

A level Psychology

New to Edexcel



- 16.00 – 16.10 Welcome
- 16.10 – 16.40 Introduction and Planning
- 16.40 – 17.10 Assessment
- 17.10 – 17.40 Practical work
- 17.40 – 17.55 Support
- 17.55 – 18.00 Final questions

Introduction and planning





Edexcel Psychology specification

- ❖ Each topic follows a similar pattern in terms of subject content.
- ❖ AS can be taught as a sub-section of the A level content.
- ❖ Research methods are assessed within question papers.
- ❖ Mathematical skills assessed within question papers (10% of marks – this is an Ofqual requirement).



Specification overview

AS level / A level Year 1	A level Year 2
<p>Social psychology.</p> <p>Cognitive psychology.</p> <p>Biological psychology.</p> <p>Learning theories.</p>	<p>Clinical psychology.</p> <p>One of: Criminological psychology; Child psychology; Health psychology.</p> <p>Psychological skills.</p>



AS/A Level Year 1 breakdown

Topic 1: Social psychology

- ❖ Theories of obedience.
- ❖ Research into obedience.
- ❖ Factors affecting obedience.
- ❖ Explanations and research into prejudice.
- ❖ Factors affecting prejudice.
- ❖ Individual differences in obedience and prejudice.



AS/A Level Year 1 breakdown

Topic 1: Social psychology

- ❖ Developmental psychology in obedience and prejudice.
- ❖ Methods.
- ❖ Studies: Sherif et al. (1954/1961) plus a contemporary study.
- ❖ Key question.
- ❖ Practical investigation.



AS/A Level Year 1 breakdown

Topic 2: Cognitive psychology

- ❖ Theories of memory.
- ❖ Individual differences in memory.
- ❖ Developmental psychology in memory.
- ❖ Methods.
- ❖ Studies: Baddeley (1966b) plus one contemporary study.
- ❖ Key question.



AS/A Level Year 1 breakdown

Topic 2: Cognitive psychology

❖ Practical investigation.



AS/A Level Year 1 breakdown

Topic 3: Biological psychology

- ❖ The central nervous system.
- ❖ The effect of recreational drugs on the transmission process in the CNS.
- ❖ Explanations of aggression as a human behaviour.
- ❖ Individual differences.
- ❖ Developmental psychology.



AS/A Level Year 1 breakdown

Topic 3: Biological psychology

- ❖ Methods.
- ❖ Studies: Raine et al. (1997) plus one contemporary study.
- ❖ Key question.
- ❖ Practical investigation.



AS/A Level Year 1 breakdown

Topic 4: Learning theories

- ❖ Classical conditioning.
- ❖ Operant conditioning.
- ❖ Social learning theory.
- ❖ How learning theories explain the acquisition and maintenance of phobias.
- ❖ Treatments of phobias based on learning theories.



AS/A Level Year 1 breakdown

Topic 4: Learning theories

- ❖ Individual differences.
- ❖ Developmental psychology.
- ❖ Methods.
- ❖ Studies: Watson and Rayner (1920) plus one contemporary study.
- ❖ Key question.
- ❖ Practical investigation.



A Level Year 2 breakdown

Topic 5: Clinical psychology

- ❖ Diagnosis of mental disorders.
- ❖ Classification systems.
- ❖ Symptoms, feature and explanations of schizophrenia and one other disorder.
- ❖ Treatments for schizophrenia and one other disorder.
- ❖ Individual differences.
- ❖ Developmental psychology.



A Level Year 2 breakdown

Topic 5: Clinical psychology

- ❖ Methods.
- ❖ Studies: Rosenhan (1973), one contemporary study on schizophrenia, Carlsson et al (2000) plus one contemporary study on another disorder.
- ❖ Key question.
- ❖ Practical investigation.



A Level Year 2 breakdown

Topic 6: Criminological psychology

Topic 7: Child psychology

Topic 8: Health psychology

Topic 9: Psychological skills

- ❖ Methods
- ❖ Synoptic review of studies
- ❖ Issues and debates



Delivering our specifications

To help you deliver our specification, we have a range of support materials:

- ❖ Getting Started Guide including course Planner and schemes of work.
- ❖ Component Guides for Topics and Mathematical skills.
- ❖ Specimen exam papers.
- ❖ Exemplar booklets with examiners comments.



Delivering our specifications

To help you deliver our specification, we have a range of support materials:

- ❖ Exam papers and mark schemes for papers already sat.
- ❖ Examiners' reports
- ❖ Selected studies summaries.
- ❖ Ask the Expert.



Getting started guide

- ❖ These cover different possible teaching ‘routes’.
- ❖ The most common routes are:
 1. teaching AS content first:
 - some students sit AS at the end of Year 12
 - this method of delivery can also be used if only some students in a class wish to take an AS exam.



Getting started guide

2. teach A level only:

- allows a more thematic approach to teaching across all Topics
- students unlikely to be able to sit AS.



Component guides

- ❖ Written by experts and informed by teachers.
- ❖ Designed to refresh knowledge and give suggested teaching approaches.
- ❖ Provide approaches to teaching the specification content.
- ❖ Lesson ideas, including suggested classroom materials.
- ❖ Includes references for the studies.
- ❖ Suggests references for examples of key questions.
- ❖ Provides guidance and suggestions for the practical investigation.



Exemplar booklets and Examiners' reports

- ❖ Written by principal examiners with reasoning.
- ❖ Gives commentary on the exam paper as a whole and on individual questions.
- ❖ Designed to show good answers and common errors.
- ❖ Includes student responses and reasonings for the mark the response achieved.
- ❖ Includes examiner tips.

Assessment





AS assessment

Paper 1: Social and cognitive psychology.

1h 30 min, 70 marks.

50% of AS

Social psychology and cognitive psychology (Topics 1 and 2)

Section A: 29 marks: Social psychology

Section B: 29 marks: cognitive psychology

Section C: 12 marks: One extended answer covering both social psychology and cognitive psychology.

Paper 2: Biological psychology and learning theories.

1h 30 min, 70 marks.

50% of AS

Biological psychology and learning theories (Topics 3 and 4).

Section A: 29 marks: Biological psychology.

Section B; 29 marks: Learning theories.

Section C: 12 marks: One extended answer covering both biological psychology and learning theories.



A level assessment

Paper 1. Foundations in psychology.	Paper 2: Applications of psychology.	Paper 3: Psychological skills.
<p>2h, 90 marks</p> <p>35% of A level</p> <p>Social psychology, cognitive psychology, biological psychology and learning theories. (Topics 1 to 4)</p> <p>Section A to D cover the topics, one topic per section.</p> <p>Section E: two extended response questions on issues and debates covering a range of topic areas.</p>	<p>2h, 90 marks</p> <p>35% of A level</p> <p>Clinical psychology (Topic 5) and one of topic 6,7,or 8.</p> <p>Section A: 54 marks: Clinical psychology</p> <p>Section B: 36 marks: A choice of one of criminological psychology, child psychology or health psychology.</p>	<p>2h, 80 marks</p> <p>30% of A level</p> <p>Section A: 24 marks: Research methods</p> <p>Section B: 24 marks: Synoptic review of studies.</p> <p>Section C: 32 marks: Issues and debates</p>



Command words

To help students understand the answer our examiners want to see, we use command words in questions.

Our command words:

- ❖ are reflected in the mark scheme for each question
- ❖ Appendix 6 (page 79) in the specification sets out the expectation of each command word.
- ❖ are the only words that can be used to ask a question



Command words continued

- ❖ The definition/meaning shows what is needed for the different command words.
- ❖ There will only be one command word per question.



Command words: Activity

Which of the following questions cannot be asked in an exam and why not?

- ❖ Describe and evaluate agency theory.
- ❖ Explain one strength of your practical research exercise in XXX.
- ❖ Outline the HCPC guidelines for clinical practitioners.
- ❖ What factors affect individual differences within learning theories?



Types of questions:

Short answer questions

- ❖ Can be from 1 mark up to 7 marks.
- ❖ Can use any command word apart from those used for extended response questions.
- ❖ Can cover AO1: Knowledge and understanding.
- ❖ Can cover AO2: Applying knowledge and understanding.
- ❖ Can cover AO3: Analysis, interpretation and evaluation.
- ❖ One accurate and correct point will gain 1 mark.



Types of questions:

Short answer questions

For example:

- ❖ Explain **one** weakness of using danger to diagnose mental health disorders. (2)

Answer:

Some behaviours may be considered dangerous but are not a symptom of a mental disorder by some people, such as car racing, so using danger may be subjective as it depends on the psychiatrists perception of why a person is taking part in something that is dangerous.



Types of questions:

Stimulus response questions

- ❖ These questions usually cover AO2.
- ❖ There will be a stimulus before the question.
- ❖ The answer will require the students to include details from the stimulus.
- ❖ Research methods may be assessed through stimulus response questions.



Types of questions:

Stimulus response questions

For example:

- ❖ Mr Robinson has asked geography students and mathematics students to take part in an experiment. He asked both sets of students to learn a list of 20 words. The mathematics students were given an interference task before retrieval of the word list. The geography students did not have an interference task.
- ❖ Explain one strength of Mr Robinson using quantitative data in his experiment. (2)



Types of questions:

Stimulus response questions

Answer:

Quantitative data is a strength as the data is ^{is} ~~is~~ has objective. This is because quantitative data ~~is~~ numerical value which means that Mr Robinson can objectively say that a participant achieved a total of 20 on their list of words, ^{for example,} rather than using qualitative data which is more subjective and therefore harder to decipher/analyse.



Types of questions:

Extended open response questions

- ❖ These will be 8, 12, 16 or 20 marks.
- ❖ They will cover at least two of the assessment objectives.
- ❖ They can only be asked using the following command words.
- ❖ Assess.
- ❖ Discuss.
- ❖ Evaluate.
- ❖ To what extent?
- ❖ They are marked using levels based marking.



Types of question.

Extended open response questions

For example:

- ❖ Evaluate the working memory model (Baddeley and Hitch, 1974). (8)
- ❖ Discuss the practical issues faced by psychologists when designing and implementing research in learning theories and biological psychology. (8)



Types of questions:

Extended open response questions

(12)

- ❖ Kylie witnessed a crime and had to go to the police station for an interview. The crime involved a robbery of a shop in a busy shopping centre. Kylie was walking past the shop with her friends when she heard the shopkeeper shouting for help, as the thief ran out of the shop. The police carried out a cognitive interview to gather as much information as possible from Kylie about what she witnessed.
- ❖ To what extent would the cognitive interview be effective in gathering accurate information from Kylie about the crime she witnessed? You must make reference to the context in your answer.

(16)



Types of questions:

Extended open response questions

(12)

- ❖ Assess the practical and ethical implications of using animals in psychological research. (20)



Marking activity 1

Explain one strength of one cognitive-behavioural treatment for offenders. (2)

Student answer:

one strength of using anger management as a form of CBT is that it provides offenders with a skill that they only need to learn once in order to be able to potentially control their negative, criminal behaviour for the rest of their lives. This means it is cheaper and more cost-effective in the long run than other treatments such as drug treatments which an offender has to keep up with forever - more.



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Marking activity 2

Jodi attended a number of birthday parties when she was younger. At all of the parties there was a clown who burst a balloon which scared Jodi. Jodi is now fearful of clowns. Using your knowledge of classical conditioning, explain how Jodi developed a fear of clowns. (4)

Jodie had an unconditioned response of fear to a balloon being burst, which was an unconditioned stimulus. The clown was a neutral stimulus ^{and had no response} until it was paired with the unconditioned stimulus of the balloon popping which led to the unconditioned response of fear. Jodie then associated the unconditioned stimulus of balloon bursting to the clown, which became a conditioned stimulus because of the association, resulting in the new conditioned response of fear to the stimulus.



Marking activity 2

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Guidance documents

To help you with the assessment of our specification, we have a range of support materials:

- ❖ Sample assessment materials and mark schemes.
- ❖ Exemplar booklets of answers with senior examiner comments.
- ❖ Levels-based marking guidance and exemplar document.
- ❖ Past question papers and mark schemes.
- ❖ Examiners' reports with examples of students' responses and commentaries.



Guidance documents

To help you with the assessment of our specification, we have a range of support materials:

- ❖ Mathematical guidance.
- ❖ Selected summaries resource.
- ❖ Ask the Expert.

The practicals





The practical

- ❖ There is one practical for each topic, 6 in total.
- ❖ They can be carried out as a class or in small groups.
- ❖ They can be assessed in the exam papers.
- ❖ They must be ethical.
- ❖ Examples of possible practicals are given in the specification.
- ❖ Practicals must collect data that is related to the topics covered in the topic area.



The practical: Hints and suggestions

- ❖ Let students work in small groups.
- ❖ Give students a choice of practicals within the topic area.
- ❖ Students design their materials.
- ❖ Guide the students through the inferential statistical tests, but let them work them out using a calculator.



The practicals: Activity

- ❖ Think of how students may design and carry out a possible practical from social psychology.
- ❖ If possible, try and think of a practical that is not used as an example.



Can these practicals be done?

- ❖ An experiment to see the difference in working memory in primary school children and secondary school children. (Cognitive psychology)
- ❖ A correlation into time spent on social media and sleep. (Biological psychology)
- ❖ An observation into the behaviour of people who are scared of spiders when they are shown a spider. (Learning theories)
- ❖ A questionnaire about people's attitudes to those with mental health. (Clinical psychology)

Support





Tracking progress

ResultsPlus

- ❖ Detailed analysis available of your students' exam performance.
- ❖ It can help you to identify topics and skills where students could benefit from further learning.
- ❖ Mock Analysis provides analysis of past exam papers which can be set as mock exams.



Support materials

❖ **Getting Started Guide** - helping you understand the changes to content and assessment in our specifications.

❖ **Schemes of Work** - helping you plan your delivery.

These materials are provided **free** for each subject through the website.



Endorsed resources

- ❖ Student books and other teacher resources:
 - ✓ **Hodder:** Year 1 and 2 textbooks, research methods, exam practice and mathematical skills.
 - ✓ **Pearson:** Year 1 and 2 textbook, with support for synoptic understanding, exam practice, maths and practical skills.
- ❖ Revision Guides and Workbooks.



Personal support

- ❖ – Science Subject Advisor
 - Subject Advisor email:
TeachingScience@pearson.com
- ❖ Ask the Expert
- ❖ Support for local network events
- ❖ Science Team Updates – email support giving regular news, past papers, information on training...
scienceteamupdates@pearson.com

Any questions?

