



# Specification

## Edexcel GCSE in Psychology (2PS01)

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# Introduction

The Edexcel GCSE in Psychology is designed for use in schools and colleges. It is part of a suite of GCSE qualifications offered by Edexcel.

## About this specification

- To provide a course of learning that is relevant and stimulating for students.

This specification has been developed following consultation with teachers, students and stakeholders. It has been designed so that students can study subjects relevant to society today, whilst enabling them to develop an understanding of key psychological concepts.

- To provide a specification that is clear and coherent, addressing psychological concepts and contexts.

This specification is structured to be clear and accessible for teaching and learning. The focus is on the process of psychology and its application in today's world. The units contain key psychological questions with key terms, practical aspects including the research of psychologists and the research students can undertake, and the relevance of issues to the world.

- To provide opportunities for students to understand underpinning methodologies and how psychology works.

Through this specification, students develop understanding of the key underpinning methodology in psychology and how psychology works when considered in practical terms. Students are encouraged to carry out practical work to develop a working understanding of how psychologists carry out research. The relevance of the specification topics to society today is emphasised throughout.

- To provide an introduction to the key concepts and contexts of psychology enabling progression to the Advanced Subsidiary GCE in Psychology.

This GCSE develops student knowledge and understanding through a context-based approach enabling them to progress to GCE AS where they will develop their knowledge and understanding of concepts.

## Key subject aims

- Provides a course of learning that is relevant and stimulating for students and may be included within the Key Stage 4 science curriculum.
- Provides an opportunity, in the context of real-life issues for students to appreciate psychological concepts and contexts.
- Allows students to understand the methodologies and the basis of how psychology works.
- Supports progression to GCE A Level Psychology and complements other Level 2 and 3 social science courses.

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# Specification at a glance

The Edexcel GCSE in Psychology qualification comprises two units.

## Unit 1

## Perception and Dreaming

\*Unit code: 5PS01

- Externally assessed
- Availability: January and June series
- First assessment: June 2010

**40% of the total**

### Overview of content

Topic A: How do we see our world?

This topic focuses on perception and illusions, drawing on biological and cognitive psychology.

Topic B: Is dreaming meaningful?

This topic addresses Freud's dream theory and the theory of activation synthesis.

### Overview of assessment

- Assessed through an external examination.
- The paper consists of multiple-choice and short-answer questions, and lasts 1 hour and 15 minutes.
- There are 60 marks in the examination and the result contributes 40% of the total grade for the full GCSE.

**Unit 2****Social and Biological Psychological Debates****\*Unit code: 5PS02**

- Externally assessed
- Availability: June series
- First assessment: June 2011

**60% of the total****Overview of content**

Topic C: Do TV and video games affect young people's behaviour?

This topic covers causes of aggression including psychological and social causes.

Topic D: Why do we have phobias?

This topic considers social learning, conditioning and evolutionary causes of phobias.

Topic E: Are criminals born or made?

This topic considers proposed biological and social causes of criminality.

**Overview of assessment**

- Assessed through an external examination.
- The paper consists of multiple choice questions, short answers and some extended writing and lasts 1 hour and 45 minutes.
- There are 90 marks in the examination and the result contributes 60% of the total grade for the full GCSE.

\* See Appendix 3 for description of this code and all other codes relevant to this qualification.

# A Qualification content

## Rationale

This specification has been designed to draw on five topics selected for their coverage of the GCSE Psychology subject criteria. The topics derive from extensive consultation with students, teachers and subject experts. The topics are phrased as key questions and, through the qualification content structure, students are encouraged to answer these questions from a psychological perspective. All topics ask students to explore and investigate the question and consider why psychology matters. Interpretation, evaluation and analysis of psychology are therefore embedded throughout the topics and the specification helps students to explain, theorise and model in psychology. The five topics are all key contemporary debates in society today and include relevant and contemporary scientific research. The topics provide a platform to explore current debates such as nature–nurture, ethical issues and comparisons to see how psychology has developed over time and differs between various cultures. There is a deliberate focus on what psychologists do and the specification enables students to consider the implications of psychology for society.

## Knowledge, skills and understanding

The *General Certificate in Secondary Education* is part of the Level 1 and 2 provision. This specification is based on the GCSE Subject Criteria for Psychology which are prescribed by the regulatory authorities and are mandatory for all awarding bodies.

## Subject content

The content of GCSE specifications in psychology must reflect the learning outcomes.

All specifications should include a rationale that clearly reflects the approach taken within the specification. This approach should include an emphasis on one or more of the following:

- the implications of psychology for society
- explaining, theorising and modelling in psychology
- procedural knowledge of ethical practice in psychology.



## Aims and learning outcomes

GCSE specifications in psychology must encourage students to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study and to gain an insight into related sectors, such as science. They should encourage students to develop a personal interest and enthusiasm for psychology and prepare them to make informed decisions about further learning opportunities and career choices.

This GCSE specification in psychology enables students to:

- engage in the process of psychological enquiry to develop as effective and independent students, and as critical and reflective thinkers with enquiring minds
- develop an awareness of why psychology matters
- acquire knowledge and understanding of how psychology works and its essential role in society
- develop an understanding of the relationship between psychology and social, cultural, scientific and contemporary issues, and its impact on everyday life
- develop an understanding of ethical issues in psychology
- develop an understanding of the contribution of psychology to individual, social and cultural diversity
- develop a critical approach to scientific evidence and methods.

## Develop knowledge, understanding and skills

This Edexcel GCSE specification requires students to develop knowledge, understanding and skills in the following contexts:

- Core areas of psychology: biological, social, cognitive, developmental and individual differences.
- Application of psychology: the use of psychology to explain and influence everyday behaviour and experience, within appropriate, relevant, contemporary contexts.

## Demonstrate knowledge, understanding and skills

This Edexcel GCSE specification requires students to demonstrate knowledge, understanding and skills in the following areas:

### **Data, theories and explanations:**

- collection of data from secondary sources, including the consideration of validity and reliability of evidence
- analysis and evaluation of qualitative and quantitative data
- interpretation of data to provide evidence for testing ideas and developing theories
- explanations of behaviour by developing and using scientific theories and models.

### **Investigation and enquiry:**

- planning to conduct a psychological investigation and structure a hypothesis
- evaluating design and ethical implications of psychological enquiry.

### **Evaluative and interpretative skills:**

- recalling, analysing, interpreting, applying and questioning information or ideas
- presenting information, developing arguments and drawing conclusions, using psychological concepts, terminology and conventions.

### **Applications and implications of psychology:**

- the use of contemporary psychological developments and their benefits and drawbacks
- how psychological knowledge and ideas change over time
- appreciation of the implications of culture in psychological enquiry
- relationship of psychological study to other areas of scientific enquiry and society as a whole.

## List of unit contents

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Content is divided into two units. The units are divided into topic areas. The key questions in the topics focus on the process of psychology in context.

<b>Unit 1</b>	<b>Perception and Dreaming</b>	<b>10</b>
Topic A	How do we see our world?	11
Topic B	Is dreaming meaningful?	14
<b>Unit 2</b>	<b>Social and Biological Psychological Debates</b>	<b>17</b>
Topic C	Do TV and video games affect young people's behaviour?	19
Topic D	Why do we have phobias?	22
Topic E	Are criminals born or made?	25

## Unit 1 Perception and Dreaming

### Content overview

#### Topic A: How do we see our world?

This topic focuses on perception and illusions, drawing on biological and cognitive psychology.

#### Topic B: Is dreaming meaningful?

This topic addresses Freud's dream theory and the theory of activation synthesis.

### Assessment overview

- Assessed through an external examination.
- The paper consists of multiple-choice and short-answer questions, and lasts 1 hour and 15 minutes.
- There are 60 marks in the examination and the result contributes 40% of the total grade for the full GCSE.

## Detailed unit content

### Topic A How do we see our world?

#### 1. Explaining the question: How do we see our world?

**Students will be assessed on their understanding of:**

- a the biological structures involved in perception: including the role of
  - i the eye (retina, rods, cones, optic nerve, blind spot)
  - ii the brain (-optic chiasma, visual cortex)
- b cues to depth: superimposition, relative size, linear perspective, stereopsis, texture gradient, height in the plane; and size constancy
- c Gestalt laws: figure-ground, continuity, proximity, similarity, closure
- d visual illusions: fictions (colour after-effects and illusory contours), ambiguous figures (Necker cube and Leeper's lady), distortions (Muller-Lyer and Ponzo)
- e explanations of illusions (Gestalt theory and Gregory's work on perspective theory), including evaluation of each
- f the influence of schemas on how we interpret our world and evaluation of such influence drawing on Palmer (1975), Bartlett (1932) and Carmichael, Hogan and Walter (1932).

Note: In the examination, students could be asked to demonstrate their understanding of stimulus material drawing on key terms and explanations.

**2. Investigating the question: Laboratory experiments**

**Students will be assessed on their understanding of:**

- a the following terms, and their use when referring to methodology:
  - i independent variable
  - ii dependent variable
  - iii experimental hypothesis
  - iv experimental (participant) design: repeated measures and
  - v independent groups
  - vi descriptive statistics (mean, median, mode, range)
  - vii bar chart
  - viii control of variables
  - ix informed consent
  - x right to withdraw

In the examination, students could be asked to design an experiment from stimulus material, drawing on the terms above.

- b the ethical issues in laboratory experiments of informed consent and the right to withdraw, and how these may be dealt with
- c the laboratory experiment as a research method including evaluation
- d the aims, procedure, and findings (results and/or conclusions) and evaluation of
  - i Palmer (1975) *The effects of contextual scenes on the identification of objects*
  - ii Bartlett (1932) *War of the Ghosts*
  - iii Carmichael, Hogan and Walter (1932) *An experimental study of the effect of language on the reproduction of visually perceived forms.*

**3. Why psychology matters**

**Students will be assessed on their understanding of:**

- a how eyewitness memory can be influenced by schemas drawing on two studies; and the importance of these influences for society and/or the individual.

Note: In the examination, students could be asked to demonstrate their understanding of stimulus material drawing on key terms and explanations.

**Topic B** Is dreaming meaningful?**1.** Explaining the question: Is dreaming meaningful?

**Students will be assessed on their understanding of:**

- a Freud's (1900) dream theory including the concepts of manifest content, latent content and dreamwork (displacement, condensation and secondary elaboration), and their evaluation of the theory
- b the basic structure and function of a neuron: axon, impulse, neurotransmitter, synaptic transmission
- c Hobson and McCarley's (1977) activation-synthesis model including the concepts of random activation, sensory blockade and movement inhibition
- d explanations of dreaming offered by Freud, and Hobson and McCarley, by comparing and evaluating them.

In the examination, students could be asked to demonstrate their understanding of stimulus material drawing on key terms and explanations.



**2. Investigating the question: Case studies**

**Students will be assessed on their understanding of:**

- a the following terms, and their use when referring to methodology
  - i aim
  - ii case study
  - iii qualitative data
  - iv quantitative data
  - v privacy
  - vi confidentiality
  - vii generalisability
  - viii reliability
  - ix subjectivity and objectivity

Students could be asked to design a study from stimulus material, drawing on the terms above.

- b the ethical issues in case studies of humans of privacy and confidentiality and how they can be dealt with. (NB: The ethics of animal studies are discussed in Topic D.)
- c the case study as a research method including evaluation
- d the dream analysis of Little Hans in Freud (1909) *Analysis of a phobia of a five-year old boy* including evaluation of dream analysis as a research method.

**3. Why psychology matters**

**Students will be assessed on their understanding of:**

- a the role of the psychoanalyst including:
  - i who they might work for
  - ii what they do
  - iii skills required
  - iv qualifications required
  - v accreditation status
  - vi how they might use dream analysis to help someone.
- b how psychological sleep disorders (including REM sleep disorder) are treated at a sleep disorder clinic.

**Note:** In the examination, students could be asked to demonstrate their understanding of stimulus material drawing on key terms and explanations.

## Unit 2 Social and Biological Psychological Debates

### Content overview

#### **Topic C: Do TV and video games affect young people's behaviour?**

This topic covers the causes of aggression including biological and social learning causes.

#### **Topic D: Why do we have phobias?**

This topic considers social learning, conditioning and evolutionary causes of phobias.

#### **Topic E: Are criminals born or made?**

This topic considers proposed biological and social causes of criminality.

### Assessment overview

- Assessed through an external examination.
- The paper consists of multiple choice questions, short answers and some extended writing and lasts 1 hour and 45 minutes.
- There are 90 marks in the examination and the result contributes 60% to the total grade for the full GCSE.

### Methodological terms

Students will also be assessed on their understanding of the following terms from Unit 1, and their use when referring to methodology:

- i independent variable
- ii dependent variable
- iii experimental hypothesis
- iv experimental (participant) design: repeated measures  
v and independent groups
- vi control of variables
- vii qualitative data
- viii quantitative data
- ix generalisability
- x reliability
- xi subjectivity and objectivity
- xii ethical issues from Unit 1.

## Detailed unit content

### Topic C Do TV and video games affect young people's behaviour?

#### 1. Explaining the question: Do TV and video games affect young people's behaviour?

Students will be assessed on their understanding of:

- a causes of aggression including:
  - i biological (limbic system and amygdala, hormones)
  - ii social learning including from TV and video games (Social Learning Theory: role models, vicarious reinforcement, modelling, observational learning, identification)
- b biological and social learning explanations of aggression by comparing them, including an evaluation of each
- c the nature-nurture debate in relation to understanding aggression
- d the evidence for individual differences in aggression drawing on Ramirez et al (2001) and Anderson and Dill (2000).

In the examination, students could be asked to demonstrate their understanding of stimulus material drawing on key terms and explanations.

**2. Investigating the question: content analysis**

**Students will be assessed on their understanding of:**

- a the following terms, and their use when referring to methodology:
  - i sampling and generalisability issues in a content analysis
  - ii identifying categories and tallying
  - iii reliability of content analysis

In examination, students could be asked to design a content analysis from stimulus material, drawing on the terms above.

- b the ethical issue of protection of participants and how this may be dealt with
- c the aims, procedures and findings (results and/or conclusions) and evaluation of
  - i Anderson and Dill (2000) *Video games and aggressive thoughts, feelings and behaviour in the laboratory and in life*
  - ii Ramirez et al (2001) *Cultural and sex differences in aggression*
  - iii Charlton et al (2000) *Children's playground behaviour across five years of broadcast television: a naturalistic study in a remote community*
  - iv Williams (1981) *How and what do children learn from television.*

### 3. Why psychology matters

**Students will be assessed on their understanding of:**

- a the effects of television on aggression using the findings (results and/or conclusions) of Charlton et al's (2000) study and Williams' (1981) study; including comparing them
- b the role of an educational psychologist including:
  - i who they might work for
  - ii what they do
  - iii skills required
  - iv qualifications required
  - v chartered status
  - vi what they might do to help a child with anger management problems.

In the examination, students could be asked to demonstrate their understanding of stimulus material drawing on key terms and explanations.

### 4. Exploring the question further

**Students will be assessed on their understanding of:**

- a the role and effectiveness of censorship including;
  - i the role of the 9 pm watershed
  - ii arguments for and against censorship.

In the examination, students may be asked to demonstrate their understanding of stimulus material drawing on key terms and explanations.

**Topic D** Why do we have phobias?**1.** Explaining the question: Why do we have phobias?

**Students will be assessed on their understanding of:**

- a causes of phobias including:
  - i the evolutionary explanation of preparedness
  - ii Social Learning Theory (modelling and vicarious reinforcement)
  - iii classical/Pavlovian conditioning (association and generalisation)
- b the nature-nurture debate in relation to understanding phobias.

In the examination, students could be asked to demonstrate their understanding of stimulus material drawing on key terms and explanations.



**2. Investigating the question: questionnaires**

**Students will be assessed on their understanding of:**

- a the following terms and their use when referring to methodology:
  - i questionnaire
  - ii open-ended and closed questions
  - iii rank scales (eg Likert style questions)
  - iv standardised instructions
  - v response bias
  - vi social desirability.

In the examination, students could be asked to design a questionnaire from stimulus material, drawing on the terms above.

- b questionnaires as a research method including evaluation
- c ethical issues of laboratory experiments using animals including social isolation, number and choice of species
- d practical issues of laboratory experiments using animals including three practical issues
- e the aims, procedures and findings (results and/or conclusions) and evaluation of
  - i Cover-Jones (1924) *The case of Little Peter*
  - ii Bennett-Levy and Marteau (1984) *Fear of animals. What is prepared?*

**3. Why psychology matters**

**Students will be assessed on their understanding of:**

- a flooding and systematic desensitisation as therapies used to treat phobias
- b the ethics of flooding and systematic desensitisation as therapies used to treat phobias, including the guidelines of distress and right to withdraw
- c the role of a clinical psychologist including:
  - i who they might work for
  - ii what they do
  - iii skills required
  - iv qualifications required
  - v chartered status
  - vi what they might do to help a person with phobias.

**4. Exploring the question further**

**Students will be assessed on their understanding of:**

- a cultural issues in the development of phobias using Heinrichs et al, (2005) *Cultural differences in perceived social norms and social anxiety*.

**Topic E** Are criminals born or made?**1.** Explaining the question: Are criminals born or made?

Students will be assessed on their understanding of:

- a causes of criminal behaviour including:
  - i biological explanations of criminality (genetics, XYY chromosome abnormality, twin studies)
  - ii social explanations of criminality (family patterns, childrearing strategies, self-fulfilling prophecy)
- b biological and social explanations of criminality, by comparing them
- c the nature-nurture debate in relation to an individual's tendency toward criminality.

Note: In the examination, students may be asked to demonstrate their understanding of stimulus material drawing on key terms and explanations.

**2.** Investigating the question

Students will be assessed on their understanding of:

- a the aim, procedure and findings (results and/or conclusions) and evaluation of
  - i Sigall and Ostrove (1975) *Beautiful but dangerous: Effects of offender attractiveness and nature of the crime on juridic judgments*
  - ii Madon et al (2004) *Self-fulfilling prophecies: the synergistic accumulative effect of parents' beliefs on children's drinking behavior*
  - iii Theilgaard (1984) *A psychological study of the personalities of XYY- and XXY*
- b the ethical and practical problems associated with biological and social research into criminality, and the gathering of information from convicted offenders.

**3. Why psychology matters**

**Students will be assessed on their understanding of:**

- a the purpose, process and effectiveness of offender profiling as a method used to help catch criminals
- b the use of offender profiling in the case of John Duffy (David Canter)
- c the role of a forensic psychologist including
  - i who they might work for
  - ii what they do
  - iii skills required
  - iv qualifications required
  - v chartered status
  - vi how they might help to treat offenders.

**4. Exploring it further**

**Students will be assessed on their understanding of:**

- a the effects of race, accent and appearance/attractiveness on jury decision making.

# B Assessment

## Assessment summary

Unit 1 is externally assessed through a 1 hour and 15-minute paper.

Unit 2 is externally assessed through a 1 hour and 45-minute paper.

### Summary of table of assessment

Unit 1	Perception and Dreaming	Unit code: 5PS01
Overview of assessment		
<ul style="list-style-type: none"><li>Assessed through an external examination.</li><li>The paper consists of multiple-choice and short-answer questions and lasts 1 hour and 15 minutes.</li><li>There are 60 marks in the examination and the result contributes 40% of the total grade for the full GCSE.</li></ul>		
Unit 2	Social and Biological Psychological Debates	Unit code: 5PS02
Overview of assessment:		
<ul style="list-style-type: none"><li>Assessed through an external examination.</li><li>The paper consists of multiple choice questions, short answers and some extended writing and lasts 1 hour and 45 minutes.</li><li>There are 90 marks in the examination and the result contributes 60% of the total grade for the full GCSE.</li></ul>		

## Assessment Objectives and weightings

(see *Appendix 4* for Clarification of Assessment Objectives)

	% in GCSE
AO1: Knowledge and understanding of psychology and how psychology works	30–34%
AO2: Application of knowledge and understanding of psychology and how psychology works	34–38%
AO3: Interpretation, evaluation and analysis of psychological data and practice	30–34%
<b>TOTAL</b>	<b>100%</b>

## Relationship of Assessment Objectives to units

Unit number	Assessment objective			
	AO1	AO2	AO3	Total for AO1, AO2 and AO3
Unit 1	13–15%	11–13%	13–15%	40%
Unit 2	17–19%	23–25%	17–19%	60%
Total for GCSE	30–34%	34–38%	30–34%	100%

## Entering your students for assessment

### Student entry

Details of how to enter students for this qualification can be found in Edexcel's *Information Manual*, a copy is sent to all examinations officers. The information can also be found on Edexcel's website: [www.edexcel.com](http://www.edexcel.com)

Students studying GCSE Psychology qualifications are required to complete at least 40 per cent of the overall assessment requirements as terminal assessment.

## Forbidden combinations and classification code

Centres should be aware that students who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.

Students should be advised that, if they take two specifications with the same classification code, schools and colleges are very likely to take the view that they have achieved only one of the two GCSEs. The same view may be taken if students take two GCSE specifications that have different classification codes but have significant overlap of content. Students who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

## Access arrangements and special requirements

Edexcel's policy on access arrangements and special considerations for GCE, GCSE, and Entry Level aims to enhance access to the qualifications for students with disabilities and other difficulties (as defined by the Disability Discrimination Act 1995 and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Please see the Edexcel website ([www.edexcel.com/sfc](http://www.edexcel.com/sfc)) for:

- the JCQ policy *Access Arrangements and Special Considerations, Regulations and Guidance Relating to Students who are Eligible for Adjustments in Examinations*
- the forms to submit for requests for access arrangements and special considerations
- dates for submission of the forms.

Requests for access arrangements and special considerations must be addressed to:

Special Requirements  
Edexcel  
One90 High Holborn  
London WC1V 7BH

## Disability Discrimination Act (DDA)

Please see the Edexcel website ([www.edexcel.com/sfc](http://www.edexcel.com/sfc)) for information relating to the Disability Discrimination Act.

## Assessing your students

The first assessment opportunity for Unit 1 of this qualification will take place in the June 2010 series and in each following January and June series for the lifetime of the specification. The first assessment opportunity for Unit 2 will take place in June 2011 and in each following June series for the lifetime of the specification.

Unit	June 2010	January 2011	June 2011	January 2012
Unit 1	✓	✓	✓	✓
Unit 2	X	X	✓	X

### Awarding and reporting

The grading, awarding and certification of this qualification will comply with the requirements of the current GCSE/GCE Code of Practice for courses starting in September 2009, which is published by the Qualifications and Curriculum Authority. The GCSE qualification will be graded and certificated on an eight-grade scale from A\* to G. Individual unit results will be reported.

The first certification opportunity for the Edexcel GCSE in Psychology will be in 2011.

Students whose level of achievement is below the minimum judged by Edexcel to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

### Unit results

The minimum uniform marks required for each grade for each unit.

#### Unit 1

Unit grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 80	<b>72</b>	<b>64</b>	<b>56</b>	<b>48</b>	<b>40</b>	<b>32</b>	<b>24</b>	<b>16</b>

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–15.



### Unit 2

Unit grade	<b>*A</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
Maximum uniform mark = 120	<b>108</b>	<b>96</b>	<b>84</b>	<b>72</b>	<b>60</b>	<b>48</b>	<b>36</b>	<b>24</b>

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–23.

### Qualification results

The minimum uniform marks required for each grade:

#### GCSE in Psychology

Cash-in code: 2PS01

Qualification grade	<b>*A</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
Maximum uniform mark = 200	<b>180</b>	<b>160</b>	<b>140</b>	<b>120</b>	<b>100</b>	<b>80</b>	<b>60</b>	<b>40</b>

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–39.

### Resitting of units

Students can resit the assessment requirements for an internally and externally unit once before claiming certification for the qualification. The best available result for each contributing unit will count towards the final grade.

Students that want to resit after they have completed all the assessment requirements of the course will be required to retake at least 40 percent of the assessment requirements.

Results of units will be held in Edexcel’s unit bank for as many years as this specification remains available. Once the GCSE qualification has been certificated, all unit results are deemed to be used up at that level. These results cannot be used again towards a further award of the same qualification at the same level.

### Language of assessment

Assessment of this specification will be available in English only. Assessment materials will be published in English only and all work submitted for examination and moderation must be produced in English.

### Quality of written communication

Students will be assessed on their ability to:

- write legibly, with accurate use of spelling, grammar and punctuation in order to make meaning clear
- select and use a form and style of writing appropriate to purpose and complex subject matter
- organise relevant information clearly and coherently, using specialist vocabulary when appropriate.

### Stretch and challenge

Students can be stretched and challenged in all units through the use of different assessment strategies, for example:

- by using a variety of stems in questions — for example analyse, evaluate, discuss, compare
- by ensuring connectivity between sections of questions
- through a requirement for extended writing
- by use of a wider range of question types to address different skills — for example open-ended questions, case studies.

### Malpractice and plagiarism

For up-to-date advice on malpractice and plagiarism, please refer to the Joint Council for Qualifications *Suspected Malpractice in Examinations: Policies and Procedures* document on the JCQ website [www.jcq.org.uk](http://www.jcq.org.uk).

### Health and safety

Whilst practical work is not mandatory for this GCSE, attention is drawn to the need for safe practice when students are engaged in practical work. It is the responsibility of centres to carry out risk assessments for all activities that they undertake with their students.

## Student recruitment

Edexcel's access policy concerning recruitment to our qualifications is that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

## Progression

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Students could progress to the following:

- GCE AS Levels including Psychology
- vocationally-related qualifications such as 14–19 Diplomas or BTEC Nationals in subjects such as health and social care, sport, business and media.

## Grade descriptions

<b>A</b>	<p>Candidates recall, select and communicate relevant knowledge to produce substantiated analyses and explanations of a variety of structures, models or processes of psychology, including contemporary contexts.</p> <p>They show precise understanding of, and apply accurately, appropriate concepts, terms and theories. They analyse links between structures, processes and issues. They recognise and explain appropriate issues or debates, and substantiate these with evidence and reach valid conclusions.</p> <p>They identify and use appropriate methods, sources, information and data for a particular purpose and justify their selection. They interpret information and data presented in a variety of forms, critically evaluate its relevance in relation to the arguments and reach substantiated conclusions. They use concepts, terminology and conventions accurately and appropriately.</p>
<b>C</b>	<p>Candidates recall, select and communicate knowledge to describe and give a partial analysis of a variety of structures, models or processes of psychology, including contemporary contexts.</p> <p>They show understanding of, and apply a variety of, concepts, terms and theories. They recognise and describe relevant issues or debates and select appropriate arguments in relation to the issues, theories and evidence. They make straightforward links between structures, processes and issues.</p> <p>They use a range of methods, sources, information and data to find out about issues or topics and can indicate why they were chosen. They handle and evaluate information and data to make reasonable judgements, and present plausible conclusions that are supported by relevant evidence. They use concepts, terminology and conventions appropriately.</p>
<b>F</b>	<p>Candidates recall and recognise some structures, models or processes outlined in the specification and give a partial description of them.</p> <p>They show a basic understanding of, and apply in a superficial way, a few concepts, terms and theories. They recognise and describe relevant issues or debates.</p> <p>They use a limited range of methods, sources, information and data uncritically and in a simple manner to find out about issues or topics. They demonstrate a limited ability to interpret information, make judgements and reach conclusions.</p>

# C Resources, support and training

## Edexcel resources

Edexcel aims to provide the most comprehensive support for our qualifications.

### Student support

The new student resources from Edexcel will provide you and your students with comprehensive support for our new GCSE 2009 Psychology qualification. This accessible student book, written by subject experts, will ensure that you and your students receive a wealth of practical support from Edexcel.

### Assessment support

The student book will also provide assessment support, including clear guidance and use of exemplification.

## Edexcel publications

You can order further copies of the specification and sample assessment materials (SAMs) documents from:

Edexcel Publications  
Adamsway  
Mansfield  
Nottinghamshire NG18 4FN

Telephone: 01623 467467  
Fax: 01623 450481  
Email: [publications@linneydirect.com](mailto:publications@linneydirect.com)  
Website: [www.edexcel.com](http://www.edexcel.com)

## Endorsed resources

Edexcel also endorses some additional materials written to support this qualification. Any resources bearing the Edexcel logo have been through a quality assurance process to ensure complete and accurate support for the specification. For up-to-date information about endorsed resources, please visit [www.edexcel.com/endorsed](http://www.edexcel.com/endorsed).

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change.

### Edexcel support services

Edexcel has a wide range of support services to help you implement this qualification successfully.

**ResultsPlus** — ResultsPlus is an application launched by Edexcel to help subject teachers, senior management teams and students by providing detailed analysis of examination performance. Reports that compare performance between subjects, classes, your centre and similar centres can be generated in 'one-click'. Skills maps that show performance according to the specification topic being tested are available for some subjects. For further information about which subjects will be analysed through ResultsPlus, and for information on how to access and use the service, please visit [www.edexcel.com/resultsplus](http://www.edexcel.com/resultsplus).

**Ask the Expert** — Ask the Expert is a new service, launched in 2007, that provides direct email access to senior subject specialists who will be able to answer any questions you might have about this or any other specification. All of our specialists are senior examiners, moderators or verifiers and they will answer your email personally. You can read a biography for all of them and learn more about this unique service on our website at [www.edexcel.com/asktheexpert](http://www.edexcel.com/asktheexpert).

**Ask Edexcel** — Ask Edexcel is Edexcel's online question and answer service. You can access it at [www.edexcel.com/ask](http://www.edexcel.com/ask) or by going to the main website and selecting the Ask Edexcel menu item on the left.

The service allows you to search through a database of thousands of questions and answers on everything Edexcel offers. If you don't find an answer to your question, you can choose to submit it straight to us. One of our customer services team will log your query, find an answer and send it to you. They'll also consider adding it to the database if appropriate. This way the volume of helpful information that can be accessed via the service is growing all the time.

**Examzone** — The Examzone site is aimed at students sitting external examinations and gives information on revision, advice from examiners and guidance on results, including re-marking, resitting and progression opportunities. Further services for students — many of which will also be of interest to parents — will be available in the near future. Links to this site can be found on the main homepage at [www.examzone.co.uk](http://www.examzone.co.uk)

## Training

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A programme of professional development and training courses, covering various aspects of the specification and examination, will be arranged by Edexcel each year on a regional basis. Full details can be obtained from:

Training from Edexcel  
Edexcel  
One90 High Holborn  
London WC1V 7BH

Telephone: 0844 576 0027  
Email: [trainingbookings@edexcel.com](mailto:trainingbookings@edexcel.com)  
Website: [www.edexcel.com](http://www.edexcel.com)

# D Appendices

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## Appendix 1 Key skills

### ■ Signposting

Key skills (Level 2)	Unit 1	Unit 2
<b>Application of number</b>		
N2.1	✓	✓
N2.2	×	×
N2.3	×	×
<b>Communication</b>		
C2.1a	×	×
C2.1b	×	×
C2.2	✓	✓
C2.3	×	×
<b>Information and communication technology</b>		
ICT2.1	✓	✓
ICT2.2	✓	✓
ICT2.3	✓	✓
<b>Improving own learning and performance</b>		
LP2.1	×	×
LP2.2	×	×
LP2.3	×	×
<b>Problem solving</b>		
PS2.1	✓	✓
PS2.2	✓	✓
PS2.3	✓	✓
<b>Working with others</b>		
WO2.1	✓	✓
WO2.2	×	×
WO2.3	×	×

### ■ Development suggestions

Please refer to the Edexcel website for key skills development suggestions.

## Appendix 2 Wider curriculum

### Signposting

Issue	Unit 1	Unit 2
Spiritual	✓	×
Moral	×	✓
Ethical	✓	✓
Social	×	✓
Cultural	×	✓
Citizenship	×	✓
Environmental	×	✓
European initiatives	×	✓
Health and safety	✓	✓

### Development suggestions

Issue	Unit	Opportunities for development or internal assessment
Spiritual	Unit 1	Students study aspects of perception and dreaming which may relate to explanations of spiritual phenomena.
Moral	Unit 2	Students study issues surrounding criminality.
Ethical	Unit 1 and Unit 2	Students study issues related to ethics of animal experiments in Unit 1 and the ethics of flooding and systematic desensitisation including the guidelines of distress and right to withdraw in Unit 2.
Social	Unit 2	Students study aspects of social learning theory.
Cultural	Unit 2	Students study cultural differences in attitudes to phobias.
Citizenship	Unit 2	Students study issues relevant to citizenship.
Environmental	Unit 2	Students study social learning theory which could be used to explain attitudes to the environment.
European initiatives	Unit 2	Students study includes research originating in Europe.
Health and safety	Unit 1 and Unit 2	Students' practical work, if undertaken, should be supported in terms of health and safety in both Units 1 and 2.

## Appendix 3 Codes

Type of code	Use of code	Code number
National classification codes	Every qualification is assigned to a national classification code indicating the subject area to which it belongs. Centres should be aware that students who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.	4850
National Qualifications Framework (NQF) codes	Each qualification title is allocated a National Qualifications Framework (NQF) code.  The NQF code is known as a Qualification Number (QN). This is the code that features in the DfE's Sections 96 and on the LARA as being eligible for 16-18 and 19+ funding, and is to be used for all qualification funding purposes. The QN is the number that will appear on the student's final certification documentation..	The QAN for the qualification in this publication is:  GCSE — 500/4442/4
Unit codes	Each unit is assigned a unit code. This unit code is used as an entry code to indicate that a student wishes to take the assessment for that unit. Centres will need to use the entry codes only when entering students for their examination.	Unit 1 — 5PS01 Unit 2 — 5PS02
Cash-in codes	The cash-in code is used as an entry code to aggregate the student's unit scores to obtain the overall grade for the qualification. Centres will need to use the entry codes only when entering students for their qualification.	GCSE — 2PS01
Entry codes	The entry codes are used to: <ul style="list-style-type: none"> <li>• enter a student for the assessment of a unit</li> <li>• aggregate the student's unit scores to obtain the overall grade for the qualification.</li> </ul>	Please refer to the <i>Edexcel Information Manual</i> , available on the Edexcel website.

## Appendix 4 Clarification of Assessment Objectives

### ■ AO1: Knowledge and understanding of psychology and how psychology works

Students should be able to:

- demonstrate knowledge and understanding of the psychological models, theories, explanations, concepts and terminology in the specification
- show understanding of the relationship of psychological evidence with explanations and theories
- show understanding of how psychological knowledge and ideas change over time and the evidence for these changes.

### ■ AO2: Application of knowledge and understanding of psychology and how psychology works

Students should be able to:

- apply concepts, develop arguments and/or draw conclusions related to familiar and unfamiliar situations
- show understanding and assess applications and uses of psychology with reference to contemporary situations
- evaluate the impact of psychological findings, developments or processes on individuals and communities.

### ■ AO3: Interpretation, evaluation and analysis of psychological data and practice

Students should be able to:

- plan a psychological investigation testing an idea, answering a question or solving a problem
- show understanding of research methods and methodology in familiar and unfamiliar situations
- evaluate methods and methodology used when collecting primary and secondary data, including ethical considerations
- analyse and interpret qualitative and quantitative data from sources
- discuss the validity and reliability of data in presenting and justifying conclusions.