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.

Students may be required to respond to stimulus material using psychological concepts, theories and research from across topic areas.

Students may be asked to consider issues of validity, reliability, credibility, generalisability, objectivity and subjectivity in their evaluation of studies and theories.

Students should be able to define any terms given in the specification.

Relevant psychological skills are contextualised in each topic area. In addition, they have been drawn together in Topic 9 in order to ensure that all content has been covered.

# Topic 1: Social psychology

## Topic overview

Students must show understanding that social psychology is about aspects of human behaviour that involve the individual's relationship to other persons, groups and society, including cultural influences on behaviour.

Individual differences and developmental psychology must be considered when learning about obedience, prejudice, personality and cultural influences on social behaviour.

Subject content	What students need to learn:
<b>1.1 Content</b>	<p>Obedience</p> <p>1.1.1 Theories of obedience, including agency theory and social impact theory.</p> <p>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.</p> <p>1.1.3 Factors affecting obedience and dissent/resistance to obedience, including individual differences (personality and gender), situation and culture.</p>
	<p>Prejudice</p> <p>1.1.4 Explanations and research into prejudice, including social identity theory (Tajfel and Turner, 1979, 1986) and realistic conflict theory (Sherif, 1966).</p> <p>1.1.5 Factors affecting prejudice (and discrimination), including individual differences (personality), situation and culture.</p>
	<p>1.1.6 Individual differences in obedience/prejudice</p> <ul style="list-style-type: none"> <li>• Obedience is affected by personality.</li> <li>• Prejudice can have an explanation linked to personality.</li> </ul> <p>1.1.7 Developmental psychology in obedience/prejudice</p> <ul style="list-style-type: none"> <li>• Obedience can be affected by gender and culture, which come from environmental effects.</li> <li>• Prejudice can be affected by culture, which comes from environmental effects.</li> </ul>

Subject content	What students need to learn:	
<b>1.2 Methods</b>	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.	
	<b>1.3 Studies</b>	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.		
<b>1.4 Key questions</b>		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 <ul style="list-style-type: none"> <li>• How can knowledge of social psychology be used to reduce prejudice in situations such as crowd behaviour or rioting?</li> <li>• How can social psychology be used to explain heroism?</li> </ul>	

Subject content	What students need to learn:
<b>1.5 Practical investigation</b>	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: <ul style="list-style-type: none"> <li>• design and conduct a questionnaire to gather both qualitative and quantitative data to look for a difference in the data</li> <li>• consider questionnaire construction, sampling decisions and ethical issues</li> <li>• 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</li> <li>• collect and present an analysis of qualitative data using thematic analysis</li> <li>• consider strengths and weaknesses of the questionnaire and possible improvements</li> <li>• write up the procedure, results and discussion section of a report.</li> </ul>
	Suitable examples <ul style="list-style-type: none"> <li>• A questionnaire to see if males or females perceive themselves to be more obedient.</li> <li>• An investigation into in-group favouritism.</li> </ul>

Subject content	What students need to learn:
<p><b>1.6 Issues and debates</b></p>	<p>Examples of issues and debates in social psychology:</p> <ul style="list-style-type: none"> <li>• <b>Ethics</b> (e.g. when researching obedience and prejudice, and also implications of findings in both areas).</li> <li>• <b>Practical issues in the design and implementation of research</b> (e.g. designing questionnaires and interviews and social desirability).</li> <li>• <b>Reductionism</b> (e.g. the risk of reductionism when drawing conclusions from social data).</li> <li>• <b>Comparisons between ways of explaining behaviour using different themes</b> (e.g. the two theories of prejudice: social identity and realistic conflict).</li> <li>• <b>Psychology as a science</b> (e.g. social desirability in questionnaires; issues of validity in questionnaires).</li> <li>• <b>Culture and gender</b> (e.g. whether prejudice and obedience are influenced by cultural factors or according to gender).</li> <li>• <b>Nature-nurture</b> (e.g. the role of personality in obedience compared with the role of the situation).</li> <li>• <b>An understanding of how psychological understanding has developed over time</b> (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).</li> <li>• <b>Issues of social control</b> (e.g. reducing prejudice; or how people obey someone in authority/uniform).</li> <li>• <b>The use of psychological knowledge in society</b> (e.g. reducing conflict in society)</li> <li>• <b>Issues related to socially-sensitive research</b> (e.g. racism or cultural differences in social psychology).</li> </ul>

## Topic 2: Cognitive psychology

### Topic overview

Students must show understanding that cognitive psychology is about the role of cognition/cognitive processes in human behaviour. Processes include perception, memory, selective attention, language and problem solving. The cognitive topic area draws on the likeness of cognitive processing to computer processing.

Individual differences and developmental psychology must be considered when learning about memory differences, memory deficits and how this develops as the brain ages.

Subject content	What students need to learn:
<p><b>2.1 Content</b></p>	<p>Memory</p> <p>2.1.1 The working memory model (Baddeley and Hitch, 1974).</p> <p>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.</p> <p>2.1.3 Explanation of long-term memory – episodic and semantic memory (Tulving, 1972).</p> <p>2.1.4 Reconstructive memory (Bartlett, 1932) including schema theory.</p> <hr/> <p>2.1.5 Individual differences in memory</p> <ul style="list-style-type: none"> <li>• Memory can be affected by individual differences in processing speed or by schemas that guide the reconstructive nature of memory.</li> <li>• Autobiographical memory is by nature individual.</li> </ul> <p>2.1.6 Developmental psychology in memory, including at least one of these:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Dyslexia affects children's memory, span and working memory which can affect their learning.</li> <li>• The impact of Alzheimer's on older people and the effects on their memory.</li> </ul>

Subject content	What students need to learn:
<b>2.2 Methods</b>	<p>Experiments</p> <p>2.2.1 Designing and conducting experiments, including field and laboratory experiments.</p> <p>2.2.2 Independent and dependent variables.</p> <p>2.2.3 Experimental and null hypotheses.</p> <p>2.2.4 Directional (one-tailed) and non-directional (two-tailed) tests and hypotheses.</p> <p>2.2.5 Experimental and research designs: repeated measures, independent groups and matched pairs.</p> <p>2.2.6 Operationalisation of variables, extraneous variables and confounding variables.</p> <p>2.2.7 Counterbalancing, randomisation and order effects.</p> <p>2.2.8 Situational and participant variables.</p> <p>2.2.9 Objectivity, reliability and validity (internal, predictive and ecological).</p> <p>2.2.10 Experimenter effects, demand characteristics and control issues.</p>
	<p>2.2.11 Quantitative data analysis</p> <ul style="list-style-type: none"> <li>• Analysis of quantitative data: calculate measures of central tendency, frequency tables, measures of dispersion (range and standard deviation), percentages.</li> <li>• Graphical presentation of data (bar graph, histogram).</li> </ul>
	<p>2.2.12 Decision making and interpretation of inferential statistics</p> <ul style="list-style-type: none"> <li>• Non-parametric test of difference: Mann-Whitney U and Wilcoxon.</li> <li>• Probability and levels of significance (<math>p \leq .10</math> <math>p \leq .05</math> <math>p \leq .01</math>).</li> <li>• Observed and critical values, <b>use of critical value tables</b> and sense checking of data.</li> <li>• One- or two-tailed regarding inferential testing.</li> <li>• Type I and type II errors.</li> <li>• Normal and skewed distribution.</li> </ul>
	<p>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.</p>

Subject content	What students need to learn:
<b>2.3 Studies</b>	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.
<b>2.4 Key questions</b>	2.4.1 One key question of relevance to today's society, discussed as a contemporary issue for society rather than as an 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 <ul style="list-style-type: none"> <li>• How can psychologists' understanding of memory help patients with dementia?</li> <li>• How can knowledge of working memory be used to inform the treatment of dyslexia?</li> </ul>

Subject content	What students need to learn:
<b>2.5 Practical investigation</b>	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.
	<p>In conducting the practical research exercise, students must:</p> <ul style="list-style-type: none"> <li>• design and conduct a laboratory experiment to gather quantitative data and include descriptive statistics as analysis and a non-parametric test of difference</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• consider strengths and weaknesses of the experiment, and possible improvements</li> <li>• write up the procedure, results and discussion section of a report.</li> </ul>
	<p>Suitable examples</p> <ul style="list-style-type: none"> <li>• Dual task experiment to investigate components of working memory.</li> <li>• An experiment to look at acoustic similarity of words and the effect on short-term memory.</li> </ul>

Subject content	What students need to learn:
<p><b>2.6 Issues and debates</b></p>	<p>Examples of issues and debates in cognitive psychology:</p> <ul style="list-style-type: none"> <li>• <b>Ethics</b> (e.g. Henry Molaison (HM) and confidentiality).</li> <li>• <b>Practical issues in the design and implementation of research</b> (e.g. how to measure memory and the validity of experimental design).</li> <li>• <b>Reductionism</b> (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).</li> <li>• <b>Comparisons of ways of explaining behaviour using different themes</b> (e.g. the different memory models).</li> <li>• <b>Psychology as a science</b> (e.g. laboratory experiments and controls).</li> <li>• <b>Culture and gender</b> (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).</li> <li>• <b>Nature-nurture</b> (e.g. Henry Molaison (HM) and brain function = nature, reconstructive memory emphasises experiences = nurture).</li> <li>• <b>An understanding of how psychological understanding has developed over time</b> (e.g. if studying the development of the working memory model over time; or how the multi-store model informed later memory models).</li> <li>• <b>Issues of social control</b> (e.g. perhaps using understanding of memory in court situations).</li> <li>• <b>The use of psychological knowledge within society</b> (e.g. using understanding of memory to help with memory 'loss', for example a memory bus).</li> <li>• <b>Issues related to socially sensitive research</b> (e.g. memory loss related to dementia is socially sensitive for the individual).</li> </ul>

## Topic 3: Biological psychology

### Topic overview

Students must show an understanding that biological psychology is about the mechanisms within our body and understand how they affect our behaviour, focusing on aggression.

Individual differences and developmental psychology must be considered when learning about issues such as aggression caused by an accident and how the function of structures of the brain can be affected by the environment.

Subject content	What students need to learn:
<b>3.1 Content</b>	<p>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.</p> <p>3.1.2 The effect of recreational drugs on the transmission process in the central nervous system.</p> <p>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.</p> <p>3.1.4 The role of evolution and natural selection to explain human behaviour, including aggression.</p> <p>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.</p> <p>3.1.6 The role of hormones (e.g. testosterone) to explain human behaviour such as aggression.</p> <hr/> <p>3.1.7 Individual differences</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Freud's view of the personality shows it develops individual differences.</li> </ul> <p>3.1.8 Developmental psychology</p> <ul style="list-style-type: none"> <li>• The role of evolution in human development.</li> <li>• The role of hormones in human development.</li> </ul>

Subject content	What students need to learn:
<b>3.2 Methods</b>	3.2.1 Correlational research <ul style="list-style-type: none"> <li>• The use of the correlational research method in psychology, including co-variables.</li> <li>• Types of correlation: positive, negative and including the use of scatter diagrams.</li> <li>• Issues surrounding the use of correlations in psychology; issues with cause and effect, other variables.</li> </ul>
	3.2.2 Analysis of correlational data <ul style="list-style-type: none"> <li>• 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; <b>levels of measurement</b>; critical and observed values.</li> <li>• 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, <b>levels of measurement (ordinal, interval, nominal), reasons for using Spearman's rho.</b></li> </ul>
	3.2.3 Other biological research methods <ul style="list-style-type: none"> <li>• Brain-scanning techniques (CAT, PET, and fMRI).</li> <li>• The use of brain-scanning techniques to investigate human behaviour, e.g. aggression.</li> <li>• One twin study and one adoption study, e.g. Gottesman and Shields (1966); Ludeke et al. (2013).</li> </ul>
<b>3.3 Studies</b>	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:
<b>3.4 Key questions</b>	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 <ul style="list-style-type: none"> <li>• How effective is drug therapy for treating addictions? For example, methadone to treat heroin addiction.</li> <li>• What are the implications for society if aggression is found to be caused by nature not nurture?</li> </ul>
<b>3.5 Practical investigation</b>	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: <ul style="list-style-type: none"> <li>• design and conduct a correlational study</li> <li>• link their research to aggression or attitudes to drug use</li> <li>• 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</li> <li>• produce an abstract of the research method and a discussion section that includes conclusions</li> <li>• include research question/hypothesis; research method, sampling, ethical considerations, data-collection tools, data analysis, results; discussion</li> <li>• consider strengths and weaknesses of the correlational study and possible improvements.</li> </ul>
	Suitable examples <ul style="list-style-type: none"> <li>• A correlation into age and attitudes to drug use.</li> <li>• A correlation to see if there is a relationship between height and a self-rating of aggressive tendencies.</li> </ul>

Subject content	What students need to learn:
<p><b>3.6 Issues and debates</b></p>	<p>Examples of issues and debates in biological psychology:</p> <ul style="list-style-type: none"> <li>• <b>Ethics</b> (e.g. studying aggression and how findings are used; in the research itself such as issues of confidentiality and informed consent).</li> <li>• <b>Practical issues in the design and implementation of research</b> (e.g. issues in scanning and measuring the complexity of the brain).</li> <li>• <b>Reductionism</b> (e.g. focusing on aggression when studying the brain).</li> <li>• <b>Comparisons of ways of explaining behaviour using different themes</b> (e.g. causes of aggression comparing Freud's ideas and biological explanations).</li> <li>• <b>Psychology as a science</b> (e.g. synaptic transmission; brain-scanning techniques).</li> <li>• <b>Culture and gender</b> (e.g. hormonal differences between males and females possibly influencing behaviour, such as aggression)</li> <li>• <b>Nature-nurture</b> (e.g. brain localisation in aggression and environmental influences in aggression).</li> <li>• <b>An understanding of how psychological understanding has developed over time</b> (e.g. development of scanning techniques up to fMRI and development of knowledge accordingly).</li> <li>• <b>Issues of social control</b> (e.g. using knowledge of brain function to control individuals).</li> <li>• <b>The use of psychological knowledge within society</b> (e.g. understanding causes of aggression, in order to perhaps deal with them).</li> <li>• <b>Issues related to socially sensitive research</b> (e.g. confidentiality).</li> </ul>

## Topic 4: Learning theories

### Topic overview

Students must show an understanding that learning theories are about learning from the environment and of the effects of conditioning, reinforcement, punishment, the role of reward and social learning on the organism.

Individual differences and developmental psychology must be considered when learning about the effect of rewards and punishment on individuals and how children develop through the different ways of learning, including social learning.

Subject content	What students need to learn:
<b>4.1 Content</b>	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:
<b>4.1 Content</b> <i>(continued)</i>	4.1.12 Individual differences <ul style="list-style-type: none"> <li>• How people differ because of different environmental influences and experiences, for example in the form of rewards and punishments and models observed.</li> </ul> 4.1.13 Developmental psychology <ul style="list-style-type: none"> <li>• The idea that development is through patterns of rewards and punishments.</li> <li>• Social learning theory's idea that development is through observation of others.</li> </ul>
<b>4.2 Methods</b>	4.2.1 Human research <ul style="list-style-type: none"> <li>• The use of the observational research method in psychology, including the gathering of both qualitative and quantitative data (including tallying, event and time sampling).</li> <li>• Types of observation: participant, non-participant, structured, naturalistic overt and covert.</li> <li>• Use of content analysis as a research method.</li> </ul> 4.2.2 Animal research <ul style="list-style-type: none"> <li>• The use of animals in laboratory experiments where results can be related to humans.</li> <li>• Ethical issues regarding the use of animals in laboratory experiments, including Scientific Procedures Act (1986) and Home Office Regulations.</li> </ul> 4.2.3 Analysis of data <ul style="list-style-type: none"> <li>• With regard to inferential statistics: <b>levels of measurement; reasons for choosing a chi-squared test; comparing observed and critical values to judge significance;</b> the chi-squared test.</li> <li>• Analysis of qualitative data using thematic analysis.</li> </ul> 4.2.4 Scientific status of psychology, including: <ul style="list-style-type: none"> <li>• Replicability, reliability, validity (internal, predictive and ecological), reductionism, falsification, empiricism, hypothesis testing, and use of controls.</li> </ul>

Subject content	What students need to learn:
<b>4.3 Studies</b>	<p>Classic study</p> <p>4.3.1 Watson and Rayner (1920) Little Albert: Conditioned emotional reactions.</p> <hr/> <p>One contemporary study from the following:</p> <p>4.3.2 Becker et al. (2002) Eating behaviours and attitudes following prolonged exposure to television among ethnic Fijian adolescent girls.</p> <p>4.3.3 Bastian et al. (2011) Cyber-dehumanization: Violent video game play diminishes our humanity.</p> <p>4.3.4 Capafóns et al. (1998) Systematic desensitisation in the treatment of the fear of flying.</p>
<b>4.4 Key questions</b>	<p>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.</p> <hr/> <p>4.4.2 Concepts, theories and/or research (as appropriate to the chosen key question) drawn from learning theories as used in this specification.</p> <hr/> <p>Suitable examples</p> <ul style="list-style-type: none"> <li>• Is the influence of role models and celebrities something that causes anorexia?</li> <li>• Would it be a good idea for airline companies to offer treatment programmes for fear of flying?</li> </ul>

Subject content	What students need to learn:
<b>4.5 Practical investigation</b>	4.5.1 Two observations (one observation can be carried out if both qualitative and quantitative data are gathered in the same observation).
	<p>In conducting the practical research exercise, students must:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• ensure that observations enable the gathering of both qualitative and quantitative data (including the use of note taking, tallying and thematic analysis)</li> <li>• analyse the findings to produce results, including using a chi-squared test</li> <li>• consider the strengths and weaknesses of the studies and possible improvements</li> <li>• write up the results of the quantitative data, including appropriate graphs and tables</li> <li>• write up the results of the qualitative analysis (thematic analysis).</li> </ul>
	<p>Suitable examples</p> <ul style="list-style-type: none"> <li>• How age and sex affect driving speed.</li> <li>• Investigating the differences in helpful or polite behaviour in men and women.</li> </ul>

Subject content	What students need to learn:
<p><b>4.6 Issues and debates</b></p>	<p>Examples of issues and debates in learning theories:</p> <ul style="list-style-type: none"> <li>• <b>Ethics</b> (e.g. the ethical issues involved in using animals in studies).</li> <li>• <b>Practical issues in the design and implementation of research</b> (e.g. generalising from animal-study findings to humans).</li> <li>• <b>Reductionism</b> (in the way behaviourism reduces behaviour into parts to be studied).</li> <li>• <b>Comparisons between ways of explaining behaviour using different themes</b> (e.g. different learning theories).</li> <li>• <b>Psychology as a science</b> (e.g. in the methodology; in the explicit focus of behaviourism on the measurable).</li> <li>• <b>Culture</b> (e.g. relates to reinforcement patterns in learning theory as well as social learning theory and what is modelled) and <b>gender</b> (e.g. if used in the practical research exercise, and in observational learning issues).</li> <li>• <b>Nature-nurture</b> (e.g. in the observations if looking at gender or age or characteristics as these can be learned or biologically given).</li> <li>• <b>An understanding of how psychological understanding has developed over time</b> (e.g. can come through choice of study, such as if looking at video game violence or through current therapy practice).</li> <li>• <b>Issues of social control</b> (e.g. use of learning theories in therapy can be social control, including issues of power of the therapist).</li> <li>• <b>The use of psychological knowledge within society</b> (e.g. using patterns of reward to shape behaviour in schools or prisons).</li> <li>• <b>Issues related to socially sensitive research</b> (e.g. issues of the power of the therapist).</li> </ul>

## Topic 5: Clinical psychology

### Topic overview

Students must show understanding that clinical psychology is about explaining and treating mental health issues, and of the different ways of treating them, including counselling and drug treatments.

Individual differences and developmental psychology must be considered when learning about links between personality factors and mental disorders and genetic influences (nature) or environmental influences (nurture) within different explanations for mental health disorders.

Subject content	What students need to learn:
<b>5.1 Content</b>	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 <ul style="list-style-type: none"> <li>• Description of symptoms and features, including thought insertion, hallucinations, delusions, disordered thinking.</li> <li>• The function of neurotransmitters as a theory/explanation.</li> <li>• One other biological theory/explanation.</li> <li>• One non-biological theory/explanation.</li> </ul> For the other disorder <ul style="list-style-type: none"> <li>• Description of symptoms and features.</li> <li>• Two explanations/theories: one biological theory/explanation and one non-biological theory/explanation.</li> </ul>
	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:
<b>5.1 Content</b> <i>(continued)</i>	5.1.5 Individual differences <ul style="list-style-type: none"> <li>• Cultural effects can lead to individual differences in mental health disorders, e.g. non-biological explanation for schizophrenia.</li> <li>• Cultural effects can lead to different diagnoses of mental health disorders affecting reliability and validity.</li> </ul> 5.1.6 Developmental psychology <ul style="list-style-type: none"> <li>• Issues around genes and mental health, such as a genetic or biochemical explanation for schizophrenia, can affect development.</li> </ul>
<b>5.2 Methods</b>	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:
<b>5.3 Studies</b>	<p>Classic study</p> <p>5.3.1 Rosenhan (1973) On being sane in insane places.</p> <hr/> <p>One contemporary study on schizophrenia</p> <p>5.3.2 Carlsson et al. (2000) Network interactions in schizophrenia – therapeutic implications.</p> <hr/> <p>One contemporary study on another disorder, from the following:</p> <p>Depression</p> <p>5.3.3 Kroenke et al. (2008) The PHQ-8 as a measure of current depression in the general population.</p> <p>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.</p> <p>Anorexia</p> <p>5.3.5 Scott-Van Zeeland et al. (2013) Evidence for the role of EPHX2 gene variants in anorexia nervosa.</p> <p>5.3.6 Guardia et al. (2012) Imagining One’s Own and Someone Else’s Body Actions: Dissociation in Anorexia Nervosa.</p> <p>Obsessive Compulsive Disorder (OCD)</p> <p>5.3.7 Masellis et al. (2003) Quality of life in OCD: Differential impact of obsessions, compulsions, and depressions co morbidity.</p> <p>5.3.8 POTS team including March et al. (2004) Cognitive behaviour therapy, Sertraline and their combination for children and adolescents with OCD.</p>

Subject content	What students need to learn:
<b>5.4 Key questions</b>	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 <ul style="list-style-type: none"> <li>• How do different societies define mental health disorders?</li> <li>• What are the issues surrounding mental health in the workplace?</li> </ul>
<b>5.5 Practical investigation</b>	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: <ul style="list-style-type: none"> <li>• perform summative content analysis</li> <li>• analyse at least two sources (e.g. radio interviews, newspapers, magazines) to compare attitudes towards mental health.</li> </ul>
	Suitable examples <ul style="list-style-type: none"> <li>• Comparing how attitudes have changed over time.</li> <li>• How different sources report mental health.</li> </ul>

Subject content	What students need to learn:
<p><b>5.6 Issues and debates</b></p>	<p>Examples of issues and debates in clinical psychology:</p> <ul style="list-style-type: none"> <li>• <b>Ethics</b> (e.g. issues of diagnosing mental disorders such as using labelling; obtaining consent for participation in research; HCPC guidelines for practitioners).</li> <li>• <b>Practical issues in the design and implementation of research</b> (e.g. quantitative v qualitative data, balancing validity with reliability).</li> <li>• <b>Reductionism</b> (e.g. in research where causes of mental disorders are isolated and diagnoses are not holistic).</li> <li>• <b>Comparisons between ways of explaining behaviour using different themes</b> (e.g. ICD and DSM; different explanations for mental health issues).</li> <li>• <b>Psychology as a science</b> (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).</li> <li>• <b>Culture</b> (e.g. cultural differences in diagnosis practices) and gender (e.g. gender featuring as a difference in frequency of a disorder).</li> <li>• <b>Nature-nurture</b> (e.g. different theories of what causes mental disorders, biological compared to social psychology).</li> <li>• <b>An understanding of how psychological understanding has developed over time</b> (e.g. DSM changes; changes in therapies; changing explanations for mental health issues).</li> <li>• <b>Issues of social control</b> (e.g. policies for the treatment and therapy for mental health issues can itself be seen as a form of social control).</li> <li>• <b>The use of psychological knowledge within society</b> (e.g. therapies and treatments for mental health issues).</li> <li>• <b>Issues related to socially sensitive research</b> (e.g. research in the area of mental health and cultural issues).</li> </ul>

## Topic 6: Criminological psychology

### Topic overview

Students must show understanding that criminological psychology is about the definition and causes of crime and anti-social behaviour, and of the identification and treatment of offenders undertaken by forensic investigators.

Individual differences and developmental psychology must be considered when learning about the possible causes of criminal behaviour, such as labelling, self-fulfilling prophecy and social learning.

Subject content	What students need to learn:
<b>6.1 Content</b>	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:
<b>6.1 Content</b> <i>(continued)</i>	<p>6.1.9 Individual differences</p> <ul style="list-style-type: none"> <li>• Personality as a factor in criminal/anti-social behaviour.</li> <li>• Individual differences affecting whether a self-fulfilling prophecy occurs, e.g. with regard to developing criminal or anti-social behaviour.</li> </ul> <p>6.1.10 Developmental psychology</p> <ul style="list-style-type: none"> <li>• The self-fulfilling prophecy is an explanation for criminal/anti-social behaviour that explains development of some individuals.</li> <li>• Social learning theory is a theory of human development that can account for criminal/anti-social behaviour.</li> <li>• Other causes for criminal/anti-social behaviour, including biological, can explain development.</li> </ul>
<b>6.2 Methods</b>	<p>6.2.1 Research methods</p> <ul style="list-style-type: none"> <li>• Research methods used to assess eye-witness effectiveness, including laboratory experiments and field experiments.</li> <li>• Case studies.</li> </ul> <p>6.2.2 Sample selection and techniques</p> <ul style="list-style-type: none"> <li>• Random.</li> <li>• Stratified.</li> <li>• Volunteer and technique.</li> <li>• Opportunity.</li> </ul> <p>6.2.3 Issues of reliability, validity, objectivity, credibility and ethics in research in criminological psychology.</p> <p>6.2.4 Data analysis</p> <ul style="list-style-type: none"> <li>• Analysis of quantitative data: calculating measures of central tendency, frequency tables, measures of dispersion (range and standard deviation) correlations, meta-analysis.</li> <li>• 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.</li> <li>• Analysis of qualitative data using thematic analysis and grounded theory.</li> </ul>

<b>Subject content</b>	<b>What students need to learn:</b>
<b>6.2 Methods</b> <i>(continued)</i>	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.
<b>6.3 Studies</b>	<p>Classic study</p> <p>6.3.1 Loftus and Palmer (1974) Reconstruction of automobile destruction: An example of the interaction between language and memory.</p> <p>One contemporary study from the following:</p> <p>6.3.2 Bradbury M D and Williams, M R (2013) Diversity and Citizen Participation: The Effects of Race on Juror Decision Making.</p> <p>6.3.3 Valentine T and Mesout J (2009) Eyewitness identification under stress in the London Dungeon</p> <p>6.3.4 Howells et al. (2005) Brief anger management programs with offenders: Outcomes and predictors of change.</p>
<b>6.4 Key questions</b>	<p>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.</p> <p>6.4.2 Concepts, theories and/or research as appropriate to the chosen key question drawn from criminological psychology as given in this specification.</p> <p>Suitable examples</p> <ul style="list-style-type: none"> <li>• Is eye-witness testimony too unreliable to trust?</li> <li>• Should jury bias lead to the abolishment of juries?</li> </ul>

Subject content	What students need to learn:
<b>6.5 Practical investigation</b>	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.
	<p>In conducting the practical research exercise, students must:</p> <ul style="list-style-type: none"> <li>• conduct a questionnaire, interview or an experiment</li> <li>• gather qualitative and/or quantitative data but must involve quantitative data for analysis (can turn qualitative data into quantitative data for analysis purposes)</li> <li>• include inferential statistical testing as appropriate such as chi squared, Mann-Whitney U, Wilcoxon or Spearman's rho</li> <li>• include research question/hypothesis; research method; sampling; ethical considerations; data collection tools; data analysis; results; discussion</li> <li>• consider strengths and weaknesses of the practical research exercise and possible improvements.</li> </ul>
	<p>Suitable examples</p> <ul style="list-style-type: none"> <li>• An experiment into the use of cognitive interview concerning recall of a specific event.</li> <li>• 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.</li> </ul>

Subject content	What students need to learn:
<p><b>6.6 Issues and debates</b></p>	<p>Examples of issues and debates in criminological psychology:</p> <ul style="list-style-type: none"> <li>• <b>Ethics</b> (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).</li> <li>• <b>Practical issues in the design and implementation of research</b> (e.g. having to use mock juries and artificial situations because of not being able to manipulate real trial situations).</li> <li>• <b>Reductionism</b> (e.g. using experiments and field experiments to test issues around eye-witness testimony such as weapons effect; biological explanations for criminal behaviour).</li> <li>• <b>Comparisons between ways of explaining behaviour using different themes</b> (e.g. different explanations for criminal behaviour drawing on biology, learning theories and social psychology).</li> <li>• <b>Psychology as a science</b> (e.g. using experiments and field experiments; using biological explanations).</li> <li>• <b>Culture and gender</b> (e.g. as issues that might affect jury decision-making – sometimes to the detriment of the defendant).</li> <li>• <b>Nature-nurture</b> (e.g. biological versus social/learning explanations for criminal behaviour).</li> <li>• <b>An understanding of how psychological understanding has developed over time</b> (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).</li> <li>• <b>Issues of social control</b> (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).</li> <li>• <b>The use of psychological knowledge within society</b> (e.g. warning about unreliability of eye-witness testimony; warning about issues that might affect jury decision-making).</li> <li>• <b>Issues related to socially-sensitive research</b> (e.g. looking at causes for criminal behaviour in socially sensitive areas such as socio-economic status, race, age, gender).</li> </ul>

## Topic 7: Child psychology

### Topic overview

Students must show understanding that child psychology is about the development of the individual from before birth to adolescence and beyond, in that what we experience as children affects our later development.

Individual differences and developmental psychology must be considered when learning about differences that can come from the child's age, gender, social situation, privation and deprivation.

Subject content	What students need to learn:
<b>7.1 Content</b>	<p>Attachment, deprivation and privation</p> <p>7.1.1 Bowlby's work on attachment.</p> <p>7.1.2 Ainsworth's work on attachment, including types of attachment and the Strange Situation procedure.</p> <p>7.1.3 Research into deprivation (short-term and long-term effects) and how negative effects can be reduced.</p> <p>7.1.4 Research into privation and whether the negative effects can be reversed.</p> <p>7.1.5 Research into day care, including advantages and disadvantages for the child, and what makes good and poor-quality day care.</p> <p>7.1.6 Cross-cultural research into attachment types and nature-nurture issues that arise about development.</p> <p>7.1.7 Autism</p> <ul style="list-style-type: none"> <li>• The features of autism.</li> <li>• One biological explanation for autism.</li> <li>• One other explanation for autism.</li> <li>• Therapies for helping children with autism.</li> </ul> <p>7.1.8 Individual differences</p> <ul style="list-style-type: none"> <li>• Attachment type can affect individuals differently, such as issues of child temperament.</li> <li>• Positive and negative aspects of day care can be affected by individual differences such as gender or temperament.</li> </ul> <p>7.1.9 Developmental psychology</p> <ul style="list-style-type: none"> <li>• Effects on development of day care.</li> <li>• Effects on development of attachment interactions, including deprivation, privation and separation.</li> <li>• Effects on development of developmental disorders, including autism.</li> </ul>

Subject content	What students need to learn:
<b>7.2 Methods</b>	<p>7.2.1 Observation</p> <ul style="list-style-type: none"> <li>The use of the observational research method in child psychology, including the gathering of both qualitative and quantitative data (including tallying).</li> <li>Types of observation: participant, non-participant, overt and covert.</li> </ul>
	<p>7.2.2 Questionnaire/interview</p> <ul style="list-style-type: none"> <li>The use of both questionnaires and interviews in child psychology, including the gathering of both qualitative and quantitative data.</li> <li>Issues around using questionnaire and interview methods: semi-structured, structured, unstructured interviews; sampling; open and closed questions; social desirability; demand characteristics.</li> </ul>
	<p>7.2.3 Cross-cultural research</p> <ul style="list-style-type: none"> <li>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.</li> <li>The use of meta-analysis using cross-cultural research to draw conclusions about the universality of attachment types.</li> </ul>
	<p>7.2.4 The ethics of researching with children, including children's rights and the UNCRC (1989), and issues around participation and protection.</p>
	<p>7.2.5 Data analysis</p> <ul style="list-style-type: none"> <li>Analysis of quantitative data using measures of central tendency, frequency tables, measures of dispersion (range and standard deviation).</li> <li>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.</li> <li>Analysis of qualitative data using thematic analysis and grounded theory.</li> </ul>

Subject content	What students need to learn:
<b>7.3 Studies</b>	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.
<b>7.4 Key questions</b>	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 <ul style="list-style-type: none"> <li>• What issues should parents take into account when deciding about day care for their child?</li> <li>• Is international adoption good or bad for a child?</li> </ul>

Subject content	What students need to learn:
<b>7.5 Practical investigation</b>	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: <ul style="list-style-type: none"> <li>• conduct one study using a questionnaire, interview or observation</li> <li>• gather qualitative and/or quantitative data but must involve quantitative data for analysis (can turn qualitative data into quantitative data for analysis purposes)</li> <li>• include inferential statistical testing as appropriate, such as chi squared, Mann-Whitney U, Wilcoxon or Spearman's rho</li> <li>• include a research question/hypothesis, research method, sampling, ethical considerations, data collection tools, data analysis, results, discussion</li> <li>• consider strengths and weaknesses of the practical research exercise and possible improvements.</li> </ul>
	Suitable examples <ul style="list-style-type: none"> <li>• Interview of an adult to look for a relationship between strong attachment experiences and strong adult relationships.</li> <li>• Interview of a parent of a child under 3 years old around positive experiences when using day care for their child.</li> </ul>

Subject content	What students need to learn:
<p><b>7.6 Issues and debates</b></p>	<p>Examples of issues and debates in child psychology:</p> <ul style="list-style-type: none"> <li>• <b>Ethics</b> (e.g. balancing participation and protection rights and the UNCRC).</li> <li>• <b>Practical issues in the design and implementation of research</b> (e.g. in meta-analyses, with special issues about comparing results from different studies; in observations and getting objective data).</li> <li>• <b>Reductionism can be discussed</b> (e.g. reducing behaviour to the Strange Situation in order to test attachment types).</li> <li>• <b>Comparisons between ways of explaining behaviour using different themes</b> (e.g. Ainsworth's and Bowlby's theories about attachment; evolution ideas about attachment).</li> <li>• <b>Psychology as a science</b> (e.g. looking at how cross-cultural research can answer questions about nature-nurture, so looking at what is universal in child development).</li> <li>• <b>Culture</b> (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).</li> <li>• <b>Nature-nurture</b> (e.g. what cross-cultural studies say about the universality of attachment types).</li> <li>• <b>An understanding of how psychological understanding has developed over time</b> (e.g. Bowlby's work has been followed up with more recent studies on maternal deprivation linking to issues around day care).</li> <li>• <b>Issues of social control</b> (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).</li> <li>• <b>The use of psychological knowledge within society</b> (e.g. treatment or therapy for problem behaviour; pros and cons of day care and advice to parents; advice regarding looked after children).</li> <li>• <b>Issues related to socially sensitive research</b> (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).</li> </ul>

## Topic 8: Health psychology

### Topic overview

Students must show understanding that health psychology is about understanding health from a biological, cognitive and social basis and that health psychology is about promoting good health.

Individual differences and developmental psychology must be considered when learning about peer influence or labelling as explanations for drug misuse, and biological and learning explanations for drug misuse.

Subject content	What students need to learn:
<b>8.1 Content</b>	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 <ul style="list-style-type: none"> <li>• Biological and social factors in drug misuse can include effects dependent on differences in the individual, such as personality.</li> </ul>
	8.1.7 Developmental psychology <ul style="list-style-type: none"> <li>• Social interactions during development can lead to drug misuse, including learning.</li> </ul>

Subject content	What students need to learn:
<b>8.2 Methods</b>	8.2.1 Use of animals <ul style="list-style-type: none"> <li>• The use of animal laboratory experiments to study drugs.</li> <li>• Ethics of using animals to study drugs.</li> </ul>
	8.2.2 Human drug studies <ul style="list-style-type: none"> <li>• Two research methods using humans to study drugs.</li> <li>• Ethics of using human participants to study drugs.</li> </ul>
	8.2.3 The use of cross-cultural research, including nature-nurture issues related to drug misuse.
	8.2.4 Data analysis <ul style="list-style-type: none"> <li>• Analysis of quantitative data using measures of central tendency, frequency tables, measures of dispersion (range and standard deviation).</li> <li>• 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.</li> <li>• Analysis of qualitative data using thematic analysis and grounded theory.</li> </ul>
<b>8.3 Studies</b>	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:
<b>8.4 Key questions</b>	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 <ul style="list-style-type: none"> <li>• How to encourage the cessation of smoking?</li> <li>• Government intervention in health behaviours versus freedom of choice: to what extent is government intervention appropriate?</li> </ul>
<b>8.5 Practical investigation</b>	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: <ul style="list-style-type: none"> <li>• conduct a questionnaire, interview or a content analysis</li> <li>• gather qualitative and/or quantitative data but must involve quantitative data for analysis (can turn qualitative data into quantitative data for analysis purposes)</li> <li>• include inferential statistical testing as appropriate such as chi squared, Mann-Whitney U, Wilcoxon or Spearman's rho</li> <li>• include research question/hypothesis; research method; sampling; ethical considerations; data-collection tools; data analysis; results; discussion</li> <li>• consider strengths and weaknesses of the practical research exercise and possible improvements.</li> </ul>
	Suitable examples <ul style="list-style-type: none"> <li>• Content analysis of pop music/television programmes e.g. references to drugs.</li> <li>• Content analysis of newspaper articles/news comparing references to alcohol and nicotine.</li> </ul>

Subject content	What students need to learn:
<p><b>8.6 Issues and debates</b></p>	<p>Examples of issues and debates in health psychology:</p> <ul style="list-style-type: none"> <li>• <b>Ethical</b> (e.g. the use of animals and humans when researching drugs and drug treatments like aversion therapy).</li> <li>• <b>Practical issues in the design and implementation of research</b> (e.g. generalising from findings from animal studies to human behaviour; studying drug action in the brain is hard to access holistically).</li> <li>• <b>Reductionism</b> (e.g. when considering the use of methods such as experiments; that studies using animals tend to isolate variables).</li> <li>• <b>Comparisons between ways of explaining behaviour using different themes</b> (e.g. different explanations for drug misuse, learning and biological).</li> <li>• <b>Psychology as a science</b> (e.g. using animal experiments to study drug misuse; considering biological explanations for drug misuse).</li> <li>• <b>Culture</b> (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).</li> <li>• <b>Nature-nurture</b> (e.g. learning as opposed to biological explanations for drug misuse).</li> <li>• <b>An understanding of how psychological understanding has developed over time</b> (e.g. rise of understanding about drug misuse – explanations for drug misuse; rising understanding used in anti-drug campaigns).</li> <li>• <b>Issues of social control</b> (e.g. treating drug misuse as criminal and requiring treatment).</li> <li>• <b>The use of psychological knowledge within society</b> (e.g. using understanding of drug misuse to develop treatment ideas).</li> <li>• <b>Issues related to socially sensitive research</b> (e.g. asking about drug 'habits' when people are vulnerable).</li> </ul>

## Topic 9: Psychological skills

### Topic overview

This is a synoptic section in which students will be asked to draw on other areas of the qualification in order to understand conceptual and methodological issues. Students will develop an understanding of how to use theories and evidence from many areas of psychology and apply them to the issues.

Relevant psychological skills have been contextualised in Topics 1–8. This topic collects them together in order to ensure that all content has been covered.

Students must consider issues and debates from across all topics in order to develop a general knowledge of key issues and debates.

Subject content	What students need to learn:
<b>9.1 Methods</b>	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.

Subject content	What students need to learn:
<b>9.1 Methods</b> <i>(continued)</i>	<p>9.1.10 Descriptive statistics</p> <ul style="list-style-type: none"> <li>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).</li> <li>Produce, handle, interpret data-including drawing comparisons (e.g. between means of two sets of data).</li> </ul> <p>Students do not need to know formulae but are expected to be competent in simple mathematical steps.</p>
	<p>9.1.11 Inferential statistics</p> <p>Decision making and interpretation</p> <ul style="list-style-type: none"> <li>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.</li> <li>Use of critical value tables, one- and two-tailed testing.</li> <li>Levels of significance, including knowledge of standard statistical terminology such as p equal to or greater than (e.g. <math>p \leq .05</math>). Rejecting hypotheses. Type I and type II errors. The relationship between significance levels and p values.</li> <li>Observed and critical values.</li> </ul>
	<p>9.1.12 Methodological issues: validity (internal, predictive, ecological), reliability, generalisability, objectivity, subjectivity (researcher bias), credibility.</p>
	<p>9.1.13 Analysis of qualitative data (thematic analysis and grounded theory).</p>
	<p>9.1.14 Conventions of published psychological research: abstract, introduction, aims and hypotheses, method, results, discussion; the process of peer review.</p>
	<p>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.</p>
	<p>9.1.16 Ethical issues in research using animals (Scientific Procedures Act 1986 and Home Office regulations).</p>

Subject content	What students need to learn:
<b>9.2 Synoptic review of studies</b>	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.
<b>9.3 Issues and debates</b>	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.	



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# Assessment

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## Assessment summary

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### Summary of table of assessment

Students must complete all assessment in May/June in any single year.

The formulae and statistical tables given in *Appendix 4: Formulae and statistical tables* will also be given in each paper.

Calculators may be used in each examination.

#### Paper 1: Foundations in psychology

\*Paper code: 9PS0/01

- 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.

**35% of the total qualification**

#### Paper 2: Applications of psychology

\*Paper code: 9PS0/02

- 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.

**35% of the total qualification**

- 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**

The sample assessment materials can be found in the *Pearson Edexcel Level 3 Advanced GCE in Psychology Sample Assessment Materials* document.

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

## Assessment Objectives and weightings

<b>Students must:</b>		<b>% in GCE</b>
<b>A01</b>	Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures	30–35%
<b>A02</b>	Apply knowledge and understanding of scientific ideas, processes, techniques and procedures: <ul style="list-style-type: none"> <li>• in a theoretical context</li> <li>• in a practical context</li> <li>• when handling qualitative data</li> <li>• when handling quantitative data</li> </ul>	30–35%
<b>A03</b>	Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to: <ul style="list-style-type: none"> <li>• make judgements and reach conclusions</li> <li>• develop and refine practical design and procedures</li> </ul>	35–40%
<b>Total</b>		<b>100%</b>

## Breakdown of Assessment Objectives

Paper	Assessment Objectives			Total for all Assessment Objectives
	A01	A02	A03	
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%
<b>Total for this qualification</b>	30–35%	30–35%	35–40%	<b>100%</b>

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## Entry and assessment information

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### Student entry

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Details of how to enter students for the examinations for this qualification can be found in our *UK Information Manual*. A copy is made available to all examinations officers and is available on our website at: [www.edexcel.com/iwantto/Pages/uk-information-manual.aspx](http://www.edexcel.com/iwantto/Pages/uk-information-manual.aspx)

### Discount code and performance tables

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Centres should be aware that students who enter for more than one GCE qualification with the same discount code will have only one of the grades they achieve counted for the purpose of the School and College Performance Tables. This will be the grade for the larger qualification (i.e. the A Level grade rather than the AS grade). If the qualifications are the same size, then the better grade will be counted (please see *Appendix 5: Codes*).

Students should be advised that if they take two GCE qualifications with the same discount code colleges, universities and employers they wish to progress to are likely to take the view that this achievement is equivalent to only one GCE. The same view may be taken if students take two GCE qualifications that have different discount codes but have significant overlap of content. Students or their advisers who have any doubts about their subject combinations should check with the institution to which they wish to progress to before embarking on their programmes.

## **Access arrangements, reasonable adjustments and special consideration**

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### **Access arrangements**

Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual student with a disability without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Access arrangements should always be processed at the start of the course. Students will then know what is available and have the access arrangement(s) in place for assessment.

### **Reasonable adjustments**

The Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a person with a disability would be at a substantial disadvantage in undertaking an assessment. The awarding organisation is required to take reasonable steps to overcome that disadvantage.

A reasonable adjustment for a particular person may be unique to that individual and therefore might not be in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, which will include:

- the needs of the student with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the student with the disability and other students.

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation, timeframes or affects the security or integrity of the assessment. This is because the adjustment is not 'reasonable'.

### **Special consideration**

Special consideration is a post-examination adjustment to a student's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate his or her level of attainment in an assessment.

### **Further information**

Please see our website for further information about how to apply for access arrangements and special consideration.

For further information about access arrangements, reasonable adjustments and special consideration, please refer to the JCQ website: [www.jcq.org.uk](http://www.jcq.org.uk).

## **Malpractice**

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### **Candidate malpractice**

Candidate malpractice refers to any act by a candidate that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Candidate malpractice in controlled assessments discovered before the candidate has signed the declaration of authentication form does not need to be reported to Pearson.

Candidate malpractice found in controlled assessments after the declaration of authenticity has been signed, and in examinations **must** be reported to Pearson on a *JCQ Form M1* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)). The completed form can be emailed to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com) or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report candidate malpractice constitutes staff or centre malpractice.

### **Staff/centre malpractice**

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with candidate malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment or undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration **must** be reported immediately, before

any investigation is undertaken by the centre, to *Pearson on a JCQ Form M2(a)* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)). The form, supporting documentation and as much information as possible can be emailed to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com) or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice. More detailed guidance on malpractice can be found in the latest version of the document *General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments Policies and Procedures*, available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice).

## Equality Act 2010 and Pearson equality policy

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Equality and fairness are central to our work. Our equality policy requires all students to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

You can find details on how to make adjustments for students with protected characteristics in the policy document *Access Arrangements, Reasonable Adjustments and Special Consideration*, which is on our website, [www.edexcel.com/Policies](http://www.edexcel.com/Policies).

## Synoptic assessment

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Synoptic assessment requires students to work across different parts of a qualification and to show their accumulated knowledge and understanding of a topic or subject area.

Synoptic assessment enables students to show their ability to combine their skills, knowledge and understanding with breadth and depth of the subject.

Paper 3 is by nature synoptic, however extended writing questions in Papers 1 and 2 may ask students to draw on their knowledge from other topics addressed in the examination paper concerned.

## **Awarding and reporting**

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This qualification will be graded, awarded and certificated to comply with the requirements of the current Code of Practice, published by the Office of Qualifications and Examinations Regulation (Ofqual).

The Advanced GCE qualification will be graded and certificated on a six-grade scale from A\* to E using the total subject mark. Individual papers are not graded.

The first certification opportunity for the Pearson Edexcel Level 3 Advanced GCE in Psychology will be 2017.

Students whose level of achievement is below the minimum judged by Pearson to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

## **Language of assessment**

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Assessment of this qualification will be available in English. All student work must be in English.



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## Other information

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### Student recruitment

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Pearson follows the JCQ policy concerning recruitment to our qualifications in that:

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

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### Prior learning and other requirements

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There are no prior learning or other requirements for this qualification.

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### Progression

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Students will develop transferable skills that support study in a wide range of subjects at university and the transition to employment, including quantitative and analytical analysis, and forming and testing hypotheses. The development and application of mathematical skills prepare students for the study of psychology and related courses at university.

Students can progress from this qualification to:

- higher education qualifications such as psychology degrees and biology-related courses
- further education courses such as BTEC Higher Nationals, for example Higher Nationals in Applied Biology and Biological Sciences for Industry.



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# Appendix 1: Transferable skills

## The need for transferable skills

In recent years, higher education institutions and employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as 'the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning.'<sup>1</sup>

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global transferrable skills frameworks. Following on from this process, we identified the National Research Council's (NRC) framework as the most evidence-based and robust skills framework. We adapted the framework slightly to include the Program for International Student Assessment (PISA) ICT Literacy and Collaborative Problem Solving (CPS) Skills.

The adapted National Research Council's framework of skills involves:<sup>2</sup>

### Cognitive skills

- **Non-routine problem solving** – expert thinking, metacognition, creativity.
- **Systems thinking** – decision making and reasoning.
- **Critical thinking** – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.
- **ICT literacy** – access, manage, integrate, evaluate, construct and communicate<sup>3</sup>.

### Interpersonal skills

- **Communication** – active listening, oral communication, written communication, assertive communication and non-verbal communication.
- **Relationship-building skills** – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.
- **Collaborative problem solving** – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.

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<sup>1</sup> OECD – *Better Skills, Better Jobs, Better Lives* (OECD Publishing, 2012)

<sup>2</sup> Koenig J A, National Research Council – *Assessing 21st Century Skills: Summary of a Workshop* (National Academies Press, 2011)

<sup>3</sup> PISA – *The PISA Framework for Assessment of ICT Literacy* (2011)

### **Intrapersonal skills**

- **Adaptability** – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments.
- **Self-management and self-development** – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.

Transferable skills enable young people to face the demands of further and higher education, as well as the demands of the workplace, and are important in the teaching and learning of this qualification. We will provide teaching and learning materials, developed with stakeholders, to support our qualifications.

## Appendix 2: Level 3 Extended Project qualification

### What is the Extended Project?

The Extended Project is a standalone qualification that can be taken alongside GCEs. It supports the development of independent learning skills and helps to prepare students for their next step – whether that be higher education study or employment. The qualification:

- is recognised by higher education for the skills it develops
- is worth half of an Advanced GCE qualification at grades A\*–E
- carries UCAS points for university entry.

The Extended Project encourages students to develop skills in the following areas: research, critical thinking, extended writing and project management. Students identify and agree a topic area of their choice (which may or may not be related to a GCE subject they are already studying), guided by their teacher.

Students can choose from one of four topics to produce:

- a dissertation (for example an investigation based on predominately secondary research)
- an investigation/field study (for example a practical experiment)
- a performance (for example in music, drama or sport)
- an artefact (for example creating a sculpture in response to a client brief or solving an engineering problem).

The qualification is coursework based and students are assessed on the skills of managing, planning and evaluating their project. Students will research their topic, develop skills to review and evaluate the information, and then present the final outcome of their project.

### Students: what they need to do

The Extended Project qualification requires students to:

- select a topic of interest for an in-depth study and negotiate the scope of the project with their teacher
- identify and draft an objective for their project (for example in the form of a question, hypothesis, challenge, outline of proposed performance, issue to be investigated or commission for a client) and provide a rationale for their choice
- produce a plan for how they will deliver their intended objective
- conduct research as required by the project brief, using appropriate techniques
- carry out the project using tools and techniques safely
- share the outcome of the project using appropriate communication methods, including a presentation.

### **Teachers: key information**

- The Extended Project has 120 guided learning hours (GLH) consisting of:
  - a 40-GLH taught element that includes teaching the technical skills (for example research skills)
  - an 80-GLH guided element that includes mentoring students through the project work.
- Group work is acceptable, however it is important that each student provides evidence of their own contribution and produces their own report.
- 100% externally moderated.
- Four Assessment Objectives: manage, use resources, develop and realise, review.
- Can be run over 1, 1½ or 2 years.
- Can be submitted in January or June.

### **How to link the Extended Project with psychology**

The Extended Project enables students to develop transferable skills for progression to higher education and to the workplace, through the exploration of either an area of personal interest or a topic of interest within the psychology qualification content. Through the study of this psychology qualification, students will develop knowledge and understanding of psychological concepts and issues; apply these concepts and issues to real-world contexts; then analyse and evaluate these concepts and issues.

### **Skills developed**

Through the Extended Project students will develop skills in:

- conducting, organising and using research
- independent reading in the subject area
- planning, project management and time management
- defining a hypothesis to be tested in investigations or developing a design brief
- collecting, handling and interpreting data and evidence
- evaluating arguments and processes, including arguments in favour of alternative interpretations of data and evaluation of experimental methodology
- critical thinking.

In the context of the Extended Project, critical thinking refers to the ability to identify and develop arguments for a point of view or hypothesis and to consider and respond to alternative arguments. This supports the development of evaluative skills, through evaluating psychological theories and concepts, and using qualitative and quantitative evidence to support informed judgements relating to psychological issues and debates.

The Extended Project is an ideal vehicle to develop the transferrable skills identified in *Appendix 1*.

## Types of Extended Project

Students may choose a university-style dissertation on any topic that can be researched and argued, for example:

- reductionism in psychology
- using psychology for social control
- the nature-nurture debate.

For their dissertation, students should use secondary research sources to provide a reasoned defence or a point of view, with consideration of counter arguments.

An alternative might be an investigative project or field study involving the collection of data, for example:

- an experiment to look at acoustic similarity of words and the effect on short-term memory
- an experiment that tests reaction time related to another measure of speed of thinking.

## Using the Extended Project to support breadth and depth

There is no specified material that students are expected to study and, in the Extended Project, students are assessed on the quality of the work they produce and the skills they develop and demonstrate through completing this work.

Students can use the Extended Project to demonstrate *extension* in one or more dimensions:

- **deepening understanding:** where a student explores a topic in greater depth than in the specification content
- **broadening skills:** where a student learns a new skill. This might be learning how to design a website or learning a new statistical technique that can be used in the analysis of either primary or secondary data collected by the student
- **widening perspectives:** where the student's project spans different subjects. A student studying psychology with other sciences may wish to research the development of psychology from a new to an established scientific field. A student studying psychology with mathematics may wish to use statistical techniques to perform a comparative analysis of data from follow-up studies. A student studying psychology with economics may wish to conduct an experiment that investigates psychological reasons for economic behaviour.

A wide range of information to support the delivery and assessment of the Extended Project, including the specification, teacher guidance for all aspects, editable schemes of work and exemplars for all four topics, can be found on our website at: [www.edexcel.com/project](http://www.edexcel.com/project)



## Appendix 3: Mathematical skills

This appendix is taken from the document *GCE AS and A level regulatory requirements for biology, chemistry, physics and psychology*, published by the Department of Education (DfE) in April 2014.

Throughout the course of study, students will develop competence in the mathematical skills listed below. There are opportunities for students to develop these skills throughout the content, and they are required to apply the skills to relevant psychological contexts.

The assessment of mathematical skills will include at least Level 2 mathematical skills as a minimum of 10% of the overall marks for this qualification.

**Bold text** indicates mathematical skills which will be assessed for this qualification but not assessed as part of the Advanced Subsidiary GCE qualification.

Mathematical skills		Exemplification of mathematical skill in the context of GCE Psychology (assessment is not limited to the examples given below)
<b>D.0 – Arithmetic and numerical computation</b>		
D.0.1	Recognise and use expressions in decimal and standard form	For example converting data in standard form from a results table into decimal form in order to construct a pie chart.
D.0.2	Use ratios, fractions and percentages	For example calculating the percentages of cases that fall into different categories in an observation study.
D.0.3	Estimate results	For example commenting on the spread of scores for a set of data, which would require estimating the range.
<b>D.1 – Handling data</b>		
D.1.1	Use an appropriate number of significant figures	For example expressing a correlation coefficient to two or three significant figures.
D.1.2	Find arithmetic means	For example calculating the means for two conditions using raw data from a class experiment.
D.1.3	Construct and interpret frequency tables and diagrams, bar charts and histograms	For example selecting and sketching an appropriate form of data display for a given set of data.
D.1.4	Understand simple probability	For example explaining the difference between the 0.05 and 0.01 levels of significance.
D.1.5	Understand the principles of sampling as applied to scientific data	For example explaining how a random or stratified sample could be obtained from a target population.

Mathematical skills		Exemplification of mathematical skill in the context of GCE Psychology (assessment is not limited to the examples given below)
<b>D.1 – Handling data (continued)</b>		
D.1.6	Understand the terms mean, median and mode	For example explaining the differences between the mean, median and mode and selecting which measure of central tendency is most appropriate for a given set of data. Calculating standard deviation.
D.1.7	Use a scatter diagram to identify a correlation between two variables	For example plotting two variables from an investigation on a scatter diagram and identifying the pattern as a positive correlation, a negative correlation or no correlation.
D.1.8	Use a statistical test	For example calculating a non-parametric test of differences using data from a given experiment.
D.1.9	Make order of magnitude calculations	For example estimating the mean test score for a large number of participants on the basis of the total overall score.
<b>D.1.10</b>	<b>Distinguish between levels of measurement</b>	<b>For example stating the level of measurement (nominal, ordinal or interval) that has been used in a study.</b>
D.1.11	Know the characteristics of normal and skewed distributions	For example being presented with a set of scores from an experiment and being asked to indicate the position of the mean (or median, or mode).
<b>D.1.12</b>	<b>Select an appropriate statistical test</b>	<b>For example selecting a suitable inferential test for a given practical investigation and explaining why the chosen test is appropriate.</b>
<b>D.1.13</b>	<b>Use statistical tables to determine significance</b>	<b>For example using an extract from statistical tables to say whether or not a given observed value is significant at the 0.05 level of significance for a one-tailed test.</b>
D.1.14	Understand measures of dispersion, including standard deviation and range	For example explaining why the standard deviation might be a more useful measure of dispersion for a given set of scores e.g. where there is an outlying score.
D.1.15	Understand the differences between qualitative and quantitative data	For example explaining how a given qualitative measure (such as an interview transcript) might be converted into quantitative data.
D.1.16	Understand the difference between primary and secondary data	For example stating whether data collected by a researcher dealing directly with participants is primary or secondary data.

Mathematical skills		Exemplification of mathematical skill in the context of GCE Psychology (assessment is not limited to the examples given below)
<b>D.2 – Algebra</b>		
D.2.1	Understand and use the symbols =, <, <<, >>, >, ∞, ~.	For example, expressing the outcome of an inferential test in the conventional form by stating the level of significance at the 0.05 level or 0.01 level by using symbols appropriately.
<b>D.2.2</b>	<b>Substitute numerical values into algebraic equations using appropriate units for physical quantities</b>	<b>For example inserting the appropriate values from a given set of data into the formula for a statistical test such as inserting the N value (for the number of scores) into the Chi Square formula.</b>
<b>D.2.3</b>	<b>Solve simple algebraic equations</b>	<b>For example calculating the degrees of freedom for a Chi Square test.</b>
<b>D.3 – Graphs</b>		
D.3.1	Translate information between graphical, numerical and algebraic forms	For example using a set of numerical data (a set of scores) from a record sheet to construct a bar graph.
D.3.2	Plot two variables from experimental or other data	For example sketching a scatter diagram using two sets of data from a correlational investigation.



## Appendix 4: Formulae and statistical tables

**Standard deviation (sample estimate)**

$$\sqrt{\left(\frac{\sum(x-\bar{x})^2}{n-1}\right)}$$

**Spearman's rank correlation coefficient**

$$1 - \frac{6\sum d^2}{n(n^2-1)}$$

**Critical values for Spearman's rank**

Level of significance for a one-tailed test					
	0.05	0.025	0.01	0.005	0.0025
Level of significance for a two-tailed test					
<i>N</i>	0.10	0.05	0.025	0.01	0.005
<b>5</b>	0.900	1.000	1.000	1.000	1.000
<b>6</b>	0.829	0.886	0.943	1.000	1.000
<b>7</b>	0.714	0.786	0.893	0.929	0.964
<b>8</b>	0.643	0.738	0.833	0.881	0.905
<b>9</b>	0.600	0.700	0.783	0.833	0.867
<b>10</b>	0.564	0.648	0.745	0.794	0.830
<b>11</b>	0.536	0.618	0.709	0.755	0.800
<b>12</b>	0.503	0.587	0.678	0.727	0.769
<b>13</b>	0.484	0.560	0.648	0.703	0.747
<b>14</b>	0.464	0.538	0.626	0.679	0.723
<b>15</b>	0.446	0.521	0.604	0.654	0.700
<b>16</b>	0.429	0.503	0.582	0.635	0.679
<b>17</b>	0.414	0.485	0.566	0.615	0.662
<b>18</b>	0.401	0.472	0.550	0.600	0.643
<b>19</b>	0.391	0.460	0.535	0.584	0.628
<b>20</b>	0.380	0.447	0.520	0.570	0.612
<b>21</b>	0.370	0.435	0.508	0.556	0.599
<b>22</b>	0.361	0.425	0.496	0.544	0.586
<b>23</b>	0.353	0.415	0.486	0.532	0.573
<b>24</b>	0.344	0.406	0.476	0.521	0.562
<b>25</b>	0.337	0.398	0.466	0.511	0.551
<b>26</b>	0.331	0.390	0.457	0.501	0.541
<b>27</b>	0.324	0.382	0.448	0.491	0.531
<b>28</b>	0.317	0.375	0.440	0.483	0.522
<b>29</b>	0.312	0.368	0.433	0.475	0.513
<b>30</b>	0.306	0.362	0.425	0.467	0.504

**The calculated value must be equal to or exceed the critical value in this table for significance to be shown.**

### Chi squared distribution formula

$$X^2 = \sum \frac{(o-e)^2}{e} \quad df = (r-1)(c-1)$$

### Critical values for chi squared distribution

Level of significance for a one-tailed test						
	0.10	0.05	0.025	0.01	0.005	0.0005
Level of significance for a two-tailed test						
df	0.20	0.10	0.05	0.025	0.01	0.001
<b>1</b>	1.64	2.71	3.84	5.02	6.64	10.83
<b>2</b>	3.22	4.61	5.99	7.38	9.21	13.82
<b>3</b>	4.64	6.25	7.82	9.35	11.35	16.27
<b>4</b>	5.99	7.78	9.49	11.14	13.28	18.47
<b>5</b>	7.29	9.24	11.07	12.83	15.09	20.52
<b>6</b>	8.56	10.65	12.59	14.45	16.81	22.46
<b>7</b>	9.80	12.02	14.07	16.01	18.48	24.32
<b>8</b>	11.03	13.36	15.51	17.54	20.09	26.12
<b>9</b>	12.24	14.68	16.92	19.02	21.67	27.88
<b>10</b>	13.44	15.99	18.31	20.48	23.21	29.59
<b>11</b>	14.63	17.28	19.68	21.92	24.73	31.26
<b>12</b>	15.81	18.55	21.03	23.34	26.22	32.91
<b>13</b>	16.99	19.81	22.36	24.74	27.69	34.53
<b>14</b>	18.15	21.06	23.69	26.12	29.14	36.12
<b>15</b>	19.31	22.31	25.00	27.49	30.58	37.70
<b>16</b>	20.47	23.54	26.30	28.85	32.00	39.25
<b>17</b>	21.62	24.77	27.59	30.19	33.41	40.79
<b>18</b>	22.76	25.99	28.87	31.53	34.81	42.31
<b>19</b>	23.90	27.20	30.14	32.85	36.19	43.82
<b>20</b>	25.04	28.41	31.41	34.17	37.57	45.32
<b>21</b>	26.17	29.62	32.67	35.48	38.93	46.80
<b>22</b>	27.30	30.81	33.92	36.78	40.29	48.27
<b>23</b>	28.43	32.01	35.17	38.08	41.64	49.73
<b>24</b>	29.55	33.20	36.42	39.36	42.98	51.18
<b>25</b>	30.68	34.38	37.65	40.65	44.31	52.62
<b>26</b>	31.80	35.56	38.89	41.92	45.64	54.05
<b>27</b>	32.91	36.74	40.11	43.20	46.96	55.48
<b>28</b>	34.03	37.92	41.34	44.46	48.28	56.89
<b>29</b>	35.14	39.09	42.56	45.72	49.59	58.30
<b>30</b>	36.25	40.26	43.77	46.98	50.89	59.70
<b>40</b>	47.27	51.81	55.76	59.34	63.69	73.40
<b>50</b>	58.16	63.17	67.51	71.42	76.15	86.66
<b>60</b>	68.97	74.40	79.08	83.30	88.38	99.61
<b>70</b>	79.72	85.53	90.53	95.02	100.43	112.32

The calculated value must be equal to or exceed the critical value in this table for significance to be shown.

### Mann-Whitney U test formulae

$$U_a = n_a n_b + \frac{n_a(n_a + 1)}{2} - \sum R_a$$

$$U_b = n_a n_b + \frac{n_b(n_b + 1)}{2} - \sum R_b$$

**(U is the smaller of U<sub>a</sub> and U<sub>b</sub>)**

### Critical values for the Mann-Whitney U test

		<i>N<sub>b</sub></i>															
		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
<i>N<sub>a</sub></i>																	
<b><i>p</i> ≤ 0.05 (one-tailed), <i>p</i> ≤ 0.10 (two-tailed)</b>																	
<b>5</b>	4	5	6	8	9	11	12	13	15	16	18	19	20	22	23	25	
<b>6</b>	5	7	8	10	12	14	16	17	19	21	23	25	26	28	30	32	
<b>7</b>	6	8	11	13	15	17	19	21	24	26	28	30	33	35	37	39	
<b>8</b>	8	10	13	15	18	20	23	26	28	31	33	36	39	41	44	47	
<b>9</b>	9	12	15	18	21	24	27	30	33	36	39	42	45	48	51	54	
<b>10</b>	11	14	17	20	24	27	31	34	37	41	44	48	51	55	58	62	
<b>11</b>	12	16	19	23	27	31	34	38	42	46	50	54	57	61	65	69	
<b>12</b>	13	17	21	26	30	34	38	42	47	51	55	60	64	68	72	77	
<b>13</b>	15	19	24	28	33	37	42	47	51	56	61	65	70	75	80	84	
<b>14</b>	16	21	26	31	36	41	46	51	56	61	66	71	77	82	87	92	
<b>15</b>	18	23	28	33	39	44	50	55	61	66	72	77	83	88	94	100	
<b>16</b>	19	25	30	36	42	48	54	60	65	71	77	83	89	95	101	107	
<b>17</b>	20	26	33	39	45	51	57	64	70	77	83	89	96	102	109	115	
<b>18</b>	22	28	35	41	48	55	61	68	75	82	88	95	102	109	116	123	
<b>19</b>	23	30	37	44	51	58	65	72	80	87	94	101	109	116	123	130	
<b>20</b>	25	32	39	47	54	62	69	77	84	92	100	107	115	123	130	138	

		<i>N<sub>b</sub></i>															
		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
<i>N<sub>a</sub></i>																	
<b><i>p</i> ≤ 0.01 (one-tailed), <i>p</i> ≤ 0.02 (two-tailed)</b>																	
<b>5</b>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
<b>6</b>	2	3	4	6	7	8	9	11	12	13	15	16	18	19	20	22	
<b>7</b>	3	4	6	7	9	11	12	14	16	17	19	21	23	24	26	28	
<b>8</b>	4	6	7	9	11	13	15	17	20	22	24	26	28	30	32	34	
<b>9</b>	5	7	9	11	14	16	18	21	23	26	28	31	33	36	38	40	
<b>10</b>	6	8	11	13	16	19	22	24	27	30	33	36	38	41	44	47	
<b>11</b>	7	9	12	15	18	22	25	28	31	34	37	41	44	47	50	53	
<b>12</b>	8	11	14	17	21	24	28	31	35	38	42	46	49	53	56	60	
<b>13</b>	9	12	16	20	23	27	31	35	39	43	47	51	55	59	63	67	
<b>14</b>	10	13	17	22	26	30	34	38	43	47	51	56	60	65	69	73	
<b>15</b>	11	15	19	24	28	33	37	42	47	51	56	61	66	70	75	80	
<b>16</b>	12	16	21	26	31	36	41	46	51	56	61	66	71	76	82	87	
<b>17</b>	13	18	23	28	33	38	44	49	55	60	66	71	77	82	88	93	
<b>18</b>	14	19	24	30	36	41	47	53	59	65	70	76	82	88	94	100	
<b>19</b>	15	20	26	32	38	44	50	56	63	69	75	82	88	94	101	107	
<b>20</b>	16	22	28	34	40	47	53	60	67	73	80	87	93	100	107	114	

		$N_b$															
		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
$N_a$																	
<b><math>p \leq 0.025</math> (one-tailed), <math>p \leq 0.05</math> (two-tailed)</b>																	
<b>5</b>		2	3	5	6	7	8	9	11	12	13	14	15	17	18	19	20
<b>6</b>		3	5	6	8	10	11	13	14	16	17	19	21	22	24	25	27
<b>7</b>		5	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34
<b>8</b>		6	8	10	13	15	17	19	22	24	26	29	31	34	36	38	41
<b>9</b>		7	10	12	15	17	20	23	26	28	31	34	37	39	42	45	48
<b>10</b>		8	11	14	17	20	23	26	29	33	36	39	42	45	48	52	55
<b>11</b>		9	13	16	19	23	26	30	33	37	40	44	47	51	55	58	62
<b>12</b>		11	14	18	22	26	29	33	37	41	45	49	53	57	61	65	69
<b>13</b>		12	16	20	24	28	33	37	41	45	50	54	59	63	67	72	76
<b>14</b>		13	17	22	26	31	36	40	45	50	55	59	64	67	74	78	83
<b>15</b>		14	19	24	29	34	39	44	49	54	59	64	70	75	80	85	90
<b>16</b>		15	21	26	31	37	42	47	53	59	64	70	75	81	86	92	98
<b>17</b>		17	22	28	34	39	45	51	57	63	67	75	81	87	93	99	105
<b>18</b>		18	24	30	36	42	48	55	61	67	74	80	86	93	99	106	112
<b>19</b>		19	25	32	38	45	52	58	65	72	78	85	92	99	106	113	119
<b>20</b>		20	27	34	41	48	55	62	69	76	83	90	98	105	112	119	127

		$N_b$															
		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
$N_a$																	
<b><math>p \leq 0.005</math> (one-tailed), <math>p \leq 0.01</math> (two-tailed)</b>																	
<b>5</b>		0	1	1	2	3	4	5	6	7	7	8	9	10	11	12	13
<b>6</b>		1	2	3	4	5	6	7	9	10	11	12	13	15	16	17	18
<b>7</b>		1	3	4	6	7	9	10	12	13	15	16	18	19	21	22	24
<b>8</b>		2	4	6	7	9	11	13	15	17	18	20	22	24	26	28	30
<b>9</b>		3	5	7	9	11	13	16	18	20	22	24	27	29	31	33	36
<b>10</b>		4	6	9	11	13	16	18	21	24	26	29	31	34	37	39	42
<b>11</b>		5	7	10	13	16	18	21	24	27	30	33	36	39	42	45	48
<b>12</b>		6	9	12	15	18	21	24	27	31	34	37	41	44	47	51	54
<b>13</b>		7	10	13	17	20	24	27	31	34	38	42	45	49	53	56	60
<b>14</b>		7	11	15	18	22	26	30	34	38	42	46	50	54	58	63	67
<b>15</b>		8	12	16	20	24	29	33	37	42	46	51	55	60	64	69	73
<b>16</b>		9	13	18	22	27	31	36	41	45	50	55	60	65	70	74	79
<b>17</b>		10	15	19	24	29	34	39	44	49	54	60	65	70	75	81	86
<b>18</b>		11	16	21	26	31	37	42	47	53	58	64	70	75	81	87	92
<b>19</b>		12	17	22	28	33	39	45	51	56	63	69	74	81	87	93	99
<b>20</b>		13	18	24	30	36	42	48	54	60	67	73	79	86	92	99	105

The calculated value must be equal to or less than the critical value in this table for significance to be shown.

### Wilcoxon Signed Ranks test process

- Calculate the difference between two scores by taking one from the other
- Rank the differences giving the smallest difference Rank 1  
Note: do not rank any differences of 0 and when adding the number of scores, do not count those with a difference of 0, and ignore the signs when calculating the difference
- Add up the ranks for positive differences
- Add up the ranks for negative differences
- T is the figure that is the smallest when the ranks are totalled (may be positive or negative)
- N is the number of scores left, ignore those with 0 difference.

### Critical values for the Wilcoxon Signed Ranks test

<i>n</i>	Level of significance for a one-tailed test		
	0.05	0.025	0.01
	Level of significance for a two-tailed test		
	0.1	0.05	0.02
N=5	0	-	-
6	2	0	-
7	3	2	0
8	5	3	1
9	8	5	3
10	11	8	5
11	13	10	7
12	17	13	9

**The calculated value must be equal to or less than the critical value in this table for significance to be shown.**



## Appendix 5: Codes

Type of code	Use of code	Code number
Discount codes	Every qualification eligible for performance tables is assigned a discount code indicating the subject area to which it belongs. Discount codes are published by DfE in the RAISEonline library ( <a href="http://www.raiseonline.org">www.raiseonline.org</a> )	For Key Stage performance tables: 4850
Regulated Qualifications Framework (RQF) codes	Each qualification title is allocated an Ofqual Regulated Qualifications Framework (RQF) code. The RQF code is known as a Qualification Number (QN). This is the code that features in the DfE Section 96 and on the LARA as being eligible for 16–18 and 19+ funding, and is to be used for all qualification funding purposes. The QN will appear on students' final certification documentation.	The QN for the qualification in this publication is: 601/5573/5
Subject codes	The subject code is used by centres to enter students for a qualification. Centres will need to use the entry codes only when claiming students' qualifications.	GCE – 9PS0
Paper code	These codes are provided for reference purposes. Students do not need to be entered for individual papers.	Paper 1: 9PS0/01 Paper 2: 9PS0/02 Paper 3: 9PS0/03



## Appendix 6: Taxonomy (command words)

The following command words in this taxonomy will be used consistently by Pearson in its assessments to ensure students are rewarded for demonstrating the necessary skills. Careful consideration has been given to this taxonomy to ensure that Assessment Objectives are targeted consistently across questions.

Please note: the list below will not necessarily be used in every paper/session and is provided for guidance only.

One of the key changes is that a single command word will be used per item; dual injunctions, for example describe and evaluate, will no longer be used.

Command word	Definition/meaning
Analyse	Break something down into its components/parts. Examine each part methodically and in detail in order to discover the meaning or essential features of a theme, topic or situation. Explore the relationship between the features and how each one contributes to the topic.
Assess	Give careful consideration to all the factors or events that apply and identify which are the most important or relevant. Make a judgement on the importance of something, and come to a conclusion where needed.
Calculate	Obtain a numerical answer, showing relevant working. If the answer has a unit, this must be included.
Compare	Looking for the similarities <b>and</b> differences of two (or more) things. This should not require the drawing of a conclusion. The answer must relate to both (or all) things mentioned in the question. The answer must include at least one similarity and one difference.
Complete	To fill in/write all the details asked for.
Convert	Express a quantity in alternative units.
Define	Provide a definition of something.
Describe	To give an account of something. Statements in the response need to be developed as they are often linked but do not need to include a justification or reason.
Determine	The answer must have an element that is quantitative from the stimulus provided, or must show how the answer can be reached quantitatively. To gain maximum marks there must be a quantitative element to the answer.
Discuss	Explore the issue/situation/problem/argument that is being presented within the question, articulating different or contrasting viewpoints.
Draw	Produce an output, either by freehand or using a ruler (e.g. graph).

<b>Command word</b>	<b>Definition/meaning</b>
Evaluate	Review information then bring it together to form a conclusion, drawing on evidence including strengths, weaknesses, alternative actions, relevant data or information. Come to a supported judgement of a subject's qualities and relation to its context.
Explain	An explanation that requires a justification/exemplification of a point. The answer must contain some element of reasoning/justification. This can include mathematical explanations.
Give	Generally involves the recall of one or more pieces of information; when used in relation to a context, it is used to determine a candidate's grasp of the factual information presented.
Identify	This requires some key information to be selected from a given stimulus/resource.
Interpret	Recognise a trend or pattern(s) within a given stimulus/resource.
Justify	Rationalise a decision or action.
Name	Synonymous with 'Give'.
Plot	Produce, or add detail to, a graph/chart by marking points accurately (e.g. line of best fit).
Predict	Articulate an expected result.
State	Synonymous with 'Give'.
Suggest	Make a proposal/propose an idea in written form.
To what extent	Review information then bring it together to form a judgement conclusion, following the provision of a balanced and reasoned argument.



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