

# Pearson Edexcel Level 1/Level 2 (9–1) GCSE Psychology

## Topic Guide 7

### The self – What makes you who you are?

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## The self – What makes you who you are?

### Specification requirements

This topic is an optional topic and will be examined in Paper 2.

Candidates are expected to demonstrate and apply the knowledge, understanding and skills described in the content.

To demonstrate their **knowledge**, candidates should undertake a range of activities, including the ability to recall, describe and define, as appropriate.

To demonstrate their **understanding**, candidates should explain ideas and use their knowledge to apply, analyse, interpret and evaluate, as appropriate.

Candidates may be asked to consider the following issues when **evaluating** studies:

- validity
- reliability
- generalisability
- ethics
- objectivity
- subjectivity.

Candidates may be required to **apply** their understanding – for example by responding to scenarios that are drawn from the topic area and/or associated research – and in doing this they should use psychological concepts, theories and/or research from within their studies of the self.

### Opportunities for practical activities

Candidates should gain hands-on experience of carrying out ethical, investigative activities to aid their understanding of this subject. To help centres identify opportunities for carrying out these activities, studies that can be replicated have been marked with an asterisk.

**Research methods** are delivered in Topic 11. However, as a way to aid candidates in evaluating the studies, centres can encourage them to consider the methodology of the key studies as they progress through each individual topic. For example, candidates could consider the validity of personality testing when studying trait theory as a measure of personality (7.1.6).

Although candidates will not be directly assessed on practical activities, the experience they gain will give them a better understanding of this subject and may enhance their examination performance.

## Guidance

### 7.1 Content

#### 7.1.1 Understand the concepts of the self and self-concept, including:

**Lewis (1990)**

a. **existential self**

b. **categorical self**

**Rogers (1959)**

c. **self-image**

d. **self-esteem**

e. **ideal self**

f. **self-actualisation**

g. **congruence**

h. **incongruence**

Candidates should be able to discuss the key terms associated with Lewis' (1990) and Rogers' (1959) explanations of the self and self-concept. They should understand that self is understood to be how an individual sees themselves, such as their beliefs about characteristics, abilities or values.

When learning about **Lewis (1990)** (7.1.1a–b), candidates may benefit from being able to address the differences between the **existential self** (7.1.1a) and the **categorical self** (7.1.1b). Candidates should know that the existential self is an early childhood understanding of how we are separate to others and that we have a constancy in the world around us, while categorical self is driven by determining oneself by categories, such as age and gender in early development, progressing to concepts such as morals.

Candidates should be able to explain the concepts proposed by **Rogers (1959)** (7.1.1c–h) and the interactions between the key features of his ideas. They should know that **self-image** (7.1.1c) is the view one has of themselves, while **self-esteem** (7.1.1d) is how much value someone places on themselves. Candidates should also understand that the **ideal self** (7.1.1e) is what or how you wish you could be. Candidates should understand that these three features are components within self-concept, and that there is interaction between the components; for example, someone who sees themselves as not being popular with friends or other people (self-image) but wishes they were more sociable and able to make friends more easily (ideal self) may lack confidence as a result (self-esteem).

The interaction between **self-image** (7.1.1c) and actual self (or reality) can lead to **congruence** (7.1.1g) or **incongruence** (7.1.1h). For example, a person may have an eating disorder and consider themselves overweight (self-image) when their actual self is underweight – this is an example of **incongruence** (7.1.1h). Candidates should understand that when there is **congruence** (7.1.1g) between self-image and actual self, then the individual is able to reach **self-actualisation** (7.1.1f), i.e. they can develop to reach their full potential.

Application of these concepts to stimulus materials would benefit candidates. Centres could develop scenarios and examples from which candidates can identify the key features of Lewis' (1990) or Rogers' (1959) explanations that are evident and describe them in relation to the key concepts.

*Bradley believes he is very bad at learning to speak French. He finds it very difficult and wishes he could learn better so that he can pass his exams. Bradley is struggling to motivate himself to go to lessons as he feels embarrassed when his teacher asks him questions. How would Rogers (1959) explain why Bradley feels embarrassed?*

**7.1.2 Understand the role of identity and free will in the development of self, including strengths and weaknesses of each theory:**

- a. Erikson (1959) the eight stages of identity development
- b. Baumeister (2008) the consequence of belief in free will

Candidates should be able to discuss and evaluate theoretical explanations of identity and free will in the development of self. Erikson (1959) (7.1.2a) proposes that there are eight stages of development during which an individual must resolve conflicts between key components of their identity. Candidates may benefit from using a table or chart to summarise these processes – for example, **Table 1** – where they can add further detail and descriptions along with the processes of conflict resolution.

Life stage	Conflict to resolve	Resolution (virtue)
Infancy	Basic trust versus mistrust	Hope
Early childhood	Autonomy versus shame	Will
Mid childhood	Initiative versus guilt	Purpose
Late childhood	Industry versus inferiority	Competence
Adolescence	Identity versus confusion	Fidelity
Early adulthood	Intimacy versus isolation	Love
Mid adulthood	Generativity versus stagnation	Care
Late adulthood	Integrity versus despair	Wisdom

**Table 1**

Candidates should be able to discuss the concepts proposed by Baumeister (2008) (7.1.2b), i.e. that a belief in free will promotes harmonious and socially desirable actions, which, in turn, can be explored in terms of the development of the self as a positive, social individual with higher levels of self-control and rational choice. Centres may want to deliver the study by Vohrs and Schooler (2008) (7.2.1) to explore how free will can impact on the choices individuals make.

Application of these concepts to stimulus materials would benefit candidates. Centres could develop scenarios and examples from which candidates can identify the key features that are evident and describe them in relation to identity, free will and/or theoretical explanations.

*Cathy is in early adulthood. She has been in a relationship with her boyfriend for six years and they have recently decided to get married. They are also planning a family once they marry. Erikson (1959) would say that Cathy is in the intimacy versus isolation stage of development. How do you know if Cathy is in conflict or has resolved this stage?*

Theories of both identity and free will can be evaluated through comparisons to other models, theories and explanations, such as whether free will is more important than identity in the development of self. Supporting evidence can be used where available, such as Vohrs and Schooler (2008) (7.2.1).

Some candidates may benefit from being extended by drawing on the concepts delivered in the 'issues and debates' content, where themes such as **morality** (1.3.1) could be used to help evaluate and connect explanations.

**7.1.3 Understand the Humanistic Theory of Self, including strengths and weaknesses of each theory:**

- a. humanistic explanations of the development of self-esteem
- b. humanistic explanations of the development of personality
- Rogers (1951)
- c. conditional positive regard
- d. unconditional positive regard

- e. conditions of worth
- f. congruence
- g. incongruence
- h. Maslow (1943) hierarchy of needs

Candidates should be able to evaluate **humanistic explanations of self-esteem** (7.1.3a) and **personality** (7.1.3b). They can draw on their understanding of **Rogers (1951)** (7.1.3c–g) and **Maslow (1943)** (7.1.3h), along with content from 7.1.1 for key terms and concepts.

Centres may wish to begin with **Maslow (1943)** (7.1.3h) and discuss the stages in the **hierarchy of needs**, including how each hierarchy can be met and the impact on personality and self-esteem if they are not met.

Rogers' (1951) concepts of **conditional positive regard** (7.1.3c) and **unconditional positive regard** (7.1.3d) can be used to highlight how individuals develop **conditions of worth** (7.1.3e) that can influence the development of an individual's **self-esteem** (7.1.3a) and **personality** (7.1.3b). Candidates should understand that **unconditional positive regard** (7.1.3d) is when you value another person for doing their best, regardless of your own view on the appropriateness of their behaviour; for example, trying hard in a task. Candidates may benefit from comparing this to **conditional positive regard** (7.1.3c), which is based on the outcome of a person's efforts or for behaving in a way that you deem appropriate, such as valuing (or devaluing) someone based on what they do (or don't) achieve in a task.

Candidates should understand that **conditions of worth** (7.1.3e) are conditions imposed on individuals that they aim to meet in order to receive positive regard, and that these are connected to **conditional positive regard** (7.1.3c). It may benefit candidates to discuss how these concepts are not fundamentally problematic – for example, a child that does not hit other children would be praised and shown positive attention – but when conditions are unrealistic or harmful they could be detrimental to the development of **self-esteem** (7.1.3a) and **personality** (7.1.3b).

It would be beneficial for candidates to discuss how **congruence** (7.1.3f) and **incongruence** (7.1.3g) are linked to **conditional** and **unconditional positive regard** (7.1.3c–d). They may wish to explore how **congruence** (7.1.3f) is a result of **unconditional positive regard** (7.1.3d) and centres could use example case studies to encourage candidates to identify key components and determine whether the person is likely to achieve congruence or not.

Application of these explanations to stimulus materials would benefit candidates. Centres could develop scenarios and examples from which candidates can identify the key components of the concepts that are evident and explain them in relation to their own understanding.

*Ted is 13 years old. He learnt how to make a meal at school, and tried to do this at home to show his parents. Ted cooked the meal, but it did not taste very nice. His parents said they were proud of him for trying his best and they appreciated him having a go at making the meal. What type of positive regard did Ted's parents show him?*

Humanistic explanations can be evaluated through comparisons to other models and theories, such as whether **Erikson's (1959)** (7.1.2a) explanation of identity is a better explanation of self. Supporting evidence can be used where available and, equally, evidence can be used where it shows that the theory or explanation may be incomplete; for example, drawing on **Vohrs and Schooler (2008)** (7.2.1) where free will is shown to have an impact on the development of personality and self.

**7.1.4 Understand the role of internal and external influences on the self and self-esteem, including:**  
**a. temperament**  
**b. experience**

Candidates should understand that internal and external influences can impact on self and self-esteem. They may benefit from briefly drawing together any internal and external influences they have come across so far (for example, conditional positive regard, identity or free will) and then developing these ideas using **temperament** (7.1.4a) and **experience** (7.1.4b).

Centres may wish to deliver the study by **Van Houtte and Jarvis (1995)** (7.2.2) to highlight how exposure to pets helped increase self-esteem and autonomy in children. Candidates could then review other sources of external influence that individuals may experience that could impact on their self-esteem and development of self, such as family, friends or school.

**Temperament** (7.1.4a) as a biological basis of personality could be delivered with a link to **personality types** and **traits** (7.1.5, 7.1.6), as there is some overlap with these topics as an internal influence on self and self-esteem.

Candidates should understand that **temperament** (7.1.4a) is considered to be an innate trait (nature), and should be able to compare this to **experience** (7.1.4b), which is environmental (nurture). Both of these traits culminate to develop personality.

Application of internal and external influences to stimulus materials would benefit candidates. Centres could develop scenarios and examples from which candidates can identify the key components of temperament and/or experience that are evident and explain them in relation to the concepts in this topic.

*Caitlin is 11 years old and her family have recently bought a puppy. Caitlin helps look after the puppy. She takes him for walks, bathes him and brushes him. Using your knowledge of Van Houtte and Jarvis (1995) discuss how the puppy will benefit Caitlin.*

**7.1.5 Understand how personality can be measured, including:**  
**a. personality scales**  
**b. personality types**

Candidates should understand that **personality scales** (7.1.5a) measure **types** (7.1.5b) of personality and are predominantly self-report questionnaires. Candidates could complete a selection of these and discuss the outcomes of their own personality measurement(s). The following are good examples of questionnaires to complete: the 'Big Five Inventory' (or five factor model), which measures extraversion, agreeableness, conscientiousness, neuroticism and openness; the Myers-Briggs Type Indicator (MBTI), which measures sixteen personality types. This understanding of how personality is measured will aid candidates in their evaluations of 7.1.6.

*Jacob completed a self-report questionnaire about his personality. What issues might there be when personality is tested using self-report questionnaires?*

**7.1.6 Understand the use of trait theory as a measure of personality, including strengths and weaknesses of trait theory:**  
**a. Allport (1936) cardinal, central and secondary personality traits**  
**b. Cattell (1946) 16PF personality factor assessment**

Candidates should understand that trait theory as a measure of personality assumes that personality is developed from habitual/consistent behaviours, emotions and thinking that can be measured through trait assessments. **Allport (1936)** (7.1.6a) believes that

personality traits consist of the hierarchy of cardinal, central and secondary traits: candidates should be able to explain the differences between them.

Cardinal traits are considered to be at the top of the hierarchy and to be the most powerful or dominant traits. Candidates should know that individuals do not tend to have one cardinal trait; they can have multiple cardinal traits. Candidates should understand that these are then followed by central traits, which are generally found in most people to a degree – for example, kindness or friendliness. Candidates could create case studies or characters using the traits to develop their learning. Finally, secondary traits are less consistent and can occur due to situations or circumstances that individuals find themselves in.

Candidates could compare **Allport (1936)** (7.1.6a) with **Cattell (1946)** (7.1.6b) who suggested 16 dimensions to personality traits that are scored on a continuum. Candidates should understand how this concept differs from the hierarchical traits suggested by **Allport (1936)** (7.1.6a). Centres may wish to show candidates examples of the 16PF test devised by **Cattell (1946)** (7.1.6b) and how the results are shown to highlight the notion of a continuum.

Candidates should understand that both measures score personality traits but do not offer explanations for the development of personality.

Application of these explanations to stimulus materials would benefit candidates. Centres could develop scenarios and examples from which candidates can identify the key components of the concepts that are evident and explain them in relation to their own understanding.

*Mia has been in trouble with the police for vandalism and missing school. She gets into a fight with a girl in a shopping centre and is arrested again. The police tell Mia she needs to change her personality before she gets into more serious trouble. Why is Allport's (1936) theory of personality unhelpful if Mia wishes to change her personality?*

Theories for measuring personality traits can be evaluated through comparisons to other theories and explanations, such as whether **Erikson's (1959)** (7.1.2a) explanation of identity is a better explanation. Supporting evidence can be used where available and, equally, evidence can be used where it shows that the theory or explanation may be incomplete; for example, drawing on personality types suggested by Eysenck (1964) or the 'big five inventory' as alternatives.

## 7.2 Studies

Candidates should understand the aims, procedures and findings (results and conclusions), and strengths and weaknesses of:

- 7.2.1 Vohrs and Schooler (2008) The Value of Believing in Free Will: Encouraging a Belief in Determinism Increases Cheating
- 7.2.2 Van Houtte and Jarvis (1995) The Role of Pets in Preadolescent Psychosocial Development

### Study One

#### **Vohrs and Schooler (2008) The Value of Believing in Free Will: Encouraging a Belief in Determinism Increases Cheating.**

#### **Aim(s)**

To investigate whether participants would cheat if they believed human behaviour was predetermined.

*NOTE: Vohrs and Schooler (2008) includes two experiments. Candidates are not expected to know both experiments. Experiment one has been summarised here.*

#### **Experiment One**

#### **Procedure**

Sample: 30 undergraduate students, 13 were female and 17 were male.

Participants entered the laboratory individually and were randomly assigned to one of two conditions:

- Condition A – the anti-free-will condition: read a passage from a book that claimed free will was an illusion
- Condition B – the control group: read a passage that discussed consciousness, but did not mention free will.

After reading the passages, participants completed two questionnaires to test whether the passages had manipulated their beliefs and mood. One questionnaire was a free will and determinism scale; one was a positive and negative affectivity schedule.

Participants then completed computer-based mental arithmetic problems. They were told that there was an issue with the computer programme and that the answer would show on the screen, but they could stop this from happening if they pressed the space bar when the arithmetic problem appeared on-screen. They were told the experimenter would not know if they pressed the space bar, but they should try to solve the arithmetic problem on their own.

The computer had been rigged to show the answers and also to record the number of times the space bar was pressed by the participant in order to stop the answer being shown.

#### **Results**

Scores on the free will scale showed that participants in the anti-free-will condition had weaker free will beliefs (mean score of 13.6) compared to the control group (mean score of 16.8).

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Scores for mood after reading the anti-free-will and control passages did not differ between the conditions.

Participants who read the anti-free-will passage cheated on the mental arithmetic problems more often than those in the control group (mean score of 14.00 compared to 9.97).

There was a strong negative correlation between cheating behaviour and free will scores on the questionnaire.

### Conclusions

Weakening the participants' belief in free will increased cheating. Exposure to a short passage that aimed to reduce a belief in free will led to an increase in cheating, altering both participants' views on free will and their subsequent actions. This raises concerns for the development of moral behaviour if deterministic perceptions of individuals are promoted.

These conclusions were supported by Experiment Two, where participants paid themselves more money for a task after reading deterministic statements than other groups, thereby showing active cheating.

Candidates may be asked to consider the following issues when **evaluating** studies:

- validity
- reliability
- generalisability
- ethics
- objectivity
- subjectivity.

### Information for centres

*It is recommended that, wherever possible, centres combine the use of the summary of studies resource with the original study. However, where studies are not freely available or easily accessible, the summary resource is designed to help provide key starting points to enable teachers to deliver the content.*

## Study Two

### Van Houtte and Jarvis (1995) The Role of Pets in Preadolescent Psychosocial Development.

#### Aim(s)

Van Houtte and Jarvis aimed to investigate the role of pets in preadolescent psychosocial development.

#### Procedure

Sample: 130 participants from the third grade to the sixth grade at school, with a range of socioeconomic backgrounds, who were attending a grade school associated with Midwestern University:

- 26 third-grade children (10 males and 16 females)
- 36 fourth-grade children (22 males and 14 females)
- 34 fifth-grade children (22 males and 12 females)
- 34 sixth-grade children (17 males and 17 females).

An interview and a questionnaire were used to measure demographic information (such as age, parental marital status, siblings). They also asked about pet ownership, such as the kind of pet owned and for how long. They matched the participants in groups by grade level, and pet owning versus non-pet owning. Permission was gained from the participants and they were given the right to withdraw from the study at any time.

Interviews were conducted in small groups where the questionnaires were administered. Autonomy was measured using a 20-item questionnaire. Self-concept was measured using a 22-item questionnaire. Self-esteem was measured using a questionnaire where the children had to score their agreement or disagreement with a range of items. Attachment to animals was measured using a questionnaire with a 7-point Likert scale; for example, 'I consider my pet to be my friend' (amended for non-pet owners to 'If I had a pet, I would consider it to be my friend').

#### Results(s)

Autonomy included four subscales which were scored in each grade and group. The results are shown in **Table 2**.

Grade	Group	Mean autonomy score for each subscale (lower mean score = greater autonomy)			
		Perceive parents as people	Parental de-idealisation	Non-dependency on parents	Individuation
Third	Pet owner	13.3	11.6	9.8	12.0
	Non-pet owner	14.9	11.3	10.8	11.6
Fourth	Pet owner	13.8	11.7	10.3	11.1
	Non-pet owner	16.0	11.8	10.4	12.6
Fifth	Pet owner	14.6	11.4	11.1	11.6
	Non-pet owner	16.0	12.5	11.9	12.7
Sixth	Pet owner	14.9	11.2	9.0	10.7
	Non-pet owner	15.8	11.7	9.5	11.8

**Table 2**

The mean scores for the pet owning group were significantly higher than the non-pet owning group for autonomy.

**Table 3** shows the mean scores for the assessments of self-concept, self-esteem and attachment.

Grade	Group	Mean scores (lower mean score = greater autonomy)		
		Self-concept	Self-esteem	Attachment
Third	Pet owner	89.5	19.6	32.7
	Non-pet owner	89.1	20.6	33.6
Fourth	Pet owner	83.8	19.0	28.7
	Non-pet owner	89.4	17.5	30.7
Fifth	Pet owner	87.4	16.7	35.4
	Non-pet owner	90.4	20.0	33.9
Sixth	Pet owner	94.2	17.2	32.8
	Non-pet owner	83.2	20.8	31.1

**Table 3**

Pet owners reported higher self-esteem than non-pet owners. However, attachment to animals was not significant, indicating attachment to pets is not reliant on pet ownership.

**Conclusions**

In general, autonomy, self-esteem and self-concept increases due to development over the school grades.

Higher autonomy was found in the children who had pets, suggesting that pet owning helps develop greater autonomy in children. The effect of pets on the self-concept of fourth and sixth graders may reflect the effect of pet ownership on different age groups.

Higher self-esteem was reported in fifth and sixth grade pet owners compared to non-pet owners. This indicates pets may have the greatest influence on self-esteem as a child develops towards adolescence.

Attachment to animals is not reliant on pet ownership. There was no relationship between the perceived benefits of owning a pet and actual ownership of a pet. The benefits of having a pet could therefore be the presence of the pet, not attachment to the pet.

Pets could be used as a source of support for children as an intervention strategy for children with low self-esteem and self-concept.

Candidates may be asked to consider the following issues when **evaluating** studies:

- validity
- reliability
- generalisability
- ethics
- objectivity
- subjectivity.

**Information for centres**

*It is recommended that, wherever possible, centres combine the use of the summary of studies resource with the original study. However, where studies are not freely available or easily accessible, the summary resource is designed to help provide key starting points to enable teachers to deliver the content.*

### 7.3 Issues and debates

The issues and debates content delivered in each compulsory topic, including research methods, is designed to enable candidates to understand the wider issues in psychology that underpin psychological knowledge and research.

Issues and debates will be specifically assessed in **Paper 1** through an extended open-response question.

The inclusion of '**the contribution of psychology to an understanding of individual social and cultural diversity**' has been placed within the compulsory topic area of *development* through morality.

The inclusion of '**reductionism/holism**' has been placed within the compulsory topic area of *memory*.

The inclusion of '**nature/nurture**' has been placed within the compulsory topic area of *psychological problems*.

The inclusion of '**how psychological knowledge and ideas change over time and how these inform our understanding of behaviour**' has been placed within the compulsory topic area of the *brain and neuropsychology*.

The inclusion of '**the contribution of psychology to an understanding of individual, social and cultural diversity**' has been placed within the compulsory topic area of *social influence*.

The inclusion of '**develop an understanding of ethical issues in psychology**' has been placed within the compulsory topic area of *research methods* because it allows for links to be made across all research methodology.

Candidates can, however, draw upon issues and debates in their evaluations and extended open essays across each topic area (compulsory and/or optional), and while this is not an expected feature of responses, it may – if appropriate, accurate and relevant – be creditworthy.

For example, if they chose to evaluate explanations of temperament drawing from an accurate understanding of nature versus nurture then this can be an acceptable response.

Another example may involve candidates who wish to draw upon the contribution of psychology for understanding the individual when discussing personality and self.

## Resources and references

### Studies

#### 7.2.1 Vohrs and Schooler (2008) The Value of Believing in Free Will: Encouraging a Belief in Determinism Increases Cheating

<http://assets.csom.umn.edu/assets/91974.pdf>

#### 7.2.2 Van Houtte and Jarvis (1995) The Role of Pets in Preadolescent Psychosocial Development

<http://documentslide.com/download/link/the-role-of-pets-in-preadolescent-psychosocial-development>

### Research into self

*Sources suggested here are additional guidance for centres to aid with teaching resources and ideas. These are not compulsory components and centres should select delivery content as appropriate to their candidates. Centres can draw upon any research evidence to support evaluations and explanations of topic areas. This list is not exhaustive.*

#### Self

<http://aqabpsychology.co.uk/2010/07/the-self/>

#### Erikson

<http://childdevpsychology.yolasite.com/resources/theory%20of%20identity%20erikson.pdf>  
<https://www.verywell.com/psychosocial-stages-2795743>

#### Free will

<https://www.psychologytoday.com/blog/one-among-many/200902/free-will-can-i-have-one>

#### Baumeister free will

<http://academic.udayton.edu/jackbauer/Readings%20595/Baumeister%2008%20Free%20Will.pdf>

#### Conditions of worth and positive regard

<http://www.person-centered-therapy.com/conditions-of-worth/>  
<https://www.simplypsychology.org/carl-rogers.html>

#### Personality measures

<http://fetzer.org/sites/default/files/images/stories/pdf/selfmeasures/Personality-BigFiveInventory.pdf>

#### Personality

<https://sites.google.com/site/psychologyofpersonalityperiod6/home/type-and-trait-theories>

### Teacher resource sharing

Further suggested resources can be found in the 'Getting Started' publication, where a scheme of work has been provided.

<http://www.psychotron.org.uk>  
<http://www.psychteacher.co.uk>  
<http://www.resourcd.com>

**Teacher and student resource sites**

<http://www.simplypsychology.org/> – this website gives an overview of many of the key areas.

<https://www.psychologytoday.com/> – this is an online magazine (with an option to subscribe) that brings psychological theories into modern, contemporary issues.

<https://play.google.com/store/search?q=psychology%20free%20books&c=books&hl=en> – this site has a number of free short books about key areas of psychology.

<http://www.open.edu/openlearn/body-mind/psychology> – The 'OpenLearn' programme offers freely accessible resources provided by the Open University.

<http://allpsych.com/> – a useful site with books, articles and summaries of some of the key concepts.

<https://www.youtube.com/playlist?list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6> – Psychology 'Crash Course' is a YouTube channel that provides 40 short overviews of psychological issues.

<http://www.bbc.co.uk/programmes/b008cy1j> – 'BBC Mind Changers' is a series of radio episodes (that can also be downloaded) about key psychologists, their work and the development of psychology over time.

<http://www.bbc.co.uk/programmes/b006qxx9> – 'BBC In the Mind' is a series of radio episodes that focus on the human mind using the application of psychological concepts and theories.

*\*All weblinks included here have been checked as active at publication. However, the nature of online resources is that they can be removed or replaced by webhosting services and so it cannot be guaranteed that these sites will remain available throughout the life of the qualification.*