

AS and A Level Psychology



Mapping Document

Mapping against AQA, OCR, WJEC and Pearson Psychology 2008 specifications to the Pearson 2015 Psychology specification

GCE Psychology 2015: Mapping GCE 2008 specification (AQA-A, AQA-B, OCR and WJEC) to the Pearson 2015 specification

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1. Introduction

This mapping exercise is done in several parts. First, the 2015 examination pattern and related issues are discussed, as they are common to all awarding bodies and the changes will apply to all. Therefore, mapping Pearson Pearson Edexcel GCE Psychology 2015 against the other awarding body 2008 specifications will be the same for all awarding bodies. Second, differences in how the other awarding body 2008 specification structures fit with Pearson Edexcel GCE Psychology 2015 are considered. Third, tables showing the differences in content, methodological differences, studies, key question differences, differences in practicals, and issues and debates differences are considered. To summarise, this document presents: examination patterns and related issues; structure differences; content issues, method issues, studies issues, key question issues, practicals issues and issues and debates issues for AQA-A, with a summary; content issues, method issues, studies issues, key question issues, practicals issues and issues and debates issues for AQA-B, with a summary; content issues, method issues, studies issues, key question issues, practicals issues and issues and debates issues for OCR, with a summary; content issues, method issues, studies issues, key question issues, practicals issues, and issues and debates issues for AQA-B, with a summary. Thus the Pearson Edexcel GCE 2015 specification is presented in its order, with the related comments about other awarding bodies' GCE 2008 specifications alongside. For sections 2 (Examination issues GCE 2015 compared with GCE 2008) and 3 (Structure of Pearson Edexcel GCE 2015 compared with GCE 2008 (other than exam related)) all awarding bodies are considered together. For sections 4 to 7 each awarding body is considered separately (in alphabetical order), starting with AQA-A (section 4), AQA-B (section 5), OCR (section 6) and then WJEC (section 7). To use this document, please use the first two tables (2.1) and (3.1) and then use just the awarding body that applies to you (see the tables in sections 4 to 7). [AS exam in Pearson Edexcel 2015: The AS has two exam papers, and comprises the year 1 A level material except for the issues and debates and some of the math requirements.]

2. Assessment comparison: Pearson Edexcel

GCE 2015 compared with GCE 2008

Table 2.1 Assessment comparison

Pearson Edexcel GCE specification 2015	Spec. ref.	All specifications 2008
Three exam papers	N/A	<ul style="list-style-type: none"> • All had four exam papers, AS in year 1 having two papers and A2 in year 2 having two papers, with AS at a lower level than A2– a modular approach. Exams are now not modular – they are all taken in one series, for all awarding bodies. • All exams in 2008 (all awarding bodies) were externally marked; this is the same for all in 2015. • There was a winter series in 2008 but that finished before 2015 for all awarding bodies, so no winter series and none in 2015 – for all. • There are differences in timings for the exams for 2008 and for 2015, which will apply to all awarding bodies, though overall the time of examining is similar (e.g. Pearson Edexcel 2015 is 6 hours and AQA-A 2008 is 6.5 hours).
<p>Paper 1: Foundations in psychology Year 1 material/AS and Issues and debates</p> <ul style="list-style-type: none"> • 35% of the qualification • Four topic areas (Social, Cognitive, Biological, Learning) • Written examination • Answer all questions • 5 sections (social, cognitive, biological, learning, and issues and debates – which 	Page 1	<ul style="list-style-type: none"> • Year 1 had two papers for the AS in GCE 2008, with similar types of questions (short-answer, extended writing, stimulus response). • AS was 50% of the A level for all awarding bodies (and A2 was the remaining 50%). In 2015 the AS is a separate award and not counted towards the A level.

<p>has 20 marks)</p> <ul style="list-style-type: none"> • 90 marks • 2 hour-exam • Calculators can be used • Formulae are given (standard deviation, statistical tests) • Stimulus response, short answer, extended writing (no MCQ) 		
<p>Paper 2: Applications of psychology Year 2, two applications</p> <ul style="list-style-type: none"> • 35% of the qualification • Two topic areas: Clinical (mandatory), plus choice from Criminological, Child or Health psychology – paper has all three, one section each • Written examination • Answer all questions • 5 sections (2 sections to be done, clinical and one from 3 other applications) • 90 marks • 2 hour-exam • Section A (Clinical) has 54 marks, Section B/C/D (choice) has 36 marks • Calculators can be used • Formulae are given (standard deviation, statistical tests) • Stimulus response, short answer, extended writing (no MCQ) 	Page 2	<ul style="list-style-type: none"> • Year 2 had two papers for the A2 in GCE 2008, similar types of questions (short-answer, extended writing, stimulus response) – all awarding b2. Examination issues GCE 2015 compared with GCE 2008odies.
<p>Paper 3: Psychological skills (synoptic)</p>	Page 3	<ul style="list-style-type: none"> • There was no additional paper. Synoptic assessment took place within the four papers.

<ul style="list-style-type: none"> • 30% of the qualification • Three sections: Methods (24 marks), Review of studies (24 marks), Issues and debates (32 marks) • Written examination • Answer all questions • 80 marks • 2 hour-exam • Calculators may be used • Formulae are given (standard deviation, statistical tests) • Stimulus response, short answer, extended writing (no MCQ) 		<ul style="list-style-type: none"> • The 2008 specifications had a section that was 'issues' and one that was 'methods' to summarise in A2. Not a separate paper, but a similar idea.
<p>Assessment Objectives</p> <p>AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures</p> <p>AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures:</p> <ul style="list-style-type: none"> • in a theoretical context • in a practical context • when handling qualitative data • when handling quantitative data <p>AO3: Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to:</p> <ul style="list-style-type: none"> • make judgements and reach conclusions • develop and refine practical design and procedures 	Page 4	<p>Assessment Objectives</p> <ul style="list-style-type: none"> • These were the same for all 2008 specifications and have now changed. AO1 was still knowledge and understanding, AO2 was comment, such as evaluation, and AO3 was the practical element. Different from 2015 assessment objectives in detail, but very similar overall. • All awarding bodies in 2008 assessed skills of analysis and evaluation, knowledge and understanding (including of ethics), research skills ... what is assessed is common in 2015 as well as in 2008, as it is in the science subject content.

<p>Mathematical skills</p> <p>Appendix D in the subject content (science)</p> <p>D.0 – Arithmetic and numerical computation</p> <p>D.1 – Handling data</p> <p>D.2 – Algebra</p> <p>D.3 – Graphs</p>	<p>Pages 61–63</p>	<p>Mathematical skills</p> <ul style="list-style-type: none"> • There was an appendix for Psychology in the science subject criteria and all awarding bodies adhered to the same requirements. • GCE 2015 has more of a mathematical element (for all awarding bodies). • Emphasis on how science works and mathematical requirements were there for all awarding bodies and are there for all in 2015.
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3. Content comparison Pearson Edexcel

GCE 2015 compared with GCE 2008

Table 3.1 Content comparison

Pearson Edexcel GCE specification 2015	Spec. ref.	All specifications 2008
Year 1: topic areas of: Social, Cognitive, Biological, Learning (Foundations in psychology)	Pages 6–22	<ul style="list-style-type: none"> • AQA-A had five core areas – social, cognitive, biological, individual differences and developmental (and research methods) in Year 1/the AS. These are different in that developmental is not focused on specifically in Pearson Edexcel 2015 (it is in learning, biological ...) and individual differences are within social psychology. These five core areas, however, must be covered by all specifications so there is a lot of commonality. • The other awarding bodies have research methods as a separate topic whereas Pearson Edexcel 2015 has embedded methods (see later). • AQA-B has approaches and then gender development and research methods – so three sections, which is different – in Unit 1. Then it has social and cognitive psychology and individual differences in Unit Two, so there are both similarities and differences. • OCR has core studies and practical investigations as the two areas in Year 1/the AS. • WJEC is similar to OCR in having core studies, but has core studies with research methods as Unit 2 and approaches as Unit 1, so there are also similarities to Pearson Edexcel 2015.
Year Two: topic areas of: Clinical psychology and one from Criminological, Child, Health psychology (Applications of psychology)	Pages 23–41	<ul style="list-style-type: none"> • AQA-A has eight topics in Unit 3 – rhythms and sleep; relationships; eating behaviour; intelligence and learning; perception; aggression; gender; cognition; development. Pearson Edexcel 2015 has eating disorders as an option in clinical psychology in Year 2; learning in Year 1 (though also in Year 2 when explanations are asked for); aggression

3. Content comparison Pearson Edexcel

		<p>in biological psychology in Year 1; cognition in cognitive psychology in Year 1; gender in social psychology in Year 1. But not development (as such), relationships, sleep, intelligence or perception (perception is in Pearson Edexcel GCSE). Unit 4 has clinical psychology, method and issues – so there are differences here, though Year 2 Pearson Edexcel 2015 has clinical psychology, and issues and method are in Year 2, Paper 3, Psychological skills.</p> <ul style="list-style-type: none"> • AQA-B has child development and then applied psychology options as Unit 3 – again some similarities and some differences. • OCR has options in applied psychology as Unit 3 in the A2, which is similar to Pearson Edexcel 2015 Year 2. • WJEC has controversies, topics and applications as Unit 4, so there are similarities.
Year Two: Methods, studies and issues and debates – synoptic (Psychological skills)	Pages 42-44	<ul style="list-style-type: none"> • AQA-A has some of this in Unit 4, including issues and method. • AQA-B Unit 4 has approaches, methods and debates, so in some way similar to Pearson Edexcel 2015 Psychological skills. • OCR has approaches and research methods as Unit 4 in A2, which is similar to Psychological skills in Pearson Edexcel 2015. • WJEC has research methods and issues as Unit 3, which will match to an extent Pearson Edexcel 2015 Psychological skills.
Within each topic area: content, method, studies, key question, practical, issues and debates	Pages 6–41	<ul style="list-style-type: none"> • AQA-A does not have this structure within topics. • AQA-B does not have this structure within topics, though there is always an aims section before the content is outlined. • OCR does not have the same structure and is notably different in having the core studies to structure the AS. • WJEC does not have the same structure within topics.

4. Mapping to AQA-A

Table 4.1 Content

Pearson Edexcel GCE specification 2015	Spec. ref.	AQA-A 2008 (if in Pearson Edexcel 2015 and not mentioned in this column, the content is not in the AQA-A 2008 specification)
<p>Social psychology</p> <ul style="list-style-type: none"> • Obedience (including social impact theory, gender, personality, situation, culture, resistance (can include locus of control)) • Prejudice (including gender, personality, situation, culture) 	Page 6	<ul style="list-style-type: none"> • Social psychology in Year 2 and covers conformity, obedience, independent behaviour, locus of control, social influence/social change. • Pearson Edexcel 2015 has obedience out of these topics and issues like locus of control can be within personality and obedience. • Gender is a topic in Unit 3.
<p>Cognitive psychology</p> <ul style="list-style-type: none"> • Working memory • Multi-store • Episodic/semantic • Reconstructive 	Page 10	<ul style="list-style-type: none"> • Multi-store model of memory and working memory – the same. Encoding, capacity and duration are required, which is the same for Pearson Edexcel 2015. • Ewt – which is in criminological psychology in the Pearson Edexcel 2015 specification. • Cognition is a topic in Unit 3. • One of the four major approaches that are grouped together is cognitive psychology.
<p>Biological psychology</p> <ul style="list-style-type: none"> • Central nervous system (CNS) and neurotransmitter functioning • Effects of recreational drugs on CNS • Structure of the brain, brain functioning and aggression 	Page 15	<ul style="list-style-type: none"> • Stress and factors to do with stress. Stress is not a topic in the Pearson Edexcel 2015 specification. • Individual differences (a different section) includes drug therapy. • Aggression is part of Unit 3 and covers hormones and evolutionary explanations, so there are similarities with Pearson Edexcel 2015. • One of the four major approaches that are grouped together is

4. Mapping to AQA-A

<ul style="list-style-type: none"> • Natural selection and aggression • Freud/psychodynamic and aggression (as an alternative) • Hormones and aggression 		<p>biological psychology.</p> <ul style="list-style-type: none"> • One of the four major approaches that are grouped together is psychodynamic.
<p>Learning theories</p> <ul style="list-style-type: none"> • Classical conditioning • Operant conditioning • Social learning theory • Explaining phobias – and treatments 	Page 19	<ul style="list-style-type: none"> • Intelligence and learning is a topic in Unit 3, so there is some focus on learning, including simple learning (conditioning). • One of the four major approaches that are grouped together is behaviourism. • The psychology of addictive behaviour fits here.
<p>Clinical psychology</p> <ul style="list-style-type: none"> • Diagnosis of mental disorders including the four 'D's (deviance, dysfunction, distress, and danger) • DSM and ICD, issues of diagnosis • Schizophrenia – symptoms, features, explanations, treatments • One 'other' disorder from unipolar depression, OCD and anorexia nervosa – symptoms, features, explanations, treatments 	Page 23	<ul style="list-style-type: none"> • Individual differences includes abnormality and psychopathology, treating abnormality. • Eating behaviour is a topic in Unit 3 and eating disorders are part of that topic, so there is some match to Pearson Edexcel 2015. • The explanations in GCE 2015, Pearson Edexcel, can bring in biological, social, learning, psychodynamic and cognitive factors, which partly match the four major approaches. • Psychopathology has schizophrenia, or depression or anxiety disorders, so similar to Pearson Edexcel 2015, though phobias are in learning theories in Pearson Edexcel 2015. The choices are schizophrenia, depression, phobic disorders or OCD and, in Pearson Edexcel 2015, the choices are the same, with the exception that anorexia nervosa replaces phobias, which are in learning theories.
<p>Criminological psychology (option)</p> <ul style="list-style-type: none"> • Explanations of crime and anti-social behaviour • Understanding offender behaviour and offence analysis/case formulation • Treatments for offenders • Eye witness testimony (ewt) • Jury decision making 	Page 28	<ul style="list-style-type: none"> • Ewt is in cognitive psychology • The explanations in GCE 2015, Pearson Edexcel, can bring in biological, social, learning, psychodynamic and cognitive factors, which partly match the four major approaches.

<p>Child psychology</p> <ul style="list-style-type: none"> • Attachment, deprivation and privation • Day care • Cross-cultural research around attachment types • Autism – features, explanations, therapies for helping 	Page 33	<ul style="list-style-type: none"> • Developmental psychology instead of social psychology in Year 1 of the GCE 2008 specification, looking at attachments. • Within developmental psychology there is Bowlby, and privation, so similarities. • Attachments are in child psychology in the Pearson Edexcel 2015 specification. • Development is a topic in Unit 3. • The everyday issue in developmental psychology is focusing on day care, so a similarity there with Pearson Edexcel 2015.
<p>Health psychology</p> <ul style="list-style-type: none"> • Issues around drug taking – addition, tolerance, etc. • Explanations of drug addiction • Treatments for drug addiction • One anti-drug campaign 	Page 38	<ul style="list-style-type: none"> • Individual differences includes drug therapy – so it is there but in a different section. • The explanations in GCE 2015, Pearson Edexcel, can bring in biological, social, learning, psychodynamic and cognitive factors, which partly match the four major approaches. • The psychology of addictive behaviour fits here and there is some focus on smoking, but the section is not the same.
<p>Psychological skills</p> <p>None</p>	N/A	<ul style="list-style-type: none"> • Psychology in action does not match the Pearson Edexcel 2015 specification except for the psychology of addiction. • Research methods and scientific method are in a special section, which matches the psychological skills section here to an extent.

Table 4.2 Method

Pearson Edexcel GCE specification 2015	Spec. ref.	AQA-A 2008
<p>Social psychology</p> <ul style="list-style-type: none"> • Self-report data – questionnaire and interview (and related issues) • Sampling – random, stratified, volunteer, 	Page 7	<p>Method is a separate section in GCE 2008.</p> <p>It includes:</p> <ul style="list-style-type: none"> • Experiments

4. Mapping to AQA-A

<ul style="list-style-type: none"> opportunity Analysis of quantitative data (not inferential) Analysis of qualitative data – thematic analysis BPS Code of Ethics and Conduct (2009) 		<ul style="list-style-type: none"> Correlations Surveys Observations Case studies Content analysis.
<p>Cognitive psychology</p> <ul style="list-style-type: none"> Experiments (and related issues) Analysis of quantitative data – inferential statistics: Wilcoxon and Mann Whitney U Analysis of quantitative data (not inferential) Case study on brain-damaged patients 	Page 10	<ul style="list-style-type: none"> So in essence it is the same, just not embedded as in the Pearson Edexcel 2015 specification. <p>Issues include:</p> <ul style="list-style-type: none"> inferential statistics being in Year 2 and not in Year 1 (as in Pearson Edexcel 2015) content analysis not being in Year 2 as it is in clinical psychology in the Pearson Edexcel 2015 specification.
<p>Biological psychology</p> <ul style="list-style-type: none"> Correlations (and related issues) Analysis of correlations, including inferential statistics – Spearman's and related issues Brain scanning techniques Twin and adoption studies 	Page 16	<p>Methods has a separate section in the AS and also in A2.</p> <p>There are a lot of similarities, as would be expected, such as developmental psychology having the Strange Situation and cultural variations in attachment, similar to child psychology in Pearson Edexcel 2015.</p>
<p>Learning theories</p> <ul style="list-style-type: none"> Observations Content analysis Animals in lab experiments and related ethical issues Analysis of quantitative data including inferential statistics – chi-squared and related issues Analysis of qualitative data – thematic 	Page 20	<p>The subject criteria in 2008 had the main focus on experiment, self-report, observation and correlation and that is the same for 2015 so there will be a lot of similarity in research method coverage (for all awarding bodies)</p> <p>Aims, hypotheses, designs, operationalisation, IV, DV, extraneous variables, control, reliability, validity, ethics (BPS Code), sampling, demand characteristics ... are all the same as in Pearson Edexcel 2015.</p> <p>Analysis of data also the same, though no inferential statistics until Year 2, which is a difference. And presentation of qualitative data required rather</p>

analysis <ul style="list-style-type: none"> Scientific status of psychology 		than analysis of qualitative data, which is different.
Clinical psychology <ul style="list-style-type: none"> HCPC guidelines Longitudinal, cross-sectional, cross-cultural designs and meta-analyses Primary and secondary data Case studies Interviews Analysis of quantitative data including Year 1 material and the four inferential tests Analysis of qualitative data including thematic analysis and grounded theory 	Page 24	Inferential statistics include Spearman's, Mann Whitney, Wilcoxon and chi-squared – the same as in Pearson Edexcel 2015.
Criminological psychology (option) <ul style="list-style-type: none"> Lab and field experiments and other methods focusing on ewt Case studies Sampling techniques Analysis of quantitative data including using inferential statistics Analysis of qualitative data including thematic analysis and grounded theory BPS Code of Ethics and Conduct (2009) and HCPC 	Page 30	
Child psychology <ul style="list-style-type: none"> Observation Questionnaire/interview Cross-cultural research including meta-analysis and Strange Situation 	Page 34	

4. Mapping to AQA-A

<ul style="list-style-type: none"> • UNCRC and ethics of researching with children, participation and protection rights • Analysis of quantitative data including using inferential statistics • Analysis of qualitative data including thematic analysis and grounded theory 		
Health psychology <ul style="list-style-type: none"> • Animals in lab experiments and related ethics • Two research methods using humans to study drugs and related ethics • Cross-cultural research to study drug issues • Analysis of quantitative data including using inferential statistics • Analysis of qualitative data including thematic analysis and grounded theory 	Page 39	
Psychological skills <ul style="list-style-type: none"> • Includes all the method through the course and also peer reviewing 	Page 42	

Table 4.3 Studies

Note: these are the detailed studies, other studies are required too, such as Milgram in social psychology and Bandura in learning theories

Pearson Edexcel GCE specification 2015	Spec. ref.	AQA-A 2008
Social psychology <i>Classic study:</i> Sherif et al (1954/1961) <i>Contemporary,</i> one from: Burger (2009), Reicher and Haslam (2006), Cohrs et al (2012)	Page 7	Milgram's work is required and is named (not in Pearson Edexcel 2015 in the in depth studies, but in the content, so the same). However, studies are not named in the specification. They are required as

<p>Cognitive psychology <i>Classic study:</i> Baddeley (1966b) <i>Contemporary,</i> one from: Schmolck et al (2002), Steyvers and Hemmer (2012), Sebastián and Hernández-Gil (2012)</p>	<p>Page 12</p>	<p>evidence and so on, but they are not listed and required in detail in the same was as in Pearson Edexcel 2015.</p>
<p>Biological psychology <i>Classic study:</i> Raine et al (1997) <i>Contemporary,</i> one from: Li et al (2013), Brendgen et al (2005), Van den Oever (2008)</p>	<p>Page 16</p>	
<p>Learning theories <i>Classic study:</i> Watson and Rayner (1920) <i>Contemporary,</i> one from: Becker et al (2002), Bastian et al (2011), Capafons et al (1998)</p>	<p>Page 20</p>	
<p>Clinical psychology <i>Classic study:</i> Rosenhan (1973) <i>Contemporary</i> for schizophrenia: Carlsson et al (1999) <i>Contemporary</i> for the chosen disorder, one from two in each case (one from two for unipolar depression, one from two for anorexia nervosa, and one from two for OCD)</p>	<p>Page 25</p>	
<p>Criminological psychology <i>Classic study:</i> Loftus and Palmer (1974) <i>Contemporary,</i> one from: Bradbury and Williams (2013), Valentine and Mesout (2009), Howells et al (2005)</p>	<p>Page 30</p>	
<p>Child psychology <i>Classic study:</i> van IJzendoorn and Kroonenberg (1988)</p>	<p>Page 35</p>	

4. Mapping to AQA-A

<i>Contemporary</i> , one from: Cassiba et al (2013), Gagnon-Oosterwaal et al (2012), Li et al (2013)		
Health psychology <i>Classic study:</i> Olds and Milner (1954) <i>Contemporary</i> , one from: Mundt et al (2012), Dixit et al (2012), Pengpid et al (2013)	Page 39	
Psychological skills All studies from the course especially the classic studies in Topics 1 to 5	Page 44	

Table 4.4 Key question

Pearson Edexcel GCE specification 2015	Spec. ref.	AQA-A 2008
Social psychology Free choice – one key question	Page 7	The 'in everyday life' section has questions such as 'How do people resist pressures to conform?' and 'How does social psychology helps us to understand social change?', so there are similarities.
Cognitive psychology Free choice – one key question	Page 12	There is a section 'in everyday life' in each area, such as in cognitive psychology improving accuracy of eye witness testimony and strategies for memory improvement – a similar focus as in Pearson Edexcel 2015 (but more of it).
Biological psychology Free choice – one key question	Page 17	The section 'in everyday life' focuses on stress, so there is difference here as Pearson Edexcel 2015 focuses on aggression (biological psychology).
Learning theories Free choice – one key question	Page 21	There is no specified key issue – it not covered in the same way.
Clinical psychology Free choice – one key question	Page 26	There is no direct 'everyday issue' in the section on 'Abnormality' in Year 1, though there is a focus on treatments, which answer key questions in society.

Criminological psychology Free choice – one key question	Page 31	There is no specified key issue – it is not covered in the same way.
Child psychology Free choice – one key question	Page 35	The everyday issue in developmental psychology is day care and influence on the child, and day care is covered in child psychology in Pearson Edexcel 2015 too, one suggestion for a key question being ‘What issues about day care should parents consider ...?’
Health psychology Free choice – one key question	Page 40	There is no specified key issue – it is not covered in the same way.
Psychological skills None	N/A	N/A

Table 4.5 Practical investigations

Pearson Edexcel GCE specification 2015	Spec. ref.	AQA-A 2008
Social psychology <ul style="list-style-type: none"> • One questionnaire gathering both qualitative and quantitative data • Analysis of both qualitative and quantitative data • Write up procedure, results, discussion 	Page 8	<p>Practicals are encouraged in GCE 2008 but not directly assessed, which is very different from the Pearson Edexcel 2008 and 2015 approach.</p> <p>There is a section in the specification suggesting that practicals are designed and written up, though they are not required as in Pearson Edexcel 2015.</p>
Cognitive psychology <ul style="list-style-type: none"> • One experiment gathering quantitative data • Either Mann Whitney or Wilcoxon analysis depending on design • Write up procedure, results, discussion 	Page 13	How science works has a section on ‘carrying out experiments and investigations’.

4. Mapping to AQA-A

<p>Biological psychology</p> <ul style="list-style-type: none"> • One correlational study linked to drug use or aggression • Analysis using Spearman's rho • Include research question/hypothesis, research method, sampling, ethics, data collection tools, data analysis, results, discussion 	<p>Page 17</p>	
<p>Learning theories</p> <ul style="list-style-type: none"> • Observation(s) to gather both qualitative and quantitative data • Write up the results including graphs and tables • Write up the qualitative analysis/results 	<p>Page 21</p>	
<p>Clinical psychology</p> <ul style="list-style-type: none"> • One content analysis using two+ sources 	<p>Page 26</p>	
<p>Criminological psychology</p> <ul style="list-style-type: none"> • One practical to collect both qualitative and quantitative data • Analyse both qualitative and quantitative data (use inferential stats for quantitative data) • Write up the procedure, results, discussion 	<p>Page 31</p>	
<p>Child psychology</p> <ul style="list-style-type: none"> • One questionnaire, interview or observation • Quantitative data analysis including inferential statistical testing • Include research question/hypothesis, research method, sampling, ethics, data collection tools, data analysis, results, 	<p>Page 36</p>	

discussion		
Health psychology <ul style="list-style-type: none"> • One questionnaire, interview or content analysis • Quantitative data analysis including inferential statistical testing • Include research question/hypothesis, research method, sampling, ethics, data collection tools, data analysis, results, discussion 	Page 40	
Psychological skills No practical	N/A	

Table 4.6 Issues and debates

Pearson Edexcel GCE specification 2015	Spec. ref.	AQA-A 2008
Ethics	Page 9, 14, 18, 22, 27, 32, 37, 41, 44	Has ethics in How science works.
Practical issues in the design and implementation of research	Page 9, 14, 18, 22, 27, 32, 37, 41, 44	This would be in the specification in research methods, though it is not highlighted.
Reductionism	Page 9, 14, 18, 22, 27, 32, 37, 41, 44	Has reductionism in How science works.
Comparisons between ways of explaining behaviour using different themes	Page 9, 14, 18, 22, 27, 32, 37, 41, 44	This is not highlighted but would be in the specification.
Psychology as a science	Page 9, 14, 18, 22, 27, 32, 37, 41, 44	This is in How science works – appreciate the tentative nature of scientific knowledge.
Culture and gender	Page 9, 14, 18, 22, 27, 32, 37, 41, 44	Has gender and culture in How science works.
Nature–nurture	Page 9, 14, 18, 22, 27, 32, 37, 41, 44	Has nature–nurture in How science works.

4. Mapping to AQA-A

An understanding of how psychological understanding has developed over time	Page 9, 14, 18, 22, 27, 32, 37, 41, 44	Not highlighted but it would be possible through the specification.
Issues of social control	Page 9, 14, 18, 22, 27, 32, 37, 41, 44	Not highlighted but it would be in the specification in different areas.
The use of psychological knowledge within society	Page 9, 14, 18, 22, 27, 32, 37, 41, 44	There are key issues in the specification ('in everyday life') – and applications and implications of using psychology are in How science works as well as 'ways in which society uses science to inform decision making'.
Issues related to socially sensitive research	Page 9, 14, 18, 22, 27, 32, 37, 41, 44	Not highlighted but it would be in the specification in different areas.

Summary of differences – AQA-A

There is a lot that is similar with the exception of some blocks of content such as stress and also the psychology of media and anomalistic psychology. Practicals do not have the same focus as in Pearson Edexcel 2015. Methodology is not embedded as in Pearson Edexcel 2015. Studies are not listed as is done in Pearson Edexcel 2015, though they are required. Pearson Edexcel 2015 specifies more – although not so much more as sets things out more. The subject criteria for 2008 specifications is not that different from the subject content for 2015, so similarities are to be expected such as a focus on evaluation of research methodology. Depending on choice of options, similarities or differences can be emphasised (e.g. if in AQA-A a Unit 3 option is aggression, which fits with biological psychology in Pearson Edexcel 2015, but if the choice is sleep there is less of a fit).

5. Mapping to AQA-B

Table 5.1 Content

Pearson Edexcel GCE specification 2015	Spec. ref.	AQA-B 2008 (if in Pearson Edexcel 2015 and not mentioned in this column, the content is not in the AQA-B 2008 specification)
<p>Social psychology</p> <ul style="list-style-type: none"> • Obedience (including social impact theory, gender, personality, situation, culture, resistance (can include locus of control)) • Prejudice (including gender, personality, situation, culture) 	Page 6	<ul style="list-style-type: none"> • Gender development takes biological, social learning, cognitive and psychodynamic approaches and looks at their explanations. Pearson Edexcel 2015 has gender as an issue in social psychology. • Social psychology includes conformity, social facilitation and obedience – and at ethics, so ethics, and obedience, are the same as in Pearson Edexcel 2015. Defiance of authority is also similar. • Social cognition including schemas (which are in memory in cognitive psychology in Pearson Edexcel 2015), attribution, attitudes and prejudice. • Pearson Edexcel 2015 has obedience and prejudice.
<p>Cognitive psychology</p> <ul style="list-style-type: none"> • Working memory • Multi-store • Episodic-semantic • Reconstructive 	Page 10	<ul style="list-style-type: none"> • One of the key approaches is cognitive. • Cognitive psychology includes multi-store, working memory, episodic semantic procedural, LOP, autobiographical, forgetting including decay, interference, displacement and motivated forgetting. Perception is in cognitive psychology too (in Pearson Edexcel GCSE). • Multi-store, episodic semantic and working memory are the same and this has some of the elements of forgetting within it perhaps. The rest is different. • Cognition and the law (an option) has ewt and false memory, which could be involved in Pearson Edexcel 2015, though not directly covered in cognitive psychology (ewt is in criminological psychology in Pearson Edexcel 2015).
<p>Biological psychology</p>	Page 15	<ul style="list-style-type: none"> • One of the key approaches is biological.

5. Mapping to AQA-B

<ul style="list-style-type: none"> • CNS and neurotransmitter functioning • Effects of recreational drugs on CNS • Structure of the brain, brain functioning and aggression • Natural selection and aggression • Freud/psychodynamic and aggression (as an alternative) • Hormones and aggression 		<ul style="list-style-type: none"> • Biopsychology includes synaptic transmission, genes and the ANS. Pearson Edexcel 2015 does not have the ANS. • Substance abuse is an option and relates somewhat to biological psychology in Pearson Edexcel 2015. • Evolution is studied in the biological approach. • The role of the unconscious is in the psychodynamic approach to match the light touch look at the psychodynamic explanation of aggression in Pearson Edexcel 2015. • The role of the CNS is in the biological approach in Unit 4.
<p>Learning theories</p> <ul style="list-style-type: none"> • Classical conditioning • Operant conditioning • Social learning theory • Explaining phobias – and treatments 	Page 19	<ul style="list-style-type: none"> • One of the key approaches is behaviourist and one of the key approaches is social learning. • Classical and operation conditioning is studied within behaviourism in Year 1 and also in behaviourism in Unit 4. • Anxiety disorders are in Individual differences including treatment for phobias and explanations.
<p>Clinical psychology</p> <ul style="list-style-type: none"> • Diagnosis of mental disorders including four 'D's • DSM and ICD, issues of diagnosis • Schizophrenia – symptoms, features, explanations, treatments • One 'other' disorder from unipolar depression, OCD and anorexia nervosa – symptoms, features, explanations, treatments 	Page 23	<ul style="list-style-type: none"> • OCD and explanations and treatments is in with individual differences and could be a choice in Pearson Edexcel 2015. • An option is schizophrenia and mood disorders, which has some similarities – mood disorders includes depression.
<p>Criminological psychology (option)</p> <ul style="list-style-type: none"> • Explanations of crime and anti-social behaviour • Understanding offender behaviour and offence analysis/case formulation 	Page 28	<ul style="list-style-type: none"> • An option is cognition and the law, which has some similarities, including ewt. • Another option is forensic psychology, which has some similarities. This involves offending behaviour, defining crime, theories of offending and treatments of offenders, so there are similarities.

<ul style="list-style-type: none"> • Treatments for offenders • Eye witness testimony • Jury decision making 		
Child psychology <ul style="list-style-type: none"> • Attachment, deprivation and privation • Day care • Cross-cultural research around attachment types • Autism – features, explanations, therapies for helping 	Page 33	<ul style="list-style-type: none"> • Autism is in with individual differences. • Child development has attachments in early relationships. • But also friendships, cognitive developmental theorists and moral development –these three are not in Pearson Edexcel 2015.
Health psychology <ul style="list-style-type: none"> • Issues around drug taking – addition, tolerance, etc. • Explanations of drug addiction • Treatments for drug addiction • One anti-drug campaign 	Page 38	<ul style="list-style-type: none"> • An option is substance abuse, which has some similarities and includes treatment and prevention as well as use and abuse.
Psychological skills None	N/A	<ul style="list-style-type: none"> • Debates in psychology fits the issues and debates part of psychological skills. • Methods in psychology fits the research methods section of psychological skills.

Table 5.2 Method

Pearson Edexcel GCE specification 2015	Spec. ref.	AQA-B 2008
Social psychology <ul style="list-style-type: none"> • Self-report data – questionnaire and 	Page 7	Research methods is a separate section in the AS and includes similar methods:

5. Mapping to AQA-B

<p>interview (and related issues)</p> <ul style="list-style-type: none"> • Sampling – random, stratified, volunteer, opportunity • Analysis of quantitative data (not inferential) • Analysis of qualitative data - thematic analysis • BPS Code of Ethics and Conduct (2009) 		<ul style="list-style-type: none"> • experiments • questionnaires • interviews • observations • content analyses • case studies.
<p>Cognitive psychology</p> <ul style="list-style-type: none"> • Experiments (and related issues) • Analysis of quantitative data – inferential statistics: Wilcoxon and Mann Whitney U, • Analysis of quantitative data (not inferential) • Case study on brain-damaged patients 	Page 10	<p>Related issues include ethics, which is in Pearson Edexcel 2015, and other issues that suit these research methods. So there is similarity but methods are not embedded.</p> <p>In A2 methods are returned to and include inferential stats (which are in Year 1 in the Pearson Edexcel 2015 specification but of course in a two-year A level they can be covered at any time).</p>
<p>Biological psychology</p> <ul style="list-style-type: none"> • Correlations (and related issues) • Analysis of correlations, including inferential statistics – Spearman’s and related issues • Brain scanning techniques • Twin and adoption studies 	Page 16	<p>In biopsychology there is focus on scanning, which to an extent matches the method in biological in Pearson Edexcel 2015.</p> <p>Specifics are similar such as sampling, descriptive statistics, ethics, qualitative and quantitative data, aims, hypotheses, field and lab experiments and ecological validity, IV and DV and controls, extraneous and confounding variables ...</p>
<p>Learning theories</p> <ul style="list-style-type: none"> • Observations • Content analysis • Animals in lab experiments and related ethical issues • Analysis of quantitative data including inferential statistics – chi-squared and related issues 	Page 20	<p>Inferential statistics are in Year 2 and include the same four as in Pearson Edexcel 2015 (and AQA-A 2008), though the understanding of parametric testing is required, which is not in Pearson Edexcel 2015.</p>

<ul style="list-style-type: none"> • Analysis of qualitative data – thematic analysis • Scientific status of psychology 		
<p>Clinical psychology</p> <ul style="list-style-type: none"> • HCPC guidelines • Longitudinal, cross-sectional, cross-cultural designs and meta-analyses • Primary and secondary data • Case studies • Interviews • Analysis of quantitative data including Year 1 material and the four inferential tests • Analysis of qualitative data including thematic analysis and grounded theory 	Page 24	
<p>Criminological psychology (option)</p> <ul style="list-style-type: none"> • Lab and field experiments and other methods focusing on ewt • Case studies • Sampling techniques • Analysis of quantitative data including using inferential statistics • Analysis of qualitative data including thematic analysis and grounded theory • BPS Code of Ethics and Conduct (2009) and HCPC 	Page 30	
<p>Child psychology</p> <ul style="list-style-type: none"> • Observation • Questionnaire/interview • Cross-cultural research including meta- 	Page 34	

5. Mapping to AQA-B

<ul style="list-style-type: none"> analysis and Strange Situation • UNCRC and ethics of researching with children, participation and protection rights • Analysis of quantitative data including using inferential statistics • Analysis of qualitative data including thematic analysis and grounded theory 		
Health psychology <ul style="list-style-type: none"> • Animals in lab experiments and related ethics • Two research methods using humans to study drugs and related ethics • Cross-cultural research to study drug issues • Analysis of quantitative data including using inferential statistics • Analysis of qualitative data including thematic analysis and grounded theory 	Page 39	
Psychological skills <ul style="list-style-type: none"> • Includes all the method through the course and also peer reviewing 	Page 42	

Table 5.3 Studies

Pearson Edexcel GCE specification 2015	Spec. ref.	AQA-B 2008
Social psychology <i>Classic study:</i> Sherif et al (1954/1961) <i>Contemporary,</i> one from: Burger (2009),	Page 7	Milgram is mentioned in particular but in general studies are expected within the content material rather than listed separately, as is done in Pearson Edexcel 2015.

Reicher and Haslam (2006), Cohrs et al (2012)		Bowlby and Ainsworth are mentioned in child development and are mentioned in Pearson Edexcel 2015 in child psychology (though not specific studies in this section) so there are similarities.
Cognitive psychology <i>Classic study:</i> Baddeley (1966b) <i>Contemporary,</i> one from: Schmolk et al (2002), Steyvers and Hemmer (2012), Sebastián and Hernández-Gil (2012)	Page 12	
Biological psychology <i>Classic study:</i> Raine et al (1997) <i>Contemporary,</i> one from: Li et al (2013), Brendgen et al (2005), Van den Oever (2008)	Page 16	
Learning theories <i>Classic study:</i> Watson and Rayner (1920) <i>Contemporary,</i> one from: Becker et al (2002), Bastian et al (2011), Capafons et al (1998)	Page 20	
Clinical psychology <i>Classic study:</i> Rosenhan (1973) <i>Contemporary</i> for schizophrenia: Carlsson et al (1999) <i>Contemporary</i> for the chosen disorder, one from two in each case (one from two for unipolar depression, one from two for anorexia nervosa, and one from two for OCD)	Page 25	
Criminological psychology <i>Classic study:</i> Loftus and Palmer (1974) <i>Contemporary,</i> one from: Bradbury and Williams (2013), Valentine and Mesout (2009), Howells et al (2005)	Page 30	
Child psychology	Page 35	

5. Mapping to AQA-B

<p><i>Classic study:</i> van IJzendoorn and Kroonenberg (1988)</p> <p><i>Contemporary, one from:</i> Cassiba et al (2013), Gagnon-Oosterwaal et al (2012), Li et al (2013)</p>		
<p>Health psychology</p> <p><i>Classic study:</i> Olds and Milner (1954)</p> <p><i>Contemporary, one from:</i> Mundt et al (2012), Dixit et al (2012), Pengpid et al (2013)</p>	Page 39	
<p>Psychological skills</p> <p>All studies from the course especially the classic studies in Topics 1 to 5</p>	Page 44	

Table 5.4 Key question

Pearson Edexcel GCE specification 2015	Spec. ref.	AQA-B 2008
<p>Social psychology</p> <p>Free choice – one key question</p>	Page 7	Key questions are not highlighted as such, but the material in the specification can be applied to questions and issues in society.
<p>Cognitive psychology</p> <p>Free choice – one key question</p>	Page 12	
<p>Biological psychology</p> <p>Free choice – one key question</p>	Page 17	
<p>Learning theories</p> <p>Free choice - one key question</p>	Page 21	
<p>Clinical psychology</p> <p>Free choice – one key question</p>	Page 26	

Criminological psychology Free choice – one key question	Page 31	
Child psychology Free choice – one key question	Page 35	
Health psychology Free choice – one key question	Page 40	
Psychological skills None	N/A	

Table 5.5 Practical investigations

Pearson Edexcel GCE specification 2015	Spec. ref.	AQA-B 2008
Social psychology <ul style="list-style-type: none"> • One questionnaire gathering both qualitative and quantitative data • Analysis of both qualitative and quantitative data • Write up procedure, results, discussion 	Page 8	Practicals are not directly assessed, which is very different from the Pearson Edexcel 2008 and 2015 approach. In with How science works there is a requirement to carry out experimental and investigative activities, as in AQA-A.
Cognitive psychology <ul style="list-style-type: none"> • One experiment gathering quantitative data • Either Mann Whitney or Wilcoxon analysis depending on design • Write up procedure, results, discussion 	Page 13	
Biological psychology <ul style="list-style-type: none"> • One correlational study linked to drug use or aggression 	Page 17	

5. Mapping to AQA-B

<ul style="list-style-type: none"> • Analysis using Spearman's rho • Include research question/hypothesis, research method, sampling, ethics, data collection tools, data analysis, results, discussion 		
<p>Learning theories</p> <ul style="list-style-type: none"> • Observation(s) to gather both qualitative and quantitative data • Write up the results including graphs and tables • Write up the qualitative analysis/results 	Page 21	
<p>Clinical psychology</p> <ul style="list-style-type: none"> • One content analysis using two+ sources 	Page 26	
<p>Criminological psychology</p> <ul style="list-style-type: none"> • One practical to collect both qualitative and quantitative data • Analyse both qualitative and quantitative data (use inferential stats for quantitative data) • Write up the procedure, results, discussion 	Page 31	
<p>Child psychology</p> <ul style="list-style-type: none"> • One questionnaire, interview or observation • Quantitative data analysis including inferential statistical testing • Include research question/hypothesis, research method, sampling, ethics, data collection tools, data analysis, results, discussion 	Page 36	
<p>Health psychology</p> <ul style="list-style-type: none"> • One questionnaire, interview or content 	Page 40	

analysis <ul style="list-style-type: none"> Quantitative data analysis including inferential statistical testing Include research question/hypothesis, research method, sampling, ethics, data collection tools, data analysis, results, discussion 		
Psychological skills No practical	N/A	

Table 5.6 Issues and debates

Pearson Edexcel GCE specification 2015	Spec. ref.	AQA-B 2008
Ethics	Page 9, 14, 18, 22, 27, 32, 37, 41, 44	Not highlighted as an issue and debate, but it would be in the specification,
Practical issues in the design and implementation of research	Page 9, 14, 18, 22, 27, 32, 37, 41, 44	Not highlighted as an issue and debate, but it would be in the specification.
Reductionism	Page 9, 14, 18, 22, 27, 32, 37, 41, 44	There is an issue and debate called 'reductionism and holism'.
Comparisons between ways of explaining behaviour using different themes	Page 9, 14, 18, 22, 27, 32, 37, 41, 44	Not highlighted as an issue and debate, but it would be in the specification.
Psychology as a science	Page 9, 14, 18, 22, 27, 32, 37, 41, 44	There is an issue and debate called 'psychology and science'.
Culture and gender	Page 9, 14, 18, 22, 27, 32, 37, 41, 44	Not highlighted specifically, but gender is a topic area.
Nature–nurture	Page 9, 14, 18, 22, 27, 32, 37, 41, 44	There is an issue and debate called nature–nurture.

5. Mapping to AQA-B

An understanding of how psychological understanding has developed over time	Page 9, 14, 18, 22, 27, 32, 37, 41, 44	Not highlighted.
Issues of social control	Page 9, 14, 18, 22, 27, 32, 37, 41, 44	Not highlighted.
The use of psychological knowledge within society	Page 9, 14, 18, 22, 27, 32, 37, 41, 44	Not highlighted as an issue and debate, but it would be in the specification in applications.
Issues related to socially sensitive research	Page 9, 14, 18, 22, 27, 32, 37, 41, 44	Not highlighted.

Summary of differences – AQA-B

With regard to the content there are quite a lot of similarities. Research methods are similar too and yet not embedded, and a difference is that practicals are not assessed, though they are encouraged. Studies are not listed, as is done in Pearson Edexcel 2015, though they are required. Pearson Edexcel 2015 specifies – sets things out more. The subject criteria for 2008 specifications is not that different from the subject content for 2015 so similarities are to be expected, such as focus on evaluation of research methodology. There are some areas that are very different and others that match closely with the basics, such as conditioning and abnormal psychology (OCD, phobias, schizophrenia, depression), all covered by both AQA-B and Pearson Edexcel 2015.

6. Mapping to OCR

Table 6.1 Content

Pearson Edexcel GCE specification 2015	Spec. ref.	OCR 2008 (if in Pearson Edexcel 2015 and not mentioned in this column, the content is not in the OCR 2008 specification)
<p>Social psychology</p> <ul style="list-style-type: none"> • Obedience (including social impact theory, gender, personality, situation, culture, resistance (can include locus of control)) • Prejudice (including gender, personality, situation, culture) 	Page 6	<ul style="list-style-type: none"> • Milgram is a core study and is a study of obedience in the Pearson Edexcel 2015 specification.
<p>Cognitive psychology</p> <ul style="list-style-type: none"> • Working memory • Multi-store • Episodic-semantic • Reconstructive 	Page 10	<ul style="list-style-type: none"> • Covered using three core studies: Loftus and Palmer (in criminological in the Pearson Edexcel 2015 specification), Baron-Cohen's work (links to autism in child psychology in Pearson Edexcel 2015), a study on chimps and language (not in Pearson Edexcel 2015). • So does not cover memory in the same way.
<p>Biological psychology</p> <ul style="list-style-type: none"> • CNS and neurotransmitter functioning • Effects of recreational drugs on CNS • Structure of the brain, brain functioning and aggression • Natural selection and aggression • Freud/psychodynamic and aggression (as an alternative) • Hormones and aggression 	Page 15	<ul style="list-style-type: none"> • Freud's Little Hans study is a core study but that does not fit in with psychodynamic and aggression' • Sport and exercise draws on catharsis so a small link there' • Forensic psychology draws on evolution theory (about crime) so there is a link here' • Psychology of education has some link to brain structure (in gender though).

6. Mapping to OCR

<p>Learning theories</p> <ul style="list-style-type: none"> • Classical conditioning • Operant conditioning • Social learning theory • Explaining phobias – and treatments 	Page 19	<ul style="list-style-type: none"> • Bandura, Ross and Ross is one of the core studies in developmental psychology in AQA-B psychology and is in learning theories in Pearson Edexcel 2015. • Educational psychology brings in behaviourism.
<p>Clinical psychology</p> <ul style="list-style-type: none"> • Diagnosis of mental disorders including four 'D's • DSM and ICD, issues of diagnosis • Schizophrenia – symptoms, features, explanations, treatments • One 'other' disorder from unipolar depression, OCD and anorexia nervosa – symptoms, features, explanations, treatments 	Page 23	<ul style="list-style-type: none"> • Health and clinical psychology covers dysfunctional behaviour and disorders, so to an extent there is a link to clinical psychology in Pearson Edexcel 2015. • DSM and ICD are required in health and clinical psychology and explanations and treatments – and specific disorders are considered. • Explanation and treatment of one disorder – either phobia, schizophrenia or depression (for example).
<p>Criminological psychology (option)</p> <ul style="list-style-type: none"> • Explanations of crime and anti-social behaviour • Understanding offender behaviour and offence analysis/case formulation • Treatments for offenders • Eye witness testimony • Jury decision making 	Page 28	<ul style="list-style-type: none"> • Forensic psychology covers causes of crime (upbringing), which links to explanations of crime (and biology and crime also links to explanations). • Forensic psychology talks about interviewing witnesses, which links to an extent. • It also covers treatment programmes as well as some aspects of jury decision making.
<p>Child psychology</p> <ul style="list-style-type: none"> • Attachment, deprivation and privation • Day care • Cross-cultural research around attachment types • Autism – features, explanations, therapies 	Page 32	<ul style="list-style-type: none"> • Baron-Cohen is a core study in cognitive psychology (autism). • Educational psychology covers diversity which can link to developmental issues such as autism, but there is no clear link here.

for helping		
Health psychology <ul style="list-style-type: none"> • Issues around drug taking - addition, tolerance, etc. • Explanations of drug addiction • Treatments for drug addiction • One anti-drug campaign 	Page 37	<ul style="list-style-type: none"> • Health and clinical psychology covers healthy living and includes a media campaign, so there is a slight link.
Psychological skills None	N/A	<ul style="list-style-type: none"> • Approaches, perspectives, methods, and issues and debates are separate and similar to the psychological skills element of Pearson Edexcel 2015.

Table 6.2 Method

Pearson Edexcel GCE specification 2015	Spec. ref.	OCR 2008
Social psychology <ul style="list-style-type: none"> • Self-report data – questionnaire and interview (and related issues) • Sampling – random, stratified, volunteer, opportunity • Analysis of quantitative data (not inferential) • Analysis of qualitative data - thematic analysis • BPS Code of Ethics and Conduct (2009) 	Page 7	<ul style="list-style-type: none"> • Research methods is a separate section and not embedded as is done in Pearson Edexcel 2015. • Five inferential tests fit to an extent with Pearson Edexcel 2015, where there are four. • A lot of issues in methodology are included, which are standard for the GCE specifications and match Pearson Edexcel 2015. Issues include hypotheses, variables, operationalisation, sampling, qualitative and quantitative data, analysis of quantitative data, ethics ...
Cognitive psychology <ul style="list-style-type: none"> • Experiments (and related issues) 	Page 10	<ul style="list-style-type: none"> • Self-report, experiment, observation and correlation are key research

6. Mapping to OCR

<ul style="list-style-type: none"> • Analysis of quantitative data – inferential statistics: Wilcoxon and Mann Whitney U • Analysis of quantitative data (not inferential) • Case study on brain-damaged patients 		<p>methods as with all specifications in 2008 and in 2015 as they are in the subject content for 2015 (and were in the subject criteria for 2008).</p> <ul style="list-style-type: none"> • The same four tests as in Pearson Edexcel 2015 are required and related issues such as levels of measurement as in Pearson Edexcel 2015.
<p>Biological psychology</p> <ul style="list-style-type: none"> • Correlations (and related issues) • Analysis of correlations, including inferential statistics – Spearman's and related issues • Brain scanning techniques • Twin and adoption studies 	Page 16	<ul style="list-style-type: none"> • One core study in physiological psychology covers the role of the hippocampus in memory, which links to the method part of cognitive psychology, case studies of brain-damaged patients.
<p>Learning theories</p> <ul style="list-style-type: none"> • Observations • Content analysis • Animals in lab experiments and related ethical issues • Analysis of quantitative data including inferential statistics – chi-squared and related issues • Analysis of qualitative data – thematic analysis • Scientific status of psychology 	Page 20	
<p>Clinical psychology</p> <ul style="list-style-type: none"> • HCPC guidelines • Longitudinal, cross-sectional, cross-cultural designs and meta-analyses • Primary and secondary data • Case studies • Interviews 	Page 24	

<ul style="list-style-type: none"> • Analysis of quantitative data including Year 1 material and the four inferential tests • Analysis of qualitative data including thematic analysis and grounded theory 		
<p>Criminological psychology (option)</p> <ul style="list-style-type: none"> • Lab and field experiments and other methods focusing on ewt • Case studies • Sampling techniques • Analysis of quantitative data including using inferential statistics • Analysis of qualitative data including thematic analysis and grounded theory • BPS Code of Ethics and Conduct (2009) and HCPC 	Page 30	
<p>Child psychology</p> <ul style="list-style-type: none"> • Observation • Questionnaire/interview • Cross-cultural research including meta-analysis and Strange Situation • UNCRC and ethics of researching with children, participation and protection rights • Analysis of quantitative data including using inferential statistics • Analysis of qualitative data including thematic analysis and grounded theory 	Page 34	
<p>Health psychology</p> <ul style="list-style-type: none"> • Animals in lab experiments and related ethics • Two research methods using humans to 	Page 39	

6. Mapping to OCR

<p>study drugs and related ethics</p> <ul style="list-style-type: none"> • Cross-cultural research to study drug issues • Analysis of quantitative data including using inferential statistics • Analysis of qualitative data including thematic analysis and grounded theory 		
<p>Psychological Skills</p> <ul style="list-style-type: none"> • Includes all the method through the course and also peer reviewing 	Page 42	

Table 6.3 Studies

Pearson Edexcel GCE specification 2015	Spec. ref.	OCR 2008
<p>Social psychology</p> <p><i>Classic study:</i> Sherif et al (1954/1961)</p> <p><i>Contemporary,</i> one from: Burger (2009), Reicher and Haslam (2006), Cohrs et al (2012)</p>	Page 7	Reicher and Haslam, which is a choice as a contemporary study, is a core study.
<p>Cognitive psychology</p> <p><i>Classic study:</i> Baddeley (1966b)</p> <p><i>Contemporary,</i> one from: Schmolk et al (2002), Steyvers and Hemmer (2012), Sebastián and Hernández-Gil (2012)</p>	Page 12	Three core studies that do not match.
<p>Biological psychology</p> <p><i>Classic study:</i> Raine et al (1997)</p> <p><i>Contemporary,</i> one from: Li et al (2013), Brendgen et al (2005), Van den Oever (2008)</p>	Page 16	Freud's Little Hans study is a core study but that does not fit in with psychodynamic and aggression.

<p>Learning theories <i>Classic study:</i> Watson and Rayner (1920) <i>Contemporary,</i> one from: Becker et al (2002), Bastian et al (2011), Capafons et al (1998)</p>	Page 20	Bandura, Ross and Ross is one of the core studies in developmental psychology in AQA-B psychology and is in learning theories in Pearson Edexcel 2015.
<p>Clinical psychology <i>Classic study:</i> Rosenhan (1973) <i>Contemporary</i> for schizophrenia: Carlsson et al (1999) <i>Contemporary</i> for the chosen disorder, one from two in each case (one from two for unipolar depression, one from two for anorexia nervosa, and one from two for OCD)</p>	Page 25	<ul style="list-style-type: none"> • A core study in the psychology of individual differences is Rosenhan. • In Health and clinical psychology studies are given as examples in brackets.
<p>Criminological psychology <i>Classic study:</i> Loftus and Palmer (1974) <i>Contemporary,</i> one from: Bradbury and Williams (2013), Valentine and Mesout (2009), Howells et al (2005)</p>	Page 30	Loftus and Palmer is a core study in cognitive psychology.
<p>Child psychology <i>Classic study:</i> van IJzendoorn and Kroonenberg (1988) <i>Contemporary,</i> one from: Cassiba et al (2013), Gagnon-Oosterwaal et al (2012), Li et al (2013)</p>	Page 35	Not in the core studies in the same way.
<p>Health psychology <i>Classic study:</i> Olds and Milner (1954) <i>Contemporary,</i> one from: Mundt et al (2012), Dixit et al (2012), Pengpid et al (2013)</p>	Page 39	<ul style="list-style-type: none"> • Not in the core studies in the same way. • In health and clinical psychology studies are given as examples in brackets.
<p>Psychological skills All studies from the course especially the classic studies in Topics 1 to 5</p>	Page 44	N/A

Table 6.4 Key question

Pearson Edexcel GCE specification 2015	Spec. ref.	OCR 2008
Social psychology Free choice – one key question	Page 7	Not set out in the same way as a key issue or question, though such issues would be expected throughout.
Cognitive psychology Free choice – one key question	Page 12	
Biological psychology Free choice – one key question	Page 17	
Learning theories Free choice – one key question	Page 21	
Clinical psychology Free choice – one key question	Page 26	
Criminological psychology Free choice – one key question	Page 31	
Child psychology Free choice – one key question	Page 35	
Health psychology Free choice – one key question	Page 40	
Psychological skills None	N/A	

Table 6.5 Practical investigations

Pearson Edexcel GCE specification 2015	Spec. ref.	OCR 2008
Social psychology <ul style="list-style-type: none"> • One questionnaire gathering both qualitative and quantitative data • Analysis of both qualitative and quantitative data • Write up procedure, results, discussion 	Page 8	<ul style="list-style-type: none"> • There is a 'practical investigations' paper, which focuses on self-report, experiments, observation and correlation (matches Pearson Edexcel 2015 closely) and involves the methodological issues as well as the practicals (within the practicals). • Not embedded as is Pearson Edexcel 2015.
Cognitive psychology <ul style="list-style-type: none"> • One experiment gathering quantitative data • Either Mann Whitney or Wilcoxon analysis depending on design • Write up procedure, results, discussion 	Page 13	
Biological psychology <ul style="list-style-type: none"> • One correlational study linked to drug use or aggression • Analysis using Spearman's rho • Include research question/hypothesis, research method, sampling, ethics, data collection tools, data analysis, results, discussion 	Page 17	
Learning theories <ul style="list-style-type: none"> • Observation(s) to gather both qualitative and quantitative data • Write up the results including graphs and tables 	Page 21	

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<ul style="list-style-type: none"> Write up the qualitative analysis/results 		
Clinical psychology <ul style="list-style-type: none"> One content analysis using two+ sources 	Page 26	
Criminological psychology <ul style="list-style-type: none"> One practical to collect both qualitative and quantitative data Analyse both qualitative and quantitative data (use inferential stats for quantitative data) Write up the procedure, results, discussion 	Page 31	
Child psychology <ul style="list-style-type: none"> One questionnaire, interview or observation Quantitative data analysis including inferential statistical testing Include research question/hypothesis, research method, sampling, ethics, data collection tools, data analysis, results, discussion 	Page 35	
Health psychology <ul style="list-style-type: none"> One questionnaire, interview or content analysis Quantitative data analysis including inferential statistical testing Include research question/hypothesis, research method, sampling, ethics, data collection tools, data analysis, results, discussion 	Page 39	
Psychological skills No practical	N/A	

Table 6.6 Issues and debates

Pearson Edexcel GCE specification 2015	Spec. ref.	OCR 2008
Ethics	Page 9, 14, 18, 22, 27, 32, 37, 41, 44	Not a specific issue, but it will be in the specification.
Practical issues in the design and implementation of research	Page 9, 14, 18, 22, 27, 32, 37, 41, 44	Not a specific issue, but it will be in the specification.
Reductionism	Page 9, 14, 18, 22, 27, 32, 37, 41, 44	An issue and debate in OCR too.
Comparisons between ways of explaining behaviour using different themes	Page 9, 14, 18, 22, 27, 32, 37, 41, 44	Not a specific issue, but it will be in the specification.
Psychology as a science	Page 9, 14, 18, 22, 27, 32, 37, 41, 44	An issue and debate in OCR too.
Culture and gender	Page 9, 14, 18, 22, 27, 32, 37, 41, 44	Not a specific issue, but ethnocentrism is in the OCR specification.
Nature-nurture	Page 9, 14, 18, 22, 27, 32, 37, 41, 44	An issue and debate in OCR too.
An understanding of how psychological understanding has developed over time	Page 9, 14, 18, 22, 27, 32, 37, 41, 44	Not a specific issue.
Issues of social control	Page 9, 14, 18, 22, 27, 32, 37, 41, 44	Not a specific issue.
The use of psychological knowledge within society	Page 9, 14, 18, 22, 27, 32, 37, 41, 44	The usefulness of psychological research is an issue in OCR.
Issues related to socially sensitive research	Page 9, 14, 18, 22, 27, 32, 37, 41, 44	Not a specific issue.

Summary of differences – OCR

The OCR specification has core studies in Year 1 (the AS), which means the content and studies section (and methods) are all wrapped up in key studies. Material, though, can match such as Milgram’s work on obedience and Bandura on social learning. There is a lot of material in the OCR specification that is not in Pearson Edexcel 2015, though there are areas of similarity. The research methods are not embedded. However, there are applications and perspectives as well as issues and debates, and methodology is similar. The

6. Mapping to OCR

subject criteria for 2008 specifications is not that different from the subject content for 2015, so similarities are to be expected such as a focus on evaluation of research methodology. The OCR specification has a lot of differences such as the psychology of education and the psychology of sport and exercise.

7. Mapping to WJEC

Table 7.1 Content

Pearson Edexcel GCE specification 2015	Spec. ref.	WJEC 2008 (if in Pearson Edexcel 2015 and not mentioned in this column, the content is not in the WJEC 2008 specification)
<p>Social psychology</p> <ul style="list-style-type: none"> • Obedience (including social impact theory, gender, personality, situation, culture, resistance (can include locus of control)) • Prejudice (including gender, personality, situation, culture) 	Page 6	<ul style="list-style-type: none"> • Covered through core studies, but different focus.
<p>Cognitive psychology</p> <ul style="list-style-type: none"> • Working memory • Multi-store • Episodic-semantic • Reconstructive 	Page 10	<ul style="list-style-type: none"> • The cognitive approach covers attribution, so different. • But in 'topics', there is memory (A2) covering the multi store and alternatives.
<p>Biological psychology</p> <ul style="list-style-type: none"> • CNS and neurotransmitter functioning • Effects of recreational drugs on CNS • Structure of the brain, brain functioning and aggression • Natural selection and aggression • Freud/psychodynamic and aggression (as an alternative) • Hormones and aggression 	Page 15	<ul style="list-style-type: none"> • There is the biological approach in Unit 1, focusing on psychosurgery or chemotherapy as a therapy and Selye's theory of GAS – so rather different. • There is the psychodynamic approach, which covers more, but there is some connection here.
<p>Learning theories</p>	Page 19	<ul style="list-style-type: none"> • The behaviourist approach has a focus on aversion therapy and systematic

<ul style="list-style-type: none"> • Classical conditioning • Operant conditioning • Social learning theory • Explaining phobias - and treatments 		<p>desensitisation – treatments for phobias.</p> <ul style="list-style-type: none"> • Behaviourism focuses on social learning of aggression, so some similarity.
<p>Clinical psychology</p> <ul style="list-style-type: none"> • Diagnosis of mental disorders including four 'D's • DSM and ICD, issues of diagnosis • Schizophrenia – symptoms, features, explanations, treatments • One 'other' disorder from unipolar depression, OCD and anorexia nervosa – symptoms, features, explanations, treatments 	<p>Page 23</p>	<ul style="list-style-type: none"> • The biological approach in Unit 1 has a focus on drug therapy. • The cognitive approaches covers CBT or RET, so there is a link there. • Abnormal psychology is an application and includes issues of diagnosis as well as schizophrenia and depression, so there are similarities there.
<p>Criminological psychology (option)</p> <ul style="list-style-type: none"> • Explanations of crime and anti-social behaviour • Understanding offender behaviour and offence analysis/case formulation • Treatments for offenders • Eye witness testimony • Jury decision making 	<p>Page 28</p>	<p>Forensic psychology is an application and includes jury decision making, theories of crime, treatment of crime and ewt issues, so similarities are there.</p>
<p>Child psychology</p> <ul style="list-style-type: none"> • Attachment, deprivation and privation • Day care • Cross-cultural research around attachment types • Autism – features, explanations, therapies for helping 	<p>Page 33</p>	<p>Not covered.</p>

Health psychology <ul style="list-style-type: none"> • Issues around drug taking – addition, tolerance, etc. • Explanations of drug addiction • Treatments for drug addiction • One anti-drug campaign 	Page 38	Health psychology is an application and includes theories and treatment of addiction as well as health promotion.
Psychological skills None	N/A	Not covered in the same way, though there are issues and research methods so some similarity.

Table 7.2 Method

Pearson Edexcel GCE specification 2015	Spec. ref.	WJEC 2008
Social psychology <ul style="list-style-type: none"> • Self-report data – questionnaire and interview (and related issues) • Sampling – random, stratified, volunteer, opportunity • Analysis of quantitative data (not inferential) • Analysis of qualitative data - thematic analysis • BPS Code of Ethics and Conduct (2009) 	Page 7	<ul style="list-style-type: none"> • Research methods are a separate section as with other awarding bodies (except Pearson Edexcel 2008 and 2015). • • Research methods are required, though, and are to be applied. Issues include qualitative and quantitative research and ethical issues as well as sampling techniques. • Research methods are experiments (lab, field and natural), correlations, observations, questionnaires, interviews and case studies (and content analysis).
Cognitive psychology <ul style="list-style-type: none"> • Experiments (and related issues) • Analysis of quantitative data – inferential statistics - Wilcoxon and Mann Whitney U 	Page 10	<ul style="list-style-type: none"> • There are more research method requirements in Unit 3 (having looked at some in Unit 2). These include the four statistical tests, the same as in Pearson Edexcel 2015 (and in all other awarding bodies in 2008).

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<ul style="list-style-type: none"> • Analysis of quantitative data (not inferential) • Case study on brain damaged patients 		
<p>Biological psychology</p> <ul style="list-style-type: none"> • Correlations (and related issues) • Analysis of correlations, including inferential statistics – Spearman’s and related issues • Brain scanning techniques • Twin and adoption studies 	Page 16	
<p>Learning theories</p> <ul style="list-style-type: none"> • Observations • Content analysis • Animals in lab experiments and related ethical issues • Analysis of quantitative data including inferential statistics – chi-squared and related issues • Analysis of qualitative data – thematic analysis • Scientific status of psychology 	Page 20	
<p>Clinical psychology</p> <ul style="list-style-type: none"> • HCPC guidelines • Longitudinal, cross-sectional, cross-cultural designs and meta-analyses • Primary and secondary data • Case studies • Interviews • Analysis of quantitative data including Year 1 material and the four inferential tests 	Page 24	

<ul style="list-style-type: none"> • Analysis of qualitative data including thematic analysis and grounded theory 		
<p>Criminological psychology (option)</p> <ul style="list-style-type: none"> • Lab and field experiments and other methods focusing on ewt • Case studies • Sampling techniques • Analysis of quantitative data including using inferential statistics • Analysis of qualitative data including thematic analysis and grounded theory • BPS Code of Ethics and Conduct (2009) and HCPC 	Page 30	
<p>Child psychology</p> <ul style="list-style-type: none"> • Observation • Questionnaire/interview • Cross-cultural research including meta-analysis and Strange Situation • UNCRC and ethics of researching with children, participation and protection rights • Analysis of quantitative data including using inferential statistics • Analysis of qualitative data including thematic analysis and grounded theory 	Page 34	
<p>Health psychology</p> <ul style="list-style-type: none"> • Animals in lab experiments and related ethics • Two research methods using humans to study drugs and related ethics • Cross-cultural research to study drug issues 	Page 39	

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<ul style="list-style-type: none"> • Analysis of quantitative data including using inferential statistics • Analysis of qualitative data including thematic analysis and grounded theory 		
Psychological skills <ul style="list-style-type: none"> • Includes all the method through the course and also peer reviewing 	Page 42	

Table 7.3 Studies

Pearson Edexcel GCE specification 2015	Spec. ref.	WJEC 2008
Social psychology <i>Classic study:</i> Sherif et al (1954/1961) <i>Contemporary,</i> one from: Burger (2009), Reicher and Haslam (2006), Cohrs et al (2012)	Page 7	Milgram is a core study, and is in the social psychology content in Pearson Edexcel 2015. There are core studies in WJEC and they do not match social psychology except for Milgram.
Cognitive psychology <i>Classic study:</i> Baddeley (1966b) <i>Contemporary,</i> one from: Schmolck et al (2002), Steyvers and Hemmer (2012), Sebastián and Hernández-Gil (2012)	Page 12	There are core studies in WJEC and they do not match cognitive psychology in Pearson Edexcel 2015.
Biological psychology <i>Classic study:</i> Raine et al (1997) <i>Contemporary,</i> one from: Li et al (2013), Brendgen et al (2005), Van den Oever (2008)	Page 16	There are core studies in WJEC and they do not match biological psychology in Pearson Edexcel 2015.
Learning theories <i>Classic study:</i> Watson and Rayner (1920)	Page 20	Not covered in the same way – in the behaviourist approach.

<p><i>Contemporary</i>, one from: Becker et al (2002), Bastian et al (2011), Capafons et al (1998)</p>		
<p>Clinical psychology <i>Classic study:</i> Rosenhan (1973) <i>Contemporary</i> for schizophrenia: Carlsson et al (1999) <i>Contemporary</i> for the chosen disorder, one from two in each case (one from two for unipolar depression, one from two for anorexia nervosa, and one from two for OCD)</p>	Page 25	Rosenhan is a core study in individual differences.
<p>Criminological psychology <i>Classic study:</i> Loftus and Palmer (1974) <i>Contemporary</i>, one from: Bradbury and Williams (2013), Valentine and Mesout (2009), Howells et al (2005)</p>	Page 30	Lofus and Palmer is a core study in cognitive psychology.
<p>Child psychology <i>Classic study:</i> van IJzendoorn and Kroonenberg (1988) <i>Contemporary</i>, one from: Cassiba et al (2013), Gagnon-Oosterwaal et al (2012), Li et al (2013)</p>	Page 35	Not covered.
<p>Health psychology <i>Classic study:</i> Olds and Milner (1954) <i>Contemporary</i>, one from: Mundt et al (2012), Dixit et al (2012), Pengpid et al (2013)</p>	Page 39	Health psychology are covered but studies are not named.
<p>Psychological skills All studies from the course especially the classic studies in Topics 1 to 5</p>	Page 42	Not the same.

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Table 7.4 Key question

Pearson Edexcel GCE specification 2015	Spec. ref.	WJEC 2008
Social psychology Free choice – one key question	Page 7	Not covered in the same way.
Cognitive psychology Free choice – one key question	Page 12	
Biological psychology Free choice – one key question	Page 17	
Learning theories Free choice - one key question	Page 21	
Clinical psychology Free choice – one key question	Page 26	
Criminological psychology Free choice – one key question	Page 31	
Child psychology Free choice – one key question	Page 35	
Health psychology Free choice – one key question	Page 40	
Psychological skills None	N/A	

Table 7.5 Practical investigations

Pearson Edexcel GCE specification 2015	Spec. ref.	WJEC 2008
Social psychology <ul style="list-style-type: none"> • One questionnaire gathering both qualitative and quantitative data • Analysis of both qualitative and quantitative data • Write up procedure, results, discussion 	Page 8	Not covered in the same way.
Cognitive psychology <ul style="list-style-type: none"> • One experiment gathering quantitative data • Either Mann Whitney or Wilcoxon analysis depending on design • Write up procedure, results, discussion 	Page 13	
Biological psychology <ul style="list-style-type: none"> • One correlational study linked to drug use or aggression • Analysis using Spearman's rho • Include research question/hypothesis, research method, sampling, ethics, data collection tools, data analysis, results, discussion 	Page 17	
Learning theories <ul style="list-style-type: none"> • Observation(s) to gather both qualitative and quantitative data • Write up the results including graphs and tables • Write up the qualitative analysis/results 	Page 21	
Clinical psychology <ul style="list-style-type: none"> • One content analysis using two+ sources 	Page 26	

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Criminological psychology <ul style="list-style-type: none"> • One practical to collect both qualitative and quantitative data • Analyse both qualitative and quantitative data (use inferential stats for quantitative data) • Write up the procedure, results, discussion 	Page 31	
Child psychology <ul style="list-style-type: none"> • One questionnaire, interview or observation • Quantitative data analysis including inferential statistical testing • Include research question/hypothesis, research method, sampling, ethics, data collection tools, data analysis, results, discussion 	Page 36	
Health psychology <ul style="list-style-type: none"> • One questionnaire, interview or content analysis • Quantitative data analysis including inferential statistical testing • Include research question/hypothesis, research method, sampling, ethics, data collection tools, data analysis, results, discussion 	Page 40	
Psychological skills No practical	N/A	

Table 7.6 Issues and debates

Pearson Edexcel GCE specification 2015	Spec. ref.	WJEC 2008
Ethics	Page 9, 14, 18, 22, 27, 32, 37, 41, 44	Not covered in the same way, though ethics and

Practical issues in the design and implementation of research	Page 9, 14, 18, 22, 27, 32, 37, 41, 44	psychology as a science have a lot of focus.
Reductionism	Page 9, 14, 18, 22, 27, 32, 37, 41, 44	
Comparisons between ways of explaining behaviour using different themes	Page 9, 14, 18, 22, 27, 32, 37, 41, 44	
Psychology as a science	Page 9, 14, 18, 22, 27, 32, 37, 41, 44	
Culture and gender	Page 9, 14, 18, 22, 27, 32, 37, 41, 44	
Nature–nurture	Page 9, 14, 18, 22, 27, 32, 37, 41, 44	
An understanding of how psychological understanding has developed over time	Page 9, 14, 18, 22, 27, 32, 37, 41, 44	
Issues of social control	Page 9, 14, 18, 22, 27, 32, 37, 41, 44	

Summary of differences – WJEC

The structure and focus seem very different with research methods separate (though similar of course, as the subject criteria 2008 and subject content 2015 match very closely), and practicals not highlighted. Key questions are not highlighted and neither are issues and debates. And the core studies rarely match the Pearson Edexcel 2015 required studies. So there are a lot of differences. However, health psychology, clinical psychology and forensic psychology are very similar, so if they are focused on in the WJEC specification 2008 then they will be very useful/similar for Pearson Edexcel 2015. Also the approaches show some similarity such as the behaviourist approach focusing on social learning. And some of the treatment/therapies in the approaches suit Pearson Edexcel 2015 material (e.g. regarding treatment of phobias in learning theories).