GCE AS/A LEVEL

WJEC GCE AS/A LEVEL in PSYCHOLOGY

ACCREDITED BY WELSH GOVERNMENT

TEACHERS' GUIDE

Teaching from 2015

This Welsh Government regulated qualification is not available to centres in England.

INTRODUCTION

The **WJEC AS and A level in Psychology** qualification, accredited by Welsh Government for first teaching from September 2015, is available to:

- all schools and colleges in Wales
- schools and colleges in independent regions such as Northern Ireland, Isle of Man and the Channel Islands.

The AS will be awarded for the first time in Summer 2016, using grades A–E; the A level will be awarded for the first time in summer 2017, using grades A*–E

This specification is intended to ensure that learners gain a comprehensive appreciation of the nature of psychology and psychological enquiry. Through the specification, learners will be introduced to historical and current psychological approaches and classic and contemporary research. In addition, there are opportunities to explore psychological controversies and debates. Learners will also study a variety of methods used by psychologists and will carry out their own investigations. Consideration of the ethical issues and implications of psychological endeavours are emphasised in all aspects of the specification.

The content is stimulating, relevant and accessible to a wide range of learners, ensuring both breadth and depth to the study of psychology.

The structure allows students to provide extended responses and demonstrate their ability to draw together different areas of knowledge and understanding from across the full course of study.

Additional ways that WJEC can offer support:

- Specimen assessment materials and mark schemes
- Face-to-face CPD events
- Examiners' reports on each question paper
- Free access to past question papers and mark schemes via the secure website
- Direct access to the subject officer
- Free online resources
- Exam Results Analysis
- Online Examination Reviews

AIMS OF THE TEACHERS' GUIDE

The principal aim of the Teachers' Guide is to support teachers in delivery of the new **WJEC AS and A level in Psychology** specification and to offer guidance on the requirements of the qualification and the assessment process.

The guide is **not intended as a comprehensive reference**, but as support for professional teachers to develop stimulating and exciting courses tailored to the needs and skills of their own students in their particular institutions.

The guide offers assistance to teachers with regard to possible classroom activities and links to useful digital resources (both our own, freely available, digital materials and some from external sources) to provide ideas for immersive and engaging lessons.

The guide will concentrate on those areas new to WJEC subject specifications and those subject areas where guidance has been requested most.

DELIVERING THE SPECIFICATION: AS

The **AS** has two papers, and although each has specific content there should also be the recognition of the synoptic nature of the subject and the potential to use content across each unit. The two papers aim to represent the various parts of psychological endeavours and aim to ensure an accurate appreciation by learners of what psychology truly is. Each paper is weighted equally to emphasise that each aspect is just as necessary as the others.

Unit 1 – Psychology: Past to Present

(1 hour 30 minutes, 80 marks)

There will be compulsory questions relating to five psychological approaches and five pieces of classic research. This paper assesses both the basic understanding of psychological assumptions, as well as ensuring the ability to apply one of the given assumptions to explain the formation of relationships. Each approach will be included at least once and each assessment paper will cover assumptions, therapies and classic evidence at least once.

Unit 2 – Psychology: Investigating Behaviour

(1 hour 30 minutes, 80 marks)

The focus here is on how psychology collects its data, and the learner needs to demonstrate their ability to apply generic principles to both their own personal investigations as well as to novel scenarios. Extended writing questions will be included here to allow a demonstration of a deeper understanding. Mathematical skills will be tested in this paper and calculators will be allowed.

Section A – Contemporary debates

The five contemporary debates allow learners to use their knowledge of the approaches alongside independent research to look at both sides of the debate from a psychological perspective.

Section B – Principles of research

The research studies (Milgram and Kohlberg) will be assessed in this section, with at least one on each assessment.

Section C – Application of research methods to a novel scenario

Learners may be asked to undertake calculations. Calculators will be allowed within the examination.

ADDITIONAL RESOURCES

WJEC > GCE Psychology > Specification from 2015

WJEC > GCE Psychology > Specimen Assessment Materials

WJEC Resources > Psychology

DELIVERING THE SPECIFICATION: A2

The **A2** has two papers, and although each has specific content there should also be the recognition of the synoptic nature of the subject and the potential to use content across each unit. The two papers aim to represent the various parts of psychological endeavours, and aim to ensure an accurate appreciation by the learners of what psychology truly is.

Unit 3 – Psychology: Implications in the Real World

(2 hours 30 minutes, 100 marks)

To ensure that the knowledge and understanding of psychological assumptions show how they are significant, this paper allows learners to study three behaviours in detail. The questions will be of equal demand in terms of the skills assessed. They will require the learner to respond to essay titles highlighting their depth and/or range of knowledge, understanding and analytical skills.

To recognise the placement of psychology somewhere between philosophy and pure science, some familiar controversies have been included with specified areas of consideration to ensure appropriate focus. There will be a choice from two questions on the paper and, as the very last question set, is considered to be the most demanding in terms of the skills required.

Section A – The study of behaviours

Candidates must answer three questions from this section (from a choice of six). Each question will total 25 marks.

Section B – Controversies in psychology

Candidates must answer one from two questions from this section. The questions could cover the whole controversy or focus on specific bullet points as given in the specification. Two different controversies will be covered by the questions.

Unit 4 – Psychology: Applied Research Methods

(1 hour 30 minutes, 60 marks)

Section A – Personal investigations

Both investigations will be assessed (not necessarily with equal weighting).

Section B – Application of research methods to a novel scenario

Learners may be asked to undertake calculations. Calculators will be allowed within the examination.

ADDITIONAL RESOURCES

WJEC > GCE Psychology > Specification from 2015

WJEC > GCE Psychology > Specimen Assessment Materials

WJEC Resources > Psychology

ASSESSMENT STRATEGY : KEY EXAMINATION COMMAND WORDS (1 OF 2)

ASSESSMENT OBJECTIVES AND THEIR RELATED COMMAND WORDS

Assessment Objective	Description	Example command words	SAMs questions
AO1	Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.	Define Describe Discuss Demonstrate Explain what is meant Explain how Identify Name Outline State Suggest	Describe the biological assumption of 'localisation of function'. [3] Using your knowledge of two different psychological approaches, explain how a relationship is formed. [10] 'Watson & Rayner's (1920) research *Conditioned Emotional Reaction* has many ethical issues'. Discuss this statement with reference to the procedures used in this research. Outline two biological explanations for addictive behaviours. [10]
AO2	Apply knowledge and understanding of scientific ideas, processes, techniques and procedures: • in a theoretical context • in a practical context • when handling qualitative data • when handling quantitative data.	Apply Calculate Demonstrate Describe Determine Draw Explain Justify Identify Suggest Use With reference to, discuss	Identify a confounding variable in this study. [2] Suggest a suitable directional hypothesis for this study. [2] Draw a graph to represent the data in the table above. [6]

ASSESSMENT STRATEGY : KEY EXAMINATION COMMAND WORDS (2 OF 2)

ASSESSMENT OBJECTIVES AND THEIR RELATED COMMAND WORDS

Assessment Objective	Description	Example command words	SAMs questions
AO3	Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to: • make judgments and reach conclusions • develop and refine practical design and procedures.	Analyse Assess Compare Contrast Critically assess Discuss Determine Evaluate Examine Suggest	Evaluate the therapy you described in 3(a). [10] Analyse the strengths and weaknesses of the positive approach. [10] Discuss how changing one aspect of your sample would increase the validity of this correlational research. [5] Suggest two ways your investigation could have been improved. [5]

KEY ASPECTS OF THE SPECIFICATION FROM 2015

NEW TO THE SPECIFICATION	
Area of study	**Description**
Formation of relationships	Learners will be asked to use their knowledge of the five psychological approaches to understand how and why a relationship is formed. Only one type of relationship will be required for each approach.
Bullying behaviours	Bullying is the use of force or threat to abuse, intimidate, or aggressively dominate others. This aspect of behaviour should not be solely focused on children, and can be considered from the perspective of humans and/or animals.
Positive psychology	Positive psychology is fast becoming a very popular approach to explain behaviour. With the origins in behaviourist and humanistic psychology, it now also incorporates the more scientific neurocognitive theories.
Contemporary debates	These wide ranging debates give learners opportunities for independent research, and also allow teachers to include their own areas of expertise or interest.

SECTION: NEW TO THE SPECIFICATION EXAM LEVEL: GCE

APPROACHES

Formation of relationships

Key Point:

- Centres can choose to teach one type of relationship that can be explained by each of the five approaches (e.g. romantic relationship), or choose one different for each approach (e.g. siblings for biological, mother and child for psychodynamic, pet and owner for behaviourist, romantic relationship for cognitive, and friendship for positive).

Provides an opportunity to develop the following skills:

Speaking, listening and understanding; Reading; Writing; Understanding numerical data; Carrying out calculations; Interpreting results; Presenting findings; Using ICT systems; Finding, selecting and exchanging information; Improving own learning and performance; Developing and presenting information using ICT; Working with others – plan do and review.

INSPIRATION FOR TEACHING

Example

Activity Name : **Marking and producing sample answers**

APPLY THE ASSUMPTIONS TO EXPLAIN THE FORMATION OF RELATIONSHIPS

"Special bonds with other people are important for both mental and physical health". With reference to this quote, explain how relationships are formed using your knowledge of positive psychology.

- Select the image (left) for two sample answers for the positive approach along with the mark scheme.
- Ask learners to mark each answer.
- Discuss the differences in marks between the two answers.
- Divide the class into four groups.
- Allocate each group one of the other approaches in psychology.
- Using the realtionships grid, ask the students to research the explanations for their approach.
- Each group should produce a similar marking activity for the class with two sample answers.

USEFUL INTERACTIVE RESOURCES

WJEC Resources > Psychology

WJEC > GCE Psychology > Specification from 2015

WJEC > GCE Psychology > Specimen Assessment Materials

APPLY THE ASSUMPTIONS TO EXPLAIN THE FORMATION OF RELATIONSHIPS

"Special bonds with other people are important for both mental and physical health". With reference to this quote, explain how relationships are formed using your knowledge of positive psychology.

This question is focused on applying knowledge and understanding of scientific ideas, processes, techniques and procedures in a theoretical context when handling qualitative data.	
Credit could be given for: • Seligman's PERMA theory • Self-other overlap • Way of expressing signature strengths – Seligman • Good life – positive connection to others • Gottman 5 to 1 positivity ratio • Any other suitable explanation NB The focus is on the generic concept of relationship formation – there is no need to identify particular types of relationship.	
Marks	AO2
5	• Application of knowledge to relationship formation is very well chosen • Reference to the quote is clear • Explanation is clearly detailed and accurate • Effective use of terminology
3 – 4	• Application of knowledge to relationship formation is appropriate • There is some reference to the quote • Explanation is reasonably detailed and accurate • Good use of terminology
1 – 2	• Application of knowledge to relationship formation is superficial • Superficial reference to the quote • Explanation is very limited and basic • Basic use of terminology
0	• Inappropriate answer given • No response attempted

Answer 1

Special bonds are important for mental health and special bonds are a positive aspect of life. Therefore it is something that positive psychologists are interested in. Positive psychologists study relationships as they are an important part of our lives and may bring joy to the people involved in the relationship. One assumption of the positive approach is that we aim for 'the good life' and we form relationships as they are a way of reaching the good life.

Answer 2

Seligman is a key researcher in the field of positive psychology and has proposed that there are 5 elements that form the good life and relationships are part of this, whilst Gottman says we form successful lead to well-being. PERMA is an acronym for these elements. These include positive emotion, engagement, relationships, meaning and accomplishment. Therefore in relation to the quote, Seligman's PERMA theory sees the R or relationships as being one of the building blocks to our well-being and therefore is in agreement that relationships add to our well-being. However, Seligman was looking at relationships as part of happiness and didn't look specifically at mental and physical health as separate components. Seligman thought that relationships formation comes from the fact that we are social beings, and the relationships if balanced (we give and receive) can contribute to our happiness. Other positive psychology assumptions mirror this as they say we are looking for the good life and relationships are part of this, whilst Gottman says we form successful relationships with people who bring us more positive interactions than negative with an ideal 5 to 1 ratio.

KNOW AND UNDERSTAND WHY A RELATIONSHIP IS FORMED

	Explanation 1	Explanation 2	Explanation 3	Explanation 4	Explanation 5
Approaches					
Biological	Evolutionary explanantions – EEA – Mate Selection (Darwin)	Neurotransmittors – Serotonin Levels (Marazziti), dopamine – pleasure seeking, reward driven	Hormones –Oxytocin – mother and child bonding	Evolutionary – kin selection – protection of gene pool	Pet relationships as they moderate the effects of stress – Allen et al (1991)
Psychodynamic	Bowlby – attachment theory	Freud – Oedipus complex	Cupboard love theory – satisfaction of needs	Blos – relationships with peers to replace emotional support had from parents at re-individuation	8 ages of man – social focus – Erikson
Behaviourist	Reinforcement Affect Model – Classical Conditioning (Byrne, 1971)	Konrad Lorenz – Conditioning	Social Learning Theory	Operant Conditioning – rewards and punishment (Foa & Foa)	Cupboard love theories – Dollard and Miller (1950)
Cognitive	Schema theory – relationship schema	Halo Effect – Dion et al (1972)	Perceptions of self and others	Matching hypothesis – self-schemas	Stockholm Syndrome
Positive	Seligman's PERMA	Self-other overlap	Way of expressing signature strengths – Seligman	Good life – positive connection to others	5-to-1 positivity ratio – Gottman

SECTION: NEW TO THE SPECIFICATION EXAM LEVEL: GCE

APPROACHES

Positive psychology

Key Points:

- Care should be taken when choosing support material around positive psychology as it has entered the domain of popular psychology. There are some open access journals that may be of use such as the international journal of wellbeing.
- It is hoped that learners will be able to implement some of the techniques (such as mindfulness) into their own lives.

Provides an opportunity to develop the following skills:
Speaking, listening and understanding; Reading; Writing; Understanding numerical data; Carrying out calculations; Interpreting results; Presenting findings; Using ICT systems; Finding, selecting and exchanging information; Improving own learning and performance; Developing and presenting information using ICT; Working with others – plan do and review

INSPIRATION FOR TEACHING

Example

Activity Name : Practical activities

- There are a number of downloadable podcasts relating to mindfulness available for free from iTunes.
- You may want to try out the famous raisin exercise for mindfulness. Don't worry if learners find focusing on this difficult. Use their reactions to evaluate the therapy.
- You may want to give learners a copy of the VIA Classification of Character Strengths adapted from the work of Martin Seligman. Learners can use this to assess what their signature strengths are. Ask them to decide how they could maximise their strengths.

USEFUL INTERACTIVE RESOURCES

WJEC Resources > Psychology

WJEC > GCE Psychology > Specification from 2015

WJEC > GCE Psychology > Specimen Assessment Materials

SECTION: NEW TO THE SPECIFICATION

EXAM LEVEL: GCE

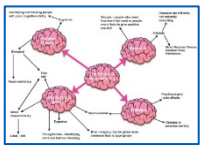
AREA OF STUDY

Contemporary debates

Key Points:

- The marks for the debates are split into AO1 and AO3.
- The AO1 marks are given for the evidence included to support the arguments made. This can be from psychological theories, research, studies or other public sources (e.g. newspaper articles, radio interviews, online blogs).
- The AO3 marks are given for the discussion and the arguments made in relation to the question. Candidates should ensure that there is a balance in terms of the arguments made – different sides should be represented to demonstrate a wide appreciation of the debate.

AMPLIFICATION FOR TEACHING

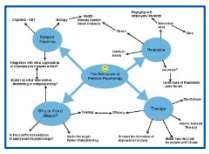


The ethics of neuroscience

The mother as primary care-giver of an infant

Using conditioning techniques to control the behaviour of children

Reliability of eye-witness testimony



Relevance of positive psychology in today's society

ADDITIONAL RESOURCES

WJEC > GCE Psychology > Specification from 2015

WJEC > GCE Psychology > Specimen Assessment Materials

WJEC Resources > Psychology

SECTION: NEW TO THE SPECIFICATION EXAM LEVEL: GCE

CONTEMPORARY DEBATE

The ethics of neuroscience

Key Points:

- The issue at the heart of this debate is whether the applications of information gained through neuroscientific research is acceptable in terms of the ethical implications.
- Whilst neuroscience clearly sits within biological psychology, there is evidence from a wide variety of approaches that could be considered.

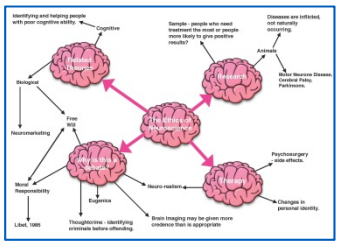
Provides an opportunity to develop the following skills:

Speaking, listening and understanding; Reading; Writing; Understanding numerical data; Carrying out calculations; Interpreting results; Presenting findings; Using ICT systems; Finding, selecting and exchanging information; Improving own learning and performance Developing and presenting information using ICT; Working with others – plan do and review.

INSPIRATION FOR TEACHING

Example

Activity Name : Presenting the debate



- Ask learners to consider if the following research is acceptable if we learn something important?

In the 1950s, James Olds and Peter Milner modified the Skinner box so that a lever press would deliver direct brain stimulation through deep implanted electrodes. What resulted was perhaps the most dramatic experiment in the history of behavioural neuroscience: the participants would press the lever as many as 7,000 times per hour to stimulate their brains. This was a pleasure center, a reward circuit, the activation of which was much more powerful than any natural stimulus.

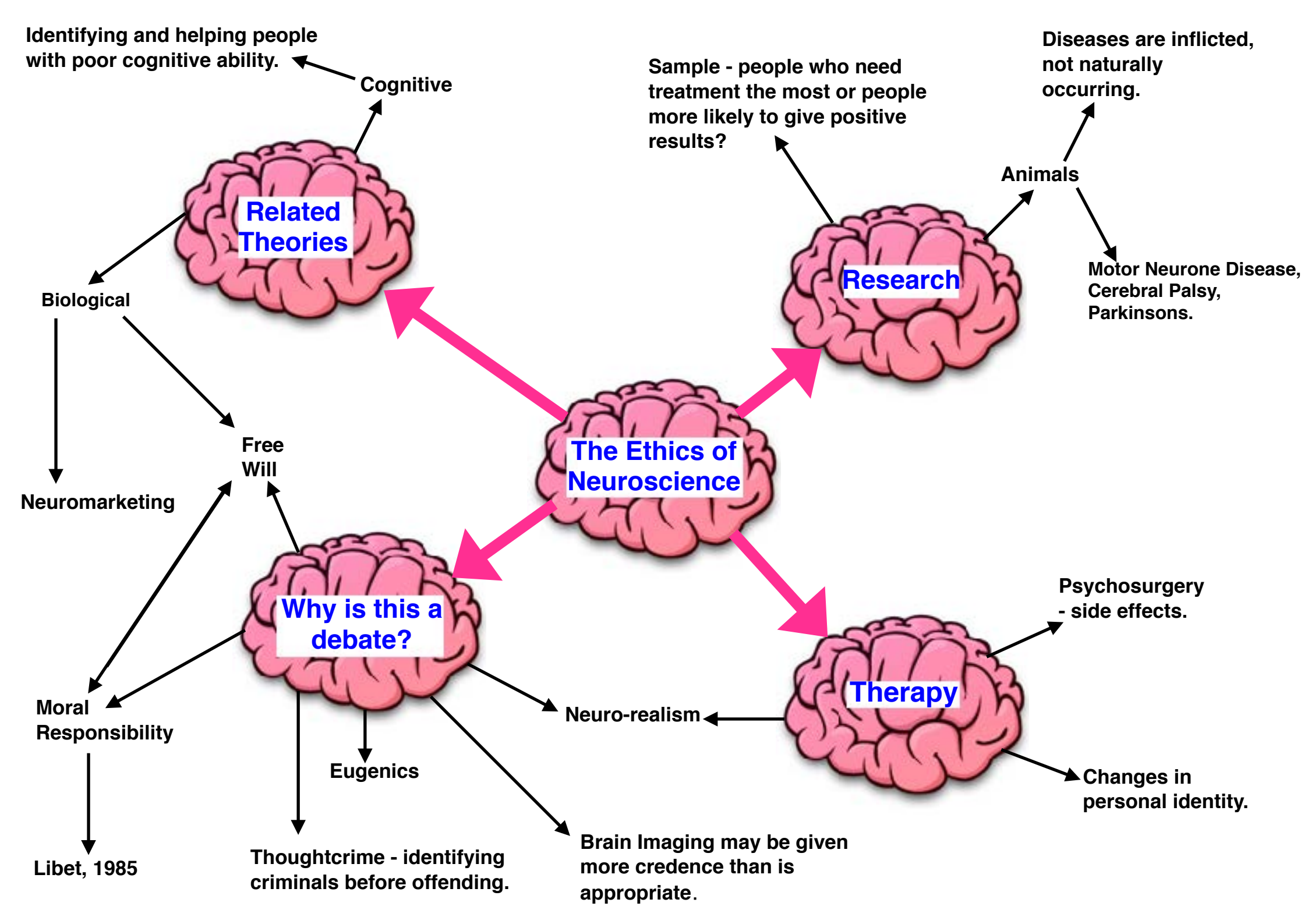
A series of subsequent experiments revealed that the participants preferred pleasure circuit stimulation to food (even when they were hungry) and water (even when they were thirsty). Females would abandon their newborn to continually press the lever. Eventually the participants had to be unhooked from the apparatus to prevent death by self-starvation. Pressing that lever became their entire world.

USEFUL INTERACTIVE RESOURCES

WJEC Resources > Psychology

WJEC > GCE Psychology > Specification from 2015

WJEC > GCE Psychology > Specimen Assessment Materials


The Ethics of Neuroscience
Related Theories
Identifying and helping people with poor cognitive ability.
Cognitive
Biological
Neuromarketing
Free Will
Moral Responsibility
Libet, 1985
Research
Sample - people who need treatment the most or people more likely to give positive results?
Animals
Diseases are inflicted, not naturally occurring.
Motor Neurone Disease, Cerebral Palsy, Parkinsons.
Why is this a debate?
Eugenics
Thoughtcrime - identifying criminals before offending.
Brain Imaging may be given more credence than is appropriate.
Therapy
Neuro-realism
Psychosurgery - side effects.
Changes in personal identity.

SECTION: NEW TO THE SPECIFICATION EXAM LEVEL: GCE

CONTEMPORARY DEBATE

The mother as primary care-giver of an infant

Key Point:

- The issue at the heart of this debate is whether the female parent should be the automatic choice for looking after a developing baby, and whether appropriate alternatives can be justified in line with psychological evidence.

Provides an opportunity to develop the following skills:

Speaking, listening and understanding; Reading; Writing; Understanding numerical data; Carrying out calculations; Interpreting results; Presenting findings; Using ICT systems; Finding, selecting and exchanging information; Improving own learning and performance Developing and presenting information using ICT; Working with others – plan do and review.

INSPIRATION FOR TEACHING

Example

Activity Name : Presenting the debate

- Sally Goddard Blythe, an expert in child development has stated: 'We are the only mammal that deliberately separates its young from its mother for economic and social reasons before it is physically able to fend for itself.'
- In groups, ask learners to look at the pictures below and work on a presentation about what these pictures tell you about a mother and child's relationship in the early months of life and how that can be used to support Blythe's argument.

USEFUL INTERACTIVE RESOURCES

WJEC Resources > Psychology

WJEC > GCE Psychology > Specification from 2015

WJEC > GCE Psychology > Specimen Assessment Materials

The mother as primary care-giver

Related Theories / Studies

- Cognitive
- Positive
- Psychodynamic
- Supporting Studies
- Biological
- Challenging Studies
- Behaviourist

Benefits

- Short term
- Long term
- Impact of not having mother

Why is this a debate?

- Economic implications to society
- Ethics of focusing on the mother

Are there other options?

- Father
- Older siblings
- Whole of society / community
- Nanny / nurse
- Day-care / Social services
- Extended Family

SECTION: NEW TO THE SPECIFICATION

EXAM LEVEL: GCE

CONTEMPORARY DEBATE

Using conditioning techniques to control the behaviour of children

Key Points:

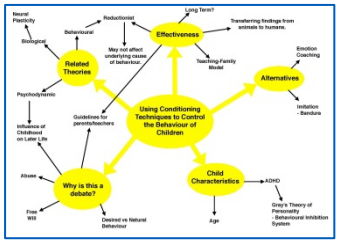
- The issue at the heart of this debate is whether rewarding children for good behaviours and punishing for poor behaviours can be justifed in line with psychological evidence.
- Whilst conditioning techniques clearly sit within the behaviourist approach, there is evidence from a wide variety of approaches that could be considered.

Provides an opportunity to develop the following skills:
Speaking, listening and understanding; Reading; Writing; Understanding numerical data; Carrying out calculations; Interpreting results; Presenting findings; Using ICT systems; Finding, selecting and exchanging information; Improving own learning and performance; Developing and presenting information using ICT; Working with others – plan do and review.

INSPIRATION FOR TEACHING

Example

Activity Name : Presenting the debate



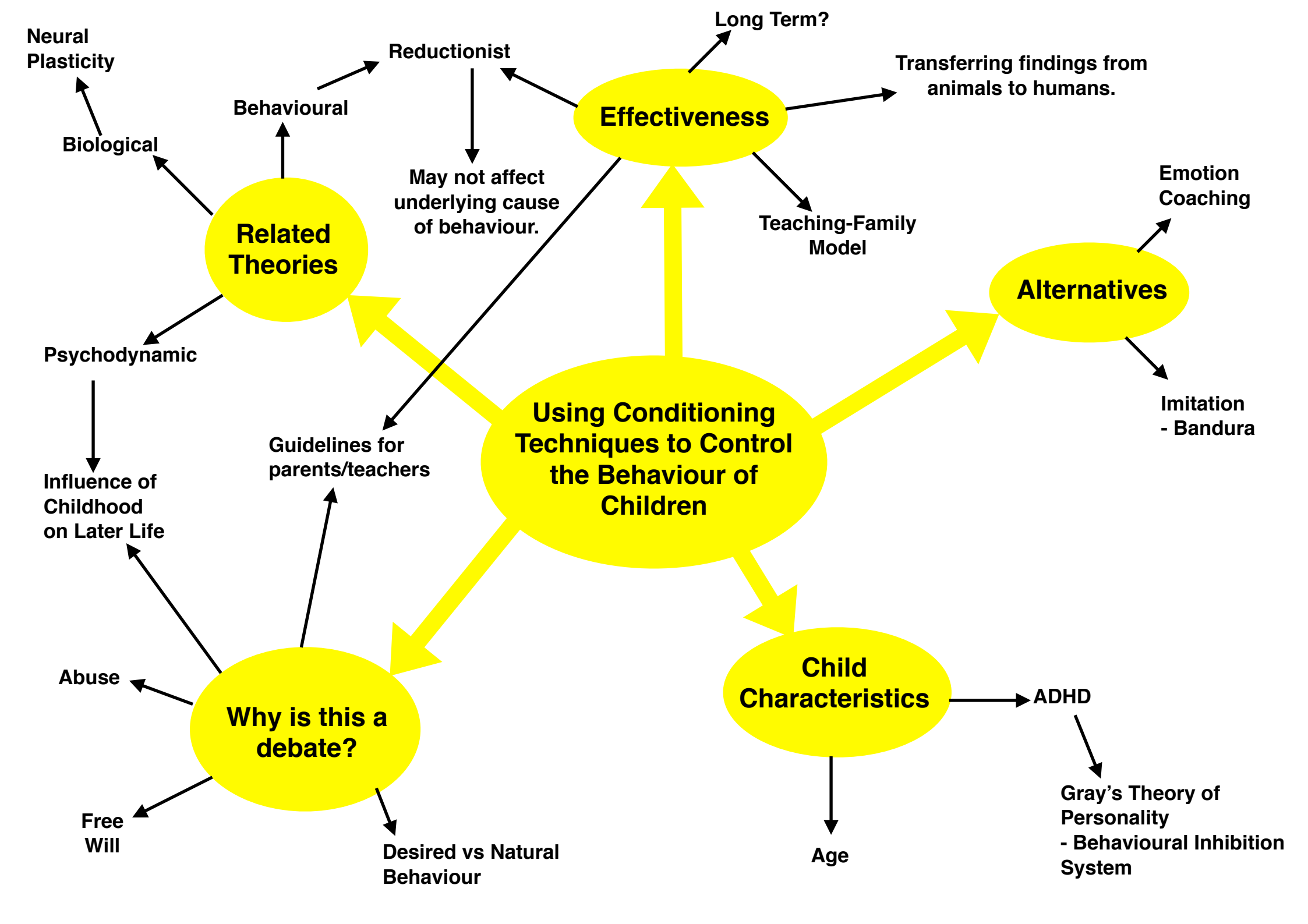
- In groups, ask learners to discuss what conditioning techniques they experienced in primary and secondary school. What impact, if any, did they have on their behaviour?
- Get students to look at the Supernanny website (http://www.supernanny.co.uk/). Ask students to choose a video or advice sheet for parents, and to highlight the conditioning techniques that are suggested.

USEFUL INTERACTIVE RESOURCES

WJEC Resources > Psychology

WJEC > GCE Psychology > Specification from 2015

WJEC > GCE Psychology > Specimen Assessment Materials


Using Conditioning Techniques to Control the Behaviour of Children
Effectiveness
Long Term?
Transferring findings from animals to humans.
Reductionist
May not affect underlying cause of behaviour.
Teaching-Family Model
Related Theories
Neural Plasticity
Biological
Behavioural
Psychodynamic
Influence of Childhood on Later Life
Guidelines for parents/teachers
Alternatives
Emotion Coaching
Imitation - Bandura
Why is this a debate?
Abuse
Free Will
Desired vs Natural Behaviour
Child Characteristics
ADHD
Gray's Theory of Personality - Behavioural Inhibition System
Age

SECTION: NEW TO THE SPECIFICATION EXAM LEVEL: GCE

CONTEMPORARY DEBATE

Reliability of eye-witness testimony

Key Points:

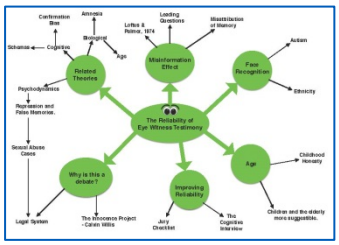
- The issue at the heart of this debate is whether evidence from psychological research can support the reliance of the criminal justice system on the testimony of eye-witnesses and the implications of inaccuracte testimony.
- Whilst memory techniques clearly sit within the cognitive approach, there is evidence from a wide variety of approaches that could be considered.

Provides an opportunity to develop the following skills:
Speaking, listening and understanding; Reading; Writing; Understanding numerical data; Carrying out calculations; Interpreting results Presenting findings; Using ICT systems; Finding, selecting and exchanging information; Improving own learning and performance Developing and presenting information using ICT; Working with others – plan do and review.

INSPIRATION FOR TEACHING

Example

Activity Name : Presenting the debate



- At the start of the lesson you should show this picture on screen, leave it there for a few seconds and then pretend that this was a mistake and take it off.

Carry on with the lesson for at least 30 minutes.

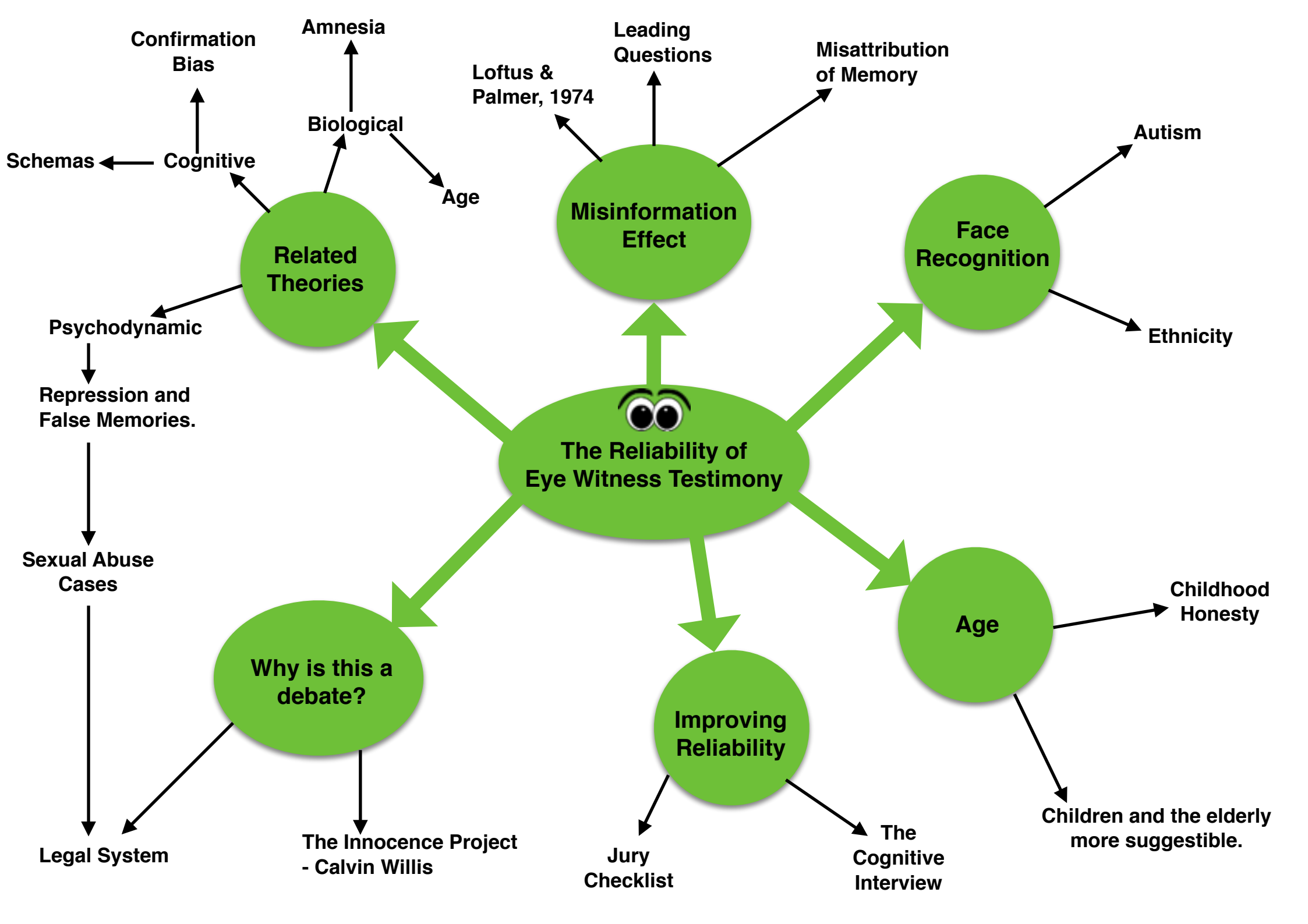
- Ask learners: Do you think that you would be a reliable witness to a serious crime? Which of these images did you see at the start of today's lesson? How confident are you?

USEFUL INTERACTIVE RESOURCES

WJEC Resources > Psychology

WJEC > GCE Psychology > Specification from 2015

WJEC > GCE Psychology > Specimen Assessment Materials


The Reliability of Eye Witness Testimony
Related Theories
Confirmation Bias
Amnesia
Biological
Schemas
Cognitive
Age
Psychodynamic
Repression and False Memories.
Sexual Abuse Cases
Legal System
Misinformation Effect
Leading Questions
Loftus & Palmer, 1974
Misattribution of Memory
Face Recognition
Autism
Ethnicity
Why is this a debate?
The Innocence Project - Calvin Willis
Improving Reliability
Jury Checklist
The Cognitive Interview
Age
Childhood Honesty
Children and the elderly more suggestible.

SECTION: NEW TO THE SPECIFICATION — EXAM LEVEL: GCE

CONTEMPORARY DEBATE

Relevance of positive psychology in today's society

Key Points:

- The issue at the heart of this debate is whether this newer approach provides anything other than what previous approaches had provided, or is it simply a new trend that will disappear without a trace.
- Whilst this debate is clearly focused on positive psychology, there is evidence from a wide variety of approaches that could be considered.

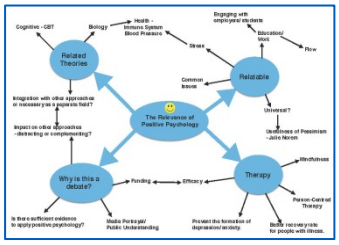
Provides an opportunity to develop the following skills:
Speaking, listening and understanding; Reading; Writing; Understanding numerical data; Carrying out calculations; Interpreting results; Presenting findings; Using ICT systems; Finding, selecting and exchanging information; Improving own learning and performance; Developing and presenting information using ICT; Working with others – plan do and review.

INSPIRATION FOR TEACHING

Example

- **Activity**
- **Presenting the debate**

Name :



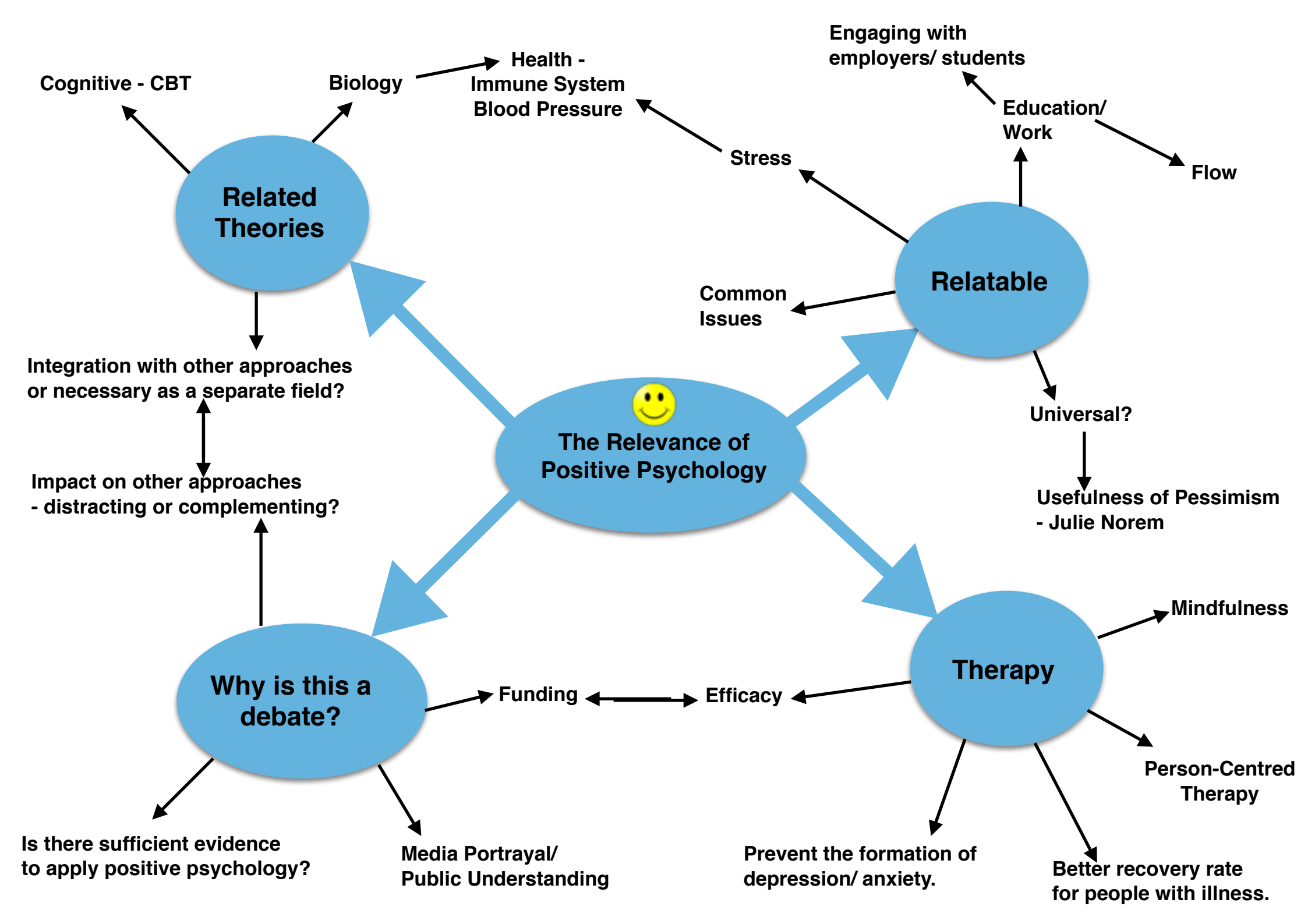
- Martin Seligman stated: 'Positive psychology is not intended to replace therapy or pharmacology. So when depressed, anxious or in post-traumatic stress disorder, I am all for therapies that will work. Positive psychology is another arrow in the quiver of public policy and psychology through which we can raise well-being above zero.'
- Ask learners to debate 'If biological and cognitive approaches work as therapies, why do we need positive psychology?'

USEFUL INTERACTIVE RESOURCES

WJEC Resources > Psychology

WJEC > GCE Psychology > Specification from 2015

WJEC > GCE Psychology > Specimen Assessment Materials


The Relevance of Positive Psychology
Related Theories
Cognitive - CBT
Biology
Health - Immune System Blood Pressure
Integration with other approaches or necessary as a separate field?
Impact on other approaches - distracting or complementing?
Relatable
Stress
Engaging with employers/ students
Education/ Work
Flow
Common Issues
Universal?
Usefulness of Pessimism - Julie Norem
Why is this a debate?
Funding
Efficacy
Is there sufficient evidence to apply positive psychology?
Media Portrayal/ Public Understanding
Therapy
Mindfulness
Person-Centred Therapy
Prevent the formation of depression/ anxiety.
Better recovery rate for people with illness.

KEY ASPECTS OF THE SPECIFICATION FROM 2015

RESEARCH METHODS	
AREA OF STUDY	**DESCRIPTION**
Mathematical requirements	The mathematical requirement of the specification includes the need for knowledge and understanding of inferential statistics. Whilst there would not be the need to be able to carry out a full test in the examination, an appreciation of the significance of these tests is needed.
Personal investigations	To assist with the planning, executing and learning of the personal investigations, it is suggested that a detailed log book is kept. This will not be allowed into the examination room, but will provide clear guidance on the aspects needed to be included.
Principles of research	The teaching of research methods can be quite daunting if simply looking at the list of aspects to include. For those studying psychology for the first time, it is recommended that there should be an interesting context within which the learner can appreciate the finer components. There are two studies included in the specification which are appropriate for this purpose (Milgram and Kohlberg).
Ethics	It is irresponsible for anyone involved in psychological endeavours to not be fully aware of the ethical guidelines that determine appropriateness of conduct. Learners should be encouraged at all stages of their studies to consider the further ethical implications. The ATP guidelines can be found on our website.

CONTROVERSIES	
AREA OF STUDY	**DESCRIPTION**
Controversies	Due to the placement of psychology between the philosophical theories and the rigidity of scientific practice, there are many controversies that need to be considered to ensure appropriate appreciation of the findings and conclusions of psychological endeavours.
Finding evidence for controversies	To keep the overall content of the specification to a more managable amount, the inclusion of the controversies allows opportunities for recycling. Care should be taken not to simplistically insert information due to a vague link, and full contextualisation is always needed to ensure the higher marks.

MATHEMATICAL REQUIREMENTS AND EXEMPLIFICATION

The new specification contains a requirement that a minimum of 10% of the marks come from mathematical skills as listed below. These are shared in common with the other sciences such as Chemistry and Biology and therefore, at first, it may not seem immediately obvious where they can be included as part of Psychology. However, many of the skills will have been acquired by students at GCSE level, and can also be covered throughout the specification such as in research methods content, research evidence and the personal investigation as suggested in the table below. Therefore it may not be necessary to cover these skills as separate lessons.

MATHEMATICAL SKILL	EXAMPLES OF SPECIFICATION CONTENT TO ILLUSTRATE THESE SKILLS
ARITHMETIC AND NUMERICAL COMPUTATION	
Recognise and use expressions in decimal and standard form	*Bowlby* – convert distribution of thieves by character type (Table V) into decimal or percentage form to construct a pie chart.
Use ratios, fractions and percentages	*Bowlby* – convert distribution of thieves by character type (Table V) into decimal or percentage form to construct a pie chart.
Estimate results	*Personal investigation and research methods* – estimate range or mean from data obtained.
HANDLING DATA	
Use an appropriate number of significant figures	*Personal investigation* – simplifying results from calculations carried out to be expressed as a particular number of significant figures.
Find arithmetic means	*Personal investigation and research methods* – calculate means from data obtained.
Construct and interpret frequency tables and diagrams, bar charts and histograms	*Loftus & Palmer* – graphs can be constructed from Tables 1, 2 and 3 in the original research article. *Milgram* – graph could be constructed from Table 1 (ages and occupations in study) in the original research article. *Research methods* – graphical representation section.
Understand simple probability	*Personal investigation and research methods* – difference between 0.05 and 0.01 levels of significance. *Raine* – results section of original article uses a range of values for *p* that could be discussed with students.
Understand the principles of sampling as applied to scientific data	*Research methods* – participants section, e.g. how to obtain a random or stratified sample.
Understand the terms mean, median and mode	*Research methods* – descriptive statistics section.
Use a scatter diagram to identify a correlation between two variables	*Research methods* – correlational analysis included in methodologies section. *Myers & Diener* – correlations can be found throughout this research, e.g. correlation between wealth and well-being.

MATHEMATICAL REQUIREMENTS AND EXEMPLIFICATION

MATHEMATICAL SKILL	EXAMPLES OF SPECIFICATION CONTENT TO ILLUSTRATE THESE SKILLS
HANDLING DATA	
Use a statistical test	*Personal investigation and research methods* – carry out statistical tests on data obtained.
Make order of magnitude calculations	*Biological approach* – use order of magnitude to express very large or very small numbers, such as the number of neurons in the brain or the size of a neuron.
Distinguish between levels of measurement	*Research methods* – levels of measurement section.
Know the characteristics of normal and skewed distributions	*Research methods* – graphical representation section.
Understand measures of dispersion, including standard deviation and range	*Research methods* – descriptive statistics section.
Understand the differences between qualitative and quantitative data	*Milgram* – collection of both quantitative and qualitative data. *Kohlberg* – qualitative data collected in response to moral dilemmas. *Bowlby* – collection of both qualitative and quantitative data. *Research methods* – methodologies section.
Understand the difference between primary and secondary data	Use original journal articles to illustrate difference, e.g. *Raine* – citing other researchers in introduction (secondary research) then carrying out primary research to gather data. *Research methods* – methodologies section.
ALGEBRA	
Understand and use the symbols: =, <, ≤, ≥, >, ∝, ≈	*Personal investigation and research methods* – how to express results from an inferential test as $p < 0.05$ for example.
GRAPHS	
Translate information between graphical, numerical and algebraic forms	*Loftus & Palmer* – graphs can be constructed from Tables 1, 2 and 3 in the original research article. *Milgram* – graph could be constructed from Table 1 (ages and occupations in study). *Research methods* – graphical representation section.
Plot two variables from experimental or other data	*Personal investigation and research methods* – draw a scatter diagram from a correlational analysis carried out in class or as part of a personal investigation.

RESEARCH METHODS – PERSONAL INVESTIGATIONS

It is suggested that learners complete a log book of their personal investigations. This will not be allowed into the assessment but will provide an excellent resource for exam preparation. What follows is a possible template demonstrating the key aspects that would be expected to be covered (as appropriate for the methodology).

INVESTIGATION ONE : *TITLE*	
RESEARCHERS: *NAMES (AND ROLES)* **DATE: *(FROM START TO FINISH)***	
AREA TO BE COVERED	**DETAILS (POSSIBLE AREAS TO CONSIDER)**
Background reading:	*Websites, studies, experiences related to direction of the investigation.*
Aim:	*Overall intention of research.*
Hypotheses:	*Including independent variables, dependent variables.*
Design:	*Justification of the design in context of the research.*
Sample:	*Population, sampling method, number needed, ethical consideration.*
Equipment/tools:	*Ease of availability, any costs involved.*
Ethical consideration:	*Acknowledgment of issues and how to deal with these.*
Validity/reliability:	*Issues and how to deal with them.*
Data collected:	*Detailed graphs and tables should be collected but will not be required in the assessment.*
Analysis of data:	*Data analysis appropriate to the investigation.*
Graphical representation of data:	*Which graphs are appropriate for data?*
Inferential statistics:	*Which test is used and justification for its use.*
Significant results:	*Is the experimental hypotheses supported?*
Suggestions for refinement:	*How any changes could improve the research.*
Any other comments:	

PRINCIPLES OF RESEARCH

Milgram

Key Points:

- Many teachers will choose to start with this well-known study as it really grabs the attention of learners at the start of the course.
- As well as introducing learners to Social Psychology, this study provides teachers with an opportunity to introduce key terminology and opportunities to illustrate mathematical skills.
- Some confusion has arisen around Milgram's use of the word experiment. Whilst the methodology used was a controlled observation, Milgram uses the word 'experiment' as a synonym for 'research'. This therefore allows the use of the word in general when describing the study, but to evaluate the methodology as an experiment would be inappropriate.

Provides an opportunity to develop the following skills:

Speaking, listening and understanding; Reading; Writing; Understanding numerical data; Carrying out calculations; Interpreting results Presenting findings; Using ICT systems; Finding, selecting and exchanging information; Improving own learning and performance Developing and presenting information using ICT; Working with others – plan do and review.

INSPIRATION FOR TEACHING

Example

Activity Name : Introducing terminology

- Ask learners to list the key aspects of the procedure.
- For each aspect of the procedure, learners should fill in the following table:

	What Milgram did?	Why do you think he did this?	How else could he have done it?	How would that have changed things?
In your own words	*Lied to the people*	*So they didn't guess*	*Told the truth*	*People would behave in a different way*
With terminology	*Deceived the participants*	*To reduce demand characteristics*	*Ensure informed consent*	*The validity of the results would be reduced*

USEFUL INTERACTIVE RESOURCES

WJEC Resources > Psychology

WJEC > GCE Psychology > Specification from 2015

WJEC > GCE Psychology > Specimen Assessment Material

SECTION: CONTROVERSIES

EXAM LEVEL: GCE

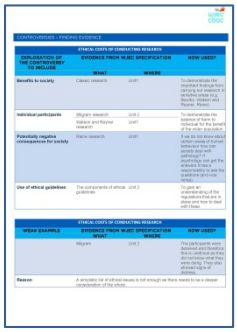
AREA OF STUDY

Controversies

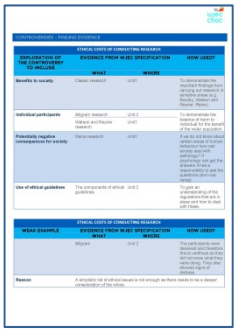
Key Points:

- The controversies of psychology are fundamental to an overall appreciation of psychological endeavours. There should be an awareness of them throughout the studying of the specification. Their inclusion for assessment is clearly in Unit 3, and should be considered as synoptic questions that can glean the content from other areas of teaching as much as possible.
- Care should be taken not to simplistically recycle without ensuring absolute relevance and appropriateness to the context of the question.
- To assist with the preparation of this section, detailed bullet points have been included in the specification to emphasise the areas considered key to appreciating the controversy.

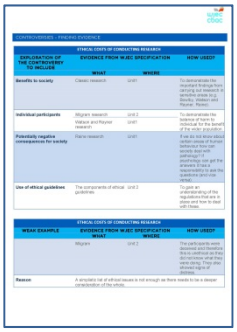
AMPLIFICATION FOR TEACHING



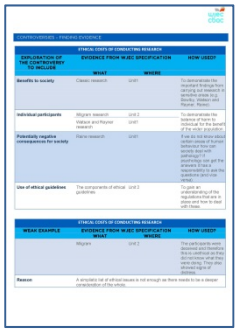
Cultural bias



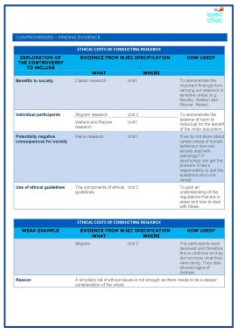
Ethical costs of conducting research



Non-human animals



Scientific status



Sexism

ADDITIONAL RESOURCES

WJEC > GCE Psychology > Specification from 2015

WJEC > GCE Psychology > Specimen Assessment Materials

WJEC Resources > Psychology

CONTROVERSIES

CULTURAL BIAS	
EXPLORATION OF THE CONTROVERSY TO INCLUDE	**WHAT IS EXPECTED**
Cross cultural studies	Examples of studies that have purposefully considered a sample from a variety of cultures, either as part of their independent variable or as a way of ensuring higher population validity.
Difference or bias	There are studies which provide findings that the performance of different cultures vary between each other. What must be considered is whether the research is demonstrating a bias or whether there is a genuine difference.
Ethnocentrism	Understanding the tendency for psychologists to use their own culture as the standard by which to judge and evaluate other cultures. In other words, taking an ethnocentric point of view means using their understanding of their own culture to gauge what is "normal". This ultimately leads to biases and a tendency to view cultural differences as abnormal or in a negative light. It can also make it difficult to see how your own cultural background influences your behaviours.
Historical and social context	It must be recognised that culture is not only a geographical concept but also a change of time ('the past is a foreign country'), and therefore even within the same demographics there would be changes over time.
Weak example	Care must be taken that this controversy is not simply a consideration of the geography of where work was done and presuming low generalisability.

CONTROVERSIES

ETHICAL COSTS OF CONDUCTING RESEARCH	
EXPLORATION OF THE CONTROVERSY TO INCLUDE	**WHAT IS EXPECTED**
Benefits to society	This is about offsetting the balance against the potential costs (almost a cost-benefit analysis) to determine if benefits outweigh the ethical costs which can then be excused. Bateson's cube is an example of where this can be seen.
Individual participants	Should the welfare of individuals be worthy of greater consideration than the potential benefits to wider society?
Potentially negative consequences for society	There could be instances whereby not carrying out the work could result in negative outcomes for society. By exploring the difficult/sensitive areas of behaviour, there is an opportunity for significant improvements to society (e.g.the use of the forbidden experiment in determining the influences of nature and nurture).
Use of ethical guidelines	It is of course logical to consider the British Psychological Society's codes, but consideration could also be given to those in differing cultures to compare and contrast where applicable. http://www.bps.org.uk/system/files/documents/code_of_ethics_and_conduct.pdf (Britain) http://www.apa.org/ethics/code/ (America) http://resources.iupsys.net/iupsys/images/resources/ethics/china-code-eng.pdf (China) http://www.naopindia.org/ethical-principles (India)
Weak example	What is not wanted here is simply a list of examples of bad ethical practice in research. There needs to be an engagement with the issue of balancing the concerns.

NON-HUMAN ANIMALS	
EXPLORATION OF THE CONTROVERSY TO INCLUDE	**WHAT IS EXPECTED**
BPS Guidelines for Psychologists Working with Animals	Specific guidelines relating to animals: www.bps.org.uk/system/files/images/guideline_for_psychologists_working_with_animals_2012_rep55_2012_web.pdf http://www.bps.org.uk/system/files/images/animals_policy_statement.pdf
Comparative/ethological psychology	Comparative psychology is sometimes assumed to emphasize cross-species comparisons, including those between humans and animals. However, it should be recognised that direct comparisons should not be the sole focus of comparative psychology, and that intense focus on a single organism to understand its behaviour is just as desirable; if not more so.
Use as a therapeutic device	Animal Assisted Therapy (AAT) is a method of treatment and rehabilitation whereby the animal becomes a 'behavioural facilitator' causing positive modifications in the behaviour and health of the patient.
Speciesism	The idea that being human is a good enough reason for human animals to have greater moral rights than non-human animals. Speciesism is often condemned as the same sort of bigotry as racism or sexism.
Weak example	Simple reliance on general ethics and reference to research using animals, without consideration of the full picture.

CONTROVERSIES

SCIENTIFIC STATUS	
EXPLORATION OF THE CONTROVERSY TO INCLUDE	**WHAT IS EXPECTED**
Benefits of being a science	Why having the characteristics of a science (e.g. control, reliability) improves the carrying out of research in psychology, as well as ensuring more beneficial, ethical and valid findings.
Changing nature of 'science'	As well as the nature of psychology changing over time, there needs to be a consideration of how the general understanding of what constitutes 'science' has changed.
Costs of being a science	Due to the many philosophical aspects of psychology, there could be areas where the characteristics of science could detract from the overall meaning. Gestalt principles apply here of the whole being greater than, and different from, the sum of the parts.
Methodologies used by the various approaches	Should the psychodynamic approach rely solely on case studies, or can modern brain scanning techniques provide opportunities for further investigation into the assumptions of this approach?
Weak example	Care should be taken that this controversy is not simply a compare and contrast the scientific status of the approaches – the whole of psychology should be considered and the implications of this.

CONTROVERSIES

SEXISM	
EXPLORATION OF THE CONTROVERSY TO INCLUDE	**WHAT IS EXPECTED**
Gender difference or bias	There are studies which provide findings that the performances of different genders vary between each other. What must be considered is whether the research is demonstrating a bias, or whether there is a genuine difference due to the differing biological structures.
Heterosexism	Awareness of lesbian, gay, bisexual and transgender groups within psychological associations. Should their issues be set aside from mainstream psychology, or can these help with understanding human behaviour in general?
Historical and social context	Whilst recognising the difference in the inclusion of women and men is a starting point, there also needs to be an overview of the period and an appreciation that the choices made were pertinent to the study and not simply an oversight of underlying sexism.
The 'invisibility' of women in psychology	In the study of psychology, the focus has been on the works of men rather than women. There is also a concern that the participants used are primarily men, unless the research is investigating an aspect specific to women (e.g. pregnancy). Do women also tend to focus on 'lighter' aspects of the work rather than the truly important questions?
Weak example	'Milgram only used men, and so the results can't be generalised' because women are different.

SECTION: CONTROVERSIES

EXAM LEVEL: GCE

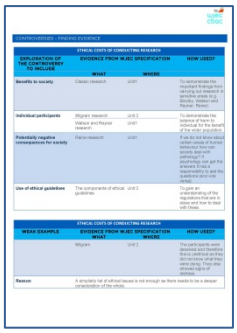
AREA OF STUDY

Finding evidence for controversies

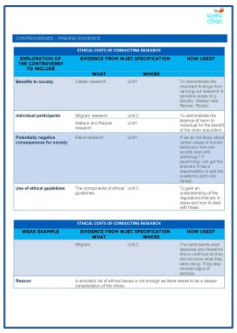
Key Points:

- The controversies of psychology are fundamental to an overall appreciation of psychological endeavours. There should be an awareness of them throughout the studying of the specification. Their inclusion for assessment is clearly in Unit 3, and should be considered as synoptic questions that can glean the content from other areas of teaching as much as possible.
- Care should be taken not to simplistically recycle without ensuring absolute relevance and appropriateness to the context of the question.
- To assist with the preparation of this section, detailed bullet points have been included in the specification to emphasise the areas considered key to appreciating the controversy.

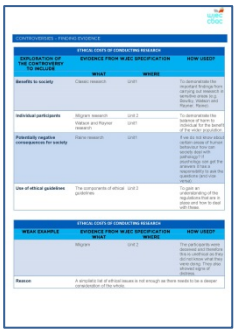
AMPLIFICATION FOR TEACHING



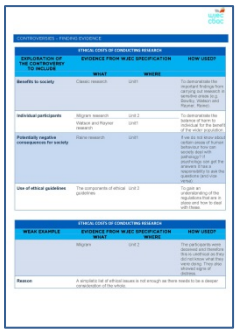
Cultural bias



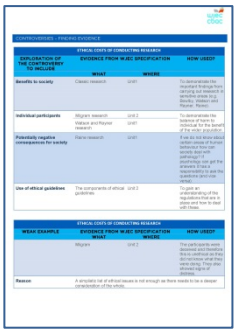
Ethical costs of conducting research



Non-human animals



Scientific status



Sexism

ADDITIONAL RESOURCES

WJEC > GCE Psychology > Specification from 2015

WJEC > GCE Psychology > Specimen Assessment Materials

WJEC Resources > Psychology

CONTROVERSIES – FINDING EVIDENCE

CULTURAL BIAS			
EXPLORATION OF THE CONTROVERSY TO INCLUDE	**EVIDENCE FROM WJEC SPECIFICATION**		**HOW USED?**
	WHAT	**WHERE**	
Cross cultural studies	Myers & Diener research	Unit 1	Example of a cross cultural work. Why needing to carry out cross cultural research.
	Evolutionary assumption	Unit 1	The need for cross cultural work as evidence for the assumption (e.g. Buss research on mate preference).
Ethnocentrism	Sampling	Unit 2	From own personal investigations, an awareness of how researchers choose from own group.
Historical and social context	Bowlby	Unit 2	Demonstration of cultural changes due to different era, and possible shift in values and expectations.

CULTURAL BIAS			
WEAK EXAMPLE	**EVIDENCE FROM WJEC SPECIFICATION**		**HOW USED?**
	WHAT	**WHERE**	
	Loftus & Palmer	Unit 1	This was carried out in America and therefore shows ethnocentrism, and cannot generalise to rest of the world.
Reason	This is correct in terms of identifying a sample from one culture, but there needs to be a consideration of the nature of the research. It is investigating how memory can be impacted by use of language, and therefore it is not obvious that a European sample, for example, of students would respond any different. If however the candidate does go on to demonstrate specific research in this area, it would ensure contextualisation and would gain higher marks. For example, in this case it could be apt to refer to cross cultural investigations of cognitive differences which have suggested that East Asians and Westerners have different cognitive styles; East Asians tend to be more holistic, and Westerners tend to be more analytic.		

CONTROVERSIES – FINDING EVIDENCE

ETHICAL COSTS OF CONDUCTING RESEARCH			
EXPLORATION OF THE CONTROVERSY TO INCLUDE	**EVIDENCE FROM WJEC SPECIFICATION**		**HOW USED?**
	WHAT	**WHERE**	
Benefits to society	Classic research	Unit 1	To demonstrate the important findings from carrying out research in sensitive areas (e.g. Bowlby, Watson & Rayner, Raine).
Individual participants	Milgram research Watson & Rayner research	Unit 2 Unit 1	To demonstrate the balance of harm to an individual for the benefit of the wider population.
Potentially negative consequences for society	Raine research	Unit 1	If we do not know about certain areas of human behaviour, how can society deal with pathology? If psychology can get the answers, it has a responsibility to ask the questions (and vice versa).
Use of ethical guidelines	The components of ethical guidelines	Unit 2	To gain an understanding of the regulations that are in place and how to deal with these.

ETHICAL COSTS OF CONDUCTING RESEARCH			
WEAK EXAMPLE	**EVIDENCE FROM WJEC SPECIFICATION**		**HOW USED?**
	WHAT	**WHERE**	
	Milgram	Unit 2	The participants were deceived and therefore this is unethical, as they did not know what they were doing. They also showed signs of distress.
Reason	A simplistic list of ethical issues is not enough as there needs to be a deeper consideration of the whole.		

CONTROVERSIES – FINDING EVIDENCE

NON-HUMAN ANIMALS			
EXPLORATION OF THE CONTROVERSY TO INCLUDE	**EVIDENCE FROM WJEC SPECIFICATION**		**HOW USED?**
	WHAT	**WHERE**	
BPS Guidelines for Psychologists Working with animals	Components of ethical guidelines	Unit 2	To demonstrate knowledge of the specific guidelines for dealing with animals, and not simply adapting those targeting work with humans.
Comparative/ethological psychology	Explanation for behaviours	Unit 3	To support or challenge the explanations for human behaviours.
Use as a therapeutic device	Therapies	Unit 1	As a comparison with named therapies for evaluative purposes.
	Ways of modifying behaviour	Unit 3	As an example of the effectiveness of using animals when dealing with particular behaviours.

ETHICAL COSTS OF CONDUCTING RESEARCH			
WEAK EXAMPLE	**EVIDENCE FROM WJEC SPECIFICATION**		**HOW USED?**
	WHAT	**WHERE**	
	Pavlov/Skinner	Unit 1	They used animals in their research, and so the theories cannot be generalised to humans as we are more complicated than dogs and rats.
Reason	These studies were the foundations of behaviourism. There needs to be a recognition that the animals were a starting point, and that later work demonstrated that validity of conditioning as explanations for behaviour.		

CONTROVERSIES – FINDING EVIDENCE

SCIENTIFIC STATUS			
EXPLORATION OF THE CONTROVERSY TO INCLUDE	**EVIDENCE FROM WJEC SPECIFICATION**		**HOW USED?**
	WHAT	**WHERE**	
Benefits of being a science	Raine research	Unit 1	To emphasise that due to the scientific aspect of the work, there can be a higher degree of reliability given to the work which in its turn allows for greater trust and ethical application of the findings.
Changing nature of 'science'	Positive psychology	Unit 1	To demonstrate how different types of behaviours are now being considered appropriate for scientific study. This also demonstrates the progress from the more abstract/ethereal humanistic approach.
Methodologies used by the various approaches	Classic research	Unit 1	As specific examples of common methodologies for the approaches (biological – brain scanning experiment; psychodynamic – case studies with interviews; cognitive – experiment in a laboratory; positive – meta-analysis).

ETHICAL COSTS OF CONDUCTING RESEARCH			
WEAK EXAMPLE	**EVIDENCE FROM WJEC SPECIFICATION**		**HOW USED?**
	WHAT	**WHERE**	
	Psychodynmanic approach	Unit 1	Psychodynamic assumptions are not easy to prove and therefore the status is not scientific.
Reason	Whilst the original concepts and the methodologies used were indeed unscientific in appearance, developments in neuroscience is now showing strong scientific evidence for the more abstract concepts of the unconscious, etc. (e.g. Solms).		

CONTROVERSIES – FINDING EVIDENCE

SEXISM			
EXPLORATION OF THE CONTROVERSY TO INCLUDE	**EVIDENCE FROM WJEC SPECIFICATION**		**HOW USED?**
	WHAT	**WHERE**	
Heterosexism	Formation of relationships	Unit 1	If romantic relationships have been studied, there could be good examples here to demonstrate the favouring of studying heterosexual relationships.
Historical and social context	Milgram research	Unit 2	Milgram can be criticised for using only men in this study, and so the study could be accused of showing beta bias. However, later work did use women to test if there is a difference. The original reason for using men was consistent with much work in social psychology at the time, which realised that men and women did respond differently due to socialisation.
The 'invisibility' of women in psychology	The whole specification		The specification highlights the lack of visibility of women's work (with the majority of the classic research being named as men's work).

ETHICAL COSTS OF CONDUCTING RESEARCH			
WEAK EXAMPLE	**EVIDENCE FROM WJEC SPECIFICATION**		**HOW USED?**
	WHAT	**WHERE**	
	Little Albert	Unit 1	Watson & Rayner only used a boy, so results cannot be generalised.
Reason	This is an over simplification. In fact, due to this being a case study, there are issues with generalisation beyond the sex of the child.		

DEFINITION OF SPECIFICATION TERMS

GLOSSARY	
TERM	DEFINITION
Assumption	How each approach explains behaviour.
Biological explanations	Explanations for the nominated behaviour that are based in the physiology of the individual.
Characteristics of the behaviour	Typical behaviours noted in people demonstrating the nominated behaviour. This could include clinical characteristics.
Compare and contrast	A conclusion on the overall similarities and/or differences between two ideas.
Comparison of approaches	Discussion of the similarities and/or differences between approaches.
Compulsory	These must be covered.
Conclusion	The inferences drawn by the researcher from their findings.
Economical implications	The repercussions that the research findings and/or conclusions could have on wealth and/or the economy.
Ethical issues	Aspects of the methodology or the procedures that could impact on the individuals involved in the research.
Extraneous variables	Any variable that may influence the outcome of the research, which is not being purposely manipulated by the researcher.
Findings	What the researcher finds from their collected data, the results.
For example	Suggestions of relevant content that could be delivered, but would not be specified to a question.
Including	Content that must be delivered and could be specified in a question.
Individual differences explanations	Explanations for the nominated behaviour that are based on the individual's characteristics: such as age, gender, personality, developmental stage.
Main components of therapy	Key aspects of a therapy which a therapist would use to deliver the therapy.
Methodology	A description of the method selected by the researcher to complete their research. It may include identification of appropriate design issues.
Methods of modifying behaviour	Interventions, therapies or treatments used to ameliorate nominated behaviours.

DEFINITION OF SPECIFICATION TERMS

GLOSSARY	
Term	DEFINITION
Methods of modifying behaviour – effectiveness	Research that offers evidence to suggest whether method of modification is valuable or not.
Methods of modifying behaviour – ethical considerations, social implications	Examination of the impact that the method of modification may have on the individuals involved.
Online research	Research which is conducted via the internet.
Peer Review	Process used to assess a research article. Acts as a 'gatekeeper' in preventing inadequate research being published.
Procedures	The 'steps' used by a researcher to complete their research.
Quasi-experiment	A research method that resembles an experiment, but is not a true experiment due to a lack of the random allocation of participants to groups or conditions.
Self-reports	Any technique in which the individual offers responses to questions; usually in a questionnaire or interview format.
Social implications	The repercussions that the research findings and/or conclusions have or could have on society.
Social Psychological explanations	Explanations for the nominated behaviour that are based on factors that are external to the individual.
Strength of an approach	Positive attribute of the approach.
Structured question	Question which includes two or more parts and will include an element of extended writing.
Synoptic exploration	Requires reference to a variety of areas within Psychology and appropriate allied fields.
Therapy – effectiveness	Research that offers evidence to suggest whether therapy is valuable or not.
Therapy – ethical considerations	Examination of the impact that the components of the therapy may have on the individuals involved in the therapy.
Weakness of an approach	Negative attribute of the approach.

FREQUENTLY ASKED QUESTIONS

GENERAL	
QUESTION	**ANSWER**
Will the question papers always be in the same format as the Specimen Assessment Materials?	No. These are intended as indication of the type of questions that could be asked, but do not serve as a rigid template for future assessments.
Will the candidates be allowed calculators in the exams?	Yes.
Do candidates need to know the names of psychologists and the date of the work?	The most important thing always is that the focus is on WHAT the psychologist did – the name is not always relevant. However, there are some key psychologists (e.g. Freud, Bandura, Loftus, etc.) that are so influential that it would possibly distract from the answer if their names were not demonstrated. The date of the work is again important in terms of identifying the work, so as long as the details of what was done are included the figures are not necessary. Knowing the period that the work was carried out can be of use in terms of evaluating the theory/study.
Can I choose which material to teach?	The use of the word 'including' in the specification indicates compulsion (i.e. a question could be specifically set on that aspect). The use of the word 'for example' is for guidance only, and you could choose an alternative.
How are the assessment objectives different?	AO1 continues to be 'knowledge and understanding'. AO2 becomes 'application of knowledge and understanding'. AO3 is now 'analysis and evaluation of knowledge and understanding'.

UNIT 1	
QUESTION	**ANSWER**
Do we have to use the original studies for the classic research?	The marking will always refer to the details from the original articles. We do not suggest that you give the full versions to your learners. They are for you as a teacher to refer to them in your preparations.
Will each approach always be included in the assessment?	Each assessment will include all five of the approaches, at least one question on therapies, and at least two on classic researches.

FREQUENTLY ASKED QUESTIONS

UNIT 2	
QUESTION	**ANSWER**
Is Milgram's research an 'experiment'?	Whilst the methodology used was a controlled observation, Milgram uses the word 'experiment' as a synonym for 'research'. This therefore allows the use of the word in general when describing the study, but to evaluate the methodology as an experiment would be inappropriate.

UNIT 3	
QUESTION	**ANSWER**
Can I teach four of the behaviours?	The assessments will always include one question on each of the six behaviours with the command to answer three. There is therefore no need to add a fourth, but it would provide choice for the candidate.
Do we have to teach all of the controversies?	There will always be a choice of one from two questions on the paper with two distinct controversies included. This therefore does allow for one of the controversies to be omitted but care should be taken in not limiting the opportunity for a full appreciation of the course to learners. By choosing carefully in other aspects of the course, there is much recycling for most of the controversies and so there is not much additional content in this section.
What does individual differences mean?	Those characteristics that make a person different from others, i.e. age, gender, developmental stage, personality, culture. It is not a synonym for abnormal psychology.

UNIT 4	
QUESTION	**ANSWER**
Do we have to carry out actual research for Unit 4?	**The use of personal investigations allow learners to truly appreciate the principles of psychological research. Learners will be asked to respond to questions concerning their own personal investigations.**
Will the learners need to learn their raw data for the exam?	No. They will need to know whether their data showed significance (where appropriate), but we will not ask them to recall raw data.