



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Education

Psychology

Specification B

Special Features

- Contemporary and scientific approach to psychology
- Extensive continuity with previous syllabus
- In depth coverage of major areas
- 100% external assessment of AS
- Option choice in A2

Material accompanying this Specification

Specimen Assessment Units and Mark Schemes
Teachers' Guide

Further copies of this specification booklet are available from:

Publications Department, Stag Hill House, Guildford, Surrey, GU2 5XJ.

Or

Aldon House, 39, Heald Grove, Rusholme, Manchester, M14 4PB

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Background Information

1

New Advanced Subsidiary and Advanced Level for 2001/2002

Following the Dearing *Review of Qualifications for 16-19 Year Olds* and the subsequent consultation *Qualifying for Success*, all the unitary awarding bodies have introduced new Advanced Subsidiary and revised Advanced Level specifications for the award of the first qualification in 2001 and 2002 respectively.

1.1 Advanced Subsidiary (AS)

Advanced Subsidiary courses will be introduced from September 2000 for the award of the first qualification in August 2001. They may be used in one of two ways:

- as a final qualification, allowing candidates to broaden their studies and to defer decisions about specialism;
- as the first half (50%) of an Advanced Level qualification, which must be completed before an Advanced Level award can be made.

Advanced Subsidiary is designed to provide an appropriate assessment of knowledge, understanding and skills expected of candidates who have completed the first half of a full Advanced Level qualification. The level of demand of the AS examination is that expected of candidates half-way through a full A Level course of study.

1.2 Advanced Level (AS+A2)

The Advanced Level examination is in two parts:

- Advanced Subsidiary (AS) — 50% of the total award;
- a second examination, called A2 — 50% of the total award.

Most Advanced Subsidiary and Advanced Level courses will be modular. The AS will comprise three teaching and learning modules and the A2 will comprise a further three teaching and learning modules. Each teaching and learning module will normally be assessed through an associated assessment unit. The specification gives details of the relationship between the modules and assessment units.

With the two-part design of Advanced Level courses, centres may devise an assessment schedule to meet their own and candidates' needs. For example:

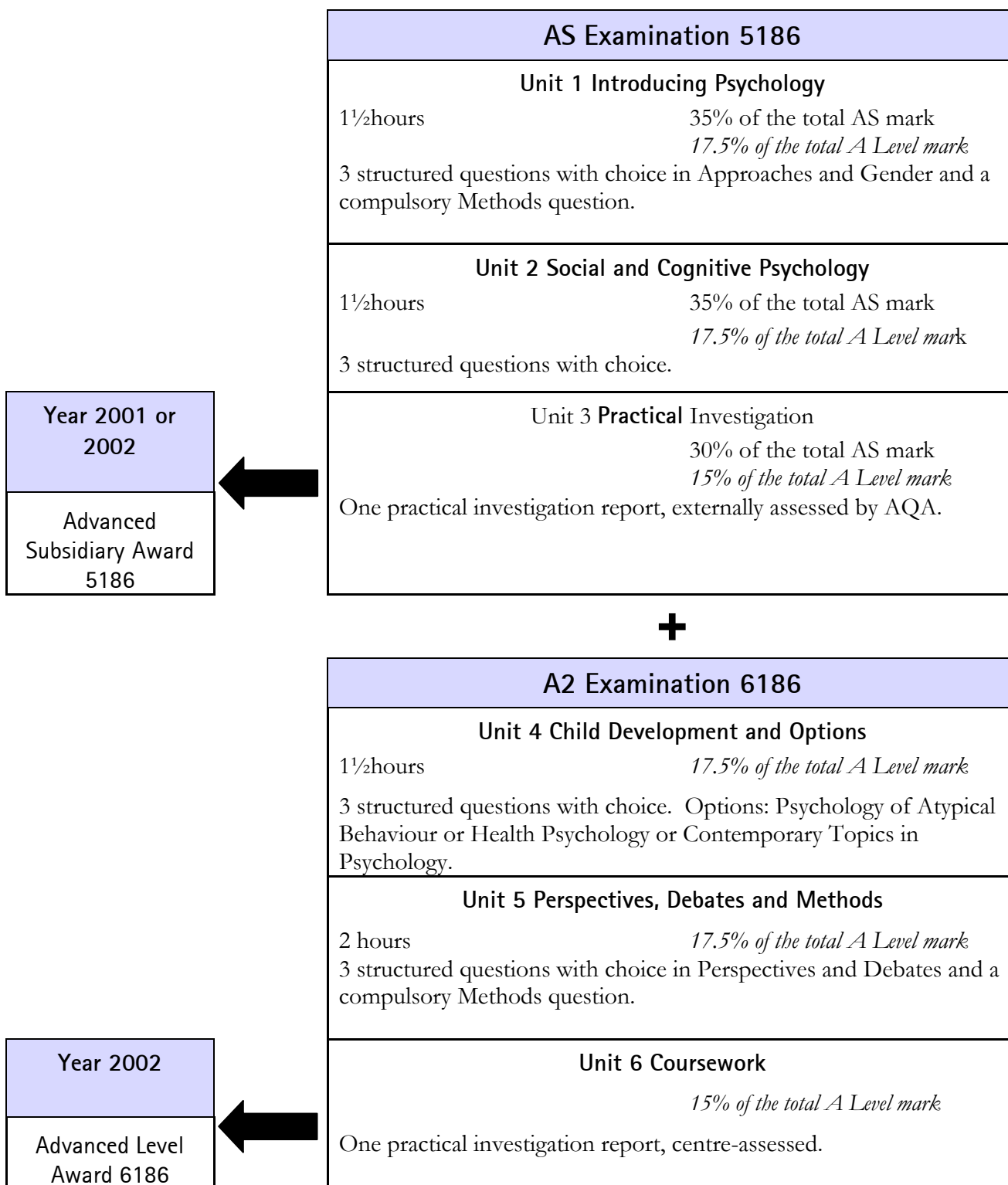
- assessment units may be taken at stages throughout the course, at the end of each year or at the end of the total course;
- AS may be completed at the end of one year and A2 by the end of the second year;
- AS and A2 may be completed at the end of the same year.

Details of the availability of the assessment units for each specification are provided in Section 3.

2

Specification at a Glance

Psychology B



3

Availability of Assessment Units and Entry Details

3.1 Availability of Assessment Units

Examinations based on this specification are available as follows:

	Availability of Units		Availability of Qualification	
	AS	A2	AS	A Level
January 2001	1 and 2		—	—
June 2001	1, 2 and 3		✓	—
January 2002	1, 2 and 3	4	✓	—
June 2002	1, 2 and 3	4, 5 and 6	✓	✓
January 2003	1, 2 and 3	4, 5 and 6	✓	✓

3.2 Sequencing of Units

In Psychology, it is recommended that the units are taken in the sequence 1, 2, 3, 4, 5 and 6 or 2, 1, 3, 4, 5 and 6. Units 5 and 6 include synoptic assessment of the whole A level course, testing candidates' understanding and critical appreciation of the breadth of theoretical and methodological approaches in psychology. AS Units 1, 2 and 3 must be taken prior to, or at the same time as, A2 Units 4, 5 and 6.

3.3 Entry Codes

Normal entry requirements apply, but the following information should be noted.

The following unit entry codes should be used:

AS	A2
Unit 1 - PYB1	Unit 4 - PYB4
Unit 2 - PYB2	Unit 5 - PYB5
Unit 3 - PYB3	Unit 6 - PYB6

The **Subject Code** for entry to the AS only award is 5186.

The **Subject Code** for entry to the Advanced Level award is 6186.

3.4 Prohibited Combinations

Candidates entering for this examination are prohibited from entering for any GCE Psychology specification in the same examination series with any awarding body. This does not preclude candidates from taking AS and A2 units in the same specification with AQA in the same examination series. Candidates may not take AS in one specification and A2 from a different specification.

Every specification is assigned to a national classification code indicating the subject area to which it belongs.

Centres should be aware that candidates who enter for more than one GCE qualification with the same classification code, will have only grade (the highest) counted for the purpose of the School and College Performance tables.

The classification code for this specification is 1830.

3.5 Private Candidates

This specification is available to private candidates. Private candidates should write to the AQA for a copy of *'Supplementary Guidance for Private Candidates'*.

3.6 Special Consideration

Special consideration may be requested for candidates whose work has been affected by illness or other exceptional circumstances. The appropriate form and all relevant information should be forwarded to the AQA office which deals with such matters for the centre concerned. Special arrangements may be provided for candidates with special needs.

Details are available from AQA. Centres should ask for a copy of *Candidates with Special Assessment Needs, Special Arrangements and Special Consideration: Regulations and Guidance*.

3.7 Language of Examinations

All Assessment Units in this subject are provided in English only.

Scheme of Assessment

4

Introduction

Rationale

This GCE Psychology specification complies with:

- the Subject Criteria for Psychology;
- the GCSE and GCE A/AS Code of Practice;
- the GCE Advanced Subsidiary and Advanced level Qualifications-Specific Criteria;
- the arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland: Common Criteria.

This qualification is a recognised part of the National Qualifications Framework. As such AS and Advanced GCE provide progression from Key Stage 4, through post-16 studies to form the basis for entry to higher education or employment. Full details of Aims are given in Section 5.

Key differences between Specification A and Specification B

AQA is offering two Psychology specifications in 2000: Specification A is developed from the previous AEB syllabus and Specification B from the previous NEAB syllabus, in order to ensure as much continuity as possible. The two specifications are similar in that they cover the five broad areas of psychology as required but a distinctiveness has been developed in the breadth and depth of treatment in similar subject content and in the context of certain topics. Different applications have been used to exemplify core areas, there are differences in the choice of material covered throughout in A2 and the style of assessment also varies across the two specifications.

Specification A

- AS Coverage of all five core areas.
- AS No coursework
- A2 Essay questions
- A2 Choice to revisit some AS topics
- Overall 15% Coursework
- Overall focus on breadth of knowledge and critical thinking skills.

Specification B

- AS Focus on three core areas
- AS 15% Coursework AQA assessed
- A2 Structured questions
- A2 New topics and options
- Overall 30% coursework
- Overall focus on scientific approach and application of psychological theories and principles.

This specification, Specification B, has been designed to give candidates a fundamental understanding of theory, concepts and research in psychology, a critical appreciation of the scientific nature of psychology, an opportunity to develop a capacity for critical thinking and an appreciation of the relationship between the different aspects of the subject and the ability to relate them to contemporary issues.

This specification is designed to replace, but provide continuity with, the previous NEAB modular and end-of-course GCE Psychology syllabuses. The majority of the specification content is derived from material which formed part of the previous syllabuses. The criteria for the assessment of practical investigations have been developed on principles similar to the existing criteria. It is anticipated, therefore, that centres which have established resources for the previous syllabuses will be able to continue to use these.

Features of this specification include:

- detailed amplification of the expected knowledge, understanding and skills required. The content in Modules 1,2, 4 and 5 form a complete statement of the depth of treatment that may be assessed in written tests.
- an element of choice of subject content in the A2 specification. The three optional modules (Psychology of Atypical Behaviour or Health Psychology or Contemporary Topics in Psychology) allow candidates to pursue a more specialised area of psychology in greater depth according to their particular interests. The optional modules are based on distinctive topics which had proved particularly popular in the previous syllabuses.
- an AS specification which establishes core principles on which an understanding of psychology is based, and at the same time covers relevant topics in sufficient depth to form coherent modules for students who may not continue their study of psychology to Advanced level.
- emphasis on the application of psychology in understanding current developing fields, such as gender, sport, law, exceptional development, eating disorders, stress, parapsychology and criminal/forensic psychology.
- opportunities to evaluate ethical issues in psychological research and to demonstrate a critical appreciation of the value of psychological research.
- assessment of scientific methods which form the foundation for psychology as the scientific study of behaviour and thought, and the critical evaluation of research methods.

This specification has been developed to meet the requirements of the Advanced Subsidiary and Advanced Level Subject Criteria for Psychology, published by QCA in June 1999. These requirements for Advanced level include the study of five core areas of psychology (cognitive, social, developmental, individual differences and physiological psychology) at least two of which must be covered in the AS specification. The core areas have been covered in this specification as follows:

Cognitive	AS Module 2
Social	AS Module 2
Developmental	A2 Module 4
Individual Differences	As detailed below
Physiological	AS Module 1 and A2 Module 5

Individual differences occur in different areas of the specification for the following reasons:

- to provide continuity with the previous syllabuses;
- to demonstrate the range of ways and areas in psychology that deal with Individual Differences;
- to emphasise that Individual Differences can link across different areas providing a synoptic element.

Individual differences can be found in the following modules:

AS Module 1	Basic understanding of psychodynamic, behaviourist, humanistic and cognitive approaches. Genetic basis of behaviour: schizophrenia or intelligence.
AS Module 2	Social psychology: majority and minority influence self-perception social facilitation
A2 Module 4	Cognitive psychology: cognition and law Child development: attachment (different types) moral development exceptional development Atypical : diagnosis and classification anxiety and eating disorders mood disorder and schizophrenia Health: psychological aspects of illness lifestyles and health stress and stress management Contemporary topics: interpersonal attraction criminological psychology
A2 Module 5	Behaviourist, cognitive, psychoanalytic and humanistic perspectives. Debates in psychology: free will and determinism; ideographic and nomothetic approaches.

Prior level of attainment and recommended prior learning

It is not necessary for candidates to have studied GCSE Psychology before commencing a course in this specification and no prior knowledge of psychology is necessary. It is desirable for candidates to have achieved Grades A-C in GCSE , or the equivalent, in English and Mathematics before commencing this specification, though no formal qualification is required.. This specification provides opportunities for candidates to develop psychological knowledge, understanding and skills with certification giving access to higher education, employment and general career development.

This specification is suitable for the diverse range of candidates who may wish to develop their interest and enjoyment of psychology, fostering its value in lifelong learning. Apart from providing a firm foundation for HE courses in psychology, a course of study based on this specification will be useful for candidates intending to pursue careers in medical disciplines, business, and social sciences.

5

Aims

- 5.1 AS and A level specifications in Psychology should encourage students to:
- study psychological theories, research, terminology, concepts, studies and methods;
 - develop skills of analysis, interpretation and evaluation;
 - develop an understanding of different areas of psychology;
 - design and report psychological investigations, and analyse and interpret data;
 - develop an understanding of ethical issues in psychology, including the ethical implications of psychological research.
- 5.2 In addition, A level specifications in Psychology should:
- include the study of psychological principles, perspectives and applications;
 - enable students to explore and understand the relationship between psychological knowledge, theories and methodology and their relationship to social, cultural, scientific and contemporary issues;
 - enable the study of cognitive, social, developmental, individual differences and physiological psychology;
 - enable the development of critical and evaluative skills in relation to theory, empirical studies and methods of research in psychology;
 - enable candidates to have an understanding and critical appreciation of the breadth of theoretical and methodological approaches in psychology.

6

Assessment Objectives

At AS and A level

6.1 Knowledge and Understanding

AS and A level specifications should require candidates to have a basic understanding of the breadth of different approaches in psychology.

AS level specifications should require candidates to develop knowledge and understanding from at least two of the following areas of psychology: cognitive, social, developmental, individual differences and physiological psychology.

These should relate to the following as appropriate:

- special vocabulary and terminology;
- psychological theories, concepts and studies;
- ethical issues in psychology and research methodology;
- the scientific nature of psychology;
- quantitative and qualitative methods of investigation in psychology;
- the contribution of psychology to an understanding of individual, social and cultural diversity.

6.2 Skills

AS and A level should require candidates to develop the following skills:

- select and apply knowledge and understanding of theories, concepts and approaches to the solution of problems;
- identify and evaluate some of the social, cultural and ethical implications of psychology;
- design and report investigations and draw valid conclusions from them.

*At A Level***6.3 Knowledge and Understanding**

In addition, A level specifications should require candidates to develop knowledge and understanding of the core areas (from cognitive, social, developmental, individual differences and physiological psychology) not covered in the AS specification.

Knowledge and understanding should be related to the following:

- the strengths and weaknesses of methods of research and investigation in psychology;
- the applications of psychology to cultural, social and contemporary issues;
- the inter-relationship between different areas of psychology and related disciplines.

6.4 Skills

In addition, A level specifications should require candidates to develop the following skills:

- the use of quantitative and qualitative methods;
- the selection and application of knowledge and understanding of principles and perspectives;
- the identification and evaluation of some of the social, cultural and ethical implications of the applications of psychology.

6.5 Unit Assessment Objectives

Knowledge, understanding and skills are closely linked. Specifications should require that candidates demonstrate the following assessment objectives in the context and skills prescribed.:

A01 Knowledge and Understanding

Knowledge and understanding of psychological theories, terminology, concepts, studies and methods in at least two of the areas of psychology (cognitive, social, developmental, individual differences and physiological psychology), and communicate their knowledge and understanding of psychology in a clear and effective manner.

In addition A level candidates should be able to:

show knowledge and understanding of psychological principles, perspectives and applications in knowledge and understanding of the areas of cognitive, social, developmental, individual differences and physiological psychology not covered in the AS specification.

A02 Analysis and Evaluation Analyse and evaluate psychological theories, concepts, studies and methods in at least two of the areas of psychology (cognitive, social, developmental, individual differences and physiological psychology), and communicate their knowledge and understanding of psychology in a clear and effective manner.

In addition A level candidates should be able to:
analyse and evaluate psychological principles, perspectives and applications in the areas of cognitive, social, developmental, individual differences and physiological psychology not covered in the AS specification.

A03 Psychological Investigations Design, conduct and report psychological investigation(s) choosing from a range of methods, and taking into account the issues of reliability, validity and ethics, and collect and draw conclusions from data.

6.6 Quality of Written Communication

The quality of written communication is assessed in all assessment units where candidates are required to produce extended written material. Banded mark schemes are provided for the assessment of written communication in the unit tests. It is assessed via skill D communication in the practical investigations in AS and A2.

Candidates will be assessed according to their ability to:

- select and use a form and style of writing appropriate to purpose and to complex subject matter;
- organise relevant information clearly and coherently, using specialist vocabulary when appropriate;
- ensure text is legible, and spelling, grammar and punctuation are accurate, so that the meaning is clear.

The assessment of the quality of written communication is included in Assessment Objective AO1.

6.7 Assessment Choices

In order to provide candidates with sufficient flexibility and opportunities for choice, there will be a question on each modular topic in each written paper assessment unit with the exception of the compulsory research methods questions in Units 1 and 5.

7

Scheme of Assessment – Advanced Subsidiary (AS)

The Scheme of Assessment has a modular structure. The Advanced Subsidiary (AS) award comprises three compulsory assessment units.

7.1 Assessment Units

Unit 1	Written Paper	hours
35% of the total AS marks	60 marks	1½

This unit comprises three sections, A, B and C.

Section A – Approaches (two topics, one question per topic)

Section B – Research Methods

Section C – Psychology of Gender (two topics, one question per topic)

Candidates answer **three** questions. In Sections A and C there will be a choice of one from two structured questions. In Section B there will be one compulsory methods/descriptive statistics question.

Unit 2	Written Paper	hours
35% of the total AS marks	60 marks	1½

This unit comprises two sections, A and B.

Section A – Social Psychology (four topics, one question per topic)

Section B – Cognitive Psychology (four topics, one question per topic)

Candidates answer **three** structured questions: one from Section A, one from Section B and a third from either section.

Unit 3	Practical Investigation	Board-assessed
30% of the total AS marks	30 marks	

The Board-assessed component requires candidates to complete one practical investigation report approximately 1,500 words in length, excluding appendices. It is assessed externally. Reports must be submitted to AQA by the specified date.

7.2 Weighting of Assessment Objectives for AS

The approximate relationship between the relative percentage weighting of the Assessment Objectives (AOs) and the overall Scheme of Assessment is shown in the following table:

Assessment Objectives	Unit Weightings (%)			Overall Weighting of AOs (%)
	1	2	3	
Knowledge and Understanding (AO1)	20	20	15	55
Analysis and Evaluation (AO2)	15	15	5	35
Design, Conduct and Report Psychological Investigations (AO3)	-	-	10	10
Overall Weighting of Units (%)	35	35	30	100

Candidates' marks for each assessment unit are scaled to achieve the correct weightings.

8

Scheme of Assessment - Advanced Level (AS+A2)

The Scheme of Assessment has a modular structure. The A Level award comprises three compulsory assessment units from the AS Scheme of Assessment and three compulsory assessment units from the A2 scheme of assessment.

8.1 AS Assessment Units

Unit 1	Written Paper	hours
17.5% of the total A Level marks	60 marks	1½

Unit 2	Written Paper	hours
17.5% of the total A Level marks	60 marks	1½

Unit 3	Practical Investigation	
15% of the total A Level marks	30 marks	

8.2 A2 Assessment Units

Unit 4	Written Paper	hours
17.5% of the total A Level marks	60 marks	1½

This unit comprises two sections, A and B (options).
 Section A – Child Development (four topics, one question per topic)
 Section B
 (i) Psychology of Atypical Behaviour (four topics, one question per topic)
 (ii) Health Psychology (four topics, one question per topic)
 (iii) Contemporary Topics (four topics, one question per topic)
 Candidates answer **three** structured questions: one from Section A, one from Section B and a third from either section.

Unit 5	Written Paper	hours
17.5% of the total A Level marks	60 marks	2

This unit comprises three sections, A, B and C.
 Section A – Perspectives (one topic, two questions).
 Section B - Debates (two topics, one question per topic)
 Section C - Methods.
 Candidates answer **three** questions. In Sections A and B there will be a choice of one from two structured questions. In Section C there will be one compulsory methods question. This Unit assesses Module 5 which includes synoptic material for the course. Candidates are expected to use knowledge, understanding and skills from Modules 1 - 6 when answering these questions.

Unit 6	Coursework	Centre-assessed
15% of the total A Level marks	60 marks	

This centre-assessed component requires candidates to complete one practical investigation report, approximately 2,000 words in length (excluding appendices). It is assessed by teachers and moderated by AQA. Marks awarded by teacher(s) must be submitted to AQA (Manchester office) by the specified date.

8.3 Synoptic Assessment

The Advanced Subsidiary and Advanced Level Criteria state that A Level specifications must include synoptic assessment (representing at least 20% of the total A Level marks). Synoptic assessment is taken to mean assessment of the extent to which candidates have an understanding and critical appreciation of the breadth of theoretical and methodological approaches in psychology. In particular this means:

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

Psychology is the scientific study of behaviour and thought, and as such it is critical that candidates are provided with the opportunity to make the synoptic links in both their practical investigations, as with other science subjects, as well as in the written examination.

Synoptic assessment has, therefore been allocated as follows:

Assessment Unit 5	15%	(Written Paper)
Assessment Unit 6	6%	(Coursework)

The following synoptic elements have been identified as appropriate for synoptic assessment in the coursework requirements:

- to have a critical understanding of possible experimental designs;
- to know when to use a specific research methodology;
- to evaluate scientific research;
- to understand when to use appropriate statistical tests;
- to appreciate strengths and weaknesses of quantitative and qualitative methods;
- to understand issues related to the generalisation of research findings;
- to consider ethical issues involved in research.

The links between different approaches and perspectives in psychology, and/or psychological applications are assessed in the written paper for Unit 5.

8.4 Weighting of Assessment Objectives for A Level

The approximate relationship between the relative percentage weighting of the Assessment Objectives (AOs) and the overall Scheme of Assessment is shown in the following table.

A Level Assessment Units (AS + A2)

Assessment Objectives	Unit Weightings (%)						Overall Weighting of AOs (%)
	1	2	3	4	5	6	
Knowledge and Understanding (AO1)	10	10	7.5	8.5	7.5	2.5	46
Analysis and Evaluation (AO2)	7.5	7.5	2.5	9.0	9.0	5.0	40.5
Design, Conduct and Report Psychological Investigations (AO3)	-	-	5.0	-	1.0	7.5	13.5
Overall Weighting of Units (%)	17.5	17.5	15.0	17.5	17.5	15.0	100

Candidates' marks for each assessment unit are scaled to achieve the correct weightings.

9

Summary of Subject Content

9.1 AS Modules

MODULE 1 - Introducing Psychology

Approaches

- Key Approaches
- Biological Approach

Research Methods

Psychology of Gender

- Studying Gender
- Explaining Gender

MODULE 2 - Social and Cognitive Psychology

Social Psychology

- Attitudes
- Social Influence
- Social Cognition
- Social Psychology of Sport

Cognitive Psychology

- Perception and Attention
- Remembering and Forgetting
- Language and Thinking
- Cognition and Law

MODULE 3 - Practical Investigation

Practical investigation report based on AS Subject Content.

9.2 A2 Modules

MODULE 4 - Child Development and Options: Psychology of Atypical Behaviour or Health Psychology or Contemporary Topics

Child Development

- Social Development
- Cognitive Development
- Moral Development
- Exceptional Development

Options (one of these must be studied)

Psychology of Atypical Behaviour

- Definition and Classification of Behaviour
- Anxiety and Eating Disorders
- Mood Disorders and Schizophrenia
- Treatments of Atypical Behaviour

or Health Psychology

- Health and Illness
- Psychological Aspects of Illness
- Lifestyles and Health
- Stress and Stress Management

or Contemporary Topics in Psychology

- Human Relationships
- Parapsychology
- Substance Abuse
- Criminological Psychology

MODULE 5 - Perspectives, Debates and Methods in Psychology

Perspectives and Debates in Psychology

- Behaviourist, Cognitive, Psychoanalytic and Humanistic Perspectives

Debates in Psychology

- The Scientific Approach
- Debates in Psychology

Methods in Psychology

- Inferential Statistics; Issues in Research

MODULE 6 - Coursework

Practical investigation report based on A2 Subject Content.

AS Module 1

Introducing Psychology

Approaches

Topics	<p>10.1 Key Approaches and the Study of Psychology.</p> <p>10.2 The Biological Approach.</p>
Aims	<p>(a) To introduce students to the scientific nature of psychology;</p> <p>(b) to introduce students to key perspectives in psychology;</p> <p>(c) to promote an appreciation of the historical development of psychology within social contexts;</p> <p>(d) to introduce students to the biological approach of psychology.</p>

Learning Outcomes

Upon completion of the topics, students should be able to

- understand the scientific approach of psychology;
- understand, in outline, the historical development of psychology;
- understand key perspectives in psychology;
- appreciate the biological approach to psychology.

10.1 Key Approaches and the Study of Psychology

10.1.1 What is Psychology?

Psychology as the scientific study of behaviour and experience. The differences between scientific and common-sense explanations.

10.1.2 Key approaches and the development of psychology in an historical context.

Wundt, Darwin, Freud, Skinner and Rogers: their key influences in the development of psychology. (A detailed knowledge of each approach is not required.)

Understand the basic assumptions and the distinguishing features of the following approaches: psychodynamic, behaviourist, humanistic and cognitive (including the information-processing approach).

10.2 The Biological Approach

- 10.2.1 **Genetic basis of behaviour** Evolution and human behaviour. Differences between genotype and phenotype.
- 10.2.2 **Physiological psychology** Basic understanding of the structure and function of neurons. The divisions of the nervous system.
Localisation of cortical function. How areas of cortical specialisation have been identified (including neurosurgery, EEGs, scans).

Sympathetic and parasympathetic actions of the autonomic nervous system. Adrenal glands and fight or flight response.
- 10.2.3 **Inheritance and behaviour** Use of twin studies, adoption studies and selective breeding to investigate the genetic basis of behaviour.

Arguments for and against the genetic basis of schizophrenia or intelligence.

Limitations of the biological approach.

Research Methods

- Topics
- 10.3 Methods of Research.
 - 10.4 Representing Data and Descriptive Statistics.
 - 10.5 Ethics.
- Aims
- (a) To promote a critical understanding of quantitative and qualitative methods employed in psychological research;
 - (b) to promote an understanding of the use of descriptive statistics;
 - (c) to demonstrate how data may be represented;
 - (d) to develop an awareness of ethical issues in psychological research.
- Learning outcomes
- Upon completion of the topics, students should be able to:
- describe quantitative and qualitative research methods and their appropriate uses;
 - know how to represent and describe data;
 - understand ethical issues and codes of conduct for research in psychology.

10.3 Methods of Research

- 10.3.1 Planning Research** Formulating research questions. Stating the aims of a piece of research. Formulating hypotheses (null and alternative). Populations and sampling. Types of sampling techniques, including opportunity, random, stratified and cluster.
- 10.3.2 Quantitative methods of investigation** Experiments: naturalistic, field and laboratory. Independent and dependent variables. Manipulation and control of variables in experiments. Experimental designs: repeated or related measures, matched pairs, independent groups. Controls associated with different designs, including counterbalancing. Confounding variables. Advantages and disadvantages of different experimental designs and appropriate use of each. Pilot studies and their value. Questionnaire construction including the use of open and closed questions. Types of interviews: structured and unstructured. Appropriate use of these techniques. Correlation studies. Understand the difference between an experiment and a correlational study.
- 10.3.3 Qualitative methods of investigation** Observational studies. Observation in natural and experimental settings. Distinguish between participant and non-participant observation. Advantages and disadvantages of the observational methods. Case studies: understand the role of case studies in investigation. Strengths and limitations of using case studies.

10.4 Representing Data and Descriptive Statistics

- 10.4.1 Representing data** Be able to use, as appropriate, the following tabular and graphical displays: bar charts, histograms, graphs, scattergrams and tables.
- 10.4.2 Descriptive data** Calculate and understand the use of: mean, median, mode, range and standard deviation. Correlation as a description of the relationship between two variables. Understand positive, negative and zero correlations.

-
- 10.5 Ethics** An awareness of the code of ethics in psychology as specified by the British Psychological Society.

Psychology of Gender

Topics	10.6 Studying Gender 10.7 Explaining Gender
Aims	(a) To demonstrate how Key Approaches and Methods of Research can be applied to the psychology of gender; (b) to demonstrate how psychology provides understanding of human behaviour; (c) to demonstrate how empirical research is used in psychological enquiry.
Learning Outcomes	Upon completion of these topics, students should be able to <ul style="list-style-type: none">• identify concepts related to the psychology of gender;• appreciate the usage of research methods that can be applied to the study of gender;• appreciate biological and learning theory explanations of gender;• understand cognitive and psychoanalytic explanations of gender.

10.6 Studying Gender

10.6.1	Concepts	Sex and gender; androgyny; sex-role stereotype; role and identity; nature and nurture; cultural diversity.
10.6.2	Methods	Case studies; content analysis; observation; experiment; cross-cultural research; ethical issues.

10.7 Explaining Gender

10.7.1	Biological and social learning theories	Biological explanations: typical and atypical sex chromosome patterns; influence of androgens and oestrogens. Social learning approach, including reference to reinforcement, modelling, imitation and identification.
10.7.2	Cognitive and psychoanalytic theories	Kohlberg's cognitive-developmental theory, including reference to gender identity, gender stability and gender constancy; Freud's psychoanalytic theory, including reference to identification and Oedipus/Electra complex.

AS Module 2

Social and Cognitive Psychology

Social Psychology

Topics

- 11.1 Attitudes
- 11.2 Social Influence
- 11.3 Social Cognition
- 11.3 Social Psychology of Sport

Aims

- (a) To provide an introduction to theoretical and methodological approaches in social psychology;
- (b) to demonstrate some ways in which social psychology may be applied to contemporary social and cultural issues;
- (c) to develop critical and evaluative skills in students in relation to theory and empirical studies in social psychology.

Learning Outcomes

Upon completion of these topics, students should be able to:

- identify key areas of social psychology;
- appreciate the range of empirical methods employed in social psychological investigation;
- understand some ways in which social psychology may help to alleviate social problems;
- appreciate the application of social psychology to sport.

11.1 Attitudes

11.1.1 Function and Measurement

Structure and function of attitudes

Cognitive, affective and conative components of attitudes. Functional approach: adaptive, knowledge, ego-expressive functions.

Measuring attitudes

Likert Scales, semantic differential and projective techniques for measuring attitudes.

11.1.2 Attitudes and behaviour

Principle of consistency between attitudes and behaviour.

Attitude change

Cognitive dissonance and attitude change. Other explanations for attitude change, including, persuasive communication and dual-process models of persuasion.

Prejudice and discrimination Prejudicial attitudes and how they are formed. Categories of prejudice. Stereotypes and attitudes. Cultural stereotypes and prejudice between cultures.

11.2 Social Influence

11.2.1 Conformity

Majority and minority influence Compliance and conformity; social norms and group pressure to conform. Yielding to majority group pressure. Changing majority views through minority influences.

11.2.2 Obedience to authority

Social influence of authority Conditions affecting obedience to authority as investigated by Milgram. Explanations for obedience and defiance of authority.

11.3 Social Cognition

11.3.1 Impression formation

Perception of others Social perception and impression formation, first impressions and primacy-recency effects. Social schemas. Cultural differences in perception.

Self-perception Cooley's 'looking glass' effect on self-perception. Self-esteem and self-perception.

11.3.2 Attribution theory

Theories of attribution and attributional biases Three theoretical approaches: casual schemata model, covariation model and correspondent-inference model. Attributional biases, including the fundamental attribution error, actor/observer differences, self-serving bias.

11.4 Social Psychology of Sport

11.4.1 Social facilitation

Social facilitation theory arousal and dominant responses. Reasons for arousal: evaluation apprehension, distraction. Home ground advantage for both individual and team performance. Home advantage and different sports.

11.4.2 Team cohesion

Team cohesion as task cohesion and social cohesion. Cohesion and satisfaction in a team. Cohesion and performance in relation to type of sport.

Cognitive Psychology

Topics	<p>11.5 Perception and Attention</p> <p>11.6 Remembering and Forgetting</p> <p>11.7 Language and Thinking</p> <p>11.8 Cognition and Law</p>
Aims	<p>(a) To introduce students to the main areas of study in cognitive psychology;</p> <p>(b) to give students an understanding of how psychologists study cognitive processes;</p> <p>(c) to develop a critical awareness of theories and research in cognitive psychology.</p>
Learning Outcomes	<p>Upon completion of these topics students should be able to:</p> <ul style="list-style-type: none"> • understand the nature and scope of cognitive psychology; • be familiar with key issues within the field of cognitive psychology; • know how cognitive psychologists use models and design research to make inferences about cognitive processes; • know how cognitive psychology relates to real life; • evaluate models and research in cognitive psychology.

11.5 Perception and Attention

11.5.1 Perception

Processing sensory information

‘Bottom-up’ and ‘top-down’ theories of information processing. The influence of factors, including motivation, expectation, emotion and culture on perception.

Visual perception

The nature of constancy and the problem of illusion.

11.5.2 Attention

Defining attention

Definitions of attention. Selective and divided attention.

The nature of selective attention

Models of selective attention including those of Broadbent, Triesman, Deutsch and Deutsch and Kahneman.

11.6 Remembering and Forgetting

- 11.6.1 **The nature of memory** Models of memory: the multi-store model of Atkinson and Shiffrin and other explanations including episodic, semantic and procedural memory, levels of processing and working memory.
- 11.6.2 **Reasons for forgetting** Explanations of forgetting: including decay, interference, retrieval failure, displacement and lack of consolidation.
-

11.7 Language and Thinking

- 11.7.1 **The nature of language** Definitions of language. Comparison of human language and communication in other species.
- The relationship between language and thought** The relationship between language and thought. The views of Whorf, Piaget and Vygotsky.
- 11.7.2 **Ways of thinking** Insight, cognitive styles (convergent and divergent), reasoning (inductive, deductive and probabilistic).
- Representation of knowledge** Schemata and scripts, imagery, hierarchical model of concept organisation.
-

11.8 Cognition and Law

- 11.8.1 **Face recognition** Processes involved in recognition of faces. Explanations for face recognition, including feature analysis versus holistic forms.
- Eye-witness testimony** Factors affecting the reliability of eye-witness accounts and eye – witness identification.
- 11.8.2 **Amnesia** Explanations for amnesic syndromes including trauma, ECT, surgery, alcohol, and ageing. Types of memory deficit; retrograde, anterograde and pure amnesia.
- Recovered and false memories** The controversy surrounding the recovery of repressed memories. Ethical and theoretical implications of the false memory debate.
-

AS Module 3

Practical Investigation

12.1 Introduction

The assessment of a practical investigation at this level will be external. **One** full report of a practical investigation is required from each candidate. The investigation must be drawn from the content of the AS specification i.e. based on the topics in Modules 1 and 2. The report should be organised using the headings set out below (12.3) and should not exceed 1500 words (excluding appendices).

12.2 Suitable tasks

It is important that teachers consider carefully the types of activity which will prove valid evidence of positive achievement for the purpose of assessment and which are ethical. The activities in which candidates are involved should be chosen to make reasonable demands and to enable positive achievements to be demonstrated in relation to the assessment criteria. There is no restriction regarding the methodology to be used in the investigation. Guidance on suitable activities is provided in the support material accompanying this specification and will be available at standardising meetings (see paragraph 22.1). Centres are encouraged to seek advice on whether their proposed activities are appropriate by contacting AQA or their moderator prior to candidates commencing any coursework.

Ethical guidelines are provided by the Association for the Teaching of Psychology and the British Psychological society. An Advice Form is provided in Appendix B for any centres which wish to obtain guidance on their proposed activities.

12.3 Organisation of the report

The organisation of the practical investigation should follow the headings set out below. It is expected that there will be only minor deviation from this format.

- Title
- Abstract
- Introduction
- Method: Design
 - Participants
 - Apparatus and materials
 - Procedure
- Results
- Discussion
- References
- Appendix

There will be four skills to be demonstrated in the report. These are:

Skill A – Design

Skill B – Implementation

Skill C – Analysis and interpretation.

Skill D – Communication.

12.4 Assessment of the report

The report will be marked by AQA examiners using the following marking criteria. Candidates will be awarded one mark for each criterion achieved. Candidates will be expected to provide information which is relevant and appropriate to the context of their specific investigations to gain the mark.

Skill A – Design

- Aim stated;
- Background material;
- Hypothesis stated;
- Variables under investigation identified;
- Possible extraneous variable identified;
- Control suggested for extraneous variable;
- Target population identified;
- Sampling method identified;
- Sampling method justified;
- Task and materials described;
- Ethical issue identified;
- Control suggested for ethical issue;
- Procedure described;
- Procedure replicable. 14

Skill B – Implementation

- Evidence from reporting of appropriate treatment of participants;
- Evidence from reporting of procedures carried out appropriately. 2

Skill C – Analysis and Interpretation

- Data represented in appropriate form(s);
- Table(s)/chart(s)/ graph(s) headed appropriately;
- Calculation(s) performed on raw data;
- Verbal summary of data;
- Results related to hypothesis;
- Results related to background material;
- Conclusion drawn;
- Appreciation of limitation of investigation;
- Suggestion for improvement of investigation;
- Suggestion for further research. 10

Skill D – Communication

- All components of report present;
- Use of terminology;
 - Abstract presented;
 - References presented. 4

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12.5 Supervision and Authentication

- 12.5.1 Supervision of Candidates' work** Candidates' work for assessment must be undertaken under conditions which allow the teacher to supervise the work and enable the work to be authenticated. If it is necessary for some assessed work to be done outside the centre, sufficient work must take place under direct supervision to allow the teacher to authenticate each candidate's whole work with confidence.
- 12.5.2 Guidance by the Teacher** The work assessed must be solely that of the candidate concerned. Any assistance given to an individual candidate which is beyond that given to the group as a whole must be recorded on the *Candidate Record Form*.
- 12.5.3 Unfair Practice** At the start of the course, the supervising teacher is responsible for informing candidates of the AQA Regulations concerning malpractice. Candidates must not take part in any unfair practice in the preparation of their work to be submitted for assessment, and must understand that to present material copied directly from books or other sources without acknowledgement will be regarded as deliberate deception. Centres must report suspected malpractice to AQA. The penalties for malpractice are set out in the AQA Regulations.
- 12.5.4 Authentication of Candidates' Work** Both the candidate and the teacher are required to sign declarations on the *Candidate Record Form*, confirming that the work submitted for assessment is the candidate's own. The teacher declares that the work was conducted under the specified conditions, and is required to record details of any additional assistance.

12.6 Administrative Procedures

- 12.6.1 Submission of Work** The candidates' reports and *Record Forms* need to be submitted to AQA, together with the Attendance Mark List.
- 12.6.2 Problems with Individual Candidates** Teachers should be able to accommodate the occasional absence of candidates by ensuring that the opportunity is given for them to complete their investigation.
- Special consideration should be requested for candidates whose work has been affected by illness or other exceptional circumstances. Information about the procedure is issued separately.
- If work is lost, AQA should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. AQA will advise on the procedures to be followed in such cases.
- Where special help which goes beyond normal learning support is given, AQA must be informed so that such help can be taken into account when assessment takes place.

A2 Module 4

Child Development and Options

Child Development

Topics

- 13.1 Social Development
- 13.2 Cognitive Development
- 13.3 Moral Development
- 13.4 Exceptional Development

Aims

- (a) To introduce students to developmental psychology and to the major theoretical approaches;
- (b) to provide students with knowledge of empirical research and its relationship to theory;
- (c) to develop critical and evaluative skills in students in relation to theory and research in developmental psychology;
- (d) to foster appreciation of practical applications of both theory and research in relation to child development.

Learning Outcomes

Upon completion of these topics, students should be able to:

- understand the nature and scope of developmental psychology;
- appreciate the variety of theoretical approaches within developmental psychology;
- show an understanding of some underlying processes and environmental factors which limit or promote social, cognitive, and moral development in children;
- be aware of practical applications of psychological knowledge in relation to both normal and exceptional development.

13.1 Social Development

13.1.1 Attachment and separation

The role of caregiver – infant interactions in the development of attachment, including reference to human and animal studies. Function of attachment. Secure and insecure attachments. Measuring attachment. Possible short-term and long-term consequences of privation and deprivation. The work of Bowlby, Rutter, Schaffer and Ainsworth in the above.

13.1.2 Self and others

Aspects of the self: existential, categorical and self-awareness. Self-esteem and consequences of high and low levels in children.

The development of friendship. Age-related change in friendship. Sex differences. Popularity and rejection: causes and consequences.

13.2 Cognitive Development

- 13.2.1 Piaget's theory of cognitive development** Schemas: adaptation, assimilation and accommodation. Piaget's stages of intellectual development. Characteristics of these stages, including example, object permanence, conservation, egocentrism. Piaget's research, including the three mountains experiment and conservation experiments.
- 13.2.2 Alternatives to Piaget** Vygotsky and cognitive development within a social and cultural context. Vygotsky's concept of zone of proximal development.
- Bruner's concept of scaffolding. Modes of representation: enactive, iconic and symbolic. Modes of representation and increased capacity to deal with abstraction.
- Critical appreciation of Piaget and the alternative approaches to children's learning of Vygotsky and Bruner.

13.3 Moral Development

- 13.3.1 Piaget and Kohlberg** Piaget's stages of moral development: premoral judgement, moral realism and moral relativism (subjectivity). Kohlberg's pre-conventional, conventional and post-conventional levels and types of moral reasoning in each level. Kohlberg's use of moral dilemmas (Heinz dilemma) to provide evidence for these levels; shortcomings of these methods of investigation.
- 13.3.2 Alternatives and evaluation** Eisenberg model of levels of prosocial reasoning: including hedonistic, needs, approval, self-reflective and internalised orientations.
- Gilligan's ethics of care: differences between boys and girls. Gilligan's three levels of moral development.
- Critical appreciation of Piaget and Kohlberg, and the alternatives of Eisenberg and Gilligan.

13.4 Exceptional Development

- 13.4.1 Autism and learning difficulties** Autism: definition and symptoms. Possible causes of autism, including genetic and environmental factors. Treatment approaches including behaviour techniques and family therapy.
- Learning difficulties: range of cognitive impairments and recognition, for example, dyslexia and dyscalculia. Causes and treatments.
- 13.4.2 Gifted children** Definitions of giftedness including musical, mathematical and intelligence. Gifted children and social and emotional development. Gifted children and information-processing skills: Sternberg's research. Giftedness as a special need in education and the implications for the family.

Option

Psychology of Atypical Behaviour

Topics	<p>13.5 Definition and Classification of Behaviour</p> <p>13.6 Anxiety and Eating Disorders</p> <p>13.7 Mood Disorders and Schizophrenia</p> <p>13.8 Treatments of Atypical Behaviour</p>
Aims	<p>(a) To provide an introduction to key conceptual, theoretical and methodological issues in atypical/abnormal psychology;</p> <p>(b) to understand and evaluate different psychological treatments of atypical behaviour;</p> <p>(c) to develop a critical awareness of theoretical explanations for emotional disorders.</p>
Learning Outcomes	<p>Upon completion of these topics, module students should be able to:</p> <ul style="list-style-type: none"> • describe the nature and scope of atypical behaviour; • discuss the problematic nature of defining atypical behaviour; • demonstrate a knowledge of classifications of atypical behaviours; • understand the underlying mechanisms and environmental factors which influence atypical behaviours; • discuss different theoretical perspectives which seek to explain atypical behaviour; • describe and evaluate a range of treatments and therapies.

13.5 Definition and Classification of Behaviours

13.5.1	What is (ab)normal?	Historical ideas of abnormality. Differences in definitions of (ab)normality: statistical infrequency, violation of social norms; cultural differences; distress; maladaptiveness. Practical problems and ethical dilemmas involved in using these definitions.
13.5.2	Diagnosis and classification	Medical versus psychological models i.e., concept of ‘illness’ versus distress or maladaptiveness. Diagnosis of abnormal behaviour – systems of classification e.g. DSM or ICD.
	Clinical assessment procedures	Interpersonal issues in assessment – including stereotyping and labelling, racism, sexism, sick role and expert role, demand characteristics of the consultation process.

13.6 Anxiety and Eating Disorders

13.6.1 Anxiety disorders Anxiety and fear, symptoms of anxiety, generalised anxiety disorder. Phobias including agoraphobia, social phobia and specific phobias. Obsessive-compulsive behaviours, and post-traumatic stress syndrome.

Explanations and therapies including biological, psychodynamic, humanistic, behavioural and cognitive. Effectiveness of different therapies.

13.6.2 Eating disorders Anorexia nervosa and bulimia nervosa. Symptoms and implications of diagnosis. Explanations including societal and family pressures, biological and cognitive factors. Treatments including weight restoration, changing cognitions and behavioural therapy. Effectiveness of different treatments.

13.7 Mood Disorders and Schizophrenia

13.7.1 Mood disorders Unipolar and bipolar depression: symptoms and diagnosis. Seasonal affective disorder (SAD): symptoms and implications for diagnosis. Treatments for mood disorders including drug therapies, psychodynamic, behavioural and cognitive. Effectiveness of treatments.

13.7.2 Schizophrenia Classification of schizophrenia. Symptoms, diagnosis and implications. Explanations for schizophrenia including biological, psychodynamic, behavioural and cognitive. Socio-cultural explanations: labelling and family dysfunction. Treatments and their effectiveness including anti-psychotic drugs, institutional care, behavioural and psychotherapy. Community care.

13.8 Treatments of Atypical Behaviour

13.8.1 Approaches and therapies Approaches: learning theories, behaviourist and cognitive; psychodynamic, humanistic and biological theories. Knowledge of the assumptions underlying each perspective and how these influence attribution of cause and choice of treatment/therapy. Major components of at least one therapy used within each perspective. Evaluation of effectiveness of therapies.

13.8.2 Ethical issues Personal/societal/cultural influences on choice and acceptability of treatments/therapies. The rights and responsibilities of individuals and society to determine treatments. Ethical and practical dilemmas faced by professionals in this field.

Option

Health Psychology

Topics

- 13.9** Health and Illness
- 13.10** Psychological Aspects of Illness
- 13.11** Lifestyles and Health
- 13.12** Stress and Stress Management

Aims

- (a)** To introduce students to health psychology, its major perspectives, key issues and relationship to other areas of psychology;
- (b)** to promote a critical appreciation of the contribution of psychology to an understanding of health and health-related issues;
- (c)** to enable students to acquire appropriate knowledge and skills for choosing and maintaining a healthy lifestyle.

Learning outcomes

Upon completion of these topics, students should be able to:

- understand the nature and scope of health psychology;
- be familiar with key issues in the field of health psychology;
- reflect critically on theory and research in health psychology;
- appreciate the variety of theoretical and methodical approaches within health psychology;
- be familiar with evidence linking lifestyle and other factors with health and illness;
- be aware of practical and therapeutic applications of psychology in the promotion and maintenance of health.

13.9 Health and Illness

13.9.1 Conceptual illness

Definitions of health and illness, including reference to illness-wellness continuum.

What is health?

Changing views of health and illness throughout history.

Health Psychology

The nature and scope of health psychology.
Reasons for the emergence of health psychology.

13.9.2 Models of health and illness

The biomedical model

Assumptions and features of the biomedical model.

Current perspectives

Assumptions and features of the biopsychosocial model and its relationship to the biomedical model.
Humanistic and complementary approaches to health, including aromatherapy, visualisation and meditation.

13.10 Psychological Aspects of Illness

13.10.1 Becoming ill

The patient–practitioner relationship

Interpersonal issues in patient–practitioner communication, including patient and practitioner styles.
Patient compliance and non-compliance with medical advice.

Pain

Ways of measuring pain, physiological, behavioural and self-report measures.
Ways of managing pain, including behavioural, biomedical and cognitive approaches.

13.10.2 Psychological factors in illness

Psychosomatic health

The role of psychological factors in physical health problems, including diabetes and asthma.

Chronic and terminal illnesses

Precursors of chronic and terminal illnesses, including coronary heart disease (CHD), cancer and acquired immune deficiency syndrome (AIDS). Biomedical and psychological interventions for such conditions.

13.11 Lifestyles and Health

13.11.1 Aspects of healthy living

Exercise

Types of exercise, including aerobic, anaerobic, isotonic, isometric and isokinetic.

Positive and negative effects of exercise on health.

Nutrition

The role of diet in ill-health conditions, including cancer and cardiovascular disorders. Dieting and weight-loss techniques, including low-fat and high-fibre diets, behavioural and biomedical approaches.

13.11.2 Changing health-related behaviour

Risk-taking

Behavioural risk factors (including smoking and unsafe sexual practices) associated with ill-health conditions (including cancer and AIDS).

Primary prevention of illnesses associated with behavioural risk factors, including the use of media appeals and harm reduction approaches.

Theories of lifestyle change Self-efficacy (Bandura), the health belief model (Becker) and the theory of planned behaviour (Ajzen)

The application of these theories in planning interventions to change health-related behaviour and attitudes.

13.12 Stress and Stress Management

13.12.1 Stress and illness

The nature of stress Ways of measuring stress, including physiological, behavioural and self-report techniques. The role of autonomic nervous system (ANS) and endocrine system functions in causing, mediating and responding to stress.

Physiological factors The role of personal variables, including behaviour types A, B and C, locus of control and hardiness in mediating responses to stress. The role of interpersonal factors, including social support, in mediating responses to stress.

13.12.2 Coping and stress management

Coping with stress Problem/emotion-focused and approach/avoidance strategies and techniques. Defence mechanisms, for example repression, regression, rationalisation, displacement, projection and denial.

Managing stress Behavioural and cognitive approaches, including biofeedback, systematic desensitisation and rational emotive behaviour therapy (REBT). Other approaches, for example hypnosis and autogenic training.

Option

Contemporary Topics in Psychology

- | | |
|--------|--|
| Topics | <p>13.13 Human Relationships</p> <p>13.14 Parapsychology</p> <p>13.15 Substance Abuse</p> <p>13.16 Criminological Psychology</p> |
|--------|--|

- Aims**
- (a)** To demonstrate how contemporary areas of interest in psychology further an understanding of human behaviour;
 - (b)** to demonstrate contemporary application of psychology;
 - (c)** to encourage students to appreciate, analyse and evaluate empirical studies in the contemporary areas of application identified.

Learning Outcomes

Upon completion of these topics, students should be able to:

- identify a range of applications of psychology in a diverse set of contexts;
 - understand issues and problems faced by the applied psychologist;
 - demonstrate knowledge and understanding of theory and research in psychology as applied to human and social issues;
 - evaluate strengths and weaknesses of published research in these areas of application.
-

13.13 Human Relationships

13.13.1 Attraction and friendship

Interpersonal attraction

Understand the importance of attachment and the need for intimacy. Biological reasons for relationships. Be familiar with factors affecting interpersonal attraction; including proximity, physical attractiveness, similarity and reciprocal liking.

Need for intimacy and the development of relationships

Explanation of theories of how relationships develop. Stages of development: awareness, surface contact and disclosure.

Key factors affecting self-disclosure such as gender differences, same-gender and different-gender friendships.

13.13.2 Intimate relationships

Love and marriage

Explanations of theories of love including romantic and companionate love; triangular theory of love.

Sex and sexual relationships

Choice of partner: heterosexuality, bisexuality and homosexuality. HIV transmission. Psycho-sexual behaviour. Nature/nurture debate in relation to sexual orientation.

Problems in relationships

Separation and factors affecting breakdown in relationships, including poor communication, jealousy, alcohol abuse, sexual problems.

13.14 Psychology and Paranormal Phenomena

13.14.1 What is parapsychology?

Knowledge of the range of psychic phenomena that parapsychologists investigate: extra-sensory perception (telepathy, clairvoyance, pre-cognition), psychokinesis (PK).

Research methods in parapsychology

Case studies, field investigations, experimental (laboratory) procedures. Experimenter effects and demand characteristics in parapsychology.

13.14.2	Extrasensory Perception (ESP)	Experimental methods and paradigms used in ESP research, including free-response tests, restricted-choice experiments, matching tests. Personality traits and ESP, issue of training for ESP. Evidence for and against ESP.
	Psychokinesis (PK)	Methods of investigation: micro-methods (standard dice test) and macro-methods (movement of objects). Types of psychokinesis. Key research. Evidence for and against PK.
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13.15	Substance Abuse	
13.15.1	Use and abuse	Distinctions between addiction and physical dependence.
	Types of abuse and substances	Understanding of concepts of psychological dependence, tolerance and withdrawal. Solvent abuse, tobacco and nicotine, alcohol, stimulants and depressants.
	Psychological characteristics of abuse	Why people abuse substances. Hereditary factors and personality characteristics of alcohol abusers. Social influence and social norms.
13.15.2	Treatment and prevention	
	Psychological	Effectiveness of different treatment techniques, such as aversion strategies, self-management strategies.
	Prevention techniques	Knowledge of 'risk' groups. Fear-arousing appeals, health promotion/education, social 'inoculation'.
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13.16	Criminological Psychology	
13.16.1	The nature and measurement of offending	Definitions of crime. Criminal statistics and the measurement of crime including official statistics and alternatives (crime surveys). Offender profiling.
	Theories of offending	Biological theories (Lombroso-Sheldon), psychoanalytical theories and learning theories including social learning. "The idea of a criminal personality".
13.16.2	Treatment of the offender	Punishment. Custodial and non-custodial sentencing. Psychological effects of imprisonment. Evaluation of custodial sentencing including recidivism. Therapies and strategies used in the treatment of offenders including behaviour modification, social skills training and anger management.

A2 Module 5

Perspectives, Debates and Methods in Psychology

Perspectives in Psychology

Topics	14.1	Behaviourist, Cognitive, Psychoanalytic and Humanistic Perspectives
Aims	(a)	To provide students with an understanding and critical appreciation of the breadth of theoretical and methodical approaches in psychology;
	(b)	to enable students to build on the knowledge, understanding and skills developed in modules 1-4;
	(c)	to provide students with a critical understanding of different perspectives in psychology;
	(d)	to encourage students to appreciate the contrasting and complementary aspects of different perspectives in psychology;
Learning Outcomes		<p>Upon completion of these topics, students should be able to:</p> <ul style="list-style-type: none"> • understand assumptions and concepts of the behaviourist, cognitive, psychoanalytic and humanistic perspectives in psychology; • appreciate the similarities and differences between different perspectives in psychology; • discuss strengths and weaknesses of different perspectives in psychology;

14.1 Behaviourist, Cognitive, Psychoanalytic and Humanistic Perspectives

14.1.1 Behaviourist perspective

Assumptions of the behaviourist approach. Understand the key concepts - stimulus, response, reinforcement. Basic principles of classical and operant conditioning. Observational and imitative learning. Limitations of the behaviourist perspective.

14.1.2 Cognitive perspective

Assumptions of the cognitive approach. Idea of mediational processes (stimulus-organism-response). Concept of information processing and how this applies to human behaviour and thought. Use of computer analogies in understanding behaviour. Limitations of the cognitive approach.

14.1.3	Psychoanalytic perspective	Freud's approach to personality structure and dynamics (id, ego, superego, and defence mechanisms). Unconscious mental processes. Psycho-sexual stages of development. Freud's use of case studies to highlight concepts. Awareness of post-Freudian theories including Erikson and at least one other. Limitations of psychoanalytic approach.
14.1.4	Humanistic perspective	The person-centred approach of Rogers and Maslow and their rejection of the traditional scientific experimental approach. The importance within humanistic psychology of valuing individual experience, promoting personal growth, the concepts of freewill and holism. The limitations of the humanistic approach.
14.1.5	Comparisons of perspectives	Comparison of biological, behaviourist, cognitive, psychoanalytic and humanistic perspectives. The extent to which different perspectives overlap and complement each other. Understand the value of an eclectic approach.

Debates in Psychology

Topics	14.2	The Scientific Approach
	14.3	Debates in Psychology
Aims	(a)	To make students aware of strengths and limitations of the scientific approach in psychology;
	(b)	To engage students in key critical debates in psychology.
Learning Outcomes		Upon completion of these topics, students should be able to: <ul style="list-style-type: none"> • understand the nature of scientific enquiry and the strengths and limitations of its application in psychology; • understand and have critical appreciation of a range of key debates in psychology.

14.2	The scientific approach	The nature of scientific enquiry and how it differs from common sense. The role of theory, hypothesis, empirical evidence, and replication in scientific research. Strengths and limitations of the scientific approach. Overt behaviour and subjective/private experience.
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14.3	Debates in psychology	Understand the arguments involved in debates concerning: free will and determinism; heredity and environment (nature/nurture); holism and reductionism; ideographic and nomothetic approaches; the mind-body debate.
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Methods in Psychology

Topics **14.4** Inferential Statistics; Issues in Research

- Aims
- (a) To understand the concept of significance and hypothesis testing;
 - (b) to promote an understanding of significance testing using inferential statistics;
 - (c) to develop an understanding of when to use different types of statistical test;
 - (d) to develop a critical understanding of research issues in psychology.

Learning Outcomes

Upon completion of these topics, students should be able to:

- know when to use the null and alternative hypotheses;
- use different inferential statistics and know how to test for significance;
- know when to use different statistical tests;
- understand factors affecting choice of appropriate statistical tests;
- engage in critical discussion concerning strengths and weaknesses of different methods in psychology;
- demonstrate a critical understanding of ethical issues in conducting research in psychology.

14.4 Inferential Statistics; Issues in Research

14.4.1 Statistical inference

The concepts of probability and levels of significance.
Hypothesis testing: null and alternative hypothesis. One-tailed and two-tailed tests.
Type I and type II errors.
Positive, negative and zero correlation.
Issues to do with generalisation of findings; limitations of sampling techniques and generalisation of results.

14.4.2 Statistical tests

The use of the non-parametric and parametric tests. Statistical tests of difference: Sign test; Wilcoxon; Mann-Whitney; related (repeated measures) and independent t-tests. Statistical tests of association: Spearman's Rank order correlation; Pearson's product moment correlation; chi-squared test.

The factors affecting the appropriate choice of statistical test including: levels of measurement; type of design; conditions for parametric tests.

14.4.3 Issues in research

Advantages and disadvantages of different methods of research. Strengths and weaknesses of quantitative and qualitative methods.

Reliability and validity applied generally across all methods of investigation. Critical understanding of the importance of ethical considerations when designing and conducting research in psychology.

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A2 Module 6

Coursework

15.1

The assessment of coursework for A2 will be by the centre and will be a practical investigation.

Full details are given in Section 18.

Key Skills and Other Issues

16

Key Skills – Teaching, Developing and Providing Opportunities for Assessment

16.1 Introduction

The Key Skills Qualification requires candidates to demonstrate levels of achievement in the Key Skills of *Application of Number, Communication and Information Technology*.

The units for the ‘wider’ Key Skills of *Improving Own Learning and Performance, Working with Others and Problem Solving* are also available. The acquisition and demonstration of ability in these ‘wider’ Key Skills is deemed highly desirable for all candidates, but they do not form part of the Key Skills Qualification.

Copies of the Key Skills Units may be downloaded from the QCA web site (<http://www.qca.org.uk/keyskills>).

The units for each Key Skill comprise three parts:

- A What you need to know.
- B What you must do.
- C Guidance.

Candidates following a course of study based on this specification for Psychology can be offered opportunities to develop and generate evidence of attainment in aspects of all of the Key Skills of *Application of Number, Communication, Information Technology, Improving Own Learning and Performance, Working with Others and Problem Solving*. Areas of study and learning that can be used to encourage the acquisition and use of Key Skills, and to provide opportunities to generate evidence for Part B of the units, are signposted below. More specific guidance on integrating the delivery of Key Skills in courses based upon this specification is given in the AQA specification support material.

16.2 Key Skills Opportunities in Psychology B

The opportunities to understand theory, concepts and research in Psychology B require candidates to demonstrate the transferability of their knowledge, understanding and skills, and make Psychology B an ideal vehicle to assist candidates to develop their knowledge and understanding of the Key Skills and to produce evidence of their application. The matrices below signpost the opportunities for the acquisition, development and production of evidence for Part B of the Key Skills units at *Level 3*, in the teaching and learning modules of this specification. The degree of opportunity in any one

module will depend upon a number of centre-specific factors, including teaching strategies and level of resources.

Communication

What you must do:	Signposting of Opportunities for Generating Evidence in Modules					
	1	2	3	4	5	6
C3.1a Contribute to discussions	✓	✓	✓	✓	✓	✓
C3.1b Make a presentation	✓	✓	✓	✓	✓	✓
C3.2 Read and synthesise information	✓	✓	✓	✓	✓	✓
C3.3 Write different types of documents	✓	✓	✓	✓	✓	✓

Application of Number

What you must do:	Signposting of Opportunities for Generating Evidence in Modules					
	1	2	3	4	5	6
N3.1 Plan and interpret information from different sources	✓		✓		✓	✓
N3.2 Carry out multi-stage calculations			✓		✓	✓
N3.3 Present findings, explain results and justify choice of methods	✓		✓		✓	✓

Information Technology

What you must do:	Signposting of Opportunities for Generating Evidence in Modules					
	1	2	3	4	5	6
IT3.1 Plan and use different sources to search and select information	✓	✓	✓	✓	✓	✓
IT3.2 Explore, develop and exchange information, and derive new information	✓	✓	✓	✓	✓	✓
IT3.3 Present information including text, numbers and images	✓	✓	✓	✓	✓	✓

Working with Others

What you must do:	Signposting of Opportunities for Generating Evidence in Modules					
	1	2	3	4	5	6
WO3.1 Plan the activity	✓	✓	✓	✓	✓	✓
WO3.2 Work towards agreed Objectives	✓	✓	✓	✓	✓	✓
WO3.3 Review the activity	✓	✓	✓	✓	✓	✓

Improving Own Learning and Performance

What you must do:	Signposting of Opportunities for Generating Evidence in Modules					
	1	2	3	4	5	6
LP3.1 Agree and plan targets	✓	✓	✓	✓	✓	✓
LP3.2 Seek feedback and support	✓	✓	✓	✓	✓	✓
LP3.3 Review progress	✓	✓	✓	✓	✓	✓

Problem Solving

What you must do:	Signposting of Opportunities for Generating Evidence in Modules					
	1	2	3	4	5	6
PS3.1 Recognise, explain and describe the problem			✓			✓
PS3.2 Generate and compare different ways of solving problems			✓			✓
PS3.3. Plan and implement options			✓			✓
PS3.4 Agree and review approaches to tackling problems			✓			✓

NB. The signposting in the six tables above, represent the opportunities to acquire and produce evidence of the Key Skills which are possible through this specification. There may be other opportunities to achieve these and other aspects of Key Skills via the specification, but such opportunities are dependent on the detailed course of study delivered within centres.

16.3	Key Skills in the Assessment of Psychology B	The Key Skills of <i>Application of Number</i> and <i>Communication</i> must contribute to the assessment of Psychology B. <i>Communication</i> is an intrinsic part of Assessment Objective 1. Aspects of <i>Application of Number</i> are an intrinsic part of the assessment requirements for Modules 1, 3, 5 and 6. Both Key Skills will, therefore, be a part of the scheme of assessment of this specification.
16.4	Further Guidance	More specific guidance and examples of tasks that can provide evidence of one or more Key Skills are given in the AQA specification support material.

Spiritual, Moral, Ethical, Social, Cultural and Other Issues

17.1 Spiritual, Moral, Ethical, Social and Cultural Issues

The study of Psychology can contribute to candidates' understanding of spiritual, moral, ethical, social and cultural issues. Particular opportunities can be provided during the study of the following topics in the specification:

Module 1 10.1, 10.2, 10.5, 10.6

Module 2 11.1-11.4, 11.5

Module 3 12.4

Module 4 13.1-13.3, 13.8

Module 5 14.1, 14.2, 14.4

The study of Psychology should engender an awareness of the variety and complexity of the human mind, human behaviour and human relationships. It will promote understanding of self, other people, moral behaviour and thought as well as cultural differences/similarities. The specification provides ample opportunities for the study of moral and ethical issues which form important learning outcomes.

17.2 European Dimension

AQA has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen papers. Health education including environmental and psychological aspects is fundamental to much of psychology and can be found in the following topics in particular.

Module 1 10.2, 10.6, 10.7

Module 2 11.3, 11.8

Module 4 13.1-13.4, 13.5-13.8, 13.9-13.12, 13.13, 13.15

Module 5 14.1, 14.2

17.3 Environmental Education

AQA has taken account of the 1988 Resolution of the Council of the European Community and the Report *“Environmental Responsibility: An Agenda for Further and Higher Education”* 1993 in preparing this specification and associated specimen papers. The specification contributes to environmental education in the study of environmental influence on people's behaviour in the following topics.

Module 1 10.2, 10.7

Module 2 11.1, 11.5

Module 4 13.1-13.4

Module 5 14.1, 14.2

17.4 Avoidance of Bias

AQA has taken great care in the preparation of this specification and associated specimen papers to avoid bias of any kind.

17.5 Terminology

The overriding consideration in setting papers will be clarity and lack of ambiguity rather than adherence to strict rules; alternative names or units will be given whenever ambiguity might otherwise arise. The use in a candidate's answer of names, formulae or units other than those included in the specifications will be accepted provided that the essential psychological information is correctly supplied in the answer.

17.6 Health and Safety

It is expected that **all** candidates will conform with codes of practice and standards of safety in all aspects of practical work (e.g. the British Psychological Society guidelines on ethical principles for research with human participants).

Centre-Assessed Component

18

Nature of Centre-Assessed Component

18.1 Introduction

For the A2 module 6, coursework is used to assess the skill areas in the experiment and investigation section of the subject criteria for Psychology. One full report of a practical investigation is required from each candidate and the report will be assessed by the centre using the assessment criteria for four skills as detailed in paragraph 20. The report should not exceed 2000 words. The coursework is allocated 15% of the total marks for the Advanced examination. The skills to be assessed are:

- A Design
- B Implementation
- C Analysis and interpretation of data
- D Communication.

Further details are given in Section 20.

18.2 Synoptic Assessment

Candidates will be expected to make synoptic links in their practical investigations (see para. 8.3). The following synoptic elements are included in the coursework requirements:

- to have a critical understanding of possible experimental designs (Skill A4);
- to know when to use a specific research methodology (Skill A4);
- to evaluate scientific research (Skills A1, C4, C8);
- to understand when to use appropriate statistical tests (Skill C1);
- to appreciate strengths and weaknesses of quantitative and qualitative methods (Skills C5, C7);
- to understand issues related to the generalisation of research findings (Skill C6);
- to consider ethical issues involved in research (Skill A5).

18.3 Relationship of Coursework Skills to Assessment Objectives

Coursework Skills	Knowledge and Understanding (A01)	Analysis and Evaluation (A02) (Synoptic Assessment)	Design, Conduct and Report Psychological Investigations (A03)	Synoptic Assessment
A1	✓			✓
A2			✓	
A3		✓		
A4	✓			✓
A5		✓		✓
A6			✓	
B1			✓	
B2			✓	
B3			✓	
C1		✓		✓
C2			✓	
C3			✓	
C4		✓		✓
C5		✓		✓
C6			✓	
C7		✓		✓
C8		✓		✓
D1			✓	
D2	✓			
D3			✓	
D4			✓	
TOTAL MARKS	11 (2.5%)	19 (5.0%)	30 (7.5%)	25(6.0%)

18.4 Subject Content

The investigation must be drawn from the content of the A2 specification (A2 modules 4 or 5) and must differ from the topic area chosen for AS module 3 from the AS specification.

18.5 Early notification

Centres must advise AQA of their intention to enter candidates using Form A (Early information) so that early contact can be made with new centres.

Guidance for Setting Centre-Assessed Component

19.1 Suitable tasks

It is important that teachers consider carefully the types of activity which will prove valid evidence of positive achievement for the purpose of assessment and which are ethical. The activities in which candidates are involved should be chosen to make reasonable demands and to enable positive achievements to be demonstrated in relation to the assessment criteria. There is no restriction regarding the methodology to be used in the investigation. Guidance on suitable activities is provided in the support material accompanying this specification and will be available at standardising meetings (see paragraph 22.1). Centres are encouraged to seek advice on whether their proposed activities are appropriate by contacting AQA or their moderator prior to candidates commencing any coursework.

Ethical guidelines are provided by the Association for the Teaching of Psychology and the British Psychological Society. An Advice Form is provided in Appendix B for any centres which wish to obtain guidance on their proposed activities.

19.2 Group activities

Group activities form an essential part of coursework and working with others. Many activities will provide opportunities for candidates to share ideas and benefit mutually from the experience. However, it will be important for teachers to be able to identify all individual contributions for the purpose of making final assessments.

19.3 Teaching strategies

It is intended that the centre-assessment of candidates' performance in the four skill areas is made during normal coursework and should be an integral part of the scheme of work. It should not be seen as separate or additional to the normal study programme. It is important, therefore, that the teaching programme should include activities designed to develop the skills and that the coursework activities lend themselves to report writing which can be used for assessment purposes rather than organising a series of practical set pieces.

The coursework units of assessment each carry a weighting of 30% of the AS and the A2 specification and centres should apportion a commensurate amount of time for learning opportunities and assessment of these units.

Assessment Criteria

20.1 Introduction

The assessment objectives are divided into four skill areas, each of which is sub-divided to assist teachers in focusing on specific assessment objectives. In making assessments, teachers should select the mark descriptor which best matches the candidate's performance in that area.

20.2 Criteria

The skills to be assessed are:

- A Design
- B Implementation
- C Analysis and interpretation
- D Communication

Each sub-division includes details of the number of marks available for assessment. The coursework will initially be assessed by the centre using the assessment criteria above in order to provide marks for each candidate.

Skill A Design

Ability to plan investigations (previous research, background material, formulation of clear aims of study or hypothesis and appropriate methodology/design decisions).

- Identify and define a problem or testable hypothesis;
- Formulate a plan which could be used to carry out a practical experiment or investigation;
- Outline the procedure to be followed (including identifying variables to be investigated, methods to be used to obtain information, ethical issues to be taken into account, equipment/apparatus involved etc).

A1 Relevance of background material

- 4 Background material chosen is relevant to the investigation and commented on with appropriate critical appraisal.
- 3 Background material chosen has relevance to the investigation and there is limited critical appraisal of the material.
- 2 Background material chosen is relevant to the investigation although there are some important omissions.
- 1 Background material chosen has limited relevance to the investigation.
- 0 Background material chosen is not relevant.

A2 Formulation of Aim(s)

- 2 The reporting of the background material demonstrates a logical progression for the formulation of an appropriate aim(s).
- 1 The reporting of the background material partly demonstrates a logical progression for the formulation of an appropriate aim(s).
- 0 There is no logical progression evident in the reporting of the background material and the formulation of the aim(s) bears no relation to the material cited.

A3 Statement of Hypotheses

- 2 The hypothesis(es) are appropriately devised from the background material and are testable/stated with clarity.
- 1 The hypothesis(es) have some relevance to the background material and lack clarity/testability.
- 0 The hypothesis(es) are inappropriate in relation to the background material or are missing.

A4 Design decisions

- 4 Detail of the method chosen, including all essential elements (variables, controls, target population, sampling method, sample selected, procedures, task/materials and apparatus as appropriate), is justified and reported with clarity and brevity so that replication is possible.
- 3 Detail of the method chosen has sufficient information so that reasonable replication is possible.
- 2 Detail of the method lacks information so that replication is likely to be difficult.
- 1 Serious omissions in the detail of the method mean that replication is very difficult.
- 0 It is not possible to replicate the investigation from the information provided.

A5 Ethical considerations

- 4 All ethical issues relevant to the investigation are reported in full and verbatim detail of contact with participants is presented where appropriate.
- 3 Ethical issues relevant to the investigation are reported and some detail of contact with participants is presented.
- 2 Ethical issues are considered although reporting is not complete.
- 1 Ethical issues are considered but not reported.
- 0 There is no ethical consideration.

NB. It is essential that all investigations are ethically sound and safe. Where a design is considered to be ethically unsound or unsafe, a candidate should not be permitted to implement the design. Advice may be sought from AQA, the moderator or the Association for the Teaching of Psychology.

A6 Independence in design of the investigation

- 3 The design is entirely the work of the candidate, either based on previous empirical research or on an original plan devised by the candidate.
- 2 The candidate worked as a member of a small group to produce the design which is either based on previous empirical research or on an original plan.
- 1 The candidate's design is supported by the teacher.
- 0 The candidate has made no contribution to the design.

Skill B Implementation

Implementation refers to collection of data, treatment of participants, use of: materials/apparatus and procedures designed.

The candidate is expected to:

- follow the procedure appropriate to the activity (including the use of any equipment) safely and with due regard to ethics;
- deal with participants competently and with due regard to their welfare;
- obtain information relevant to the investigation using the appropriate technique;
- demonstrate independence in implementation of a design.

B1 Implementation of design decisions

- 3 With reference to the design described there is clear evidence that decisions are carried out competently.
- 2 With reference to the design described, decisions are carried out appropriately although there may be minor deficiencies.
- 1 With reference to the design described decisions are carried out poorly.
- 0 Implementation fails to follow the design.

B2 Dealing with participants

- 3 Clear evidence is presented demonstrating appropriate interaction with and ethical treatment of participants.
- 2 Limited evidence is presented with respect to competent interaction with and ethical treatment of participants.
- 1 Participants are dealt with competently although no evidence is presented to support this.
- 0 Participants are not dealt with competently.

B3 Independence in conduct of the investigation

- 2 The candidate is entirely responsible for the conduct of the investigation.
- 1 The candidate is a member of a small group and contributes to the conduct of the investigation.
- 0 The candidate does not contribute to the conduct of the investigation.

Skill C Analysis and interpretation of data

Interpretation (treatment and analysis of data; presentation of data, relating results to aims and hypotheses; evaluation).

The candidate is expected to:

- choose an appropriate technique for analysis and interpretation of data;
- present data appropriately;
- use information to reach conclusions; account for variability, errors or limitations;
- explain outcomes and evaluate the effectiveness of the investigation according to its purpose, identifying as necessary any areas for improvement.

C1 Choice and application of techniques for data analysis

- 4 Qualitative, descriptive and inferential techniques are chosen and applied appropriately and with full justification. If relevant, significance levels are appropriate.
- 3 Qualitative, descriptive and inferential techniques are chosen mainly appropriately and with some justification. If relevant, significance levels are appropriate.
- 2 Choices of techniques are partially appropriate and justification is limited.
- 1 Choices and justification are barely discernible.
- 0 No attempt is made to choose and justify appropriate techniques or the attempts are incorrect or irrelevant.

C2 Presentation of data

- 4 Qualitative, descriptive and inferential data are presented in appropriate summary form(s). Presentation is clear and precise; displays are appropriately labelled.
- 3 Qualitative, descriptive and inferential data are presented in appropriate summary forms with only minor deficiencies. Presentation is largely clear and precise.
- 2 Qualitative, descriptive and inferential data are presented with some deficiencies and presentation lacks clarity and precision.
- 1 Data presentation is poor.
- 0 No attempt is made to present data or attempt is incorrect or irrelevant.

C3 Explanation of results

- 3 The results and analysis of the investigation are explained in terms of the hypotheses and aims with clarity and coherence.
- 2 The results and analysis of the investigation are explained in terms of the hypotheses and aims with some clarity and coherence.
- 1 Explanation of the results of the investigation lacks clarity and coherence.
- 0 No attempt is made to explain the results of the investigation or the attempt is incorrect or irrelevant.

C4 Relationship to background material

- 3 Discussion of the results in relation to previously cited background material is thorough.
- 2 Discussion of the results in relation to previously cited background material is adequate.
- 1 Discussion of the results in relation to previously cited background material is limited.
- 0 There is no discussion of the results or the discussion is irrelevant.

C5 Implications of results

- 2 Implications of the results of the investigation are discussed thoroughly.
- 1 Implications of the results of the investigation are discussed.
- 0 No attempt is made to discuss the implications of the results or the attempt is irrelevant.

C6 Limitations of generalisation

- 2 Most limitations of the investigation are discussed.
- 1 Some limitations of the investigation are discussed.
- 0 No attempt is made to discuss the limitations of the investigation or the attempt is irrelevant.

C7 Suggestion for improvements

- 2 Appropriate modification to the investigation is suggested.
- 1 There is a limited attempt to suggest modifications to the investigation.
- 0 No attempt is made to suggest modification to the investigation or the suggestions are irrelevant.

C8 Suggestion for further research

- 2** An appropriate suggestion for further research is made and an explanation is given for the suggestion.
- 1** An appropriate suggestion for further research is made.
- 0** No suggestion for further research is made.

Skill D Communication

Communicating aspects of the investigation using written, oral or other communication medium.

The candidate is expected to:

- present all components of the investigation using appropriate terminology;
- adopt the required format for what is being reported as specified in the syllabus;
- be clear and precise in presentation of information, especially that from other sources such as journals or published texts.

D1 Written components

- 3 The candidate describes and presents the report of the investigation with clarity, accuracy and in required format.
- 2 The report of the investigation is described and presented with minor deficiencies in clarity, accuracy and format.
- 1 The report of the investigation is described and presented with adequate clarity, accuracy and format.
- 0 The written components do not satisfy the threshold for 1 mark.

D2 Quality of communication

- 3 The report is written with a high standard of literary expression. Spelling, punctuation and grammatical construction are at a high standard. Specialist terminology is appropriately employed.
- 2 The report is written with a good standard of literary expression. Spelling, punctuation and grammatical construction are at a good standard. Some specialist terminology is employed.
- 1 The report is written with an adequate standard of expression. Spelling, punctuation and grammatical construction are adequate. Specialist terminology is rarely employed.
- 0 The threshold for 1 mark is not satisfied.

D3 Abstract

- 3 A brief and clear summary of the investigation is presented which includes all relevant information.
- 2 The summary presented has some omissions or lacks brevity.
- 1 The summary is not adequate.
- 0 No summary is provided.

D4 References

- 2 All references are presented in the conventional style.
- 1 Referencing is incomplete.
- 0 No references are presented.

20.3 Evidence to Support the Award of Marks

The candidate's report must be annotated to identify where in the work the relevant criteria have been satisfied. Teachers may find it useful to use the mark descriptor letterings for this purpose, e.g. A1.3 or B2.2. A *Candidate Record Form* needs to be completed for each candidate. An example of a *Candidate Record Form* is provided as part of Appendix B.

21

Supervision and Authentication

-
- 21.1 **Supervision of Candidates' Work** Candidates' work for assessment must be undertaken under conditions which allow the teacher to supervise the work and enable the work to be authenticated. If it is necessary for some assessed work to be done outside the centre, sufficient work must take place under direct supervision to allow the teacher to authenticate each candidate's whole work with confidence.
-
- 21.2 **Guidance by the Teacher** The work assessed must be solely that of the candidate concerned. Any assistance given to an individual candidate which is beyond that given to the group as a whole must be recorded on the *Candidate Record Form*.
-
- 21.3 **Unfair Practice** At the start of the course, the supervising teacher is responsible for informing candidates of the AQA Regulations concerning malpractice. Candidates must not take part in any unfair practice in the preparation of coursework to be submitted for assessment, and must understand that to present material copied directly from books or other sources without acknowledgement will be regarded as deliberate deception. Centres must report suspected malpractice to AQA. The penalties for malpractice are set out in the AQA Regulations.
-
- 21.4 **Authentication of Candidates' Work** Both the candidate and the teacher are required to sign declarations on the *Candidate Record Form*, confirming that the work submitted for assessment is the candidate's own. The teacher declares that the work was conducted under the specified conditions, and is required to record details of any additional assistance.
-

Standardisation

22.1 Standardisation Meetings

Annual standardisation meetings will usually be held in the autumn term. Centres entering candidates for the first time must send a representative to the meetings. Attendance is also mandatory in the following cases:

- where there has been a serious misinterpretation of the specification requirements;
- where the nature of coursework tasks set by a centre has been inappropriate;
- where a significant adjustment has been made to a centre's marks in the previous year's examination.

Otherwise attendance is at the discretion of centres. At these meetings support will be provided for centres in the development of appropriate coursework tasks and assessment procedures.

22.2 Internal Standardisation of Marking

The centre is required to standardise the assessments across different teachers and teaching groups to ensure that all candidates at the centre have been judged against the same standards. If two or more teachers are involved in marking a component, one teacher must be designated as responsible for internal standardisation. Common pieces of work must be marked on a trial basis and differences between assessments discussed at a training session in which all teachers involved must participate. The teacher responsible for standardising the marking must ensure that the training includes the use of reference and archive materials such as work from a previous year or examples provided by AQA. The centre is required to send to the moderator a signed form, *Centre Declaration Sheet*, confirming that the marking of centre-assessed work at the centre has been standardised. If only one teacher has undertaken the marking, that person must sign this form.

23

Administrative Procedures

-
- 23.1 Recording Assessments** The candidates' work must be marked according to the assessment criteria set out in Section 20. Teachers should keep records of their assessments during the course in a form which facilitates the complete and accurate submission of the final overall assessments at the end of the course.
-
- 23.2 Submitting Marks and Sample Work for Moderation** The total component mark for each candidate must be submitted to AQA on the mark sheets provided or by Electronic Data Interchange (EDI) by the specified date. Centres will be informed which candidates' work is required in the samples to be submitted to the moderator.
-
- 23.3 Individual Candidates with Particular Requirements** Teachers should be able to accommodate the occasional absence of candidates by ensuring that the opportunity is given for them to make up missed assessments.
- Special consideration should be requested for candidates whose work has been affected by illness or other exceptional circumstances. Details are available from AQA and centres should ask for a copy of *Candidates with Special Assessment Needs, Special Arrangements and Special Consideration: Regulations and Guidance*.
- If work is lost, AQA should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. AQA will advise on the procedures to be followed in such cases.
- Where special help which goes beyond normal learning support is given, AQA must be informed so that such help can be taken into account when assessment and moderation take place.
- Candidates who move from one centre to another during the course sometimes present a problem for a scheme of internal assessment. Possible courses of action depend on the stage at which the move takes place. If the move occurs early in the course the new centre should take responsibility for assessment. If it occurs late in the course it may be possible to accept the assessments made at the previous centre. Centres should contact AQA at the earliest possible stage for advice about appropriate arrangements in individual cases.
-
- 23.4 Retaining Evidence and Re-Using Marks** The centre must retain the work of all candidates, with *Candidate Record Forms* attached, under secure conditions, from the time it is assessed, to allow for the possibility of an enquiry upon result. The work may be returned to candidates after the issue of results provided that no enquiry upon result is to be made which will include re-moderation of the coursework component. If an enquiry upon result is to be made, the work must remain under secure conditions until requested by AQA.
- Candidates repeating the examination may carry forward their moderated mark for the coursework component once only and within a 12-month period.
-

Moderation

24.1 Moderation Procedures

Moderation of the coursework is by inspection of a sample of candidates' work, sent by post from the centre to a moderator appointed by AQA. The centre marks must be submitted to AQA and the sample of work must reach the moderator by 15 May in the year in which the qualification is awarded.

Following the moderation of the sample work, the moderator's marks are compared with the centre marks to determine whether any adjustment is needed in order to bring the centre's assessments into line with standards generally. In some cases it may be necessary for the moderator to call for the work of other candidates. In order to meet this possible request, centres must have available the coursework and *Candidate Record Form* of every candidate entered for the examination and be prepared to submit it on demand. Mark adjustments will normally preserve the centre's order of merit, but where major discrepancies are found, AQA reserves the right to alter the order of merit.

24.2 Post-Moderation Procedures

On publication of the GCE results, the centre is supplied with details of the final marks for the coursework component.

The candidates' work is returned to the centre after the examination with a report form from the moderator giving feedback to the centre on the appropriateness of the tasks set, the accuracy of the assessments made, and the reasons for any adjustments to the marks.

The report form will be used also to draw attention to any tasks which were thought to be ethically unsound or unsafe.

Some candidates' work may be retained by AQA for archive purposes.

Awarding and Reporting

25

Grading, Shelf-Life and Re-Sits

25.1 Qualification Titles	<p>The qualifications based on these specifications have the following titles:</p> <p>AQA Advanced Subsidiary GCE in Psychology (B) AQA Advanced Level GCE in Psychology (B)</p>
25.2 Grading System	<p>Both the AS and the full A Level qualifications will be graded on a five-grade scale: A, B, C, D and E. Candidates who fail to reach the minimum standard for grade E will be recorded as U (unclassified) and will not receive a qualification certificate.</p> <p>Individual assessment unit results will be certificated.</p>
25.3 Shelf-Life of Unit Results	<p>The shelf-life of individual unit results, prior to the award of the qualification, is limited only by the shelf-life of the specification.</p>
25.4 Assessment Unit Re-Sits	<p>Each assessment unit may be re-sat once only. The better result will count towards the final award. Candidates may, however, re-sit the whole qualification more than once.</p> <p>An AS result in Psychology Specification B can be converted into a full A Level award by taking the A2 examination at any examination series when Psychology B is available.</p> <p>Marks for individual AS or A2 units may be counted once only towards an AS and/or an A Level award.</p>
25.5 Carrying Forward of Coursework Marks	<p>Candidates who wish to re-sit the whole qualification and carry-forward the mark for the coursework assessment unit(s) must do so within a 12-month period of the original award.</p>
25.6 Minimum Requirements	<p>Candidates will be graded on the basis of work submitted for the award of the qualification.</p>
25.7 Awarding and Reporting	<p>The regulatory authorities, in consultation with GCE awarding bodies, will develop a new GCE Code of Practice for new GCE Qualifications, to be introduced for September 2000. This specification will comply with the grading, awarding and certification requirements of the revised GCE Code of Practice for courses starting in September 2000.</p>

Appendices

A

Grade Descriptions

The following grade descriptors indicate the level of attainment characteristic of the given grade at A Level. They give a general indication of the required learning outcomes at each specific grade. The descriptors should be interpreted in relation to the content outlined in the specification; they are not designed to define that content.

The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives (as in Section 6) overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

- Grade A** Candidates demonstrate and communicate clearly relevant, accurate and detailed knowledge and critical understanding of a range of psychological concepts, theories, studies, research and applications. If required, they demonstrate that they are able to use these attributes by applying them appropriately to unfamiliar situations. Candidates demonstrate an ability to design and report on psychological investigations using and explaining the methodology selected in an effective manner and come to balanced conclusions as a result of well constructed discussion.
- Grade C** Candidates demonstrate and communicate clearly relevant knowledge and understanding of a limited range of psychological concepts, theories, studies, research and applications and links between them. They analyse and attempt to evaluate when considering a range of psychological concepts, theories, studies, research and applications. They make appropriate use of psychological terminology. Candidates demonstrate an ability to design and report on psychological investigations using an appropriate methodology and come to some conclusions as a result of their discussions.
- Grade E** Candidates demonstrate and communicate some knowledge and understanding of appropriate psychological concepts, theories, studies, research and applications and may identify links between them or they may demonstrate a limited combination of the above knowledge and understanding and analysis or evaluation. They make some appropriate use of psychological terminology. Candidates demonstrate that they have designed psychological investigations and have come to simple conclusions.

B



Record Forms

Candidate Record Form June 2001

AS Psychology 5186

Centre Name..... Centre No.

Candidate Name..... Candidate No.

This side is to be completed by the candidate and teacher
Sources of advice and information

1. Have you received any help or information from anyone other than your subject teacher(s) in the production of this work? (Write YES or NO)
2. If you have answered YES, give details. Continue on a separate sheet if necessary.
.....
3. If you have used **any** books, information leaflets or other materials (e.g. videos, software packages or information from the Internet) to help you complete this work, you must list these below unless they are clearly acknowledged in the work itself. To present material copied from books or other sources without acknowledgement will be regarded as deliberate deception.
.....
.....

NOTICE TO CANDIDATE

The work you submit for assessment must be your own.

If you copy from someone else or allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified from at least the subject concerned.

Declaration by candidate

I have read and understood the **Notice to Candidate** (above). I have produced the attached work without any help apart from that which I have stated on this sheet.

Signed..... Date.....
(Candidate)

This form should be completed and attached to the candidate's work and sent to the examiner as required.

Details of additional assistance given (if any)

Record here details of any assistance given to this candidate which is beyond that given to the class as a whole and beyond that described in the specification. Continue on a separate sheet if necessary.

Teacher's signature Date

This form should be completed and sent to the examiner with the candidate's Investigation report.



Candidate Record Form June 2002

A Level Psychology 6186

Centre Name..... Centre No.

Candidate Name..... Candidate No.

This side is to be completed by the candidate

Sources of advice and information

1. Have you received any help or information from anyone other than your subject teacher(s) in the production of this work? (Write YES or NO)
2. If you have answered YES, give details. Continue on a separate sheet if necessary.
.....
3. If you have used **any** books, information leaflets or other materials (e.g. videos, software packages or information from the Internet) to help you complete this work, you must list these below unless they are clearly acknowledged in the work itself. To present material copied from books or other sources without acknowledgement will be regarded as deliberate deception.
.....
.....

NOTICE TO CANDIDATE

The work you submit for assessment must be your own.

If you copy from someone else or allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified from at least the subject concerned.

Declaration by candidate

I have read and understood the **Notice to Candidate** (above). I have produced the attached work without any help apart from that which I have stated on this sheet.

Signed..... Date.....
(Candidate)

This form should be completed and attached to the candidate's work and sent to the examiner as required.

This form should be completed and sent to the moderator with the sample of centre-assessed work.

This side is to be completed by the teacher.

PSYCHOLOGY (GCE)

Candidate Assessment Sheet

		Mark
Skill A: Design		
A1	Relevance of background material (4)	
A2	Formulation of Aims (2)	
A3	Statement of hypotheses (2)	
A4	Design decisions (4)	
A5	Ethical considerations (4)	
A6	Independence in design of investigation(3)	
Skill B: Implementation		
B1	Implementation of design decisions (3)	
B2	Dealing with participants (3)	
B3	Independence in the conduct of the investigation (2)	
Skill C: Analysis and interpretation of data		
C1	Choice and application of techniques for data analysis (4)	
C2	Presentation of data (4)	
C3	Explanation of results (3)	
C4	Relationship to background material (3)	
C5	Implications of results (2)	
C6	Limitations of generalisation (2)	
C7	Suggestions for improvements (2)	
C8	Suggestions for further research (2)	
Skill D: Communication		
D1	Written components (3)	
D2	Quality of language (3)	
D3	Abstract (3)	
D4	References (2)	
	Total mark (max 60)	

Details of additional assistance given (if any)

Record here details of any assistance given to this candidate which is beyond that given to the class as a whole and beyond that described in the specification. Continue on a separate sheet if necessary.

This assessment form is to be completed according to the instructions in paragraph 20.3 of the specification. The overall total mark is to be recorded on *Coursework Mark Lists* which will be sent to centres after entries have been processed for return to AQA by 15 May.

Signature(s) of Teacher(s) responsible for assessment Date



Centre-assessed work
Centre Declaration Sheet
June 2002

Specification Title..... Unit Code.....

Centre Name Centre No.

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Authentication

This is to certify that marks have been awarded in accordance with the requirements of the specification and that every reasonable step has been taken to ensure that the work presented is that of the candidates named. Any assistance given to candidates beyond that given to the class as a whole and beyond that described in the specification has been recorded on the Candidate Record Form(s) and has been taken into account. The marks given reflect accurately the unaided achievement of the candidates.

Signature(s) of teacher(s) responsible for assessment

Teacher 1.....

Teacher 2.....

Teacher 3.....

Teacher 4.....

Teacher 5.....

Teacher 6.....

(continue overleaf if necessary)

Internal standardisation of marking

Each centre must standardise the assessments for this unit across different teachers and teaching groups to ensure that all candidates at the centre have been judged against the same standards. If two or more teachers are involved in marking a unit, one of them must be designated as responsible for standardising the marking of all teachers at the centre who mark that unit.

The following declaration must be signed by the teacher responsible for ensuring standardisation. If all the work has been marked by the same person, that person should sign below.

I confirm that

- (a) *I have marked the work of all candidates for this component
- (b) *the procedure described in the specification has been followed at this centre to ensure that the marking is of the same standard for all candidates.
 (*delete as applicable)

Signed.....Date.....

Signature of Head of Centre.....Date.....

This form should be completed and sent to the moderator with the sample of centre-assessed work.



Centre Advice Form

A Level Psychology 6186

Centre Name..... Centre No.

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Teacher Name

Part A: to be completed by the supervising teacher.

Please detail the proposed coursework activities on which you would like advice.
 Advice may be sought regarding the acceptability of the activity for the AS or A2 assessment in terms of either ethical issues or relevance to subject content.

Part C: to be completed by the Board’s Coursework Adviser.

Adviser’s comments

(tick appropriate box) Acceptable Acceptable subject to the implementation of the required adviser’s recommendations. Not acceptable, suggestions for alternative activity

Adviser’s signature Date

Adviser’s name (please print)

C

Overlaps with Other Qualifications

GCE Qualifications

Biology	There are some limited overlaps in the areas of the Biological Approach (AS Module 1) and the Health Psychology (A2 Module 4)
Citizenship	There is some overlap possible in Module 4, section 13.16.
Media Studies	There are no overlaps of note with Media Studies.
Philosophy	There is a slight overlap in the consideration of the nature of science and ethics.
Psychology	There is an overlap with the QCA subject criteria core areas of cognitive, social, developmental, individual differences and physiological psychology.

GCSE Qualifications

Physical Education	There is some overlap in Module 4, section 13.11.1
Psychology	There is progression from GCSE in the areas of Perception, Learning, Memory, Social Perception, Social Influence and Methods of Investigation

GNVQ Qualifications

Health and Social Care	There are some overlaps with the following units.
Unit 2:	Communicating in health and social care
Unit 4:	Factors affecting human growth and development
Unit 5:	Health, social care and early years service
Unit 6:	Research perspectives in health and social care
Unit 7:	Child development and provision for children
Unit 10:	Educational development and practice
Unit 13:	The role of exercise in maintaining health and well-being
Unit 17:	Behavioural psychology
Unit 18:	Mental health awareness