

A Level Psychology



COMPONENT GUIDE 2 – ISSUE 2

Applications of Psychology

Psychology 2015

Component Guide 2: Applications of Psychology

Contents

Introduction	1
Overview of changes	1
Changes to AS and A level qualifications	1
Clinical Psychology	1
Key content /topic description	1
Detailed content changes	4
Resources and references	8
Practical guidance	13
Key question	13
Issues and debates	15
Criminological Psychology	16
Key content/ topic description	16
Detailed content changes	19
Resources and references	24
Practical guidance	26
Key questions	27
Issues and debates	29
Child Psychology	30
Key content /topic description	30
Detailed content changes	34
Resources and references	38
Practical guidance	41
Key question	41
Issues and debates	43
Health Psychology	44
Key content /topic description	44
Detailed content changes	47
Studies	50
Resources and references	51

Issues 2 – November 2016

Practical guidance	54
Key question	54
Issues and debates	56
Quantitative skills guidance for all topics	57
Mapping to 2008 specification	58
Assessment overview	63

Introduction

The specification has been developed in consultation with the teaching community, higher education, learned societies and subject associations. Teachers from a range of schools and colleges – in focus groups, phone interviews and face-to-face conversations – have provided feedback at each stage and have helped us to shape the specification. Psychology academics in UK universities have helped us understand how to build on the strengths of the 2008 A level specification and advised on how progression to undergraduate study could be improved.

Component Guide 2: Applications of Psychology provides an overview of the new specification relating to the applications of psychology, to help you get to grips with the changes to content and assessment, and to help you understand what these mean for you and your students.

Overview of changes

Changes to AS and A level qualifications

From September 2015, A level Psychology will be a linear qualification. This means that all examinations must be sat at the end of the two-year course.

From September 2015, AS level Psychology will be a stand-alone qualification. This means that it cannot be used to contribute towards an A level Psychology grade.

Year Two, covering applications of psychology, is A-level only. As such an AS student would not cover this material. There is therefore no mention in **Component Guide 2: Applications of Psychology** of co-teaching, as this is irrelevant to this component.

A number of changes have been made to Year 2 from the 2008 specification:

- Clinical Psychology is now an application that goes with the other applications (a choice of one from Criminological, Child and Health Psychology). This differs from the GCE 2008 specification in which the clinical topic formed part of Unit 4 and in that sense stood alone.
- In Unit 3 GCE 2008, Sports Psychology was a topic area. Within GCE 2015, Sports Psychology has been removed from the specification.
- GCE 2008 Units 3 and 4 have been merged so that Clinical Psychology and issues and debates are together with Criminological, Child and Health Psychology (choice of one) to make up Year Two within GCE 2015.
- Year Two has two papers, with one being Paper 2, the applications, and the subject of this component guide. The other paper is Paper 3, Psychological Skills, which is broadly the issues and debates part of Unit 4 and has its own component guide: **Psychological Skills**.

The clinical topic within Unit 4 GCE 2008 has been amalgamated with the applied areas of Unit 3 GCE 2008 to create the applications of psychology component within GCE 2015, which focuses solely upon the variety of ways in which psychological skills and knowledge can be applied within the field of psychology.

Clinical Psychology

Key content /topic description

This section focuses upon the explanations for and treatment of mental health issues. Treatment options include Psychological and Biological approaches.

Individual differences and developmental psychology can be considered when learning about, for example, links between personality factors and mental disorders, and when learning about genetic influences (nature) or environmental influences (nurture) within different explanations for mental health disorders.

Key topic areas:

- The diagnostic approach to mental illness, including the use of diagnostic classification systems of ICD and DSM.
- Students will be required to demonstrate an understanding of two different mental health disorders, one of which is schizophrenia. The content includes the symptoms of the disorder, and alternative explanations for the disorder. The other mental health disorder must come from anorexia nervosa, obsessive compulsive disorder (OCD) or unipolar depression.
- Treatments of mental disorders, including schizophrenia should come from different topic areas. For each disorder, two treatment options are required.

The sections below offer some content guidance, and cites some possible resources for the clinical psychology topic. Any of the content in the specification could be assessed using either a single assessment objective (AO) or a combination of assessment objectives (AOs). Any of the taxonomy (command words) could be used to assess any of the content in the specification.

If you have specific queries please contact either the Subject Advisor for Psychology or use the Ask the Expert service. Remember that whilst endorsed material (e.g. text books) or Internet websites can be helpful, the official specification and associated assessment guidance materials are the only authoritative source of information and should always be referred to for definitive guidance. Use of original sources (e.g. journal articles) are encouraged when delivering the specification as endorsed resources (e.g. text books) will not be used as a source of material for any assessment set by Pearson.

Please take note of page 5 in the A-level specification too which gives an important 'Assessment overview' and states the following relevant to all areas of the specification:

- Students should be able to define any terms given in the specification
- Students may be required to respond to stimulus material using psychological concepts, theories and research from across topic areas.
- Students may be asked to consider issues of validity, reliability, credibility, generalisability, objectivity and subjectivity in their evaluation of studies and theories.

Table 1:1 content/ material in Clinical Psychology

Section	Summary of material
Content	<p>Diagnosis of mental disorders, including deviance, dysfunction, distress, and danger.</p> <p>Classification systems (DSM IVR or DSM V, and ICD) for mental health.</p> <p>Schizophrenia and one other disorder from anorexia nervosa, OCD and unipolar depression.</p> <p>For both disorders, symptoms and features are required.</p> <p>For schizophrenia the idea that neurotransmitters are an explanation, one other biological explanation and one other explanation.</p> <p>For the 'other' disorder, one biological and one non-biological.</p> <p>For schizophrenia and the other disorder, candidates should be familiar with two treatments for each disorder: one biological and one psychological.</p> <p>Individual differences: Cultural effects can lead to individual differences in mental health disorders, e.g. non-biological explanation for schizophrenia. Cultural effects can lead to different diagnoses of mental health disorders affecting reliability and validity.</p> <p>Developmental psychology: issues around development of mental health disorders such as genes, environmental influences.</p>
Methods	<p>Awareness of Health and Care Professions Council (HCPC) guidelines for clinical practitioners.</p> <p>The use of longitudinal, cross-sectional, cross-cultural methods, meta-analysis, and the use of primary and secondary data when researching mental health.</p> <p>The use of case studies, to include an example study.</p> <p>The use of interviews, including an example study.</p> <p>Within the methods mentioned here, analysis of quantitative data using both descriptive and inferential analysis of qualitative data using thematic analysis and grounded theory.</p>
Studies	<p>Classic study: Rosenhan (1973) On being sane in insane places.</p> <p>One contemporary study on schizophrenia: Carlsson et al. (2000) network interactions in schizophrenia – therapeutic implications.</p> <p>One contemporary study on another disorder: from a choice given in the specification.</p>
Key question	<p>One key question of relevance to today’s society, discussed as a contemporary issue for society.</p> <p>Concepts, theories and/or research applied to the key question.</p>

Practical	<p>Content analysis which explores attitudes to mental health.</p> <p>Perform a summative content analysis.</p> <p>Content analysis to focus on at least two sources to compare attitudes towards mental health.</p>
Issues and debates	<p>See Table 1.2 for a list of the issues and debates in the specification as these appear in all the applications covered in this component guide.</p>

Issues and debates in Clinical Psychology

Table 1:2 the eleven issues and debates in the GCE 2015 specification

Issues and debates in the GCE 2015 specification
• Ethical issues in research (animal and human).
• Practical issues in the design and implementation of research.
• Reductionism in the explanation of behaviour.
• Comparisons between ways of explaining behaviour using different themes.
• Psychology as a science.
• Cultural and gender issues within psychological research.
• The role of both nature and nurture within psychology.
• An understanding of how psychological understanding has developed over time.
• The use of psychology in social control.
• The use of psychological knowledge within society.
• Issues related to socially sensitive research.

These issues are discussed in more detail when looking at the themes in issues and debates in **Component Guide 3: Psychological Skills** and are briefly explained here in relation to Clinical Psychology.

Examples of specific Clinical Psychology issues and debates, as applicable to the eleven topic areas given previously are:

- **Ethics** (e.g. issues of diagnosing mental disorders such as using labelling; obtaining consent for participation in research; HCPC guidelines for practitioners).
- **Practical issues in the design and implementation of research** (e.g. quantitative vs. qualitative data, balancing validity with reliability).
- **Reductionism** (e.g. in research where causes of mental disorders are isolated and diagnoses are not holistic).
- **Comparisons between ways of explaining behaviour using different themes** (e.g. International Classification of Diseases (ICD) and Diagnostic and Statistical Manual (DSM); different explanations for mental health issues).

Issues 2 – November 2016

- **Psychology as a science** (e.g. in research which involves biological methods; in treatments such as drug therapies; in research which uses scientific research methods such as laboratory experiments).
- **Culture** (e.g. cultural differences in diagnosis practices) **and gender** (e.g. gender featuring as a difference in frequency of a disorder).
- **Nature- nurture** (e.g. different theories of what causes mental disorders, biological compared to social approaches).
- **An understanding of how psychological understanding has developed over time** (e.g. DSM changes; changes in therapies; changing explanations for mental health issues).
- **Issues of social control** (e.g. policies for the treatment and therapy for mental health issues can itself be seen as a form of social control).
- **The use of psychological knowledge within society** (e.g. therapies and treatments for mental health issues).
- **Issues related to socially sensitive research** (e.g. research in the area of mental health and cultural issues).

Detailed content changes

Table 1:3 Comparison of Clinical Psychology in GCE 2015 and GCE 2008 Section

	GCE 2015	GCE 2008
Content	<p>The range of options for the second taught disorder has been reduced. Choices are now unipolar depression, OCD and anorexia nervosa.</p> <p>Four 'D's added'.</p> <p>Reference made to ICD classification system.</p>	<p>Second taught disorder could be selected from six options.</p> <p>Reference only to DSM.</p>
Methods	<p>HCPC guidelines added following changes in professional registration.</p> <p>Greater emphasis upon mathematics.</p>	<p>Reference only to BPS practice.</p> <p>Some mathematical requirements.</p>
Studies	<p>Changes to contemporary studies to reflect research progress.</p> <p>A choice of two specified studies for each second taught disorder.</p>	<p>Other than the classical study, studies within the specification were given as examples, thereby allowing for large potential variation in studies studied amongst centres.</p> <p>Rosenhan (1973) is still the classic study.</p>
Key question	<p>Examples of key questions given, reflecting contemporary issues.</p>	<p>Remains the same idea with section now called 'key question' instead of 'key issue'.</p>

Practical	Investigations focus upon content analysis.	Investigation requires description of an issue and preparation of a leaflet.
Issues and debates	See Table 1:2 (page 5) to explain the changes to issues and debates.	

Explanation of the changes to and requirements in Clinical Psychology

Content:

- This section draws upon the different topic areas studied in Year One in 'Foundations of Psychology'. These include Social, Cognitive and Biological Psychology, as well as Learning Theories to explain and treat mental health issues. The psychodynamic approach is also covered briefly in Year One and can be picked up on in Year Two. Behaviourism as an approach is covered within Learning Theories, so it is also available for use in Year Two. This is the same as in GCE 2008. The psychodynamic approach is within the Biological Psychology topic area and behaviourism is within the Learning Theories topic area.
- Schizophrenia remains the main mental disorder covered within the component as in GCE 2008.
- GCE 2008 gave broad optionality for the second taught mental disorder. For GCE 2015, this has been reduced. Of the optional disorders, bipolar affective disorder has been removed, as have phobias and bulimia nervosa. The available options for GCE 2015 are anorexia nervosa, obsessive compulsive disorder and unipolar depression. One of these three is chosen as the 'other' disorder. Phobias are still covered but elsewhere within Learning Theories in 'Foundations of Psychology'.
- The ICD diagnostic classification of mental illness is explicitly included to reflect the alternative classification to DSM. With recent changes to the DSM and, at the time of the writing of GCE 2015, impending amendments to ICD, either DSM-IV-R or DSM V can be taught alongside ICD. The four 'D's have also been added.
- As in GCE 2008, the focus is on symptoms and features, explanations and treatment/therapy, with two explanations (the two for schizophrenia treatments/therapy must come from different topic areas. The two for the other chosen disorder must come from different topic areas – these may be from the same topic areas as those used for schizophrenia).
- Note the specifics when it comes to choosing explanations and treatments/therapies. As in GCE 2008 there is a requirement to draw on Year One topic areas (previously the approaches) so explanations and treatments to an extent should range between 'approaches'. The specification offers guidance. The features and symptoms of schizophrenia must include thought insertion, hallucinations, delusions, disordered thinking. Explanations for schizophrenia must include neurotransmitter functioning, one other biological explanation and one non-biological explanation. For the 'other' disorder (anorexia nervosa, OCD or unipolar depression), features and symptoms are not specified, neither are the two explanations (though these must be one biological and one psychological explanation).

Summary of changes to content:
4 'D's are added and the ICD. Choice of 'other' disorder is different. One more explanation for schizophrenia. Some specified features/symptoms for schizophrenia. A lot remains the same. As in other topic areas, individual differences and developmental psychology are signposted

Methods:

- Much of what is in GCE 2008 with regard to research methods is also in the GCE 2015 specification. There is material in Clinical Psychology that is elsewhere in the GCE 2008 specification, such as longitudinal and cross-sectional designs.
- The methodological component focuses on primary and secondary data to research mental health. It also explicitly highlights other research approaches, including longitudinal, cross-sectional, cross-cultural and meta-analysis methods. The use of interviews and case studies within clinical psychology is highlighted as it was in GCE 2008, though in GCE 2008 there was a choice of two methods used to research schizophrenia rather than having more specified material to cover.
- In GCE 2008 there was a choice of two research methods used to study schizophrenia and one study that used each, so GCE 2015 is different in this respect. In GCE 2015, the focus is on interview and on case study and requires a study in each case. There is still the same idea of two methods and a study for each, but the free choice has been removed to an extent. The choice of study remains.
- To bring the topic in line with the role of a practicing clinical psychologist, students are required to be aware of Health and Care Professions Council (HCPC) guidelines for clinical practitioners as, since GCE 2008, the HCPC has become the governing body of psychological practitioners.
- Students are required to have an understanding of quantitative data, including an ability to use and interpret data from a range of appropriate statistical tests, and there is a focus on qualitative data and its analysis too. This is required at a greater depth than GCE 2008. GCE 2015 has a greater emphasis on the mathematical element in psychology. The four statistical tests are those from Year One and are the same as in the AS in GCE 2008, except for the Wilcoxon test being added. Students will know a lot of this material from their Year One learning (though for qualitative data, grounded theory is added as a method of analysis).

Summary of changes to method:
Methods are added (cross-sectional, longitudinal, cross-cultural, meta-analysis). Analysis of qualitative data is specified (thematic analysis and grounded theory). Case study and interview is required whereas in GCE 2008 there was a choice. One study for each is required, still a choice. There is a different emphasis on inferential statistics.

Studies:

- There have been changes to the studies included within the specification. Rosenhan (1973) remains as a classic study. The definition of 'classic study' is not just an 'old' study but also looking for a study that led to a lot of other research or was classic in its methodology perhaps. The classic study is intended to link to the 'history of psychology' and also to be illustrative of the topic area it is found within.
- This study is a review, which is different from the other studies in the specification.
- A study focusing on schizophrenia has been specified, which was not the case in GCE 2008.
- Contemporary studies have been reviewed and more relevant, up-to-date studies selected. Contemporary studies are intended to represent psychology as it is today, or at least to be up-to-date in their focus as far as possible – whilst choosing work that is compact enough to suit this specification. For each 'other' disorder there is a choice of two contemporary studies to choose one from. So the requirement is one contemporary study as in Year One topic areas.
- The reference section on pages 10–13 provides citations for the studies, with a summary of where the studies can be located electronically. There are specific studies identified for each of the optional disorders, with two studies identified for each disorder, and one specified for schizophrenia.

Summary of changes in studies:
One specified study for schizophrenia now, not a choice. One choice of study for the 'other' disorder out of two (this was previously a free choice). The required classic study remains the same.

Key question:

- The focus on the key question is to discuss the topic areas as a contemporary issue, rather than an academic argument. This has the result of making this section of the topic much more applied, and therefore transferrable to higher education and

Issues 2 – November 2016

psychology practice. The key issue in GCE 2008 was just described and then a leaflet prepared as the practical. In GCE 2015 the key question requires theories, research and ideas applied to it as in the AS in GCE 2008. There is a free choice of key question as there was with the key issue in GCE 2008.

Suitable examples are in the specification and are just examples. In the specification the examples are:

- How do different societies define mental health disorders?
- What are the issues surrounding mental health in the workplace?

Practical:

- The practical investigations should be undertaken using a content analysis approach - this has to be a summative content analysis. The focus remains on mental health, as with GCE 2008. Greater guidance has been provided as to how the practical should be undertaken to ensure compliance with the specification requirements.
- By Year Two, students will have already been introduced to content analysis as a research method. This topic allows for the application of this method within a clinical framework. In GCE 2008 the practical was to prepare a leaflet and note the audience and so on. In GCE 2015 the practical investigation involves gathering data in line with feedback asking for more 'practical' practicals in Year Two as well as in Year One (in GCE 2008, this was the AS year).

Suitable examples include:

- Comparing how attitudes have changed over time.
- How different sources report mental health.

Issues and debates:

- There are eleven different issues and debates outlined within the specification, compared to six broad topics identified within GCE 2008. The content of these issues remains similar to GCE 2008, though also reflects contemporary issues within psychology since the development of the last specification. Issues and debates are summarised and reviewed in Paper 3, see **Component Guide 3: Psychological Skills** for more about issues and debates. Pages 5-6 give examples to show how issues and debates link to material in Clinical Psychology.

Resources and references

This section looks at resources and references for Clinical Psychology as it is in the specification. References are looked at first, followed by resource ideas.

A) References for the studies in Clinical Psychology

The classic studies can sometimes be found on the Internet directly, and otherwise are available through inter-library loan or by purchasing a copy using the Internet.

Study type	GCE 2015 classical study references
Compulsory classic study	Rosenhan, D.L. (1973) On being sane in insane places. <i>Science, New Series</i> , Jan 19 1973, 179(4070), pp. 250–258.

Each of the contemporary studies mentioned within the Clinical Psychology specification are noted in the table below. Rosenhan (1973) (above) and Carlsson et al. (2000) are compulsory studies. Students are also required to learn one of the two specified studies for their chosen second disorder.

Study type	GCE 2015 contemporary study references
Compulsory contemporary study: schizophrenia	Carlsson, A., Waters, N., Waters, S., & Carlsson, M.L. (2000) Network interactions in schizophrenia – therapeutic implications. <i>Brain Research Reviews</i> , 31(2000), 342–349.
Contemporary study choice: depression	Kroenke, K., Strine, T.W., Spitzer, R.L., Williams, J.B.W., Berry, J.T., & Mokdad, A.H. (2008) The PHQ-8 as a measure of current depression in the general population. <i>Journal of Affective Disorders</i> , Apr 2008 114, 163–173; doi:10.1016/j.jad.2008.06.026.
	Williams, A.D., Blackwell, S.E., MacKenzie, A., Holmes, E.A., & Andrews, G. (2013) Combining imagination and reason in the treatment of depression: a randomised control trail of internet based cognitive bias modification and internet-CBT for depression. <i>Journal of Consulting and Clinical Psychology</i> , 81(5), 793-799.
Contemporary study choice: anorexia	Scott-Van Zeeland, A.A., Bloss, C.S., Tewhey, R., Bansal, V., Torkamani, A., Libiger, O., Duvvuri, V., Wineinger, N., Galvez, L., Darst, B.F., Smith, E.N., Carson, A., Pham, P., Phillips, T., Villarasa, N., Tisch, R., Zhang, G., Levy, S., Murray, S., Chen, W., Srinivasan, S., Berenson, G., Brandt, H., Crawford, S., Crow, S., Fichter, M.M., Halmi, K.A., Johnson, C., Kaplan, A.S., La Via, M., Mitchell, J.E., Strober, M., Rotondo, A., Treasure, J., Woodside, D.B., Bulik, C.M., Keel, P., Klump, K.L., Lilenfeld, L., Plotnicov, K., Topol, E.J., Shih, P.B., Magistretti, P., Bergen, A.W. Berrettini, W., Kaye, W., & Schork, N.J.(2013) Evidence for the role of EPHX2 gene variants in anorexia nervosa. <i>Molecular Psychiatry</i> , Advanced online publication, doi: 10.1038/mp.2013,91.
	Guardia, D., Conversy, L., Jardri, R., Lafargue, G., Thomas, P., Dodin, V., Cottencin, O., & Luyat, M. (2012) Imagining one's own and someone else's body actions: dissociation in anorexia nervosa. <i>PLoS ONE</i> , 7(8), e43241, doi:10.1371/journal.pone.0043241.
Contemporary study choice: OCD	Masellis, M., Rector, N. A., & Richter, M. A. (2003) Quality of life in OCD: differential impact of obsessions, compulsions, and depressions co morbidity. <i>Canadian Journal of Psychiatry</i> , 48, 72–7.
	POTS (Paediatric OCD Treatment Study) team including March et al. (2004) Cognitive behaviour therapy, Sertraline, and their combination for children and adolescence with OCD. <i>JAMA</i> , October 27, 292(16), 1969–1976.

B) Resources – where to find the studies

Many of the classic and contemporary studies can be found on the Internet and all can be found using the British Library. Other libraries can access the studies through the inter-library loan system. Some studies have the abstract on the Internet and a link to buying the PDF.

Links to the studies are given below, though changes over time might mean those links no longer work. Some links are to the abstract, with a PDF of the complete paper available for purchase. Some links are direct to a study (direct link). Some studies have to be accessed using the library (library access).

Study type	Study name	Suggested link
Compulsory classic study	Rosenhan (1973)	http://www.jstor.org/discover/10.2307/1735662?sid=21105175108781&uid=3738032&uid=2&uid=4 – direct link but check JSTOR copyright.
Compulsory contemporary study: schizophrenia	Carlsson et al. (2000)	http://geza.kzoo.edu/~erdi/skread/Carlsson_2000.pdf – direct link.
Contemporary study choice: depression	Kroenke et al. (2008)	http://www.nri-inc.org/projects/SDICC/WorkGroups/Kroenke_p_hq8.pdf – direct link.
	Williams et al. (2013)	https://www.researchgate.net/publication/237095228_Combining_Imagination_and_Reason_in_the_Treatment_of_Depression_A_Randomized_Controlled_Trial_of_Internet-Based_Cognitive-Bias_Modification_and_Internet-CBT – direct link through 'research gate' which people can sign up to.
Contemporary study choice: anorexia	Scott-Van Zeeland et al. (2013)	http://www.readcube.com/articles/10.1038/mp.2013.91 – direct link, online article
	Guardia et al. (2012)	http://www.plosone.org/article/info%3Adoi%2F10.1371%2Fjournal.pone.0043241 – direct link, Plos One article, check copyright.
Contemporary study choice: OCD	Masellis et al. (2003)	Library access.
	POTS (Paediatric OCD Treatment Study) team (2004)	http://www.ufrgs.br/toc/images/artigos_de_inte_rresse/ensaios_clinicos/POTS%20randomized%20Trial%20JAMA%202004.pdf – direct link.

c) Reference and link to the two suggested studies for case study and interview research methods

Research method	Study name	Reference and suggested link
Case study studying mental health.	Lavarenne et al. (2013). Containing psychotic patients with fragile boundaries: a single group case study.	<p>Lavarenne, A., Segal, E., & Sigman, M. (2013). Containing psychotic patients with fragile boundaries: a single-session group case study. <i>American Journal Of Psychotherapy</i>, 67(3), 293–302.</p> <p>http://www.ncbi.nlm.nih.gov/pubmed/24236357 – the Pub Med link.</p> <p>https://www.readbyqxmd.com/read/24236357/containing-psychotic-patients-with-fragile-boundaries-a-single-session-group-case-study – another link.</p>
Interview studying mental health.	Vallentine et al. (2010). Psycho-educational group work for detained offender patients: understanding mental illness.	<p>Vallentine, V., Tapp, J., Dudley, A., Wilson, C., & Moore, E. (2010). Psycho-educational group work for detained offender patients: understanding mental illness. <i>Journal Of Forensic Psychiatry & Psychology</i>, 21(3), 393–406, doi:10.1080/14789940903402191</p> <p>http://www.tandfonline.com/doi/full/10.1080/14789940903402191 – the link to Taylor and Francis online where you can go to the journal and then purchase the study.</p> <p>http://www.researchgate.net/publication/259470789_Psycho-educational_groupwork_for_detained_offender_patients_understanding_mental_illness – the research gate link and you can register to get the article.</p>

D) Suggested resources – the studies

The **full versions** of the studies are mainly the best option but some summarizing might be useful. In this section candidates will be expected to know one classic and two contemporary studies in good detail.

Textbooks will summarise in reasonable detail, however, where possible it is advised that candidates are able to access the full study.

In some cases, results sections are rather complex and full knowledge of all the results are not likely to be expected (unless the results are at a reasonable level of detail).

Online resources can be found, however, this is not likely to be the case for all studies. Summaries can be useful but would need to be at a good depth, and often they are not.

To support centres with the compulsory studies, Edexcel have published a support document on the website which provides a summary of the studies which are not freely available on the Internet. This document is for guidance only and does not include any application or evaluation material, which may be required in the examination. This document can be found at the following link:

http://qualifications.pearson.com/content/dam/pdf/A%20Level/Psychology/2015/teaching-and-learning-materials/Selected_studies_summaries.pdf

E) Suggested resources – other

Subject	Some suggested resources
Four 'D's	http://ispub.com/IJPSY/1/1/5049 – this is an article by T Davis that explores the four D's and diagnosis.
DSM	http://www.psychiatry.org/practice/dsm – this is an article about DSM and includes information on DSM V.
ICD	http://www.who.int/classifications/icd/en/ – this is the World Health Organisation page on classification.
Schizophrenia: symptoms and features	http://www.helpguide.org/mental/schizophrenia_symptom.htm – this is a general site but gives a lot of useful background for students. http://www.mind.org.uk/information-support/types-of-mental-health-problems/schizophrenia/ – this is the 'mind' site which might be good for students to see some 'reality' around having schizophrenia.
Schizophrenia: explanations	http://www.slideshare.net/sramragh/biological-aspects-of-schizophrenia?related=1 – this is a PowerPoint on biological aspects. http://www.slideshare.net/sssfpsychology/psychological-explanations-of-schizophrenia – this is a PowerPoint on psychological aspects.
Schizophrenia treatments/therapies	http://www.nimh.nih.gov/health/publications/schizophrenia/index.shtml – an interesting site with a lot of information including treatments and therapies.
Anorexia nervosa	http://www.nlm.nih.gov/medlineplus/ency/article/000362.htm – a general site looking at anorexia nervosa.
OCD	http://www.rcpsych.ac.uk/healthadvice/problemsdisorders/obsessivecompulsivedisorder.aspx – this is general site about OCD from the Royal College of Psychiatrists.
Unipolar depression	http://www.nlm.nih.gov/medlineplus/ency/article/000945.htm – this is a general site and gives a lot of background information on major (unipolar) depression.

	http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2850601/ – this is an interesting discussion about the difference between unipolar and bipolar depression.
Key questions	http://www.hscic.gov.uk/pubs/attitudestomi11 – this is a survey of the attitudes to mental health (2011) which might be good starting point for a key question around how attitudes have changed over time.

Practical guidance

Planning

Students are expected to conduct a practical investigation which focuses upon a content analysis approach to explore attitudes to mental health. There is freedom within this to select which mental illness is chosen to explore the attitudes around, though it may be helpful for students to focus upon one which they are familiar with based upon the topic content. An example of a practical investigation may be analysing how mental health is viewed. There should be two sources at least for the summative content analysis.

Carrying out the practical

Consideration should be given to ethical guidelines when designing and conducting the investigation, and should adhere to the HCPC research guidelines and the British Psychological Society (BPS) Code of Conduct and Ethics (2009) into clinical research.

Students may be asked to discuss their practical within future examinations. They will therefore need to demonstrate an understanding of the decisions made when designing and conducting the investigation, and be able to communicate this within an examination.

Analysis

Students will need to undertake an analysis of the data obtained within the investigation.

Drawing conclusions

There is an expectation that students will form inferences from their investigation which ultimately answers the research question initially identified. Communication of such findings is essential.

Students will benefit from giving consideration to an evaluation of their practical investigation and the reliability and validity of the investigation as a whole when drawing conclusions.

Key question

There are a number of key questions relevant to this topic area as noted in Table 1:2 (see page 5) above. The emphasis within the use of key questions is for students to discuss the question within the context of an issue for society, rather than as an academic argument. They will be expected to draw upon the learning and content of this topic in order to discuss the key question. This can include the application of theories and research, as long as presented within the context of the key question.

Suitable examples of key questions include:

- How do different societies define mental health disorders?
- What are the issues surrounding mental health in the workplace?

Issues 2 – November 2016

Below is an indication of some electronic sources which relate to possible key issues:

- <http://www.psychologytoday.com/blog/rethinking-psychology/201307/the-new-definition-mental-disorder> – this is a link to a *Psychology Today* article which can lead to a key question.
- <http://www.theguardian.com/society/2013/may/28/dsm-5-labelling-normal-responses-mental-disorders> – this is a *Guardian* article on mental disorders.

Assessment guidance on key questions

Key questions can be assessed across any of the Assessment Objectives (AOs) – AO1, AO2, AO3. In the 2008 specification there was generally a focus on AO1 and/or AO2 assessment of the key issues, but key questions in the 2015 specification can be assessed across the full range of AOs.

Short open questions (1-7 marks) will generally assess a key question using a single AO, with extended open questions (8 – 20 marks) assessing key questions across at least two of the AOs.

Examples of questions that could assess the key question (not exhaustive, but used for guidance purposes):

- Describe the key question you have studied for clinical psychology (AO1)
- Explain the relevance of your chosen key question for clinical psychology to today's society using theories and/or concepts (AO2)
- Using research evidence, explain the relevance of your chosen key question for clinical psychology to today's society (AO3)
- Discuss your chosen key question for clinical psychology using theories and/or concepts (AO1 and AO2)
- Assess how far your chosen key question for clinical psychology is relevant to today's society (AO1 and AO3)
- To what extent is your chosen key question for clinical psychology of relevance to today's society? (AO1 and AO3)
- Evaluate your chosen key question for clinical psychology (AO1 and AO3)*

* Evaluate could also assess your chosen key question across AO1, AO2, and AO3 if there is a stimulus material/stem included in the question.

Preparing your students for key questions

In terms of AO1, the following could be considered when preparing your students:

- What is the key question?
- How is the key question relevant for today's society?
- How is the key question likely to directly affect individuals in today's society?
- How is the key question likely to affect society as a whole?
- Are there any relevant examples which could help show knowledge of the key question?

In terms of AO2, the following could be considered when preparing your students:

- What theories can be used from the specification content to explain the key question?
- How can the theories explain how the key question developed in today's society?

- How can the theories explain how to reduce or possibly eliminate the impact of the key question on today's society?
- Are there any concepts from the specification content that can explain the key question in today's society?

In terms of AO3, the following could be considered when preparing your students:

- What research evidence can be used from the specification content to support or provide evidence for the key question?
- What research evidence can be used from the specification content to refute or dispute the relevance of the key question for today's society?
- Are there any methodological flaws in the supporting evidence which could lead to it being questionable support for the key question?

Issues and debates

Within this area students will be expected to demonstrate a critical approach when discussing the identified issues. This will require demonstration of an understanding of the specified issue, in addition to using psychological theories and approaches, as relevant, to evidence this understanding.

Where specified, students will be required to form a conclusion based upon the evidence given, identifying which side of the issue/debate they concur with. In order to accomplish this, it will be helpful for students to be confident in presenting evidence, and writing in this manner, prior to the examination process.

Specific examples relating to the 11 issues and debates in the specification are given earlier in this component guide for Clinical Psychology (pages 5–6), to help to make the links. The final topic area in Year Two is called 'Psychological Skills' and reviews not only methods and studies, but also issues and debates across the course.

Criminological Psychology

Key content/ topic description

This section focuses upon the definition and causes of crime and antisocial behaviour, the causes and treatment of offending behaviour are discussed in depth. Also factors affecting eye-witness testimony as well as jury decision-making, to look at issues in court. Understanding the offender is also covered.

Individual differences and developmental psychology can be considered when learning about, for example, the possible causes of criminal behaviour, such as labelling, and when learning about self-fulfilling prophecy and social learning.

The sections below offer some content guidance, and cites some possible resources for the criminological psychology option. Any of the content in the specification could be assessed using either a single assessment objective (AO) or a combination of assessment objectives (AOs). Any of the taxonomy (command words) could be used to assess any of the content in the specification.

If you have specific queries please contact either the Subject Advisor for Psychology or use the Ask the Expert service. Remember that whilst endorsed material (e.g. text books) or Internet websites can be helpful, the official specification and associated assessment guidance materials are the only authoritative source of information and should always be referred to for definitive guidance. Use of original sources (e.g. journal articles) are encouraged when delivering the specification as endorsed resources (e.g. text books) will not be used as a source of material for any assessment set by Pearson.

Please take note of page 5 in the A-level specification too which gives an important 'Assessment overview' and states the following relevant to all areas of the specification:

- Students should be able to define any terms given in the specification
- Students may be required to respond to stimulus material using psychological concepts, theories and research from across topic areas.
- Students may be asked to consider issues of validity, reliability, credibility, generalisability, objectivity and subjectivity in their evaluation of studies and theories.

Key topic areas:

- Biological and social explanations of crime. These include brain injury and personality as biological explanations and labelling and self-fulfilling prophecy from the social approach.
- Understanding the offender.
- Treatments of offending behaviour consider psychological treatments such as cognitive behaviour therapy and biological treatments. Students will require an understanding of these two categories of treatment.
- Factors influencing eye-witness testimony and factors influencing jury decision making

Table 2:1: content/ material in Criminological Psychology

Section	Summary of material
Content	<p>Causes: explanations of crime and anti-social behaviour, with consideration given to gender differences, including both biological and social explanations.</p> <p>Understanding the offender, offence analysis and case formulation, including interview techniques and psychological formulation.</p> <p>Treatments:</p> <ul style="list-style-type: none"> • Cognitive -behavioural treatments and one study considering their effectiveness. • Biological treatments: improved diet, hormone treatment, and one study that considers their effectiveness. <p>Factors influencing eye-witness testimony and factors affecting jury decision-making.</p> <p>Individual differences covered by considering issues such as personality in relation to crime or the specifics of labelling and self-fulfilling prophecy effects.</p> <p>Developmental psychology is covered by looking at the effects of social learning and self-fulfilling prophecy and labelling on someone. Also explanations for crime can touch on development.</p>
Methods	<p>Research methods relating to Criminal Psychology: experiments (field and laboratory) and case studies.</p> <p>Sampling: the four techniques from Social Psychology.</p> <p>Issues of reliability, validity, objectivity, credibility and ethics in research in Criminological Psychology.</p> <p>Data analysis:</p> <ul style="list-style-type: none"> • Descriptive and inferential statistics in analysing quantitative data. • Thematic analysis and grounded theory when analysing qualitative data. <p>Ethical guidelines: BPS Code of Conduct (2009) and HCPC principles for undertaking psychological formulation, intervention and grounded theory.</p>
Studies	<p>Classic study: Loftus and Palmer (1974)</p> <p>One contemporary study from the following:</p> <ul style="list-style-type: none"> • Bradbury and Williams (2013) • Valentine and Mesout (2009) • Howells et al. (2005)

Key question	One key issue that is a free choice, relating to criminological psychology in this specification.
Practical	One practical research exercise to gather data relevant to the topics in Criminological Psychology as used in this specification: questionnaire, interview or case study.
Issues and debates	See Table 1.2 and 2:2 for a list of the issues and debates in the specification as these appear in all the applications covered in this component guide.

Table 2:2 the eleven issues and debates in the GCE 2015 specification

Issues and debates in the GCE 2015 specification
• Ethical issues in research (animal and human).
• Practical issues in the design and implementation of research.
• Reductionism in the explanation of behaviour.
• Comparisons between ways of explaining behaviour using different themes.
• Psychology as a science.
• Cultural and gender issues within psychological research.
• The role of both nature and nurture within psychology.
• An understanding of how psychological understanding has developed over time.
• The use of psychology in social control.
• The use of psychological knowledge within society.
• Issues related to socially sensitive research.

These issues are discussed in more detail when looking at the themes in issues and debates in **Component Guide 3: Psychological Skills** and are briefly explained here in relation to Criminological Psychology.

Examples of specific Criminological Psychology issues and debates, as applicable to the eleven topic areas given previously are:

- **Ethics** (e.g. effects of unreliability of jury decision making; effects of unreliability of eye-witness testimony; using field experiments to test eye-witness unreliability with possible lack of debriefing).
- **Practical issues in the design and implementation of research** (e.g. having to use mock juries and artificial situations because of not being able to manipulate real trial situations).
- **Reductionism** (e.g. using experiments and field experiments to test issues around eye-witness testimony, such as weapons effect; biological explanations for criminal behaviour).

- **Comparisons between ways of explaining behaviour using different themes** (e.g. different explanations for criminal behaviour drawing on biology, Learning Theories and Social Psychology).
- **Psychology as a science** (e.g. using experiments and field experiments; using biological explanations).
- **Culture and gender** (e.g. as issues that might affect jury decision making – sometimes to the detriment of the defendant).
- **Nature-nurture** (e.g. biological versus social/learning explanations for criminal behaviour).
- **An understanding of how psychological understanding has developed over time** (e.g. Loftus and Palmer's study of eye-witness testimony and consider Loftus's work in the field currently; cognitive interview and ethical interview).
- **Issues of social control** (e.g. treatments and therapies for those convicted of crime or anti-social behaviour; the power of a therapist, a forensic psychologist, or the person controlling the treatment/therapy).
- **The use of psychological knowledge within society** (e.g. warning about unreliability of eye-witness testimony; warning about issues that might affect jury decision making).
- **Issues related to socially sensitive research** (e.g. looking at causes for criminal behaviour in socially sensitive areas, such as socio economic status, race, age, gender).

Detailed content changes

Overview and rationale of Criminological Psychology

Much of what is in GCE 2008 with regard to research methods is also in the GCE 2015 specification.

The Criminological Psychology topic area section of 'Applications of Psychology' is similar to the same section within the 'Applications of Psychology' paper of Unit 3 GCE 2008. This section draws upon different topic areas studied in Year One, including Social and Cognitive Psychology, Biological Psychology, and Learning Theories to explain and treat offending and anti-social behaviour.

Table 2:3 comparison of Criminological Psychology in GCE 2015 and GCE 2008

Section	GCE 2015	GCE 2008
Content	<p>Offender profiling has been removed to an extent but there is a section on understanding the offender. There is a greater emphasis upon the treatment of offenders.</p> <p>CBT has been included as an overarching treatment, within which anger management is considered.</p>	<p>Offender profiling was in the specification, but as part of the key issue only.</p> <p>Anger management was offered as 'one other' treatment in GCE 2008.</p>

Methods	<p>Case studies have been added to the specification, in addition to laboratory and field experiments.</p> <p>Sample selection and techniques are explicitly within the specification.</p> <p>Greater emphasis upon mathematics and on analysis of qualitative data using specific methods.</p>	<p>Methodology focused entirely on laboratory and field experiments.</p> <p>Some mathematical requirements.</p>
Studies	<p>Students are expected to know one study into eye-witness testimony; Loftus & Palmer (1974)</p> <p>In addition to learning Loftus & Palmer (1974), students must learn one of the following three studies: Bradbury & Williams (2013), Valentine & Mesout (2009), Howells et al. (2005).</p>	<p>Students are expected to know three studies into eye-witness testimony.</p> <p>In addition to learning Loftus & Palmer (1974), students must learn one of the following three studies: Yuille and Cutshall (1986), Charlton et al. (2000), Gesch et al. (2003).</p>
Key question	<p>Examples of key questions given, reflecting contemporary issues.</p> <p>The key question must have concepts and ideas applied to it from criminological psychology.</p>	<p>Examples of key issues given.</p> <p>The key issue had to be described only and then a practical carried out relating to the key issue.</p>
Practical investigation	<p>Investigations focus upon questionnaire, interview or case study.</p>	<p>Investigation requires description of an issue and either a content analysis or article analysis.</p>
Issues and debates	<p>See Table 1.2 and 2.2 (pages 18–19) to explain the issues and debates changes.</p>	

Explanation of the changes to and requirements in Criminological Psychology

Content:

- The use of punishment as a treatment has been removed, though behavioural treatments are on the specification. TEP could be a behavioural treatment though punishment is perhaps not a treatment as such and CBT is a treatment used by psychologists in this area. Biological treatments have also been introduced in response to recent research advances in this area.
- Eye-witness testimony, including the work of Loftus (1974), remains within the specification. Issues have been added including the effects of post event information and of weapons effect.

- Jury decision-making and influences on such decision-making have been added, to go with the focus on eye-witness testimony.

Summary of changes to content:

a lot is the same but jury-decision making is added and the eye-witness testimony material has specifics added, such as weapons effect. The treatments have changed a bit such as focus on CBT and no focus on punishment. Also added is formulation and types of interviewing. As in all other topic areas, individual differences and developmental psychology are signposted.

Methods:

- The methodological component of this topic area retains the focus upon laboratory and field experiments in assessing the effectiveness eye-witness testimony.
- The use of case studies is also included within GCE 2015, which was not previously in GCE 2008 for this topic area. Though case studies were in the Psychodynamic Approach so would have been covered in GCE 2008, they are now included in Cognitive Psychology in GCE 2015 as 'case studies of patients with brain damage' are studied.
- Clarity within the specification has been given to the sample selections and techniques relevant to the topic, which was not within GCE 2008, though the four techniques were in Social Psychology in GCE 2008 so would have been expected.
- The requirement to demonstrate an understanding of reliability, validity and ethical issues with research methodology has been continued from GCE 2008 to GCE 2015. Issues in the specification are reliability, validity, ethics, credibility, generalisability, objectivity and subjectivity. Even if not listed specifically (the GCE 2015 specification has reliability, validity, objectivity, credibility and ethics in Criminological Psychology but all the issues are required throughout (see p5 of the specification)).
- Students are required to have an understanding of quantitative data, including an ability to use and interpret data from a range of appropriate statistical tests, and qualitative data. This is required at a greater depth than GCE 2008. GCE 2015 has a greater emphasis on the mathematical element in psychology. GCE 2015 adds the requirement for knowing about thematic analysis and grounded theory in analysis of qualitative data. And the tests required are chi squared, Mann-Whitney U, Wilcoxon and Spearman's rho tests. These are the tests for Year One and so there is a lot in this methods section that is in Year One already. GCE 2008 had three tests, not Wilcoxon, so again similarities there. Analysis of quantitative data with the statistical tests includes issues required in Year One, though analysis of meta-analysis is new. What is different from GCE 2008 is the emphasis on meta-analysis and having to use standard deviation. The rest is the same.

Summary of changes to method:

Methods are similar to GCE 2008 with experiments being the main focus. Case studies are added and were covered in Clinical Psychology and sampling is added, covered in Social Psychology. A lot of the method material here will have been covered elsewhere in the specification, except this now is focusing on Criminological Psychology. The BPS Code of Ethics and Conduct and the HCPC guidelines appear here too, and as with much of the method in Year Two of GCE 2015 have already been covered by this stage.

Studies:

- The number of studies students are required to learn within the topic has been reduced, in that three studies of eye-witness testimony were previously required and now there is only the classic and the contemporary study – so two overall. However, the treatment section (two treatments for offending) requires one study about the effectiveness of each treatment, so that means two more studies are required – four in total.
- Students are no longer required to know *three* different studies into eye-witness testimony.
- There have been changes to the studies included within the specification. Loftus and Palmer (1974) remains as the identified classic study. This classic study is intended to link to the 'history of psychology' and also to be illustrative of the topic area it is found within.
- Contemporary studies have been reviewed and more relevant, up-to-date studies selected. Contemporary studies are intended to represent psychology as it is today, or at least to be as up to date in their focus as possible – whilst choosing work that is compact enough to suit this specification.
- The reference section below (pages 24-25) provides citations for the studies, with a summary of where the studies can be located electronically. There is a choice of one from three as in GCE 2008, but from a choice of different studies.

Key question:

- The focus on the key question is to discuss the topic areas as a contemporary issue, rather than an academic argument. This has the result of making this section of the topic much more applied, and therefore transferrable to higher education and psychology practice. Suitable examples are offered as in GCE 2008 but there is a free choice.

Suitable examples include:

- Is eye-witness testimony too unreliable to trust?
- Should jury bias lead to the abolishment of juries?

Practical:

- The practical investigation should be undertaken using experiment, interview or questionnaire. The focus has been extended beyond eye witness, which is still included, as with GCE 2008. Options now include other domains of the content. Greater guidance has been provided as to how the practical should be undertaken to ensure compliance with the specification requirements.
- By Year Two, students will have already been introduced to questionnaires, interviews or experiments as research methods. This topic allows for the application of this method within a criminological framework. There is a free choice of topic though examples are given (as in GCE 2008).

Suitable examples include:

- Use of the cognitive interview concerning recall of a specific event.
- View a crime/courtroom drama and conduct an interview/questionnaire on participants about the reasons for why the defendants may have committed the crime they are accused of.

Issues and debates:

- There are eleven different issues and debates outlined within the specification, compared to six broad topics identified within GCE 2008. The content of these issues remains similar to GCE 2008, though also reflects contemporary issues within psychology since the development of the last specification.

Specification requirements

Table 2:4 summary of the specification requirements for the content section in Criminological Psychology

Criminological Psychology, content section requirements
Explanations of crime and anti-social behaviour, including biological and social explanations.
Cognitive interviews, ethical interviewing and psychological formulation.
Two treatments for offenders and one study for each (biological cognitive-behavioural).
Eye-witness testimony, including weapon focus and post event information.
Jury-decision making and factors affecting.

Table 2.5 summary of the specification requirements for the methods section in Criminological Psychology

Criminological Psychology, methods section requirements
Field and laboratory experiments and case studies (relating to this application).
Four sampling techniques from Year One.
Reliability, validity, objectivity, credibility, ethics in research in this application
Descriptive statistics and quantitative data, including correlations and meta-analysis.
Inferential statistics, including the four Year One tests.
Analysis of qualitative data – thematic analysis and grounded theory.
BPS ethics and HCPC.

Resources and references

A) References for the studies in Criminological Psychology

The classic studies can often be found on the Internet directly, and otherwise are available through inter library loan or by purchasing a copy using the Internet.

Study type	GCE 2015 classical study references
Compulsory classic study	Loftus, E. F., and Palmer, J. C. (1974). Reconstruction of auto-mobile destruction: an example of the interaction between language and memory. <i>Journal of Verbal Learning and Verbal Behaviour</i> , 13, 585–589.

Each of the contemporary studies mentioned within the Criminological Psychology specification are noted in the table below. Students must learn one of the three studies below. The choice of which to learn can be made at a centre level.

Study type choice	GCE 2015 contemporary study references
Contemporary study choice: jury decision making	Bradbury, M.D. & Williams, M.R. (2013) Diversity and citizen participation: the effects of race on juror decision making. <i>Administration & Society</i> , 45(5), 563–582.
Contemporary study choice: eye-witness testimony	Valentine, T. & Mesout, J. (2009). Eyewitness identification under stress in the London Dungeon. <i>Applied Cognitive Psychology</i> , 23, 151–161.
Contemporary study choice: treatment of offenders	Howells, P., Bubner, S., Jauncey, S., Parker, A., & Heseltine, K. (2005) Brief anger management programs with offenders: outcomes and predictors of change. <i>The Journal of Forensic Psychiatry & Psychology</i> , June 2005, 16(2), 296–311.

One study is required regarding the effectiveness for each of the two treatments covered in the content section, they are a free choice.

B) Resources – where to find the studies

Many of the classic and contemporary studies can be found on the Internet and all can be found using the British Library. Other libraries can access the studies through the inter-library loan system. Some studies have the abstract on the Internet and a link to buying the PDF.

Links to the studies are given below, though changes over time might mean those links no longer work. There will be further links made available as the need arises. Some links are to the abstract, with a PDF of the complete paper available for purchase. Some links are direct to a study (direct link). Some studies have to be accessed using the library (library access).

Study type	Study name	Suggested link
Contemporary studies – choose one	Bradbury & Williams (2013)	http://aas.sagepub.com/content/early/2012/10/07/0095399712459729 – Sage online and option for school library to obtain a copy.
	Valentine & Mesout (2009)	http://onlinelibrary.wiley.com/doi/10.1002/acp.1463/abstract – Wiley online and option for school library to obtain a copy. http://www.valentinemoore.co.uk/trv/londondun/leon.pdf – goes to the pdf of the study.
	Howells et al. (2005)	http://www.addiction.umd.edu/Psyc434/Howells%202005.pdf – direct link.

C) Suggested resources – the studies

The **full versions** of the studies are mainly the best option but some summarizing might be useful. In this section, candidates will be expected to know the studies (one classic and one contemporary only, except for clinical where one classic and two contemporary studies are required) in good detail.

Textbooks will summarise in reasonable detail, however, where possible, it is advised that candidates are able to access the full study.

In some cases results sections are rather complex and full knowledge of all the results are not likely to be expected (unless the results are at a reasonable level of detail).

Online resources can be found, however, this is not likely to be the case for all studies. Summaries can be useful but would need to be at a good depth, and often they are not. Resources to support issues and debates discussions (see following section) are likely to be useful in this part of the Applications of Psychology topic area, however, there are unlikely to be resources that link (for each study) a study to issues and debates. The aim is to test the candidate's understanding of: (i) the studies, (ii) issues and debates, and (iii) how the studies illustrate issues and debates.

To support centres with the compulsory studies, Edexcel have published a support document on the website which provides a summary of the studies which are not freely available on the Internet. This document is for guidance only and does not include any application or evaluation material, which may be required in the examination. This document can be found at the following link:

http://qualifications.pearson.com/content/dam/pdf/A%20Level/Psychology/2015/teaching-and-learning-materials/Selected_studies_summaries.pdf

D) Suggested resources – other

Subject	Some suggested resources
Biology and crime (and anti-social behaviour...)	http://www.justice.govt.nz/justice-sector/drivers-of-crime/publications-and-background-information/documents/spb-theories-on-the-causes-of-crime – a report from the Ministry of Justice.
Social explanations and crime (and anti-social behaviour)	http://forensicpsych.umwblogs.org/psychological-theories/psychological-theories-2/the-labeling-theory/ – some background into labelling theory of crime. Comes from a psychology site.

Cognitive and ethical interviewing	<p>http://www.justice.gov.uk/downloads/victims-and-witnesses/vulnerable-witnesses/achieving-best-evidence-criminal-proceedings.pdf – guidance on interview, might be interesting and useful.</p> <p>http://sru.soc.surrey.ac.uk/SRU50.html – more on cognitive interviewing.</p> <p>https://www.youtube.com/watch?v=jyMLDN9UOrE – You Tube on cognitive interviewing.</p>
Psychological formulation	<p>http://www.compass-psychological.co.uk/adult-assessment/psychometric-formulation-adult.html – an account of formulation, which takes place in counselling and links to 'diagnosis' (different from).</p>
CBT	<p>http://www.nij.gov/journals/265/Pages/therapy.aspx – on CBT.</p>
One study on effectiveness	<p>http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3584580/ – Hofmann et al.(2012) with a meta-analysis.</p>
Biological treatments	<p>http://www.foxnews.com/scitech/2011/03/04/biology-crime-criminal-minds-different/ – talks about possible treatments and mentions Raine (see the classic study) who has ideas about such treatments. A starting point.</p>
One study on effectiveness	<p>http://www.jaapl.org/content/31/4/486.full.pdf – study giving ideas for other studies.</p>
Factors affecting ewt	<p>http://www.slideshare.net/leannacatherina/ewt-children – age and ewt, a PowerPoint focusing on children, for example. Mentions studies and raising questions.</p> <p>http://www.slideshare.net/leannacatherina/ewt-anxiety – another slide share idea that links.</p>
Factors affecting jury decision-making	<p>http://www.unc.edu/courses/2010spring/psyc/433/001/tutorials/obrien.htm – an article raising some ideas.</p>
Key questions	See below for resources.

Practical guidance

Planning

Students are expected to conduct a practical investigation that uses a questionnaire, interview or experiment. There is an emphasis placed upon the need for the data collected to be subject to statistical analysis and consideration should be given to this at the time of planning. Qualitative data can be presented and analysed using thematic analysis and grounded theory. The practical investigation has to gather quantitative data though can gather qualitative data as well and can turn qualitative into quantitative.

The topic of the investigation has been kept broad to allow for centres to be responsive to students, as long as it achieves all expectations as noted within the specification and follows ethical principles. Examples for the practical may include undertaking the cognitive interview with a peer in order to recall a specific event in their life.

Carrying out the practical

Consideration should be given to ethical guidelines when designing and conducting the investigation, and should adhere to the BPS research guidelines into psychology research.

Students may be asked to discuss their practical within future examinations. They will therefore need to demonstrate an understanding of the decisions made when designing and conducting the investigation, and be able to communicate this within an examination.

Analysis

Students will need to undertake an analysis of the quantitative data obtained within the investigation, (they need to gather both qualitative and quantitative data, however, the data can be converted to quantitative for analysis purposes). Students will need to use appropriate inferential statistical tests.

Drawing conclusions

There is an expectation that students will form inferences from their investigation which ultimately answers the research question initially identified. Communication of such findings is essential.

Students will benefit from giving consideration to an evaluation of their practical investigation and the reliability and validity of the investigation as a whole when drawing conclusions. They will also need to consider where possible improvements in research design and investigation may be made.

Key questions

The emphasis within the use of key issues is for students to discuss the issue within the context of an issue for society, rather than as an academic argument. They will be expected to draw upon the learning and content of this topic in order to discuss the key issue. This can include the application of theories and research, as long as presented within the context of the key question.

Suitable examples of key questions include:

- Is eye-witness testimony too unreliable to trust?
- Should jury bias lead to the abolishment of juries?

Below is an indication of some electronic sources which relate to possible key issues:

Trustworthiness of eye-witness testimony

- <http://www.apa.org/monitor/apr06/eyewitness.aspx> – an American Psychological Association (APA) article about eyewitness testimony, which is useful and raises issues.
- <http://link.springer.com/article/10.1007%2FBF01040617#close> – goes directly to an article about the topic, which is good as it shows the format of an article as well as giving the material.

Jury bias and maintaining juries

- http://racism.org/index.php?option=com_content&view=article&id=1441:a-case-of-bias&catid=38&Itemid=156&showall=1&limitstart= – this is a link about racism and jury bias.

- <http://www.trialtheater.com/jury-selection/spotting-favorable-jurors-in-jury-selection.htm> – this is an article raising some areas for discussion, which might be a good start.

Assessment guidance on key questions

Key questions can be assessed across any of the Assessment Objectives (AOs) – AO1, AO2, AO3. In the 2008 specification there was generally a focus on AO1 and/or AO2 assessment of the key issues, but key questions in the 2015 specification can be assessed across the full range of AOs.

Short open questions (1-7 marks) will generally assess a key question using a single AO, with extended open questions (8 – 20 marks) assessing key questions across at least two of the AOs.

Examples of questions that could assess the key question (not exhaustive, but used for guidance purposes):

- Describe the key question you have studied for criminological psychology (AO1)
- Explain the relevance of your chosen key question for criminological psychology to today's society using theories and/or concepts (AO2)
- Using research evidence, explain the relevance of your chosen key question for criminological psychology to today's society (AO3)
- Discuss your chosen key question for criminological psychology using theories and/or concepts (AO1 and AO2)
- Assess how far your chosen key question for criminological psychology is relevant to today's society (AO1 and AO3)
- To what extent is your chosen key question for criminological psychology of relevance to today's society? (AO1 and AO3)
- Evaluate your chosen key question for criminological psychology (AO1 and AO3)*

* Evaluate could also assess your chosen key question across AO1, AO2, and AO3 if there is a stimulus material/stem included in the question.

Preparing your students for key questions

In terms of AO1, the following could be considered when preparing your students:

- What is the key question?
- How is the key question relevant for today's society?
- How is the key question likely to directly affect individuals in today's society?
- How is the key question likely to affect society as a whole?
- Are there any relevant examples which could help show knowledge of the key question?

In terms of AO2, the following could be considered when preparing your students:

- What theories can be used from the specification content to explain the key question?
- How can the theories explain how the key question developed in today's society?
- How can the theories explain how to reduce or possibly eliminate the impact of the key question on today's society?
- Are there any concepts from the specification content that can explain the key question in today's society?

In terms of AO3, the following could be considered when preparing your students:

- What research evidence can be used from the specification content to support or provide evidence for the key question?
- What research evidence can be used from the specification content to refute or dispute the relevance of the key question for today's society?
- Are there any methodological flaws in the supporting evidence which could lead to it being questionable support for the key question?

Issues and debates

Within this area students will be expected to demonstrate a critical approach when discussing the identified issues. This will require demonstration of an understanding of the specified issue in addition to using psychological theories and approaches, as relevant, to evidence this understanding.

Where specified, students will be required to form a conclusion based upon the evidence given, identifying which side of the issue/debate they concur with. In order to accomplish this, it will be helpful for students to be confident in presenting evidence, and writing in this manner, prior to the examination process.

Specific examples relating to the 11 issues and debates in the specification are given earlier in this component guide for Criminological Psychology (page 19), to help to make the links. The final topic area in Year Two is called 'Psychological Skills' and reviews not only methods and studies, but also issues and debates across the course.

Child Psychology

Key content /topic description

This section focuses upon the development of the individual from before birth through to adolescence and beyond. Autism as a developmental disorder is included, as is the impact of negative child care experiences on development.

Individual differences and developmental psychology can be considered when learning about, for example, differences that can come from the child's age, gender, and social situation, and when learning about privation and deprivation.

The sections below offer some content guidance, and cites some possible resources for the child psychology option. Any of the content in the specification could be assessed using either a single assessment objective (AO) or a combination of assessment objectives (AOs). Any of the taxonomy (command words) could be used to assess any of the content in the specification.

If you have specific queries please contact either the Subject Advisor for Psychology or use the Ask the Expert service. Remember that whilst endorsed material (e.g. text books) or Internet websites can be helpful, the official specification and associated assessment guidance materials are the only authoritative source of information and should always be referred to for definitive guidance. Use of original sources (e.g. journal articles) are encouraged when delivering the specification as endorsed resources (e.g. text books) will not be used as a source of material for any assessment set by Pearson.

Please take note of page 5 in the A-level specification too which gives an important 'Assessment overview' and states the following relevant to all areas of the specification:

- Students should be able to define any terms given in the specification
- Students may be required to respond to stimulus material using psychological concepts, theories and research from across topic areas.
- Students may be asked to consider issues of validity, reliability, credibility, generalisability, objectivity and subjectivity in their evaluation of studies and theories.

Key topic areas:

- Attachment, deprivation and privation. This includes the work of Bowlby and Ainsworth in relation to attachment. The impact of privation and deprivation are included, with consideration given to how the effects of such can be reversed. Cross-cultural research into attachment is included.
- The use of day care and the impact this has on the child. It includes research into this topic and an evaluation of what constitutes good and poor quality child care.
- The features of autism, biological and other explanations for the disorder and appropriate therapies for helping children with autism.
- Individual differences are covered by considering how temperament can affect attachment and attachment types, and how day care can be affected by gender and other such issues.
- Developmental psychology is what child psychology is about and is covered by looking at factors affecting attachment and attachment types, factors affecting day care and issues around autism.

Table 3:1 content/ material in Child Psychology

Section	Summary of material
Content	<p>Attachment, deprivation and privation, including Bowlby's work and Ainsworth's work on attachment. The use of the strange situation procedure and also types of attachment are to be covered. When looking at both deprivation and privation there is focus on whether negative effects can be reduced.</p> <p>Research into day care, including advantages and disadvantages for the child, and what makes good and poor quality day care.</p> <p>Cross-cultural research into attachment types and nature-nurture issues that arise about development.</p> <p>Autism, including features, one biological explanation, one other explanation and therapies to help.</p> <p>Individual differences around attachments and other issues like gender are highlighted, as well as developmental psychology, such as effects of attachment, deprivation, privation, day care and developmental disorders such as autism.</p>
Methods	<p>Observation, including Year One material, gathering of both qualitative and quantitative data, use of tallying and focusing on the use of observation in child psychology.</p> <p>Types of observation: participant, non-participant, overt and covert. Note this includes Year One material.</p> <p>Questionnaire/interview, including Year One material, again focusing on qualitative and quantitative data and how these methods are used in child psychology.</p> <p>Issues around questionnaires and interviews: semi-structured structured, unstructured interviews; sampling; open and closed questions; social desirability; demand characteristics.</p> <p>Cross-cultural research, including use of the strange situation, as well as contrasting cross-sectional and longitudinal designs.</p> <p>The use of meta-analysis using cross-cultural research to draw conclusions about the universality of attachment types.</p> <p>The ethics of researching with children including children's rights and the UN Convention on the Rights of the Child</p>

	<p>(UNCRC) 1989, and issues around participation and protection.</p> <p>Data analysis including Year One material around analysis of quantitative data – both descriptive and inferential statistics (including the four tests and related issues).</p> <p>Analysis of qualitative data using thematic analysis and grounded theory.</p>
Studies	<p>van IJzendoorn and Kroonenberg (1988). Cross-cultural patterns of attachment: a meta-analysis of the strange situation.</p> <p>One contemporary study from the following:</p> <ul style="list-style-type: none"> • Cassibba et al. (2013). Attachment the Italian way. • Gagnon-Oosterwaal et al. (2012). Pre-Adoption adversity and self-reported behaviour problems in 7 year-old international adoptees. • Li et al. (2013). Timing of high-quality child care and cognitive, language and preacademic development.
Key question	<p>A key question in Child Psychology following the same focus as the key question in Criminological Psychology with regard to what needs to be done.</p>
Practical	<p>One practical research exercise to gather data relevant to the topics in Child Psychology as used in this specification.</p> <p>One study using a questionnaire, interview or observation.</p> <p>Use quantitative data for analysis (can turn qualitative data into quantitative data for analysis purposes).</p> <p>Include inferential statistical testing as appropriate such as chi squared, Mann–Whitney U, Wilcoxon or Spearman's rho (includes Year One material).</p> <p>Include: a research question/hypothesis, research method, sampling, ethical considerations, data collection tools, data analysis, results, discussion and strengths and weaknesses of the practical.</p>
Issues and debates	<p>See Table 1.2 and 3.2 for a list of the issues and debates in the specification as these appear in all the applications covered in this component guide.</p>

Table 3:2 the eleven issues and debates in the specification

Issues and debates in the GCE 2015 specification
• Ethical issues in research (animal and human).
• Practical issues in the design and implementation of research.
• Reductionism in the explanation of behaviour.
• Comparisons between ways of explaining behaviour using different themes.

<ul style="list-style-type: none"> • Psychology as a science.
<ul style="list-style-type: none"> • Cultural and gender issues within psychological research.
<ul style="list-style-type: none"> • The role of both nature and nurture within psychology.
<ul style="list-style-type: none"> • An understanding of how psychological understanding has developed over time.
<ul style="list-style-type: none"> • The use of psychology in social control.
<ul style="list-style-type: none"> • The use of psychological knowledge within society.
<ul style="list-style-type: none"> • Issues related to socially sensitive research.

These issues are discussed in more detail when looking at the themes in issues and debates in **Component Guide 3: Psychological Skills** and are briefly explained here in relation to Child Psychology.

Examples of specific Child Psychology issues and debates, as applicable to the eleven topic areas above are:

- **Ethics** (e.g. balancing participation and protection rights and the UNCRC).
- **Practical issues in the design and implementation of research** (e.g. in meta-analyses, with special issues about comparing results from different studies; in observations and getting objective data).
- **Reductionism can be discussed** (e.g. reducing behaviour to the strange situation in order to test attachment types).
- **Comparisons between ways of explaining behaviour using different themes** (e.g. Ainsworth's and Bowlby's theories about attachment; evolution ideas about attachment).
- **Psychology as a science** (e.g. looking at how cross-cultural research can answer questions about nature-nurture, so looking at what is universal in child development).
- **Culture** (e.g. cross-cultural findings about attachment types and cultural differences in child rearing) and **gender** (not considered directly but studies do look at differences in gender, day care, and social, emotional and cognitive development if such material is chosen).
- **Nature-nurture** (e.g. what cross-cultural studies say about the universality of attachment types).
- **An understanding of how psychological understanding has developed over time** (e.g. Bowlby's work has been followed up with more recent studies on maternal deprivation linking to issues around day care).
- **Issues of social control** (e.g. how findings about day care and parenting styles/attachments can be used as a form of control such as advising day care (or not) for economic reasons; treatment, therapy and behaviour around the issue of autism).
- **The use of psychological knowledge within society** (e.g. treatment or therapy for problem behaviour; pros and cons of day care and advice to parents; advice regarding looked after children).
- **Issues related to socially sensitive research** (e.g. research into developmental issues such as autism; research into issues around child development such as socio economic status; research around adoption and the effects of privation).

Detailed content changes

Overview and rationale of Child Psychology

Much of the content from GCE 2008 remains within GCE 2015, including subjects such as attachment, deprivation, privation and day care. The Child Psychology topic area of 'Applications of Psychology' is very similar to the Child section of the 'Applications of Psychology' paper of Unit 3 GCE 2008.

Table 3:3 comparison of Child Psychology in GCE 2015 and GCE 2008

Section	GCE 2015	GCE 2008
Content	<p>Severe learning difficulties and ADHD have been removed. Autism is the only disorder they are required to learn. No choice now.</p> <p>No requirement for different aspects of Bowlby's attachment theory.</p>	<p>Severe learning difficulties, ADHD and autism were included as developmental issues – though there was an element of choice.</p> <p>Had psychodynamic and evolutionary elements of Bowlby's theory specified.</p>
Methods	<p>Observation, questionnaires and interviews are included within the specification. Though these are in Year One so this is about revision and application of the methods.</p> <p>Cross-cultural research is here the same as in GCE 2008 with cross-sectional and longitudinal designs added.</p> <p>Meta-analysis is here too, and the classic study involves a meta-analysis.</p> <p>Ethics of child research explicitly mentioned</p> <p>Greater emphasis upon mathematics and statistical testing</p>	<p>Observations and cross-cultural research were required</p>
Studies	<p>Identified studies are:</p> <p>Compulsory study: van IJzendoorn and Kroonenberg (1988).</p> <p>One of a choice from the following three: Cassibba et al. (2013), Gagnon-Oosterwaal et al. (2012), Li et al. (2013).</p>	<p>Identified studies were:</p> <p>Compulsory study: Curtiss (1977).</p> <p>One of a choice from the following three: Bowlby (1946), Belsky & Rovine (1988), Rutter et al. (1998).</p>

Key question	Examples of key questions given, reflecting contemporary issues. In GCE 2015, application of concepts and ideas is required, as well as description of the key question.	Examples of key issues given – different name (key question now) but just description required.
Practical	Investigations focus upon questionnaires, interviews or observation – this is a practical in the sense of the Year One practicals, which is a change, and three research methods to choose one from.	Investigation focuses upon content analysis or a summary article.
Issues and debates	See Table 3:2 (Page 31) to explain the issues and debates changes.	

Explanation of the changes to and requirements in Child Psychology

Content:

- The number of developmental conditions to be learned within the GCE 2015 specification has reduced to one: that of autism.
- Unlike in GCE 2008, ADHD and learning difficulties are no longer optional developmental issues within the specification. This allows for the topic of autism to be learned in greater depth and the developmental issue is specified.
- The learning of this issue is structured to consider biological and one other explanation, providing greater clarity to the areas to be covered.
- Bowlby's theory of attachment is required in GCE 2015 but not the specifics of the psychodynamic and evolutionary aspects.

Summary of changes to content: a lot is the same with some changes such as Bowlby's work not being quite so specific and autism being compulsory rather than an option. The focus on attachment, privation, deprivation, strange situation, cross-cultural work on attachment, day care and developmental issues remains the same. As in all other topic areas, individual differences and developmental psychology are signposted.

Methods:

- The methodological component of the topic has been expanded to include the consideration of questionnaires and interviews in addition to observation as a research method which was previously on GCE 2008. All three research methods are in Year One, so this is about applying them to Child Psychology rather than new learning.

- Students are required to have an understanding of quantitative data, including an ability to use and interpret data from a range of appropriate statistical tests, and qualitative data. This is required at a greater depth than GCE 2008. GCE 2015 has a greater emphasis on the mathematical element in psychology.
- Meta-analysis, cross cultural, cross-sectional, and longitudinal are in clinical psychology too - the method material here is not new.

Summary of changes to method: this might look a lot but covers what has already been covered in other topic areas, either in Year One or the Clinical Psychology topic area. This is about applying the method material to child psychology. There is a focus on cross-cultural approaches and meta-analyses. Specific ethical issues around the rights of the child are added (UNCRC, 1989).

Studies:

- With the exception of the work of Bowlby and Ainsworth, all studies have changed.
- van IJzendoorn and Kroonenberg (1988) is noted as the classic study, with Genie (1977) being removed as a classic study from the GCE 2015 specification.
- Students are still required to learn *two* studies, including the classic study.
- Contemporary studies have been reviewed and more relevant, up-to-date studies selected. Contemporary studies are intended to represent psychology as it is today, or at least to be up to date in their focus as far as possible – whilst choosing work that is compact enough to suit this specification. The contemporary studies included within this topic reflect recent research into the field of child psychology and up-to-date studies have been selected.
- The reference section below provides citations for the studies, with a summary of where the studies can be located electronically.

Key question:

- The focus on the key question is to discuss the topic areas as a contemporary issue, rather than an academic argument. This has the result of making this section of the topic much more applied, and therefore transferrable to higher education and psychology practice.

Suitable examples of key questions include (however, this is a free choice):

- What issues should parents take into account when deciding about day care for their child?
- Is international adoption good or bad for a child?

Practical:

- The practical investigations should be undertaken using a questionnaire, interview or observation. Greater guidance has been provided as to how the practical should be undertaken to ensure compliance with the specification requirements.

Suitable examples of investigations include (however there is a free choice, but must be relevant to Child Psychology topics in this specification):

- Interview of an adult to look for a relationship between strong attachment experiences and strong adult relationships.
- Interview of a parent of a child under 3 years old around positive experiences when using day care for their child.

Issues and debates:

- There are eleven different issues and debates outlined within the specification, compared to six broad topics identified within GCE 2008. The content of these issues remains similar to GCE 2008, though also reflects contemporary issues within psychology since the development of the last specification.

Specification requirements

Table 3:4 Summary of the specification requirements for the content section in Child Psychology

Child Psychology, content section requirements
Bowlby's and Ainsworth's theories of attachment including her strange situation procedure and types of attachment, also cross-cultural issues around attachment types. Privation and deprivation including whether negative effects are reversible. Day care and pros and cons. Autism – features, explanations, therapies. Make links regarding individual differences and developmental psychology.

Table 3:5 summary of the specification requirements for the methods section in Child Psychology

Child Psychology, methods section requirements
Observation, questionnaire, interview and related issues from Year One. Cross-cultural work, including using the strange situation and nature-nurture issues. Cross-sectional versus longitudinal designs. Meta-analysis and cross-cultural research – issues of universality in attachment types. Ethics and researching with children. Analysis of quantitative data – descriptive and inferential statistics from Year One. Analysis of qualitative data – thematic analysis from Year One and grounded theory too.

Studies

The classic studies can often be found on the Internet directly, and otherwise are available through inter library loan or by purchasing a copy using the Internet.

Each of the contemporary studies mentioned within the Child Psychology specification are noted in the table below. Students must learn one of the three studies below. The choice of which to learn can be made at a centre level.

As with Criminological Psychology there is one classic study and one contemporary study to be covered. The classic study is set, the contemporary study is one chosen from three choices.

There are no additional studies in Child Psychology, although Bowlby's Juvenile thieves study (1944) can be useful for his attachment theory, and Ainsworth and Bell or one of those studies can be useful for her attachment ideas.

Cassibba et al. (2013) discuss attachment so their study fits well with attachment theory, on the other hand Gagnon-Oosterwaal et al. (2012) look at the effects of adoption, which can also be useful. Li et al. (2013) is about day care. The contemporary studies are chosen to complement the content in the specification.

Resources and references

A) References for the studies in Child Psychology

The classic studies can often be found on the Internet directly, and otherwise are available through inter library loan or by purchasing a copy using the Internet.

Study type	GCE 2015 classical study references
Compulsory classic study	van IJzendoorn, M.H & Kroonenberg, P.M. (1988) Cross-cultural patterns of attachment: a meta-analysis of the strange situation. <i>Child Development</i> , 59, 147–156.

Each of the contemporary studies mentioned within the Child Psychology specification are noted in the table below.

Study type	GCE 2015 contemporary study references
Contemporary study choice: attachment theory	Cassibba, R., Sette, G., Bakermans-Kranenburg, M.J., & van IJzendoorn, M.H. (2013) Attachment the Italian way: in search of specific patterns of infant and adult attachments in Italian typical and atypical samples. <i>European Psychologist</i> , 18(1), 47–58.
Contemporary study choice: effects of adoption	Gagnon-Oosterwaal, N., Cossette, L., Smolla, N., Pomerleau, A., Malcuit, G., Chicoine, J.-F., Jéliu, G., Belhumeur, C., & Berthiaume, C. (2012) Pre-adoption adversity and self-reported behaviour problems in 7 year-old international adoptees. <i>Child Psychiatry & Human Development</i> , 43, 648–660.
Contemporary study choice: day care	Li, W., Farkas, G., Duncan, G.J., Burchinal, M.R., & Vandell, D.L. (2013) Timing of high-quality care and cognitive, language and pre-academic development. <i>Developmental Psychology</i> , 49(8), 1440–1451.

B) Resources – where to find the studies

Many of the classic and contemporary studies can be found on the Internet and all can be found using the British Library. Other libraries can access the studies through the inter-library loan system. Some studies have the abstract on the Internet and a link to buying the PDF.

Links to the studies are given below, though changes over time might mean those links no longer work. There will be further links made available as the need arises. Some links are to the abstract, with a PDF of the complete paper available for purchase. Some links are direct to a study (direct link). Some studies have to be accessed using the library (library access).

(Note that some links have to be presented here with a 'space' to go onto another line so they will need copying out to remove the 'space')

Study type	Study name	Suggested link
Compulsory classical study	Van IJzendoorn and Kroonenberg (1988)	http://www.jstor.org/discover/10.2307/1130396?sid=21105175108781&uid=2&uid=3738032&uid=4 – PDF available to purchase.
	Cassibba et al. (2013)	Library access.
	Gagnon-Oosterwaal et al. (2012)	http://www.ncbi.nlm.nih.gov/pubmed/22222488 – Springer article and PDF can be paid for.
	Li et al. (2013)	http://psycnet.apa.org/journals/dev/49/8/1440/ – PDF can be purchased.

C) Suggested resources – the studies

The **full versions** of the studies are mainly the best option but some summarizing might be useful. In the 'studies' section candidates will be expected to know the studies (one classic and one contemporary only, except for Clinical Psychology where one classic and two contemporary studies are required) in good detail.

Textbooks will summarise in reasonable detail, however, where possible it is advised that candidates are able to access the full study.

In some cases results sections are rather complex and full knowledge of all the results are not likely to be expected (unless the results are at a reasonable level of detail).

Online resources can be found, however, this is not likely to be the case for all studies. Summaries can be useful but would need to be at a good depth, and often they are not. Resources to support issues and debates discussions (see below) are likely to be useful in this part of the Applications of Psychology topic area, however, there are unlikely to be resources that link (for each study) a study to issues and debates. The aim is to test the candidate's understanding of: (i) the studies, (ii) issues and debates, and (iii) how the studies illustrate issues and debates. Resources for the issues and debates section are suggested in **Component Guide 3: Psychological Skills**, where issues and debates feature as a section.

To support centres with the compulsory studies, Edexcel have published a support document on the website which provides a summary of the studies which are not freely

available on the Internet. This document is for guidance only and does not include any application or evaluation material, which may be required in the examination. This document can be found at the following link:

http://qualifications.pearson.com/content/dam/pdf/A%20Level/Psychology/2015/teaching-and-learning-materials/Selected_studies_summaries.pdf

D) Suggested resources – other

Subject	Some suggested resources
Bowlby and attachments	<p>http://www.slideshare.net/preethibalan9/bowlbys-theory-of-attachment – a PowerPoint with ideas such as evidence and other studies.</p> <p>https://www.youtube.com/watch?v=js2XdP9FL5Q – one of a number of You Tube resources on this topic area.</p>
Ainsworth and attachments	<p>http://www.childdevelopmentmedia.com/mary-ainsworth-and-attachment-theory.html – includes video of a strange situation and information about attachment types.</p> <p>http://www.parentingscience.com/strange-situation.html – relates to parenting so a bit different perhaps.</p>
Privation and negative effects	<p>http://www.slideshare.net/knoxmodernstudies/the-effects-of-separation-deprivation-and-privation – Slideshare again: PowerPoint slides.</p> <p>https://www.youtube.com/watch?v=thIDCL3NCIQ – You Tube: Genie.</p>
Deprivation and negative effects	<p>http://www.bjdd.org/new/105/81to95.pdf – paper on the effects of attachment.</p>
Day care and pros and cons	<p>http://www.nao.org.uk/wp-content/uploads/2004/02/268_literaturereview.pdf – a literature review about childcare, TedMelhuish.</p>
Cross-cultural issues in attachment	<p>http://quizlet.com/42830304/cross-cultural-variations-in-attachment-flash-cards/ – flashcards on cross-cultural issues in attachment.</p>
Autism	<p>http://www.autism.org.uk/about-autism/autism-and-asperger-syndrome-an-introduction/what-is-autism.aspx – The National Autism Society site.</p> <p>http://quizlet.com/4032241/explanations-for-autism-flash-cards/ – Flashcards on explanations for autism.</p>
Key questions	See below for resources.

Practical guidance

Planning

Students are expected to conduct a practical investigation that uses a questionnaire, interview or observation. There is an emphasis placed upon the need for the data collected to be subject to statistical analysis and consideration should be given to this at the time of planning. A clear research question should be identified at the planning stage. If qualitative data are gathered, such as by observation, then they can be turned into quantitative data (e.g. by generating and then counting themes) for the purposes of analysis.

The topic of the investigation has been kept broad to allow for centres to be responsive to students, as long as it achieves all expectations as noted within the specification and follows ethical principles. Examples for the practical may include undertaking an interview of a parent of a child under 3 years old around positive experiences when using day care for their child.

Carrying out the practical

Consideration should be given to BPS ethical guidelines when designing and conducting the investigation, and should adhere to the BPS research guidelines into psychology research. Consideration should be given to UNCRC requirements too in the form of participant rights and protection rights, for example.

Students may be asked to discuss their practical within future examinations. They will therefore need to demonstrate an understanding of the decisions made when designing and conducting the investigation, and be able to communicate this within an examination.

Analysis

Students will need to undertake an analysis of the quantitative data obtained within the investigation, or if collecting qualitative data, the data must be converted to quantitative for analysis purposes. Students will need to use appropriate inferential statistical tests.

Drawing conclusions

There is an expectation that students will form inferences from their investigation which ultimately answers the research question initially identified. Communication of such findings is essential.

Students will benefit from giving consideration to an evaluation of their practical investigation and the reliability and validity of the investigation as a whole when drawing conclusions. They will also need to consider where possible improvements in research design and investigation may be made.

Specific requirements include research question/hypothesis, research method, sampling, ethical considerations, data collection tools, data analysis, results, discussion, strengths and weaknesses of the practical must also be considered.

Key question

There are a number of key questions relevant to this topic area. The emphasis within the use of key questions is for students to discuss the issue within the context of an issue for society, rather than as an academic argument. They will be expected to draw upon the learning and content of this topic in order to discuss the key question. This can include the application of theories and research, as long as presented within the context of the key question.

Suggested key questions in the specification are:

- What issues should parents take into account when deciding about day care for their child?
- Is international adoption good or bad for the child?

Below is an indication of some electronic sources which relate to the key issues:

What issues should parents take into account when deciding about day care for their child?

- http://kidshealth.org/parent/positive/family/child_care.html# – a site giving parents information. There are many others to browse.
- http://ncchildcare.nc.gov/parents/pr_sn2_ov.asp – a government site though US based.
- <http://www.derby.gov.uk/community-and-living/childcare/information-for-parents/>
– Derby's site giving advice, so UK based.

Is international adoption good or bad for the child?

- <https://www.gov.uk/child-adoption/adopting-a-child-from-overseas> – the UK Government site.
- <http://www.independent.co.uk/life-style/health-and-families/health-news/the-big-question-how-does-international-adoption-work-and-is-tighter-regulation-needed-1942936.html> – an article in the Independent about this issue.

Assessment guidance on key questions

Key questions can be assessed across any of the Assessment Objectives (AOs) – AO1, AO2, AO3. In the 2008 specification there was generally a focus on AO1 and/or AO2 assessment of the key issues, but key questions in the 2015 specification can be assessed across the full range of AOs.

Short open questions (1-7 marks) will generally assess a key question using a single AO, with extended open questions (8 – 20 marks) assessing key questions across at least two of the AOs.

Examples of questions that could assess the key question (not exhaustive, but used for guidance purposes):

- Describe the key question you have studied for child psychology (AO1)
- Explain the relevance of your chosen key question for child psychology to today's society using theories and/or concepts (AO2)
- Using research evidence, explain the relevance of your chosen key question for child psychology to today's society (AO3)
- Discuss your chosen key question for child psychology using theories and/or concepts (AO1 and AO2)

- Assess how far your chosen key question for child psychology is relevant to today's society (AO1 and AO3)
- To what extent is your chosen key question for child psychology of relevance to today's society? (AO1 and AO3)
- Evaluate your chosen key question for child psychology (AO1 and AO3)*
 - * Evaluate could also assess your chosen key question across AO1, AO2, and AO3 if there is a stimulus material/stem included in the question.

Preparing your students for key questions

In terms of AO1, the following could be considered when preparing your students:

- What is the key question?
- How is the key question relevant for today's society?
- How is the key question likely to directly affect individuals in today's society?
- How is the key question likely to affect society as a whole?
- Are there any relevant examples which could help show knowledge of the key question?

In terms of AO2, the following could be considered when preparing your students:

- What theories can be used from the specification content to explain the key question?
- How can the theories explain how the key question developed in today's society?
- How can the theories explain how to reduce or possibly eliminate the impact of the key question on today's society?
- Are there any concepts from the specification content that can explain the key question in today's society?

In terms of AO3, the following could be considered when preparing your students:

- What research evidence can be used from the specification content to support or provide evidence for the key question?
- What research evidence can be used from the specification content to refute or dispute the relevance of the key question for today's society?
- Are there any methodological flaws in the supporting evidence which could lead to it being questionable support for the key question?

Issues and debates

Within this area, students will be expected to demonstrate a critical approach when discussing the identified issues. This will require demonstration of an understanding of the specified issue in addition to using psychological theories and approaches, as relevant, to evidence this understanding.

Where specified, students will be required to form a conclusion based upon the evidence given, identifying which side of the issue/debate they concur with. In order to accomplish this, it will be helpful for students to be confident in presenting evidence, and writing in this manner, prior to the examination process.

Specific examples relating to the 11 issues and debates in the specification are given earlier in this component guide for Child Psychology (page 31-32), to help to make the links. The final topic area in Year Two is called 'Psychological Skills' and reviews not only methods and studies, but also issues and debates across the course.

Health Psychology

Key content /topic description

This section focuses upon understanding health from a biological, cognitive and social perspective. Health Psychology is about promoting good health.

Individual differences and developmental psychology can be considered when learning about, for example, peer influence or labelling as explanations for drug misuse, and when learning about biological and learning explanations for drug misuse.

The sections below offer some content guidance, and cites some possible resources for the health psychology option. Any of the content in the specification could be assessed using either a single assessment objective (AO) or a combination of assessment objectives (AOs). Any of the taxonomy (command words) could be used to assess any of the content in the specification.

If you have specific queries please contact either the Subject Advisor for Psychology or use the Ask the Expert service. Remember that whilst endorsed material (e.g. text books) or Internet websites can be helpful, the official specification and associated assessment guidance materials are the only authoritative source of information and should always be referred to for definitive guidance. Use of original sources (e.g. journal articles) are encouraged when delivering the specification as endorsed resources (e.g. text books) will not be used as a source of material for any assessment set by Pearson.

Please take note of page 5 in the A-level specification too which gives an important 'Assessment overview' and states the following relevant to all areas of the specification:

- Students should be able to define any terms given in the specification
- Students may be required to respond to stimulus material using psychological concepts, theories and research from across topic areas.
- Students may be asked to consider issues of validity, reliability, credibility, generalisability, objectivity and subjectivity in their evaluation of studies and theories.

Key topic areas:

- Issues around drug taking including addiction, tolerance, physical and psychological dependency, and withdrawal.
- The substances discussed within the specification are alcohol, heroin and nicotine. For each of these it is necessary to understand one biological and learning explanation of each type of addiction and two treatments for each, including aversion therapy.
- One anti-drugs campaign and the psychological strategies underpinning this.

Table 4:1 content/ material in Health Psychology

Section	Summary of material
Content	Issues around drug taking including addiction, tolerance, physical and psychological dependency, and withdrawal. One biological explanation and one learning explanation of alcohol, heroin and nicotine addiction (including mode of action at the synapse).

	<p>Two treatments for alcohol, heroin and nicotine addiction, including aversion therapy.</p> <p>One anti-drug campaign and psychological strategies behind it.</p> <p>Individual differences can consider issues such as personality and effects on drug abuse and developmental psychology is involved when looking at explanations for drug misuse, such as perhaps social explanations.</p>
Methods	<p>The use of animal laboratory experiments to study drugs, including reductionism (includes Year One material) and the ethics of using animals to study drugs.</p> <p>Two research methods using humans to study drugs including the ethics of this.</p> <p>The use of cross-cultural research, including nature-nurture issues related to drug misuse.</p> <p>Analysis of quantitative data using descriptive and inferential statistics (from Year One).</p> <p>Analysis of qualitative data using thematic analysis and grounded theory.</p>
Studies	<p>Classic study:</p> <ul style="list-style-type: none"> • Olds and Milner (1954). Positive reinforcement produced by electrical stimulation of septal area and other regions of rat brain. <p>One study chosen from the following:</p> <ul style="list-style-type: none"> • Mundt et al. (2012). Peer selection and influence effects on adolescent alcohol use: a stochastic actor-based model. • Dixit et al. (2012). Biosocial determinants of alcohol risk behaviour: an epidemiological study in urban and rural communities of Aligarh, Uttar Pradesh. • Pengpid et al. (2012). Screening and brief intervention for alcohol problems in Dr George Mukhari Hospital out-patients in Gauteng, South Africa: a single-blinded randomized controlled trial protocol.
Key question	As with the other topic areas, one key question of choice.
Practical	<p>One practical research exercise to gather data relevant to the topics in Health Psychology as used in this specification.</p> <p>Conducting either a questionnaire, interview or content analysis gathering at least quantitative data for analysis. Using inferential testing for analysis.</p>
Issues and debates	See Table 1.2 and 4.2 for a list of the issues and debates in the specification as these appear in all the applications covered in this component guide.

Table 4:2 the eleven issues and debates in the specification

Issues and debates in the GCE 2015 specification
• Ethical issues in research (animal and human).
• Practical issues in the design and implementation of research.
• Reductionism in the explanation of behaviour.
• Comparisons between ways of explaining behaviour using different themes.
• Psychology as a science.
• Cultural and gender issues within psychological research.
• The role of both nature and nurture within psychology.
• An understanding of how psychological understanding has developed over time.
• The use of psychology in social control.
• The use of psychological knowledge within society.
• Issues related to socially sensitive research.

These issues are discussed in more detail when looking at the themes in issues and debates in **Component Guide 3: Psychological Skills** and are briefly explained here in relation to Health Psychology.

Examples of specific Health Psychology issues and debates, as applicable to the eleven topic areas above are:

- **Ethical** (e.g. the use of animals and humans when researching drugs and drug treatments like aversion therapy).
- **Practical issues in the design and implementation of research** (e.g. generalising from findings from animal studies to human behaviour; studying drug action in the brain is hard to access holistically).
- **Reductionism** (e.g. when considering the use of methods such as experiments; that studies using animals tend to isolate variables).
- **Comparisons between ways of explaining behaviour using different themes** (e.g. different explanations for drug misuse, learning and biological).
- **Psychology as a science** (e.g. using animal experiments to study drug misuse; considering biological explanations for drug misuse).
- **Culture** (e.g. considering the cross-cultural research) and **gender** (not specifically considered in this topic area, though gender differences in drug taking could be considered).
- **Nature-nurture** (e.g. learning as opposed to biological explanations for drug misuse).
- **An understanding of how psychological understanding has developed over time** (e.g. rise of understanding about drug misuse – explanations for drug misuse; rising understanding used in anti-drug campaigns).
- **Issues of social control** (e.g. treating drug misuse as criminal and requiring treatment).
- **The use of psychological knowledge within society** (e.g. using understanding of drug misuse to develop treatment ideas).
- **Issues related to socially sensitive research** (e.g. asking about drug 'habits' when people are vulnerable).

Detailed content changes

Overview and rationale of the Health Psychology

Much of the content from the GCE 2008 specification remains, including physical dependence, tolerance and withdrawal in relation to substance use.

The Health Psychology topic area of 'Applications of Psychology' for GCE 2015 is very similar to the same section of the 'Applications of Psychology' paper of Unit 3 GCE 2008.

(Note that in Unit 3 GCE 2008, Sports Psychology was a topic area. Within GCE 2015, Sports Psychology has been removed from the specification).

The Health Psychology topic area will draw upon material discussed within Year One, including methodological approaches, such as ethics and laboratory experiments, and also issues about how drugs work, such as at the synapse.

Table 4:3 comparison of Health Psychology in GCE 2015 and GCE 2008

Section	GCE 2015	GCE 2008
Content	<p>Learning in regard to addictions to the following substances are all compulsory:</p> <ul style="list-style-type: none"> - Alcohol - Heroin - Nicotine <p>Aversion therapy is included in the specification as a compulsory treatment topic.</p> <p>One other treatment option to be taught at least, though there must be two treatments for each of the drugs (they do not have to be different).</p> <p>One anti-drug campaign.</p>	<p>Addictions discussed within the specification were heroin (compulsory topic) and one of the following:</p> <ul style="list-style-type: none"> - Alcohol - Cocaine - Ecstasy - Marijuana - Nicotine <p>Treatment for substance use includes drug treatment and one other, including aversion therapy, token economy or AA.</p> <p>One anti-drug campaign.</p>
Methods	<p>Greater emphasis on mathematics and statistical investigation.</p>	<p>Some mathematical/ investigative requirements.</p>
Studies	<p>Classic study: Olds and Milner (1954).</p> <p>One study chosen from the following: Mundt et al. (2012), Dixit et al. (2012), Pengpid et al. (2012).</p>	<p>Classic study: Blättler et al. (2002).</p> <p>One other study was chosen with examples offered from: Stacy et al. (1991), Wareing et al. (2000), Brook et al. (1999), Morgan and Grube (1991), Ennett et al. (1994).</p>

Key question	Examples of key questions given, reflecting contemporary issues. A free choice as in 2008. However, in 2015 concepts and theory etc. are to be applied to the key question, which is different from 2008	Examples of key issues given.
Practical investigation	Investigations focus upon questionnaires, interviews or observation.	Investigation focuses upon content analysis or a summary article.
Issues and debates	See Table 1.2 and 4.2 to explain the issues and debates changes.	

Explanation of the changes to and requirements in Health Psychology

Content:

- Students are expected to learn about *three* types of substances rather than two, as was the case in GCE 2008. Heroin remains as a topic to be discussed, with the addition of alcohol and nicotine addiction being compulsory substances to be taught within GCE 2015.
- The optionality of the substances has been removed to provide greater clarity to the areas to be covered. Cocaine, ecstasy and marijuana do not feature within the GCE 2015 specification. (Though there is a choice of drug in biological psychology in Year One)
- The biological and learning approaches remain the focus of explanations within the topic as it was within GCE 2008.
- Aversion therapy as a treatment has become compulsory for GCE 2015, rather than optional as it was in GCE 2008, though centres can select the other required treatment option as they consider appropriate.

Summary of changes to content: A lot is the same. Three drugs are required now, removing some element of choice. Aversion therapy is required. There is still the focus on one anti-drug campaign and still focus on biological and learning explanations as well as treatments, so a lot is the same. Topic areas individual differences and developmental psychology are signposted.

Methods:

- The use of humans and animals within drug research has been retained from the GCR 2008 specification.
- There is a requirement that students can analyse quantitative and qualitative data which means using inferential statistical testing to draw conclusions from

quantitative data, and using thematic analysis and grounded theory for qualitative data.

- Analysis of quantitative data is required at a greater depth than GCE 2008. GCE 2015 has a greater emphasis on the mathematical element in psychology.

Studies:

- All studies within Health Psychology have changed. Contemporary studies have been reviewed and more relevant, up-to-date studies selected. Contemporary studies are intended to represent psychology as it is today, or at least to be up to date in their focus as far as possible – whilst choosing work that is compact enough to suit this specification.
- This is in part due to the change in the types of substance misuse being studied, making contemporary studies such as Brook et al. (1999) no longer relevant to the GCE 2015 specification and so these have been removed.
- Students are still required to learn *two* studies, including the classic study.
- There is optionality as to the choice of the contemporary study, with three alternatives having been identified. The contemporary studies included within this topic reflect recent research into the field of health psychology and up-to-date studies have been selected. Access to the studies identified is freely available on the internet, with citations for the studies on page 49.

Key question:

- The focus on the key question is to discuss the topic areas as a contemporary issue, rather than an academic argument. This has the result of making this section of the topic much more applied, and therefore transferrable to higher education and psychology practice.

Suitable examples of key questions include:

- How to encourage the cessation of smoking?
- Government intervention in health behaviour versus freedom of choice: to what extent is government intervention appropriate?

Practical:

- The practical investigations should be undertaken using a questionnaire, interview or content analysis approach. Greater guidance has been provided as to how the practical should be undertaken to ensure compliance with the specification requirements.

Suitable examples of investigations include:

- Content analysis of pop music/television programmes e.g. references to drugs.
- Content analysis of newspaper articles/news comparing references to alcohol and nicotine.

Issues and debates:

- There are eleven different issues and debates outlined within the specification, compared to six broad topics identified within GCE 2008. The content of these issues remains similar to GCE 2008, though also reflects contemporary issues within psychology since the development of the last specification.

Specification requirements

Table 4:4 summary of the specification requirements for the content section in Health Psychology

Health Psychology, content section requirements
Issues around drug taking including addiction, tolerance, physical and psychological dependency and withdrawal.
Biological and learning explanations of addiction: <ul style="list-style-type: none"> • One biological explanation of alcohol, heroin and nicotine addiction (including mode of action at the synapse). • One learning explanation of alcohol, heroin and nicotine addiction.
Two treatments for alcohol, heroin and nicotine addiction, including aversion therapy.
One anti-drug campaign and psychological strategies behind it.

Table 4:5 summary of the specification requirements for the methods section in Health Psychology

Health Psychology, methods section
Use of animals: <ul style="list-style-type: none"> • The use of animal laboratory experiments to study drugs including reductionism (includes Year 1 material). • Ethics of using animals to study drugs (Includes Year 1 material).
Human drug studies: <ul style="list-style-type: none"> • Two research methods using humans to study drugs • Ethics of using human participants to study drugs. (Includes Year 1 material).
The use of cross-cultural research, including nature-nurture issues related to drug misuse.
Data analysis: <ul style="list-style-type: none"> • Analysis of quantitative data using measures of central tendency, frequency tables, measures of dispersion (range and standard deviation). • Analysis of, use of, and drawing conclusions from quantitative data, including using inferential statistical testing (use of chi squared, Spearman's rho, Mann-Whitney U, Wilcoxon) and issues of statistical significance; levels of measurement; critical and observed values. • Analysis of qualitative data using thematic analysis and grounded theory.

Studies

The classic studies can often be found on the Internet directly, and otherwise are available through inter library loan or by purchasing a copy using the Internet.

Each of the contemporary studies mentioned within the Health Psychology specification are noted in the table below. Students must learn one of the three studies below. The choice of which to learn can be made at a centre level.

As with Criminological and Child Psychology there is one classic study and one contemporary study to be covered. The classic study is compulsory, and one contemporary study is selected from a choice of three.

There are no additional studies in Health Psychology, although at least one study using animals would be useful to illustrate the use of animals in psychology. Van den Oever et al. (2008) in Biological Psychology in Year One uses animals so if that was chosen in Year One that would be suitable here. Olds and Milner (1954) of course is a study that used animals.

Resources and references

A) References for the studies in Health Psychology

The classic studies can often be found on the Internet directly, and otherwise are available through inter library loan or by purchasing a copy using the Internet.

Study type	GCE 2015 classical study references
Compulsory classic study	Olds J. & Milner P (1954) Positive reinforcement produced by electrical stimulation of septal area and other regions of rat brain. <i>Journal Comparative Physiological Psychology</i> , Dec 1954, 47(6), 419–27.

Each of the contemporary studies mentioned within the Health Psychology specification are noted in the table below.

Study type	GCE 2015 contemporary study references
Contemporary study choice: alcohol	Mundt, M. P., Mercken, L., & Zakletskaia, L. (2012) Peer selection and influence effects on adolescent alcohol use: a stochastic actor-based model. <i>BMC Pediatrics</i> , 12(1), 115.
Contemporary study choice: alcohol	Dixit, S., Ansari, M.A., Khan, Z., & Khaliq, N. (2012) Biosocial determinants of alcohol risk behaviour: an epidemiological study in urban and rural communities of Aligarh, Uttar Prades. <i>National Journal of Community Medicine</i> , Jul–Sep 2012, 3(3), 447.
Contemporary study choice: alcohol	Pengpid, S., Peltzer, K., Skaal, L., van der Heever, H., & van Hal, G. (2012) Screening and brief intervention for alcohol problems in Dr George Mukhari Hospital out-patients in Gauteng, South Africa: a single-blinded randomized controlled trial protocol. <i>BMC Public Health</i> , 2012, 12, 127.

B) Resources – where to find the studies

Many of the classic and contemporary studies can be found on the Internet and all can be found using the British Library. Other libraries can access the studies through the inter-library loan system. Some studies have the abstract on the Internet and a link to buying the PDF.

Links to the studies are given in below, though changes over time might mean those links no longer work. There will be further links made available as the need arises.

Some links are to the abstract with the PDF, with a PDF of the complete paper available for purchase. Some links are direct to a study (direct link). Some studies have to be accessed using the library (library access).

(Note that some links have to be presented here with a 'space' to go onto another line so they will need copying out to remove the 'space')

Study type	Study name	Suggested link
Compulsory classic study	Olds and Milner (1954)	http://wadsworth.cengage.com/psychology_d/teplates/student_resources/01550606780155060678_rathus/ps/ps02.html – direct link.
Contemporary study choice: alcohol	Mundt et al. (2012)	http://www.biomedcentral.com/1471-431/12/115 – direct link.
Contemporary study choice: alcohol	Dixit et al. (2012)	http://connection.ebscohost.com/c/articles/83333204/biosocial-determinants-alcohol-risk-behaviour-epidemiological-study-urban-rural-communities-aligarh-uttar-pradesh – link here to order from library. http://njcmindia.org/uploads/3-3_447-451.pdf – direct link.
Contemporary study choice: alcohol	Pengpid et al. (2012)	http://www.biomedcentral.com/content/pdf/1471-2458-12-127.pdf – direct link.

Where to find ideas about issues and debates is considered in **Component Guide 3: Psychological Skills**, where issues and debates are considered in more detail.

c) Suggested resources – the studies

The **full versions** of the studies are mainly the best option but some summarizing might be useful. In this section candidates will be expected to know the studies (one classic and one contemporary only, except for clinical where one classic and two contemporary studies are required) in good detail.

Textbooks will summarise in reasonable detail, however, where possible it is advised that candidates are able to access the full study.

In some cases results sections are rather complex and full knowledge of all the results are not likely to be expected (unless the results are at a reasonable level of detail).

Online resources can be found, however, this is not likely to be the case for all studies. Summaries can be useful but would need to be at a good depth, and often they are not. Resources to support issues and debates discussions (see below) are likely to be useful in this part of the Applications of Psychology topic area, however, there are unlikely to be resources that link (for each study) a study to issues and debates. The aim is to test the candidate's understanding of: (i) the studies, (ii) issues and debates, and (iii) how the studies illustrate issues and debates.

To support centres with the compulsory studies, Edexcel have published a support document on the website which provides a summary of the studies which are not freely available on the Internet. This document is for guidance only and does not include any

application or evaluation material, which may be required in the examination. This document can be found at the following link:

http://qualifications.pearson.com/content/dam/pdf/A%20Level/Psychology/2015/teaching-and-learning-materials/Selected_studies_summaries.pdf

D) Suggested resources – other

Subject	Some suggested resources
Issues of drug taking – addiction, tolerance etc.	<p>http://www.drugscope.org.uk/resources/faqs/faqpages/what-are-the-dangers-from-using-drugs – a UK Government site provides background information to drugs.</p> <p>http://www.mentalhealth.org.uk/help-information/mental-health-a-z/D/drugs/ – about mental health and drug taking: gives information on specific drugs like alcohol.</p> <p>https://www.safetypharmacology.org/AM2012/am12presentations/Markgraf_IntroPhysicalDependenceWD.pdf – more directly on tolerance and so on (PowerPoint).</p>
Heroin	<p>http://www.drugabuse.gov/publications/media-guide/science-drug-abuse-addiction – National Institute of Drug Abuse site.</p> <p>http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3341929/ – theories of addiction, about methadone but gives some theories.</p>
Alcohol	<p>http://www.nlm.nih.gov/medlineplus/ency/article/000944.htm – Medline information.</p> <p>http://www.nytimes.com/health/guides/disease/alcoholism/causes.html – New York Times article.</p>
Nicotine	<p>http://www.ncbi.nlm.nih.gov/books/NBK53018/ – nicotine addiction.</p>
Treatments	<p>http://www.drugabuse.gov/publications/drugfacts/treatment-approaches-drug-addiction – National Institute for Drug Abuse fact sheet.</p> <p>http://www.nhs.uk/Livewell/addiction/Pages/treatingaddiction.aspx – NHS Live well site.</p>
Anti-drug campaign	<p>http://www.drugs.health.gov.au/ – National Drugs Campaign (Australia) site.</p> <p>http://www.bbc.co.uk/news/magazine-21242664 – BBC article about talk to Frank.</p>
Issues with using animals	<p>http://www.aavs.org/site/c.bkLTKfOSLhK6E/b.6456997/k.3D74/Problems_with_Animal_Research.htm#.VBcU0jlwbrc</p>

	<p>– anti-vivisection site so some bias (check for suitability).</p> <p>http://www.ncbi.nlm.nih.gov/pubmed/15060191 – more academic article on using animals for the purpose.</p>
Key questions	See below for resources.

Practical guidance

Planning

Students are expected to conduct a practical investigation that uses a questionnaire, interview or content analysis. There is an emphasis placed upon the need for the data collected to be subject to statistical analysis and consideration should be given to this at the time of planning. A clear research question should be identified at the planning stage.

The topic of the investigation has been kept broad to allow for centres to be responsive to students, as long as it achieves all expectations as noted within the specification and follows ethical principles. Examples for the practical may include undertaking a content analysis of newspaper articles/news comparing references to alcohol and nicotine.

Carrying out the practical

Consideration should be given to ethical guidelines when designing and conducting the investigation, and should adhere to the BPS research guidelines into psychology research.

Students may be asked to discuss their practical within future examinations. They will therefore need to demonstrate an understanding of the decisions made when designing and conducting the investigation, and be able to communicate this within an examination.

Analysis

Students will need to undertake an analysis of the quantitative data obtained within the investigation, or if collecting qualitative data, the data must be converted to quantitative for analysis purposes. Students will need to use appropriate inferential statistical tests.

Drawing conclusions

There is an expectation that students will form inferences from their investigation which ultimately answers the research question initially identified. Communication of such findings is essential.

Students will benefit from giving consideration to an evaluation of their practical investigation and the reliability and validity of the investigation as a whole when drawing conclusions. They will also need to consider where possible improvements in research design and investigation may be made.

Key question

There are a number of key questions relevant to this topic area. The emphasis within the use of key questions is for students to discuss the issue within the context of an issue for society, rather than as an academic argument. They will be expected to draw upon the learning and content of this topic in order to discuss the key question. This can include the application of theories and research, as long as presented within the context of the key question.

Suggested key questions in the specification are:

- How to encourage the cessation of smoking?
- Government intervention in health behaviours versus freedom of choice: to what extent is government intervention appropriate?

Below is an indication of some electronic sources which relate to the key issues:

How to encourage the cessation of smoking?

- <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1494968/> – US resource on stopping smoking.
- <http://www.nhs.uk/Livewell/smoking/Pages/Betterlives.aspx> – Live well, NHS site giving ideas. There are many others. And currently there is “Stoptober” as a campaign.

Government intervention in health behaviours versus freedom of choice: to what extent is government intervention appropriate?

- <http://www.theguardian.com/science/2009/nov/06/scientific-advice-political-interference-guidelines> – *Guardian* article.
- <http://hbswk.hbs.edu/item/5645.html> – A US site but provides ideas about government interference.

Assessment guidance on key questions

Key questions can be assessed across any of the Assessment Objectives (AOs) – AO1, AO2, AO3. In the 2008 specification there was generally a focus on AO1 and/or AO2 assessment of the key issues, but key questions in the 2015 specification can be assessed across the full range of AOs.

Short open questions (1-7 marks) will generally assess a key question using a single AO, with extended open questions (8 – 20 marks) assessing key questions across at least two of the AOs.

Examples of questions that could assess the key question (not exhaustive, but used for guidance purposes):

- Describe the key question you have studied for health psychology (AO1)
- Explain the relevance of your chosen key question for health psychology to today’s society using theories and/or concepts (AO2)
- Using research evidence, explain the relevance of your chosen key question for health psychology to today’s society (AO3)
- Discuss your chosen key question for health psychology using theories and/or concepts (AO1 and AO2)
- Assess how far your chosen key question for health psychology is relevant to today’s society (AO1 and AO3)
- To what extent is your chosen key question for health psychology of relevance to today’s society? (AO1 and AO3)
- Evaluate your chosen key question for health psychology (AO1 and AO3)*

* Evaluate could also assess your chosen key question across AO1, AO2, and AO3 if there is a stimulus material/stem included in the question.

Preparing your students for key questions

In terms of AO1, the following could be considered when preparing your students:

- What is the key question?
- How is the key question relevant for today's society?
- How is the key question likely to directly affect individuals in today's society?
- How is the key question likely to affect society as a whole?
- Are there any relevant examples which could help show knowledge of the key question?

In terms of AO2, the following could be considered when preparing your students:

- What theories can be used from the specification content to explain the key question?
- How can the theories explain how the key question developed in today's society?
- How can the theories explain how to reduce or possibly eliminate the impact of the key question on today's society?
- Are there any concepts from the specification content that can explain the key question in today's society?

In terms of AO3, the following could be considered when preparing your students:

- What research evidence can be used from the specification content to support or provide evidence for the key question?
- What research evidence can be used from the specification content to refute or dispute the relevance of the key question for today's society?
- Are there any methodological flaws in the supporting evidence which could lead to it being questionable support for the key question?

Issues and debates

Within this area students will be expected to demonstrate a critical approach when discussing the identified issues. This will require demonstration of an understanding of the specified issue in addition to using psychological theories and approaches, as relevant, to evidence this understanding.

Where specified, students will be required to form a conclusion based upon the evidence given, identifying which side of the issue / debate they concur with. In order to accomplish this, it will be helpful for students to be confident in presenting evidence, and writing in this manner, prior to the examination process.

Specific examples relating to the 11 issues and debates in the specification are given earlier in this component guide for Health Psychology (page 44), to help to make the links. The final topic area in Year Two is called 'Psychological Skills' and reviews not only methods and studies, but also issues and debates across the course.

Quantitative skills guidance for all topics

Overview of new requirements

In GCE 2015, there is an increased emphasis on quantitative skills throughout the topic areas of Component 2: Applications in Psychology. At GCE there is a requirement that the qualification has 10% assessment of level 2 quantitative skills across the assessments. The quantitative skills requirement is fulfilled by four categories of mathematical skills. The same requirements relate to all topics within this component: Clinical, Criminal, Child and Health Psychology. (The skills that were 'A' level only in Year One are given in italics).

Arithmetic and numerical computation:

- Recognise and use expressions in decimal and standard form.
- Use ratios, fractions and percentages.
- Make estimates of the results of calculations, without using a calculator.

Handling data:

- Use an appropriate number of significant figures.
- Find arithmetic means.
- Construct and interpret frequency tables and diagrams, bar charts and histograms.
- Understand simple probability, for example explaining the difference between 0.05 and 0.01 levels of significance.
- Understand the principles of sampling as applied to scientific data, for example explaining how a random sample can be obtained from a target population.
- Understand the terms: mean, mode and median.
- Use a scatter diagram to identify a correlation between two variables.
- Use a simple statistical test, i.e. non-parametric test of differences.
- Make order of magnitude calculations.
- *Distinguish between levels of measurement.*
- Know the characteristics of a normal distribution.
- Recognise skewed distributions.
- *Choose an appropriate statistical test.*
- *Use statistical tables to determine significance.*
- *Understand measures of dispersion, including standard deviation and range.*
- Understand the difference between qualitative and quantitative data.
- Understand the difference between primary and secondary data.

Algebra:

- Understand and use the symbols: =, <, <<, >, >>.
- *Substitute numerical values into algebraic equations using appropriate units for physical qualities, i.e. inserting the appropriate values from a given set of data into the formula for a statistical test.*
- *Solve simple algebraic equations, i.e. calculate the standard deviation from a set of scores using the standard deviation formula.*

Graphs:

- Translate information between graphical, numerical and algebraic forms.
- Plot two variables from one experimental or other data.

To support centres with the mathematical skill requirements Edexcel have a support document on the website at the following link:

http://qualifications.pearson.com/content/dam/pdf/A%20Level/Psychology/2015/teaching-and-learning-materials/GCE_Mathematical_Guidance%20Psychology.pdf

Mapping to 2008 specification

Changes from GCE 2008 have been explained on pages 1–2. This section provides a brief overview of those changes, with regard to Component 2: Applications of Psychology.

Year Two of the GCE 2015 specification has a lot of similarities with the A2 in GCE 2008. There is Clinical Psychology and again it is compulsory. Child, Health and Criminological Psychology are all choices of applications. And there is an Issues and debates section in GCE 2015 which is not dissimilar to GCE 2008 Unit 4, Part Two (in Psychological Skills, which is covered in **Component Guide 3: Psychological Skills**).

However, there are differences. Sport Psychology is no longer a choice. Clinical Psychology takes up 54 out of 90 marks in Paper 2 and the other application has 36 marks, so the split is no longer even.

Also the Issues and debates (called Psychological Skills) in GCE 2015 includes all the A level methodology (Year One and Year Two) which is a bit different, and also includes looking back over studies. Issues and debates themselves are now more in quantity, though not that different in focus and purpose.

There are three papers for GCE 2015, and **Component Guide 2: Applications in Psychology** focuses on Paper 2, which is about the applications. The applications are Clinical Psychology and one other chosen from Criminological, Child and Health Psychology. In GCE 2008, Clinical Psychology was also compulsory, but then two others were chosen from Criminological, Child, Health and Sport Psychology. So there is less in that sense to cover.

Also Paper 1 has just four topic areas, whereas GCE 2008 had five.

Paper 3 is a two hour paper on Psychological Skills (issues and debates, and other issues), which is different – it gives more focus on those areas of study.

Table 5:1 comparison of Clinical Psychology in GCE 2015 and GCE 2008

Section	GCE 2015	GCE 2008
Content	<p>The range of options for the second taught disorder has been reduced. Choices are now unipolar depression, OCD and anorexia nervosa.</p> <p>Four 'D's added'.</p> <p>Reference made to ICD classification system.</p>	<p>Second taught disorder could be selected from six options.</p> <p>Reference only to DSM.</p>
Methods	<p>HCPC guidelines added following changes in professional registration.</p> <p>Greater emphasis upon mathematics.</p>	<p>Reference only to BPS practice.</p> <p>Some mathematical requirements.</p>
Studies	<p>Changes to contemporary studies to reflect research progress.</p> <p>A choice of two specified studies for each second taught disorder.</p>	<p>Other than the classical study, studies within the specification were given as examples, thereby allowing for large potential variation in studies studied amongst centres.</p> <p>Rosenhan is still the classic study.</p>
Key question	<p>Examples of key questions given, reflecting contemporary issues.</p>	<p>Remains the same idea with section now called 'key question' instead of 'key issue'.</p>
Practical	<p>Investigations focus upon content analysis.</p>	<p>Investigation requires description of an issue and preparation of a leaflet.</p>
Issues and debates	<p>See Table 1:2 (page 5) to explain the issues and debates changes.</p>	

Table 5:2 comparison of Criminological Psychology in GCE 2015 and GCE 2008

Section	GCE 2015	GCE 2008
Content	<p>Offender profiling has been removed. There is a greater emphasis upon the treatment of offenders.</p> <p>CBT has been included as an overarching treatment, within which anger management is considered.</p>	<p>Offender profiling was in the specification, but as part of the key issue only.</p> <p>Anger management was offered as 'one other' treatment in GCE 2008.</p>
Methods	<p>Case studies have been added to the specification, in addition to laboratory and field</p>	<p>Methodology focused entirely on laboratory and field experiments.</p>

	<p>experiments.</p> <p>Sample selection and techniques are explicitly within the specification.</p> <p>Greater emphasis upon mathematics.</p>	Some mathematical requirements.
Studies	<p>Students are expected to know one study into eye-witness testimony; Loftus & Palmer (1974)</p> <p>In addition to learning Loftus & Palmer (1974), students must learn one of the following three studies:</p> <p>Bradbury & Williams (2013), Valentine & Mesout (2009), Howells et al. (2005).</p>	<p>Students are expected to know three studies into eye-witness testimony.</p> <p>In addition to learning Loftus & Palmer (1974), students must learn one of the following three studies:</p> <p>Yuille and Cutshall (1986), Charlton et al. (2000), Gesch et al. (2003).</p>
Key question	<p>Examples of key questions given, reflecting contemporary issues.</p> <p>The key question must have concepts and ideas applied to it from criminological psychology.</p>	<p>Examples of key issues given.</p> <p>The key issue had to be described only and then a practical carried out relating to the key issue.</p>
Practical	Investigations focus upon questionnaire, interview or case study.	Investigation requires description of an issue and either a content analysis or article analysis.
Issues and debates	See Table 2.2 (page 18) to explain the issues and debates changes.	

Table 5:3 comparison of Child Psychology in GCE 2015 and GCE 2008

Section	GCE 2015	GCE 2008
Content	<p>Severe learning difficulties and ADHD have been removed. Autism is the only disorder they are required to learn. No choice now.</p> <p>No requirement for different aspects of Bowlby's attachment theory.</p>	<p>Severe learning difficulties, ADHD and autism were including as developmental issues – though there was an element of choice.</p> <p>Had psychodynamic and evolutionary elements of Bowlby's theory specified.</p>
Methods	Observation, questionnaires and interviews are included within the specification. Though these are in Year One so this is about revision and application of the	Observations and cross-cultural research were required

	<p>methods.</p> <p>Cross-cultural research is here the same as in GCE 2008 with cross-sectional and longitudinal designs added.</p> <p>Meta-analysis is here too, and the classic study involves a meta-analysis.</p> <p>Ethics of child research explicitly mentioned</p> <p>Greater emphasis upon mathematics and statistical testing</p>	
Studies	<p>Identified studies are:</p> <p>Compulsory study: van IJzendoorn and Kroonenberg (1988).</p> <p>One of a choice from the following three: Cassibba et al. (2013), Gagnon-Oosterwaal et al. (2012), Li et al. (2013).</p>	<p>Identified studies were:</p> <p>Compulsory study: Curtiss (1977).</p> <p>One of a choice from the following three: Bowlby (1946), Belsky & Rovine (1988), Rutter et al. (1998).</p>
Key question	<p>Examples of key questions given, reflecting contemporary issues. In GCE 2015, application of concepts and ideas is required, as well as description of the key question.</p>	<p>Examples of key issues given – different name (key question now) but just description required.</p>
Practical	<p>Investigations focus upon questionnaires, interviews or observation – this is a practical in the sense of the Year One practicals, which is a change, and three research methods to choose one from.</p>	<p>Investigation focuses upon content analysis or a summary article.</p>
Issues and debates	<p>See Table 3:2 (page 21) to explain the issues and debates changes.</p>	

Table 5:4 comparison of Health Psychology in GCE 2015 and GCE 2008

Section	GCE 2015	GCE 2008
Content	<p>Learning in regard to addictions to the following substances are all compulsory:</p> <ul style="list-style-type: none"> - Alcohol - Heroin - Nicotine 	<p>Addictions discussed within the specification were heroin (compulsory topic) and one of the following:</p> <ul style="list-style-type: none"> - Alcohol - Cocaine

	<p>Aversion therapy is included in the specification as a compulsory treatment topic.</p> <p>One other treatment option to be taught at least, though there must be two treatments for each of the drugs (they do not have to be different).</p> <p>One anti-drug campaign.</p>	<ul style="list-style-type: none"> - Ecstasy - Marijuana - Nicotine <p>Treatment for substance use includes drug treatment and one other, including aversion therapy, token economy or AA.</p> <p>One anti-drug campaign.</p>
Methods	Greater emphasis on mathematics and statistical investigation.	Some mathematical/ investigative requirements.
Studies	<p>Classic study: Olds and Milner (1954).</p> <p>One study chosen from the following: Mundt et al. (2012), Dixit et al. (2012), Pengpid et al. (2012).</p>	<p>Classic study: Blättler et al. (2002).</p> <p>One other study was chosen with examples offered from: Stacy et al. (1991), Wareing et al. (2000), Brook et al. (1999), Morgan and Grube (1991), Ennett et al. (1994).</p>
Key question	Examples of key questions given, reflecting contemporary issues. A free choice as in 2008. However, in 2015 concepts and theory etc. are to be applied to the key question, which is different from 2008	Examples of key issues given.
Practical investigation	Investigations focus upon questionnaires, interviews or observation.	Investigation focuses upon content analysis or a summary article.
Issues and debates	See Table 4:2 (page 43) to explain the issues and debates changes.	

Assessment overview

The Pearson Edexcel Level 3 GCE A Level in Psychology is structured into nine topic areas. Topics 1-4 focus on the four topic areas which have helped to lay the foundations of modern psychological understanding. Topics 5-8 focus on how our understanding of psychology is applied today. The final topic covers the psychological skills which psychologists use when conducting research.

The Pearson Edexcel Level 3 GCE A Level in Psychology consists of three externally examined papers.

Component Guide 2: Applications in Psychology focuses on applications of psychology, which involves all students studying the Clinical Psychology section and then choosing one option from Criminological Child or Health Psychology. This is Paper 2.

Paper 2: Examination Title: Applications of Psychology		*Paper code: 9PS0/02
<ul style="list-style-type: none"> Externally assessed Availability: May/June First assessment: 2017 	35% of the total qualification	
<p style="text-align: center;">Overview of content</p> <p>Compulsory content:</p> <ul style="list-style-type: none"> Clinical Psychology <p>Optional topics (students must cover one):</p> <ul style="list-style-type: none"> Criminological Psychology Child Psychology Health Psychology. 		
<p style="text-align: center;">Overview of assessment</p> <ul style="list-style-type: none"> 2-hour written examination, worth 90 marks Students must answer all questions from Section A, and all questions from a choice of three optional topic areas in Section B Section A has 54 marks comprised of mixed question types, including data and stimulus response, short-answer and extended response questions with one 20-mark response, covering the topic area of Clinical Psychology Section B presents students with a choice of one from three optional topic areas – Criminological, Health or Child Psychology – each totalling 36 marks comprised of a mixture of question types, including stimulus and data response, short-answer and extended response questions. 		

*See the specification for description of this code and all other codes relevant to this qualification.

Paper 2: More information

Paper 2 consists of a total of 90 marks. Clinical Psychology forms Section A, and carries 54 marks out of the 90. The optional topic (Criminological, Health or Child Psychology) each have 36 marks, and forms Section B.

Questions within each topic will range across the entire topic area in each case. All sections (content, methods, studies, key question, practical, and issues and debates) must be assessed within the examinations throughout the life of the specification.

There will be no multiple choice questions within Paper 2. There will be both point-based and levels-based marking. The levels based questions will have a consistent mark scheme (depending on the taxonomy used), with emphasis on skills, allowing for content to be brought in as appropriate.

Within Section A, there will be a final essay which is allocated 20 marks. For Section B, there will be a final essay worth 16 marks. There may be additional shorter essays within the paper, which will be marked using a levels-based approach.