



**Cambridge Assessment
International Education**

Syllabus

Cambridge International AS & A Level Psychology 9990

For examination in June and November 2021, 2022 and 2023.
Also available for examination in March 2021, 2022 and 2023 for India only.



Changes to the syllabus for 2021, 2022 and 2023

The syllabus has been updated. The latest syllabus is version 1, published September 2018.

- Candidates are no longer required to know 'types' of schizophrenia.
- The A Level debates, reductionism and determinism, now clarify their counter-arguments, holism and free-will.

▮ Significant changes to the syllabus are indicated by black vertical lines either side of the text. ▮

You are strongly advised to read the whole syllabus before planning your teaching programme.

Any textbooks endorsed to support the syllabus for examination from 2018 are still suitable for use with this syllabus.

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Why choose Cambridge International?

Cambridge Assessment International Education prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of the University of Cambridge.

Our Cambridge Pathway gives students a clear path for educational success from age 5 to 19. Schools can shape the curriculum around how they want students to learn – with a wide range of subjects and flexible ways to offer them. It helps students discover new abilities and a wider world, and gives them the skills they need for life, so they can achieve at school, university and work.

Our programmes and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigour and reflect the latest educational research. They provide a strong platform for students to progress from one stage to the next, and are well supported by teaching and learning resources.

We review all our syllabuses regularly, so they reflect the latest research evidence and professional teaching practice – and take account of the different national contexts in which they are taught.

We consult with teachers to help us design each syllabus around the needs of their learners. Consulting with leading universities has helped us make sure our syllabuses encourage students to master the key concepts in the subject and develop the skills necessary for success in higher education.

Our mission is to provide educational benefit through provision of international programmes and qualifications for school education and to be the world leader in this field. Together with schools, we develop Cambridge learners who are confident, responsible, reflective, innovative and engaged – equipped for success in the modern world.

Every year, nearly a million Cambridge students from 10 000 schools in 160 countries prepare for their future with the Cambridge Pathway.

“ We think the Cambridge curriculum is superb preparation for university. ”

Christoph Guttentag, Dean of Undergraduate Admissions, Duke University, USA

“ Cambridge students develop a deep understanding of subjects and independent thinking skills. ”

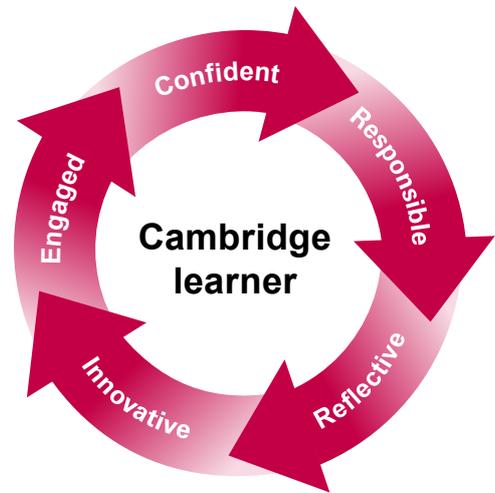
Tony Hines, Principal, Rockledge High School, USA

Why choose Cambridge International AS & A Levels?

The best motivation for a student is a real passion for the subject they're learning. By offering students a variety of Cambridge International AS & A Levels, you can give them the greatest chance of finding the path of education they most want to follow. With over 50 subjects to choose from, students can select the ones they love and that they're best at, which helps motivate them throughout their studies.

Following a Cambridge International AS & A Level programme helps students develop abilities which universities value highly, including:

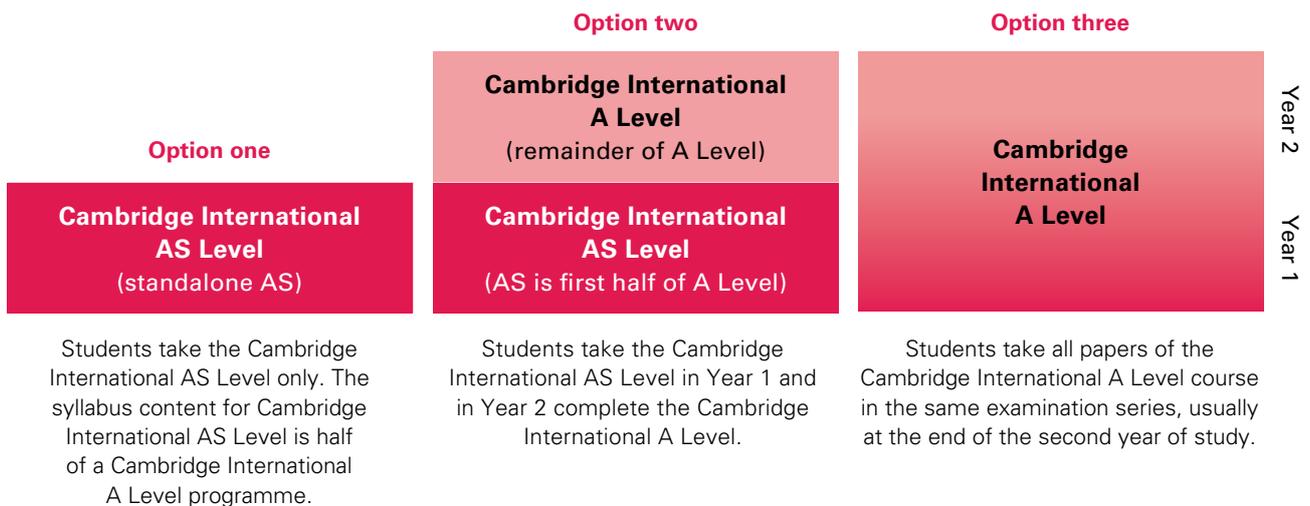
- a deep understanding of their subjects
- higher order thinking skills – analysis, critical thinking, problem solving
- presenting ordered and coherent arguments
- independent learning and research.



Our approach in Cambridge International AS & A Level encourages learners to be:

- **confident** in working with information and ideas – their own and those of others
- **responsible** for themselves, responsive to and respectful of others
- **reflective** as learners, developing their ability to learn
- **innovative** and equipped for new and future challenges
- **engaged** intellectually and socially, ready to make a difference.

Cambridge International AS & A Level offers a choice of assessment routes with staged assessment available in many subjects: Cambridge International AS Level can be offered as a standalone qualification or as part of a progression to Cambridge International A Level:



Recognition

Our expertise in curriculum, teaching and learning, and assessment is the basis for the recognition of our programmes and qualifications around the world. Every year thousands of students with Cambridge International AS & A Levels gain places at leading universities worldwide. They are valued by top universities around the world including those in the UK, US (including Ivy League universities), Europe, Australia, Canada and New Zealand.

UK NARIC, the national agency in the UK for the recognition and comparison of international qualifications and skills, has carried out an independent benchmarking study of Cambridge International AS & A Level and found it to be comparable to the standard of AS & A Level in the UK. This means students can be confident that their Cambridge International AS & A Level qualifications are accepted as equivalent, grade for grade, to UK AS & A Levels by leading universities worldwide.

Learn more

For more details go to www.cambridgeinternational.org/recognition

Quality management

Cambridge International is committed to providing exceptional quality. In line with this commitment, our quality management system for the provision of international qualifications and education programmes for students aged 5 to 19 is independently certified as meeting the internationally recognised standard, ISO 9001:2015. Learn more at www.cambridgeinternational.org/ISO9001

“ The depth of knowledge displayed by the best A Level students makes them prime targets for America’s Ivy League universities ”

Yale University, USA

Why choose Cambridge International AS & A Level Psychology?

About the syllabus

Cambridge International AS & A Level Psychology is accepted by universities and employers as proof of knowledge and ability.

This syllabus aims to encourage an interest in and appreciation of psychology through an exploration of the ways in which psychology is conducted. This exploration includes:

- a review of a number of important research studies
- an opportunity to look at the ways in which psychology has been applied.

The syllabus uses a wide variety of assessment techniques that will allow learners to show what they know, understand and are able to do. The emphasis is on the development of psychological skills as well as the learning of psychological knowledge.

Key concepts

The key concepts on which this syllabus is built are set out below. These key concepts can help teachers think about how to approach each syllabus topic in order to encourage learners to make links between topics and develop a deep overall understanding of the subject. The teaching support package gives teachers guidance on integrating the key concepts into their teaching. See page 8 for more information on our teacher support.

- **Nature versus nurture**

The nature–nurture debate is a crucial discussion running through all aspects of psychology in order to explain behaviour. Behaviours could be seen as resulting from innate, genetic factors (nature) or behaviours could be explained in terms of the environmental influences that begin to shape us from the moment of conception (nurture). The focus of contemporary psychology is to consider the relative contributions of each influence.

- **Ethics in psychological research**

The need for ethical research constrains the investigation of some topics, or the use of some research techniques. Our approach to ethics has changed over time, so some of the earlier studies that were the basis of the discipline are now no longer acceptable. Ethics must be considered when designing a psychological investigation to ensure that data is gathered without compromising the wellbeing of the participant(s).

- **Choice of psychological research methods**

Psychologists have to carefully choose the research method they use in terms of the information they wish to gather. Every research method, whether quantitative or qualitative, has strengths and weaknesses, and the psychologist must evaluate how the method they have chosen supports the validity and reliability of their specific investigation and contributes to the wider body of psychological research.

- **No one view in psychology is definitive**

Psychological theories are developed by posing hypotheses which are then tested through research. The research will be influenced by the psychological approach of the researcher and the time and context they are working in. A single topic is likely to be studied in more than one psychological approach, and each approach has its own assumptions, strengths and weaknesses. These different explanations can work together or be in opposition, so psychologists have to balance the evidence for each explanation.

- **Relevance of psychology in contemporary society**

Psychology is now used to underpin many aspects of our lives – it is used in organising businesses, in planning our shops and homes, in treating medical conditions and to improve how we learn. Every study is undertaken with a specific purpose in mind which can then be applied in everyday life – whether it is improving our lives in general, understanding how groups of people behave or treating a disorder. By understanding psychology we can improve how we live our lives and society in general.

Guided learning hours

Guided learning hours give an indication of the amount of contact time teachers need to have with learners to deliver a particular course. Our syllabuses are designed around 180 guided learning hours for Cambridge International AS Level, and around 360 guided learning hours for Cambridge International A Level.

These figures are for guidance only. The number of hours needed to gain the qualification may vary depending on local practice and the learners' previous experience of the subject.

Prior learning

Learners beginning this course are not expected to have studied Psychology previously.

Progression

Cambridge International A Level Psychology provides a suitable foundation for the study of Psychology or related courses in higher education. Equally it is suitable for learners intending to pursue careers or further study in social sciences, or as part of a course of general education.

Cambridge International AS Level Psychology constitutes the first half of the Cambridge International A Level course in Psychology and therefore provides a suitable foundation for the study of Psychology at Cambridge International A Level. Depending on local university entrance requirements, it may permit or assist progression directly to university courses in Psychology or some other subjects. It is also suitable for learners intending to pursue any career in which an understanding of human nature is needed. The qualification is also suitable for any further study in social sciences, or as part of a course of general education.

We recommend learners check the Cambridge International recognitions database and the university websites to find the most up-to-date entry requirements for courses they wish to study.

How can I find out more?

If you are already a Cambridge school

You can make entries for this qualification through your usual channels. If you have any questions, please contact us at info@cambridgeinternational.org

If you are not yet a Cambridge school

Learn more about the benefits of becoming a Cambridge school from our website at www.cambridgeinternational.org/startcambridge

Email us at info@cambridgeinternational.org to find out how your organisation can register to become a Cambridge school.

Cambridge AICE

Cambridge AICE (Advanced International Certificate of Education) Diploma is the group award of the Cambridge International AS & A Level. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of candidates who pass examinations from different curriculum groups.

Learn more

For more details go to www.cambridgeinternational.org/aice

“ Our research has shown that students who came to the university with a Cambridge AICE background performed better than anyone else that came to the university. That really wasn't surprising considering the emphasis they have on critical research and analysis, and that's what we require at university. ”

John Barnhill, Assistant Vice President for Enrollment Management, Florida State University, USA

Supporting teachers

We provide a wide range of practical resources, detailed guidance, and innovative training and professional development so that you can give your learners the best possible preparation for Cambridge International AS & A Level.

Teaching resources

- School Support Hub
www.cambridgeinternational.org/support
- Syllabuses
- Schemes of work
- Learner guides
- Discussion forums
- Endorsed resources

Exam preparation resources

- Question papers
- Mark schemes
- Example candidate responses to understand what examiners are looking for at key grades
- Examiner reports to improve future teaching

Support
for Cambridge
International
AS & A Level

Training

- Introductory – face-to-face or online
 - Extension – face-to-face or online
 - Enrichment – face-to-face or online
 - Coursework – online
 - Cambridge Professional Development Qualifications
- Find out more at
www.cambridgeinternational.org/profdev

Community

You can find useful information, as well as share your ideas and experiences with other teachers, on our social media channels and community forums.

Find out more at
www.cambridgeinternational.org/social-media

“ Cambridge International AS & A Levels prepare students well for university because they’ve learnt to go into a subject in considerable depth. There’s that ability to really understand the depth and richness and the detail of a subject. It’s a wonderful preparation for what they are going to face at university. ”

US Higher Education Advisory Council

1 Syllabus overview

1.1 Content

Cambridge International AS and A Level Psychology provides candidates opportunities to consider approaches, issues and debates and research methods that underpin all aspects of psychology.

At AS Level candidates focus on **12** core studies. The core studies illustrate a wide range of research methods used in psychology, such as experiments, observations, self-reports and case studies. By exploring the relationship between the content of the study and the research methods, the candidate will gain a broad understanding of how psychologists study experiences and behaviours and why the research took place.

Candidates for Cambridge International A Level Psychology study the AS Level content and **two** of the following options:

1. Abnormality

This specialist option considers the definitions, symptoms, causes and treatments of a variety of mental disorders.

2. Consumer behaviour

This specialist option reflects the society in which we live and looks at both seller and purchaser as well as the design of consumer environments.

3. Health

This specialist option focuses on health issues, including pain and stress.

4. Organisations

This specialist option considers the world of work, and how individuals and groups within an organisation function and influence each other and have an impact on the organisation itself.

These A Level options are diverse in nature but each specialist option is balanced and equivalent in terms of content and demand. The original studies are referenced for teachers but it is not necessary for candidates to study the original publication. An overview or general summary of each study is sufficient.

1.2 Assessment

For Cambridge International AS and A Level Psychology, candidates:

- take Papers 1 and 2 only (for the Cambridge International AS Level qualification)
- or**
- follow a staged assessment route by taking Papers 1 and 2 (for Cambridge International AS Level qualification) in one examination series, then Papers 3 and 4 (for the Cambridge International A Level qualification) in a later examination series
- or**
- take Papers 1, 2, 3 and 4 in the same examination series, leading to the full Cambridge International A Level.

All components are externally assessed.

| Component | Weighting | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------|
| | AS Level | A Level |
| <p>Paper 1 Approaches, issues and debates 1 hour 30 minutes</p> <p>Candidates answer all questions. Short answer questions and an essay question, based on core studies. Candidates answer each question in the spaces provided on the question paper. 60 marks</p> | 50% | 25% |
| <p>Paper 2 Research methods 1 hour 30 minutes</p> <p>Candidates answer all questions. Section A: Short answer questions, some based on the core studies (22 marks). Section B: Scenario-based questions (24 marks). Section C: A design-based question divided into two parts (14 marks). Candidates answer each question in the spaces provided on the question paper. 60 marks</p> | 50% | 25% |
| <p>Paper 3 Specialist options: theory 1 hour 30 minutes</p> <p>Candidates answer two questions from two specialist options. Each specialist option is out of 30 marks. Question 1: The question is divided into three parts (12 marks). Question 2: Structured essay-based question divided into two parts (18 marks). 60 marks</p> | – | 25% |

| Component | Weighting | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------|
| | AS Level | A Level |
| <p>Paper 4 Specialist options: application 1 hour 30 minutes</p> <p>Candidates answer questions from two specialist options.</p> <p>Section A: Candidates answer two questions from a choice of four (30 marks). Each of these questions is based on stimulus material and is divided into four parts.</p> <p>Section B: Candidates answer one design-based question from a choice of four (18 marks). Each question is divided into two parts.</p> <p>Section C: Candidates answer one essay question from a choice of four (12 marks).</p> <p>60 marks</p> | – | 25% |

Availability

This syllabus is examined in the June and November examination series. This syllabus is also available for examination in March for India only.

This syllabus is available to private candidates.

Detailed timetables are available from www.cambridgeinternational.org/timetables

Centres in the UK that receive government funding are advised to consult the Cambridge International website www.cambridgeinternational.org for the latest information before beginning to teach this syllabus.

Combining this with other syllabuses

Candidates can combine this syllabus in an examination series with any other Cambridge International syllabus, except:

- syllabuses with the same title at the same level.

2 Syllabus aims and assessment objectives

2.1 Syllabus aims

The syllabus aims to:

- provide an introduction to psychological concepts, theories and research findings
- create an understanding of the range and limitations of psychological theory and practice
- encourage candidates to explore and understand the relationship between psychological findings and everyday life
- develop skills of analysis, interpretation, application and evaluation
- develop an understanding of ethical issues in psychology, including the moral and ethical implications of psychological research
- promote an appreciation and understanding of individual, social and cultural diversity
- study psychological approaches, issues and debates and research methods
- improve communication skills.

2.2 Assessment objectives

With regards to psychological themes, theories, terminology, concepts (ideas and processes), methods, studies and practical applications, candidates should be able to:

AO1 Knowledge and understanding

Demonstrate their knowledge and understanding

AO2 Applying knowledge and understanding

Apply their knowledge to familiar and unfamiliar situations and real life and theoretical contexts

AO3 Analysis and evaluation

Analyse, interpret and evaluate psychological information, ideas and evidence.

2.3 Relationship between assessment objectives and components

The approximate weightings allocated to each of the assessment objectives are summarised below.

The table shows the assessment objectives (AO) as a percentage of each component.

| Component | AO1 % | AO2 % | AO3 % |
|------------------------------------------------|----------|----------|----------|
| Paper 1 Approaches, issues and debates | 58 | 10 | 32 |
| Paper 2 Research methods | 22 | 50 | 28 |
| Paper 3 Specialist options: theory | 60 | 0 | 40 |
| Paper 4 Specialist options: application | 0 | 40 | 60 |

2.4 Relationship between assessment objectives and qualifications

The approximate weightings allocated to each of the assessment objectives are summarised below.

The table shows the assessment objectives (AO) as a percentage of each qualification.

| Assessment objective | Weighting in AS Level % | Weighting in A Level % |
|-------------------------------------------------|-------------------------------|------------------------------|
| AO1 Knowledge and understanding | 40 | 35 |
| AO2 Applying knowledge and understanding | 30 | 25 |
| AO3 Analysis and evaluation | 30 | 40 |

3 Syllabus content

Candidates for Cambridge International AS Level should study the AS Level content for Paper 1 and Paper 2. Candidates for Cambridge International A Level should study all the syllabus content.

3.1 AS Level content – Paper 1 and Paper 2

The AS Level core studies underpin the course. The AS Level content includes approaches, issues and debates and research methods and these should be considered for each study as relevant.

The approaches considered at AS Level are listed below. Each of these approaches is supported by three core studies. However, some core studies could be considered in the context of a number of approaches.

Biological

- Canli et al. (brain scans and emotions)
- Dement and Kleitman (sleep and dreams)
- Schachter and Singer (two factors in emotion)

Cognitive

- Andrade (doodling)
- Baron-Cohen et al. (eyes test)
- Laney et al. (false memory)

Learning

- Bandura et al. (aggression)
- Saavedra and Silverman (button phobia)
- Pepperberg (parrot learning)

Social

- Milgram (obedience)
- Piliavin et al. (subway Samaritans)
- Yamamoto et al. (chimpanzee helping)

The issues and debates considered at AS Level are:

- the application of psychology to everyday life
- individual and situational explanations
- nature versus nurture
- the use of children in psychological research
- the use of animals in psychological research.

The AS Level core studies have been chosen to give learners a broad range of topic areas as well as knowledge of research methods. The research methods considered at AS Level are described on pages 19–21.

3.1.1 The core studies

The **12** core studies to be covered are listed below under the different approaches.

| Biological approach | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Main assumptions of the biological approach:</p> <ul style="list-style-type: none"> • behaviour, cognitions and emotions can be explained in terms of the working of the brain and the effect of hormones • similarities and differences between people can be understood in terms of biological factors and their interaction with other factors. | |
| Canli et al. (brain scans and emotions) | |
| <p>Canli, T., Zhao, Z., Brewer, J., Gabrieli, J.D.E. and Cahill, L. (2000), Event-Related Activation in the Human Amygdala Associates with Later Memory for Individual Emotional Experience. <i>The Journal of Neuroscience</i>. 20, RC99</p> | <p>The Canli et al. study is based on the link between the amygdala and emotions. The experiment tested the connection between amygdala activation and emotions in long-term recall. This includes considering functional magnetic resonance imaging (fMRI).</p> |
| Dement and Kleitman (sleep and dreams) | |
| <p>Dement, W. and Kleitman, N. (1957), The Relation of Eye Movements During Sleep to Dream Activity. <i>Journal of Experimental Psychology</i>, 53(5): 339–346</p> | <p>The Dement and Kleitman study is based on the relationship between rapid eye movements (REM) and dreaming. This includes considering EEGs, and REM and Non-REM sleep.</p> |
| Schachter and Singer (two factors in emotion) | |
| <p>Schachter, S. and Singer, J.E. (1962), Cognitive, Social and Physiological Determinants of Emotional State. <i>Psychological Review</i>, 69(5): 379–399</p> | <p>The Schachter and Singer study is based on the two-factor theory of emotion which proposed that emotion is based on physiological arousal and cognitive labelling.</p> |
| <p>The requirements are the same for each of the four approaches at AS Level.</p> <p>For each of the core studies above, candidates should show understanding of:</p> <ul style="list-style-type: none"> • the psychology that is being investigated • the background to that particular study • the aim(s) of the study • the procedure of the study, including as appropriate, the research methods used, sample size and demographics [if known] and sampling technique [if known], experimental design, controls, question types, tasks, measured and manipulated variables • ethical issues regarding the study • the results of the study, including key quantitative and qualitative findings • the conclusion(s) the psychologist(s) drew from the study • the strengths and weaknesses of all elements of the study. <p>Candidates should be able to:</p> <ul style="list-style-type: none"> • describe and evaluate the research methods used • consider how the study relates to psychological issues and debates • apply the findings of the study to the real world. | |

| Cognitive approach | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Main assumptions of the cognitive approach:</p> <ul style="list-style-type: none"> • behaviour and emotions can be explained in terms of the role of cognitive processes such as attention, language, thinking and memory • similarities and differences between people can be understood in terms of individual patterns of cognition. | |
| Andrade (doodling) | |
| <p>Andrade, J. (2010), What Does Doodling do? <i>Applied Cognitive Psychology</i>, 24: 100–106</p> | <p>The Andrade study is based on the idea that doodling can assist a person's concentration and memory.</p> |
| Baron-Cohen et al. (eyes test) | |
| <p>Baron-Cohen, S., Wheelwright, S., Hill, J., Raste, Y. and Plumb, I. (2001), The 'Reading the Mind in the Eyes' Test Revised Version: A Study with Normal Adults, and Adults with Asperger Syndrome or High-functioning Autism. <i>Journal of Child Psychology and Psychiatry</i>, 42(2): 241–251</p> | <p>The Baron-Cohen et al. study investigated theory of mind in adults with Asperger's syndrome or autism and aimed to improve the original 1997 'Reading the Mind in the Eyes' Test.</p> |
| Laney et al. (false memory) | |
| <p>Laney, C., Morris, E.K., Bernstein, D.M., Wakefield, B.M., and Loftus, E.F. (2008), Asparagus, a Love Story. Healthier Eating Could Be Just a False Memory Away. <i>Experimental Psychology</i>, 55(5): 291–300</p> | <p>The Laney et al. study investigated the effect on false memories of a suggestion to adults that they enjoyed eating asparagus as children. The study looks at false memories and beliefs.</p> |
| <p>The requirements are the same for each of the four approaches at AS Level.</p> <p>For each of the core studies above, candidates should show understanding of:</p> <ul style="list-style-type: none"> • the psychology that is being investigated • the background to that particular study • the aim(s) of the study • the procedure of the study, including as appropriate, the research methods used, sample size and demographics [if known] and sampling technique [if known], experimental design, controls, question types, tasks, measured and manipulated variables • ethical issues regarding the study • the results of the study, including key quantitative and qualitative findings • the conclusion(s) the psychologist(s) drew from the study • the strengths and weaknesses of all elements of the study. <p>Candidates should be able to:</p> <ul style="list-style-type: none"> • describe and evaluate the research methods used • consider how the study relates to psychological issues and debates • apply the findings of the study to the real world. | |

| Learning approach | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Main assumptions of the learning approach:</p> <ul style="list-style-type: none"> conditioning helps to explain changes in behaviour social learning helps to explain changes in behaviour. | |
| Bandura et al. (aggression) | |
| <p>Bandura, A., Ross, D. and Ross, S.A. (1961), Transmission of Aggression Through Imitation of Aggressive Models. <i>Journal of Abnormal and Social Psychology</i>, 63(3): 575–582</p> | <p>The Bandura et al. study is based on social learning theory. The study looked at whether a child would imitate aggressive behaviour if they witnessed such behaviour in an adult.</p> |
| Saavedra and Silverman (button phobia) | |
| <p>Saavedra, L.M. and Silverman, W.K. (2002), Case Study: Disgust and a Specific Phobia of Buttons. <i>Journal of the American Academy and Adolescent Psychiatry</i>, 41(11): 1376–1379</p> | <p>The Saavedra and Silverman study is based on a child with button phobia. The study shows the use of classical conditioning to treat the child's phobia by targeting disgust and fear responses.</p> |
| Pepperberg (parrot learning) | |
| <p>Pepperberg, I.M. (1987), Acquisition of the same/different concept by an African Grey parrot (<i>Psittacus erithacus</i>): Learning with respect to categories of color, shape, and material. <i>Animal Learning & Behavior</i>, 15(4): 423–432</p> | <p>The Pepperberg study is based on the comprehension skills of an African grey parrot when trained through social learning and operant conditioning to answer questions relating to object categories.</p> |
| <p>The requirements are the same for each of the four approaches at AS Level.</p> <p>For each of the core studies above, candidates should show understanding of:</p> <ul style="list-style-type: none"> the psychology that is being investigated the background to that particular study the aim(s) of the study the procedure of the study, including as appropriate, the research methods used, sample size and demographics [if known] and sampling technique [if known], experimental design, controls, question types, tasks, measured and manipulated variables ethical issues regarding the study the results of the study, including key quantitative and qualitative findings the conclusion(s) the psychologist(s) drew from the study the strengths and weaknesses of all elements of the study. <p>Candidates should be able to:</p> <ul style="list-style-type: none"> describe and evaluate the research methods used consider how the study relates to psychological issues and debates apply the findings of the study to the real world. | |

| Social approach | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Main assumptions of the social approach:</p> <ul style="list-style-type: none"> • behaviour, cognitions and emotions can be influenced by other individuals • behaviour, cognitions and emotions can be influenced by groups or social contexts. | |
| Milgram (obedience) | |
| <p>Milgram, S. (1963), Behavioral Study of Obedience. <i>Journal of Abnormal and Social Psychology</i>, 67(4): 371–378</p> | <p>The Milgram study is based on the conflict between obedience to authority and personal conscience and how far a person would go in obeying an instruction if it meant harming another person. This includes considering dispositional and situational hypotheses.</p> |
| Piliavin et al. (subway Samaritans) | |
| <p>Piliavin, I.M., Rodin, J. and Piliavin, J. (1969), Good Samaritanism: An Underground Phenomenon? <i>Journal of Personality and Social Psychology</i>, 13(4): 289–299</p> | <p>The Piliavin et al. study is based on bystander apathy. The study looks at how bystanders behave in real life situations and the factors that can affect their desire to help. This includes considering diffusion of responsibility.</p> |
| Yamamoto et al. (chimpanzee helping) | |
| <p>Yamamoto, S., Humle, T. and Tanaka, M. (2012) Chimpanzees' flexible targeted helping based on an understanding of conspecifics' goals. <i>Proceedings of the National Academy of Sciences</i>, 109(9): 3588–3592</p> | <p>The Yamamoto et al. study is based on chimpanzees and whether they have the ability and flexibility to help another chimpanzee depending on his/her specific needs. This includes considering prosocial behaviour and instrumental helping.</p> |
| <p>The requirements are the same for each of the four approaches at AS Level.</p> <p>For each of the core studies above, candidates should show understanding of:</p> <ul style="list-style-type: none"> • the psychology that is being investigated • the background to that particular study • the aim(s) of the study • the procedure of the study, including as appropriate, the research methods used, sample size and demographics [if known] and sampling technique [if known]), experimental design, controls, question types, tasks, measured and manipulated variables • ethical issues regarding the study • the results of the study, including key quantitative and qualitative findings • the conclusion(s) the psychologist(s) drew from the study • the strengths and weaknesses of all elements of the study. <p>Candidates should be able to:</p> <ul style="list-style-type: none"> • describe and evaluate the research methods used • consider how the study relates to psychological issues and debates • apply the findings of the study to the real world. | |

3.1.2 Research methods

Research methods are essential tools that psychologists can use to help us understand human and animal behaviour.

| Candidates should be able to: | |
|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Experiments | <ul style="list-style-type: none"> describe the main features of each type of experiment <ul style="list-style-type: none"> laboratory field natural evaluate each type of experiment, in terms of: <ul style="list-style-type: none"> reliability validity ethics evaluate the use of experiments in psychological research, including the use of experimental and control conditions apply knowledge of experiments to a novel research situation |
| Self-reports | <ul style="list-style-type: none"> describe the main features of a questionnaire, including open and closed questions describe the main features of an interview, including structured/unstructured/semi-structured evaluate the use of self-reports in psychological research apply knowledge of self-reports to a novel research situation |
| Case studies | <ul style="list-style-type: none"> describe the main features of a case study evaluate the use of case studies in psychological research apply knowledge of case studies to a novel research situation |
| Observation | <ul style="list-style-type: none"> describe the main features of an observation (e.g. overt/covert, participant/non-participant, structured/unstructured, naturalistic/controlled) evaluate the use of observations in psychological research apply knowledge of observations to a novel research situation |
| Correlations | <ul style="list-style-type: none"> describe positive and negative correlations evaluate the use of correlations in psychological research, including causality apply knowledge of correlations to a novel research situation |
| Hypotheses and aims | <ul style="list-style-type: none"> recognise and write aims and directional (one-tailed) and non-directional (two-tailed) hypotheses and null hypotheses |
| Variables | <ul style="list-style-type: none"> describe what is meant by an independent variable and a dependent variable identify independent variables and dependent variables in studies understand what is meant by 'operationalisation' operationalise: <ul style="list-style-type: none"> an independent variable a dependent variable apply knowledge of variables to a novel research situation |

| Candidates should be able to: | |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Experimental design | <ul style="list-style-type: none"> • describe and evaluate experimental designs as used in psychological research (independent measures, matched pairs and repeated measures) • apply knowledge of experimental designs to a novel research situation, including counterbalancing, random allocation, order effects (fatigue and practice) |
| Controlling of variables | <ul style="list-style-type: none"> • describe how psychologists can control variables in a study • understand the difference between controlling variables and standardisation of a procedure, including extraneous, uncontrolled, participant and situational variables • apply knowledge of controls to a novel research situation |
| Types of data | <ul style="list-style-type: none"> • describe what is meant by quantitative and qualitative data • evaluate the use of quantitative and qualitative data as collected in psychological research • apply knowledge of quantitative data and qualitative data to a novel research situation |
| Sampling of participants | <ul style="list-style-type: none"> • describe what is meant by the sample and population, opportunity sampling, random sampling and volunteer (self-selecting) sampling • evaluate different sampling techniques as used in psychological research including generalisations • apply knowledge of sampling techniques to a novel research situation |
| Ethics | <ul style="list-style-type: none"> • describe ethical guidelines as used in psychological research, in relation to human participants <ul style="list-style-type: none"> – informed consent – protection from harm (physical and psychological) – right to withdraw – lack of deception – confidentiality – privacy – debriefing • describe ethical guidelines as used in psychological research, in relation to animals <ul style="list-style-type: none"> – replacement – species and strain – numbers – procedures – pain and distress – housing – reward – deprivation and aversive stimuli – anaesthesia – analgesia – euthanasia • evaluate studies based on ethical guidelines • apply knowledge of ethical guidelines to a novel research situation |

| Candidates should be able to: | |
|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Validity | <ul style="list-style-type: none"> describe different types of validity, including ecological validity evaluate studies based on their validity, subjectivity/objectivity, demand characteristics, generalisability apply knowledge of validity to a novel research situation |
| Reliability | <ul style="list-style-type: none"> describe different types of reliability, including inter-rater and inter-observer reliability, test-retest reliability evaluate studies based on their reliability apply knowledge of reliability to a novel research situation |
| Data analysis | <ul style="list-style-type: none"> understand the meaning of 'measure of central tendency' and 'measure of spread' understand when it is most appropriate to use different measures name, recognise and know how to find a: <ul style="list-style-type: none"> mean median mode range name, recognise, know how to draw and interpret data from a: <ul style="list-style-type: none"> bar chart histogram scatter graph recognise, interpret and understand: <ul style="list-style-type: none"> standard deviation normal distribution <p>Note: candidates will not be required to carry out calculations.</p> |

3.2 A Level content – Paper 3 and Paper 4

The content of the AS Level, including research methods, is assumed knowledge for the assessment of Paper 3 and Paper 4. However, the AS Level content will not be the direct focus of questions on Paper 3 and Paper 4.

The specialist options build on the work for AS and explore how psychology can be applied in a range of contexts. Candidates are required to study how psychology is applied in **two** of the following four areas: Abnormality, Consumer behaviour, Health and Organisations.

At A Level, the issues and debates that candidates will need to be able to consider in relation to each of the specialist options are listed below. These include all the issues and debates introduced at AS Level (in italics):

- *the application of psychology to everyday life*
- *individual and situational explanations*
- *nature versus nurture*
- *the use of children in psychological research*
- *the use of animals in psychological research*
- cultural bias
- reductionism (versus holism)
- psychometrics
- determinism (versus free-will)
- longitudinal research.

At A Level, the original studies are referenced for teachers but it is not necessary for candidates to study the original publication. An overview or general summary of each study is sufficient.

3.2.1. Psychology and abnormality

a) Schizophrenic and psychotic disorders

- characteristics of schizophrenia spectrum and psychotic disorders
 - definitions, examples and case studies of schizophrenia and psychotic disorders
 - schizophrenia and delusional disorder
 - symptom assessment using virtual reality (Freeman, 2008)
- explanations of schizophrenia and delusional disorder
 - genetic (Gottesman and Shields, 1972)
 - biochemical (dopamine hypothesis)
 - cognitive (Frith, 1992)
- treatment and management of schizophrenia and delusional disorder
 - biochemical (antipsychotics and atypical antipsychotics)
 - electro-convulsive therapy
 - token economy (Paul and Lentz, 1977)
 - cognitive-behavioural therapy (Sensky, 2000)

| Psychology and abnormality continued | |
|-------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| b) Bipolar and related disorders | <ul style="list-style-type: none"> • characteristics of bipolar and related disorders <ul style="list-style-type: none"> – definitions and characteristics of abnormal affect – types: depression (unipolar) and depression and mania (bipolar) – measures: Beck depression inventory • explanations of depression <ul style="list-style-type: none"> – biological: genetic and neurochemical (Oruc et al., 1997) – cognitive (Beck, 1979) – learned helplessness/attributional style (Seligman, 1988) • treatment and management of depression <ul style="list-style-type: none"> – biological: chemical/drugs (MAO, SSRIs) – electro-convulsive therapy – cognitive restructuring (Beck, 1979) – rational emotive behaviour therapy (Ellis, 1962) |
| c) Impulse control disorders and non-substance addictive disorder | <ul style="list-style-type: none"> • characteristics of impulse control disorders and non-substance addictive disorder <ul style="list-style-type: none"> – definitions (Griffiths, 2005) – types: kleptomania, pyromania (Burton et al., 2012) and gambling disorder – measures: Kleptomania Symptom Assessment Scale (K-SAS) • causes of impulse control disorders and non-substance addictive disorder <ul style="list-style-type: none"> – biochemical: dopamine – behavioural: positive reinforcement – cognitive: feeling-state theory (Miller, 2010) • treating and managing impulse control disorders and non-substance addictive disorder <ul style="list-style-type: none"> – biochemical (Grant et al., 2008) – cognitive-behavioural: covert sensitisation (Glover, 2011), imaginal desensitisation (Blaszczynski and Nower, 2002), impulse control therapy (Miller, 2010) |
| d) Anxiety disorders | <ul style="list-style-type: none"> • characteristics of anxiety disorders <ul style="list-style-type: none"> – characteristics of generalised anxiety and examples/case studies of phobias – types: agoraphobia and specific phobias (blood phobia, animal phobia, button phobia) – measures: the blood injection phobia inventory (BIPi); Generalised Anxiety Disorder assessment (GAD-7) • explanations of phobias <ul style="list-style-type: none"> – behavioural (classical conditioning, Watson, 1920) – psychoanalytic (Freud, 1909) – biomedical/genetic (Ost, 1992) – cognitive (DiNardo et al., 1988) • treatment and management of anxiety disorders <ul style="list-style-type: none"> – systematic desensitisation (Wolpe, 1958) – applied tension (Ost et al., 1989) – cognitive-behavioural therapy (Ost and Westling, 1995) |

Psychology and abnormality continued

e) Obsessive-compulsive and related disorders

- characteristics of obsessive-compulsive and related disorders
 - types of and common obsessions, common compulsions, hoarding disorder and body dysmorphic disorder
 - examples and case studies ('Charles' by Rappaport, 1989)
 - measures: Maudsley Obsessive-Compulsive Inventory (MOCI), Yale-Brown Obsessive-Compulsive Scale (Y-BOCS)
- explanations of obsessive-compulsive disorder
 - biomedical (genetic, biochemical and neurological)
 - cognitive and behavioural
 - psychodynamic
- treatment and management of obsessive-compulsive and related disorders
 - biomedical (SSRIs)
 - psychological: cognitive (Lovell et al., 2006) and exposure and response prevention (Lehmkuhl et al., 2008)

3.2.2. Psychology and consumer behaviour

| | |
|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>a) The physical environment</p> | <ul style="list-style-type: none"> • retail/leisure environment design <ul style="list-style-type: none"> – retail store architecture (Turley and Milliman, 2000) – leisure environments (Finlay et al., 2006) – store interior layout (Vrechopoulos, 2004) • sound and consumer behaviour <ul style="list-style-type: none"> – music in restaurants (North et al., 2003) – music in open air markets (Guéguen et al., 2007) – background noise and food perception (Woods et al., 2010) • lighting, colour and smell <ul style="list-style-type: none"> – models of effects of ambience: pleasure-arousal and cognition-emotion – lighting and colour in retail stores (Kutlu et al., 2013) – effects of odour on shopper arousal and emotion (Chebat and Michon, 2003) |
| <p>b) The psychological environment</p> | <ul style="list-style-type: none"> • environmental influences on consumers <ul style="list-style-type: none"> – cognitive maps of retail locations (Mackay and Olshavsky, 1975) – crowding in retail environments (Machleit et al., 2000) – shopper movement patterns (Gil et al., 2009) • menu design psychology <ul style="list-style-type: none"> – eye movement patterns, framing and common menu mistakes (Pavesic, 2005) – primacy, recency and menu item position (Dayan and Bar-Hillel, 2011) – sensory perception and food name (Wansink et al., 2005) • personal space <ul style="list-style-type: none"> – theories of personal space: overload, arousal and behaviour constraint – space at restaurant tables (Robson et al., 2011) – defending place in a queue (Milgram et al., 1986) |
| <p>c) Consumer decision-making</p> | <ul style="list-style-type: none"> • consumer decision-making <ul style="list-style-type: none"> – models: utility theory, satisficing, prospect theory – strategies: compensatory, non-compensatory and partially compensatory – marketing theories: consideration and involvement (Richarme, 2005) • choice heuristics <ul style="list-style-type: none"> – availability, representativeness – anchoring and purchase quantity decisions (Wansink et al., 1998) – pre-cognitive decisions (Knutson et al., 2007). • intuitive thinking and its imperfections <ul style="list-style-type: none"> – thinking fast and thinking slow/system 1 and system 2 (Shleifer, 2012) – choice blindness (Hall et al., 2010) – false advertising and memory (Braun-LaTour et al., 2004) |

| Psychology and consumer behaviour continued | |
|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| d) The product | <ul style="list-style-type: none">• packaging, positioning and placement<ul style="list-style-type: none">– gift-wrapping (Porublev et al., 2009)– product colour and associative learning (Grossman and Wisenblit, 1999)– attention and shelf position (Atalay et al., 2012)• selling the product<ul style="list-style-type: none">– sales techniques: customer/competitor/product focused– interpersonal influence techniques; disrupt-then-reframe (Kardes et al., 2007)– ways to close a sale• buying the product<ul style="list-style-type: none">– purchase decisions: theory of planned behavior (Ajzen, 1991)– black box (stimulus-response) model– consumer decision model |
| e) Advertising | <ul style="list-style-type: none">• types of advertising and advertising techniques<ul style="list-style-type: none">– advertising media (e.g. television, etc.); persuasive techniques– marketing mix models: The 4 Ps (McCarthy), The 4 Cs (Lauterborn)– product placement in films (Auty and Lewis, 2004)• communication and advertising models<ul style="list-style-type: none">– changing attitudes and models of communication (source, message, etc.)– AIDA model (and updates of it)– hierarchy of effects model• advertising applications<ul style="list-style-type: none">– brand recognition in children (Fischer et al., 1991)– advertising and consumer personality (Snyder and DeBono, 1985)– effective slogans (Kohli et al., 2007) |

| 3.2.3. Psychology and health | |
|------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| a) The patient practitioner relationship | <ul style="list-style-type: none"> • practitioner and patient interpersonal skills <ul style="list-style-type: none"> – non-verbal communications (McKinstry and Wang, 1991) – verbal communications (McKinlay, 1975; Ley, 1988) • patient and practitioner diagnosis and style <ul style="list-style-type: none"> – practitioner style: doctor and patient-centred (Byrne and Long, 1976, Savage and Armstrong, 1990) – practitioner diagnosis: type I and type II errors – disclosure of information (Robinson and West, 1992) • misusing health services <ul style="list-style-type: none"> – delay in seeking treatment (Safer, 1979) – misuse: hypochondriasis (Barlow and Durand, 1995) – Munchausen syndrome (Aleem and Ajarim, 1995) |
| b) Adherence to medical advice | <ul style="list-style-type: none"> • types of non-adherence and reasons why patients don't adhere <ul style="list-style-type: none"> – types of non-adherence (failure to follow treatment; failure to attend appointment) and problems caused by non-adherence – why patients don't adhere: rational non-adherence (Bulpitt, 1994) – the health belief model (Becker and Rosenstock, 1974) • measuring non-adherence <ul style="list-style-type: none"> – subjective: self-reports (Riekart and Droter, 1999) – objective: pill counting (Chung and Naya, 2000) – biochemical tests (Roth and Caron, 1978) – repeat prescriptions (Sherman et al., 2000) • improving adherence <ul style="list-style-type: none"> – improve practitioner style (Ley, 1988) – behavioural techniques (Yokley and Glenwick, 1984; Watt et al., 2003) |
| c) Pain | <ul style="list-style-type: none"> • types and theories of pain <ul style="list-style-type: none"> – definitions of pain: acute and chronic organic pain; psychogenic pain (phantom limb pain) – theories of pain: specificity theory (Descartes, 1664), gate control theory (Melzack, 1965) • measuring pain <ul style="list-style-type: none"> – self-report measures (clinical interview) – psychometric measures and visual rating scales (McGill pain questionnaire, visual analogue scale) – behavioural/observational measures (UAB pain behavior scale) – pain measures for children (paediatric pain questionnaire, Varni and Thompson, 1976; Wong-Baker scale, 1987) • managing and controlling pain <ul style="list-style-type: none"> – medical techniques (biochemical) – psychological techniques: cognitive strategies (attention diversion, non-pain imagery and cognitive redefinition) – alternative techniques (acupuncture, stimulation therapy/TENS) |

| Psychology and health continued | |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| d) Stress | <ul style="list-style-type: none"> • sources of stress <ul style="list-style-type: none"> – physiology of stress and effects on health: the GAS Model (Selye, 1936) – causes of stress: work (Chandola et al., 2008), life events (Holmes and Rahe, 1967), personality (Friedman and Rosenman, 1974) • measures of stress <ul style="list-style-type: none"> – physiological measures: recording devices and sample tests (Wang et al., 2005, Evans and Wener, 2007) – psychological measures: self-report questionnaires (Holmes and Rahe, 1967; Friedman and Rosenman, 1974) • management of stress <ul style="list-style-type: none"> – medical techniques (biochemical) – psychological techniques: biofeedback (Budzynski et al., 1969) and imagery (Bridge et al., 1988) – preventing stress (Meichenbaum, 1985) |
| e) Health promotion | <ul style="list-style-type: none"> • strategies for promoting health <ul style="list-style-type: none"> – fear arousal (Janis and Feshbach, 1953; Cowpe, 1989) – Yale model of communication – providing information (Lewin, 1992) • health promotion in schools, worksites and communities <ul style="list-style-type: none"> – schools (Tapper et al., 2003) – worksites (Fox et al., 1987) – communities (five city project, Farquhar et al., 1985) • individual factors in changing health beliefs <ul style="list-style-type: none"> – unrealistic optimism (Weinstein, 1980) – transtheoretical model (Prochaska et al., 1997) – health change in adolescents (Lau et al., 1990) |

3.2.4. Psychology and organisations

| | |
|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>a) Motivation to work</p> | <ul style="list-style-type: none"> • need theories <ul style="list-style-type: none"> – hierarchy of needs (Maslow, 1970) – ERG theory (Alderfer, 1972) – achievement motivation (McClelland, 1965) • cognitive theories <ul style="list-style-type: none"> – goal-setting theory (Latham and Locke, 1984) – VIE (expectancy) theory (Vroom, 1964) – equity theory (Adams, 1963) • motivators at work <ul style="list-style-type: none"> – intrinsic and extrinsic motivation – types of rewards systems: pay, bonuses, profit-sharing, performance-related pay – non-monetary rewards: praise, respect, recognition, empowerment and a sense of belonging |
| <p>b) Leadership and management</p> | <ul style="list-style-type: none"> • traditional and modern theories of leadership <ul style="list-style-type: none"> – universalist and behavioural theories – adaptive leadership (Heifetz, 1997) – three levels of leadership (Scouller, 2011) • leadership style <ul style="list-style-type: none"> – effectiveness: contingency theory (Fiedler, 1967) – situational leadership (Hersey and Blanchard, 1988) – styles of leader behaviour (Muczyk and Reimann, 1987) • leaders and followers <ul style="list-style-type: none"> – leader-member exchange model (Dansereau, 1994) and individualised leadership model (Dansereau, 1995) – followership: qualities of and types (Kelley, 1988) – measuring leadership: Leadership Practices Inventory (Kouzes and Posner, 1987) |
| <p>c) Group behaviour in organisations</p> | <ul style="list-style-type: none"> • group development and roles <ul style="list-style-type: none"> – group development (Tuckman, 1965) – team roles (Belbin, 1981) – measuring team roles: Belbin team inventory • decision-making <ul style="list-style-type: none"> – the decision-making process (Wedley and Field, 1984) – groupthink (Janis, 1971) and strategies to avoid groupthink – cognitive limitations and errors (Forsyth, 2006) • group conflict <ul style="list-style-type: none"> – levels and causes of group conflict: organisational to interpersonal – positive and negative effects of conflict – managing group conflict (Thomas, 1976) |

| Psychology and organisations continued | |
|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| d) Organisational work conditions | <ul style="list-style-type: none"> • physical and psychological work conditions <ul style="list-style-type: none"> – physical: The Hawthorne studies (Wikstrom and Bendix, 2000) – psychological: bullying at work (Einarsen, 1999) – open plan offices (Oldham and Brass, 1979) • temporal conditions of work environments <ul style="list-style-type: none"> – shift-work: rapid rotation theory (metropolitan rota and continental rota); slow rotation theory (Pheasant, 1991) – effects of shiftwork on health (Knutsson, 2003) – shiftwork and accidents (Gold et al., 1992) • health and safety <ul style="list-style-type: none"> – accidents at work: errors and accidents in operator-machine systems – reducing accidents at work: token economy (Fox et al., 1987) – safety promotion campaigns (Cowpe, 1989) |
| e) Satisfaction at work | <ul style="list-style-type: none"> • theories of job satisfaction <ul style="list-style-type: none"> – two factor theory (Herzberg, 1959) – job characteristics theory (Hackman and Oldham, 1976) – techniques of job design: enrichment, rotation and enlargement • measuring job satisfaction <ul style="list-style-type: none"> – rating scales and questionnaires: job descriptive index (Smith et al., 1969) – Minnesota satisfaction questionnaire (Weiss et al., 1967) – quality of working life (QWL) questionnaire (Walton, 1974) • attitudes to work <ul style="list-style-type: none"> – workplace sabotage (Giacalone and Rosenfeld, 1987) – absenteeism (Blau and Boal, 1987) – measuring organisational commitment (Mowday et al., 1979) |

4 Description of components

Advanced Subsidiary Level qualification:

Candidates take Paper 1 and 2. Both papers must be taken at the same examination series.

Advanced Level qualification:

Candidates take Papers 1, 2, 3 and 4. Papers 1 and 2 must be taken at the same examination series, but Papers 3 and 4 may be taken at a later examination series. Both papers 3 and 4 must be taken at the same examination series as each other.

All four papers are available in the March, June and November examination series.

Paper 1 Approaches, issues and debates

This paper will consist of short answer and extended response questions and will be assessed by a 1 hour 30 minute examination. This paper will not have sections.

The paper will examine candidates' knowledge of the core studies. Candidates will also be asked questions based on the four approaches and the AS Level issues and debates. The final question will examine candidates' ability to make evaluative points about a study.

Paper 2 Research methods

This paper will consist of short answer and extended response questions and will be assessed by a 1 hour 30 minute examination. The examination paper will consist of three sections:

- Section A: six short answer questions based on general research methods and research methods relating directly to a core study. The highest mark allocation in this section is six marks.
- Section B: three short answer scenario-based questions. Each question is divided into part questions. The highest mark allocation in this section is four marks.
- Section C: one design-based essay question divided into two parts. There are 10 marks for part (a) and 4 marks for part (b).

The paper will examine how well candidates can use and apply their knowledge on research methods and how research methods relate to the core studies.

Paper 3 Specialist options: theory

This paper contains four specialist choice options and candidates are required to answer questions from the two options they have studied.

This paper will consist of short answer and structured essay questions and will be assessed by a 1 hour 30 minute examination. There are two questions for each specialist choice option.

- Question 1: short answer question, divided into three parts. There are 2 marks for part (a), 4 marks for part (b) and 6 marks for part (c). The question will be based on one of the topic areas (a, b, c, d, e) from the chosen specialist option.
- Question 2: structured essay-based question divided into two parts. There are 8 marks for the part (a) 'Describe' question and 10 marks for the part (b) 'Evaluate' question. The question will be based on a different topic area (a, b, c, d, e) from the chosen specialist option in Question 1.

Questions will require candidates to consider approaches, research methods and issues and debates. Candidates will be required to demonstrate their ability to describe, evaluate and use examples to show the wider context of psychology.

Paper 4 Specialist options: application

This paper contains four specialist choice options and candidates are required to answer questions from the two options they have studied.

This paper will consist of short answer, design-based and essay questions and will be assessed by a 1 hour 30 minute examination. The examination paper will consist of three sections:

- Section A: candidates answer two questions from a choice of four, based on the two specialist options they have studied. Each question is based on stimulus material and is divided into four parts. There are 2 marks for part (a), 4 marks for part (b), 4 marks for part (c) and 5 marks for part (d).
- Section B: candidates answer one design-based question from a choice of four, based on either of the two specialist options they have studied. The question is divided into two parts. There are 10 marks for part (a) and 8 marks for part (b).
- Section C: candidates answer one essay question from a choice of four, based on either of the two specialist options they have studied. There are 12 marks for this question.

Questions will require candidates to consider approaches, research methods and issues and debates. The questions will be based on two topic areas (a, b, c, d, e) covered within the chosen specialist option. The two topic areas for each specialist option will be different to the two topic areas assessed in Paper 3.

5 Glossary of command words

This glossary should prove helpful to candidates as a guide, although it is not exhaustive. The number of marks allocated for any part of a question is a guide to the depth required for the answer.

| Command word | What it means |
|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Name | Identify or make a list |
| State | Give a concise answer with little or no supporting argument required |
| Suggest | Apply general knowledge and understanding of psychology to a situation |
| Give | Pick some key factors and name them |
| Outline | Describe the key points without detail |
| Describe | Give details of, explain the main features of |
| Explain | Give clear reasons or make clear the meaning of, use examples to indicate how or why something happens, such as the reasoning behind a theory Alternatively, for 'explain an application' indicate how a concept or theory can be used to understand the 'how' or 'why' behind a specific situation |
| Define | Give the exact meaning of |
| Evaluate | Discuss the importance of, judge the overall worth of, make an attempt to weigh up your opinions |
| Discuss | Give the important arguments for and against, often requires a conclusion |
| Identify | Name or otherwise characterise |
| Design | Plan and present ideas to show psychological knowledge of a study or experiment |
| To what extent do you agree | Give reasons for and against, come to a conclusion with a justification of which arguments are strongest and which are weakest |
| Compare | Describe the similarities and differences between two or more factors |
| What | State the precise meaning of a term/concept |

6 Other information

Equality and inclusion

We have taken great care in the preparation of this syllabus and related assessment materials to avoid bias of any kind. To comply with the UK Equality Act (2010), we have designed this qualification with the aim of avoiding direct and indirect discrimination.

The standard assessment arrangements may present unnecessary barriers for candidates with disabilities or learning difficulties. Arrangements can be put in place for these candidates to enable them to access the assessments and receive recognition of their attainment. Access arrangements will not be agreed if they give candidates an unfair advantage over others or if they compromise the standards being assessed. Candidates who are unable to access the assessment of any component may be eligible to receive an award based on the parts of the assessment they have taken.

Information on access arrangements is in the *Cambridge Handbook* at www.cambridgeinternational.org/examsOfficers

Language

This syllabus and the associated assessment materials are available in English only.

Making entries

Exams officers are responsible for submitting entries to Cambridge International. We encourage them to work closely with you to make sure they enter the right number of candidates for the right combination of syllabus components. Entry option codes and instructions for submitting entries are in the *Cambridge Guide to Making Entries*. Your exams officer has a copy of this guide.

Exam administration

To keep our exams secure, we produce question papers for different areas of the world, known as administrative zones. We allocate all Cambridge schools to one administrative zone determined by their location. Each zone has a specific timetable. Some of our syllabuses offer candidates different assessment options. An entry option code is used to identify the components the candidate will take relevant to the administrative zone and the available assessment options.

Retakes

Candidates can retake Cambridge International AS Level and Cambridge International A Level as many times as they want to. Cambridge International AS & A Levels are linear qualifications so candidates cannot re-sit individual components. Information on retake entries is in the *Cambridge Handbook* at www.cambridgeinternational.org/examsofficers

Candidates can carry forward the result of their Cambridge International AS Level assessment from one series to complete the Cambridge International A Level in a following series, subject to the rules and time limits described in the *Cambridge Handbook*.

Grading and reporting

Cambridge International A Level results are shown by one of the grades A*, A, B, C, D or E, indicating the standard achieved, A* being the highest and E the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for grade E. 'Ungraded' will be reported on the statement of results but not on the certificate. The letters Q (result pending), X (no result) and Y (to be issued) may also appear on the statement of results but not on the certificate.

Cambridge International AS Level results are shown by one of the grades a, b, c, d or e, indicating the standard achieved, 'a' being the highest and 'e' the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for grade 'e'. 'Ungraded' will be reported on the statement of results but not on the certificate. The letters Q (result pending), X (no result) and Y (to be issued) may also appear on the statement of results but not on the certificate.

If a candidate takes a Cambridge International A Level and fails to achieve grade E or higher, a Cambridge International AS Level grade will be awarded if both of the following apply:

- the components taken for the Cambridge International A Level by the candidate in that series included all the components making up a Cambridge International AS Level
- the candidate's performance on the AS Level components was sufficient to merit the award of a Cambridge International AS Level grade.

How students, teachers and higher education can use the grades

Cambridge International A Level

Assessment at Cambridge International A Level has two purposes:

- to measure learning and achievement
The assessment:
 - confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus, to the levels described in the grade descriptions.
- to show likely future success
The outcomes:
 - help predict which students are well prepared for a particular course or career and/or which students are more likely to be successful
 - help students choose the most suitable course or career.

Cambridge International AS Level

Assessment at Cambridge International AS Level has two purposes:

- to measure learning and achievement
The assessment:
 - confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus.
- to show likely future success
The outcomes:
 - help predict which students are well prepared for a particular course or career and/or which students are more likely to be successful
 - help students choose the most suitable course or career
 - help decide whether students part way through a Cambridge International A Level course are making enough progress to continue
 - guide teaching and learning in the next stages of the Cambridge International A Level course.

'While studying Cambridge IGCSE and Cambridge International A Levels, students broaden their horizons through a global perspective and develop a lasting passion for learning.'

Zhai Xiaoning, Deputy Principal, The High School Affiliated to Renmin University of China

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