



GCE
PSYCHOLOGY
2290QS & 1290QS
Summer 2023 examinations

AS	Unit 1	Past to Present	Monday, 15 May 2023
AS	Unit 2	Using Psychological Concepts	Monday, 22 May 2023
A Level	Unit 3	Implications in the Real World	Thursday, 25 May 2023

Advance Information

General information for students and teachers

This advance information provides the focus of the content of the Summer 2023 examination papers.

It does not apply to any other examination series.

It is intended to support revision.

It may be used at any time from the date of release.

It must not be taken into the examination.

Released: 06 February 2023

Subject information for students and teachers

It is important that this advance information is read with reference to the detailed subject content in the specification, which is available at: [AS/A Level Psychology \(wjec.co.uk\)](https://www.wjec.co.uk/AS/A-Level/Psychology)

The advance information covers Unit 1 (2290U10-1), Unit 2 (2290U20-1) Section A only, and Unit 3 (1290U30-1). There is no advance information for Unit 2 Section B, or for Unit 4 (1290U40-1).

The format and structure of the examination papers remains unchanged.

The following areas of content are suggested as key areas of focus for revision and final preparation, in relation to the Summer 2023 examinations. Please note, while advance information is intended to help guide and prioritise revision, to support exam performance and progression, revision plans should still take account of everything that has been taught.

The information for each unit is presented in the order it appears in the specification, not in question order in the examination.

Students will be expected to draw on knowledge, skills and understanding from across the specification when responding to synoptic questions.

The aim should still be to cover all specification content in teaching and learning.

To maintain the validity of certain questions, there may be some content listed in this advance information that does not appear within the Summer 2023 examinations.

Advance Information

Unit 1 Past to Present (2290U10-1)

The assessment will display a variety of questions about the assumptions, therapies, classic research and approaches drawn from across all five approaches.

The focus of assessment will be drawn from the following areas of content:

From the **Biological** approach:

- **Assumptions:** know and understand the assumptions of the biological approach (evolutionary influences; localisation of brain function; neurotransmitters); apply the assumptions to explain the formation of a relationship.
- **Approach:** evaluate the biological approach (including strengths, weaknesses and comparison with the four other approaches).

From the **Psychodynamic** approach:

- **Assumptions:** know and understand the assumptions of the psychodynamic approach (influence of childhood experiences; the unconscious mind; tripartite personality); apply the assumptions to explain the formation of a relationship.
- **Approach:** evaluate the psychodynamic approach (including strengths, weaknesses and comparison with the four other approaches).

From the **Behaviourist** approach:

- *Classic Research*: know, understand and make judgements on Watson, J.B. and Rayner, R. (1920) *Conditioned emotional reactions*. Journal of Experimental Psychology, 3 (1), 1-14 (including methodology, procedures, findings, conclusions, ethical issues and social implications).
- *Approach*: evaluate the behaviourist approach (including strengths, weaknesses and comparison with the four other approaches).

From the **Cognitive** approach:

- *Therapy*: know and understand how the cognitive approach can be used in therapy (cognitive behavioural therapy OR rational emotive behaviour therapy); know and understand the main components of the therapy (cognitive behavioural therapy OR rational emotive behaviour therapy); evaluate the therapy (cognitive behavioural therapy OR rational emotive behaviour therapy), including its effectiveness and ethical considerations.
- *Classic Research*: know, understand and make judgements on Loftus, E. and Palmer, J.C. (1974) *Reconstruction of automobile destruction: an example of the interaction between language and memory*. Journal of Verbal Learning and Verbal Behaviour, 13, 585-589 (including methodology, procedures, findings, conclusions, ethical issues and social implications).
- *Approach*: evaluate the cognitive approach (including strengths, weaknesses and comparison with the four other approaches).

From the **Positive** approach:

- *Therapy*: know and understand how the positive approach can be used in therapy (mindfulness OR quality of life therapy); know and understand the main components of the therapy (mindfulness OR quality of life therapy); evaluate the therapy (mindfulness OR quality of life therapy), including its effectiveness and ethical considerations.
- *Classic Research*: know, understand and make judgements on Myers, D.G. and Diener, E. (1995) *Who is happy?* Psychological Science 6(1) 10-17 (including methodology, procedures, findings, conclusions, ethical issues and social implications).
- *Approach*: evaluate the positive approach (including strengths, weaknesses and comparison with the four other approaches).

Unit 2 Using Psychological Concepts (2290U20-1)

Section A: Contemporary Debate

The focus of assessment will be drawn from one of the three following contemporary debates:

- the ethics of neuroscience.
- the mother as primary care-giver of an infant.
- using conditioning techniques to control the behaviour of children.

Section B: Principles of research and application of research methods

Information regarding the content of Section B of the Unit 2 examination is not included in this advance information.

Unit 3 Implications in the Real World (1290U30-1)

Section A: The study of behaviours – Learners choose to study three from six nominated behaviours.

For **Addictive behaviours**, the focus of assessment will be drawn from the following areas of content:

- know the characteristics of addictive behaviours.
- know and understand and evaluate at least two biological explanations of addictive behaviours, for example, addiction genes, disease of the brain, dopamine. Apply the explanations to methods of modifying addictive behaviours.
- know and understand and evaluate at least two individual differences explanations of addictive behaviours, for example, cognitive biases, field dependence, Lang's addictive personality traits. Apply the explanations to methods of modifying addictive behaviours.
- know and understand and evaluate the methods of modifying addictive behaviours (including agonist and antagonist substitution and aversion therapy), including their effectiveness, ethical implications and social implications.

For **Autistic spectrum behaviours**, the focus of assessment will be drawn from the following areas of content:

- know the characteristics of autistic spectrum behaviours.
- know and understand and evaluate at least two biological explanations of autistic spectrum behaviours, for example, amygdala dysfunction, chloride ions at birth, genetic predisposition. Apply the explanations to methods of modifying autistic spectrum behaviours.
- know and understand and evaluate at least two social psychological explanations of autistic spectrum behaviours, for example, male behaviour, empathising-systemising theory, refrigerator mother. Apply the explanations to methods of modifying autistic spectrum behaviours.
- know and understand and evaluate the methods of modifying autistic spectrum behaviours (including Picture Exchange Communication (PECS) and Relationship Development Intervention), including their effectiveness, ethical implications and social implications.

For **Bullying behaviours**, the focus of assessment will be drawn from the following areas of content:

- know the characteristics of bullying behaviours.
- know and understand and evaluate at least two biological explanations of bullying behaviours, for example, bullying genes, evolved gender differences, hormones. Apply the explanations to methods of modifying bullying behaviours.
- know and understand and evaluate at least two individual differences explanations of bullying behaviours, for example, cognitive biases, narcissistic personality, theory of mind. Apply the explanations to methods of modifying bullying behaviours.
- know and understand and evaluate the methods of modifying bullying behaviours (including Creating A Peaceful School Learning Environment (CAPSLE) and Olweus Bullying Prevention Programme), including their effectiveness, ethical implications and social implications.

For **Criminal behaviours**, the focus of assessment will be drawn from the following areas of content:

- know the characteristics of criminal behaviours.
- know and understand and evaluate at least two individual differences explanations of criminal behaviours, for example, Eysenck's criminal personality, intelligence factors, psychopathic personality. Apply the explanations to methods of modifying criminal behaviours.
- know and understand and evaluate at least two social psychological explanations of criminal behaviours, for example, differential association theory, gender socialisation, normalisation theory. Apply the explanations to methods of modifying criminal behaviours.
- know and understand and evaluate the methods of modifying criminal behaviours (including anger management and restorative justice), including their effectiveness, ethical implications and social implications.

For **Schizophrenia**, the focus of assessment will be drawn from the following areas of content:

- know the characteristics of schizophrenia.
- know and understand and evaluate at least two individual differences explanations of schizophrenia, for example, thought disorder, schizophrenogenic mother, sex differences. Apply the explanations to methods of modifying schizophrenia.
- know and understand and evaluate at least two social psychological explanations of schizophrenia, for example, cultural norms, dysfunctional families, expressed emotion. Apply the explanations to methods of modifying schizophrenia.
- know and understand and evaluate the methods of modifying schizophrenia (including antipsychotic drugs and cognitive behavioral therapy), including their effectiveness, ethical implications and social implications.

For **Stress**, the focus of assessment will be drawn from the following areas of content:

- know the characteristics of stress.
- know and understand and evaluate at least two biological explanations of stress, for example, adrenaline, evolutionary adaptation, stress genes. Apply the explanations to methods of modifying stress.
- know and understand and evaluate at least two individual differences explanations of stress, for example, hardiness, self-efficacy, type A, type B personalities. Apply the explanations to methods of modifying stress.
- know and understand and evaluate the methods of modifying stress (including betablockers and stress inoculation training), including their effectiveness, ethical implications and social implications.

Section B: Controversies – Learners choose to answer one question from a choice of two questions.

The focus of assessment for the two questions will be drawn from the following four controversies:

- **Ethical costs of conducting research**, with exploration of the controversy to include benefits to society, individual participants, potentially negative consequences for society, use of ethical guidelines.
- **Non-human animals**, with exploration of the controversy to include BPS Guidelines for Psychologists Working with Animals, comparative/ethological psychology, use as a therapeutic device, speciesism.
- **Scientific status**, with exploration of the controversy to include benefits of being a science, changing nature of 'science', costs of being a science, methodologies used by the various approaches.
- **Sexism**, with exploration of the controversy to include gender difference or gender bias, heterosexism, historical and social context, the 'invisibility' of women in psychology.

Unit 4 Applied Research Methods (1290U40-1)

Information regarding the content of the Unit 4 examination is not included in this advance information.

End of advance information