



Pearson

# International Advanced Level Psychology

**Component Guide Unit 3**  
**WPS03**

# International Advanced Level Psychology 2015

## Component Guide Unit 3 WPS03

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# Introduction

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This Pearson Edexcel International Advanced Level in Psychology is part of a suite of International Advanced Level qualifications offered by Pearson for international students only. The specification has been developed in consultation with the teaching community, higher education, learned societies and subject associations.

This guide is designed to help you get to grips with content and assessment, and to help you understand what these mean for you and your candidates.

## Content and Assessment overview

Candidates should know, understand, apply, critically analyse and evaluate the specification content that is composed of nine topics. There are opportunities for candidates to develop mathematical skills throughout the content and they are required to apply these skills to relevant psychological contexts.

The Pearson Edexcel International Advanced Level Psychology qualification is a modular programme with four examination components. The International Advanced Subsidiary (XPS01) consists of Unit 1 (WPS01) and Unit 2 (WPS02). The International Advanced Level consists of Unit 1 (WPS01), Unit 2 (WPS02), Unit 3 (WPS03) and Unit 4 (WPS04).

Candidates will be assessed through four examination papers which focus on specific topics in the qualification.

- Paper 1 (WPS01) will assess content from Topics A and B
- Paper 2 (WPS02) will assess content from Topics C and D
- Paper 3 (WPS03) will assess content from Topics E, F and G
- Paper 4 (WPS04) will assess content from Topics H and I.

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

Examinations will be available for all components in January, June and October examination series. Examination entry details and examination dates can be found online and also in the International Information Manual here:

<http://qualifications.pearson.com/en/support/support-topics/centre-administration/information-manual.html#tab-International>

Assessment Objectives are weighted for AS level and A level examinations in the following percentages.

		% in IAS	% in IAL
<b>AO1</b>	Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.	35-40	30-35
<b>AO2</b>	Apply knowledge and understanding of scientific ideas, processes, techniques and procedures: <ul style="list-style-type: none"> <li>• in a theoretical context</li> <li>• in a practical context</li> <li>• when handling qualitative data</li> <li>• when handling quantitative data.</li> </ul>	30-35	30-35
<b>AO3</b>	Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to: <ul style="list-style-type: none"> <li>• make judgements and reach conclusions</li> <li>• develop and refine practical design and procedures.</li> </ul>	30-35	35-40

The assessment objectives can be assessed in the written examinations in a combination of ways, this could be an AO in isolation or more than one AO combined within a question. Centres are referred to prior examinations that have been published and the SAMs materials for ideas to guide their planning and delivery.

Centres are also referred to the **taxonomy** (command words) found in Appendix G (pages 77-78) of the specification. The command words in this taxonomy will be used consistently by Pearson in its assessments to ensure candidates are rewarded for demonstrating the necessary skills. Careful consideration has been given to this taxonomy to ensure that Assessment Objectives are targeted consistently across questions. Centres should note that a **single command word** will be used per item; dual injunctions, for example 'describe and evaluate', will not be used.

The **levels based mark bands** encompass 4 different mark tariffs of question: 8 marks, 12 marks, 16 marks, and 20 marks. Candidates are assessed using the levels in the mark bands. The mark scheme content for these questions is indicative of what could be included, however candidates will be credited for any other reasonable marking points.

**Discuss** questions do not require any conclusions to be made so are applicable for **AO1** and **AO2** questions.

**Evaluate, Assess, and To what extent** questions require judgements/conclusions to be made so applicable for **AO1** and **AO3** questions. Where **AO2** is also required, the question will have a signpost to the scenario so that is clear to candidates that they need to make links to the scenario in their answer.

The extended-open response questions are the only questions with explicit taxonomy rules. Further exemplification of these can be found in the levels based mark bands document available on the qualification website.

# Developmental Psychology

## Specification requirements

Candidates must show an understanding that developmental psychology is about the development of the individual from before birth to adolescence and beyond, in that what we experience as children affects us including our later development. They must also understand the associated methodology and classic and contemporary studies as listed in the specification. Candidates should be able to define any terms given in the specification and associated with the core content being delivered.

Candidates may be required to **respond to stimulus material**, for example scenarios drawing from developmental psychology or research into developmental psychology, and in this they can use psychological concepts, theories and/or research from within developmental psychology.

Candidates may be asked to **consider issues** of validity, reliability, credibility, generalisability, objectivity, and subjectivity in their evaluation and assessment of content, for example studies, theories, methods or their practical investigation; these are not exhaustive.

## Key content /topic description

Centres should note that while the **issues and debates** (9.3) in **Topic I** can be delivered independently, it can also be embedded in the teaching of topics. For candidates entering their A Level studies it could be beneficial to begin drawing on these **issues and debates** (9.3) during the teaching and learning of developmental psychology (*it is **not** necessary for **Topic F or G** as the optional topics will not be specifically assessed on Paper 4, but this does not preclude centres from doing so*).

Embedding **issues and debates** (9.3) may also aid the candidates when addressing the synoptic **issues** question (5.4) which is embedded within this topic and will be assessed on the Paper 3 written examination.

### 5.1 Content

Developmental psychology begins by candidates understanding the **theories of attachment** (5.1.1) which include **learning theories** that explain attachment and bonding where candidates should incorporate the work of **O'Connor et al. (2013)** to highlight the learning process behind attachment based in principles of social learning theory and parenting style. It may be beneficial for candidates to begin to explore **cross-cultural** (5.3.2) ideas at this stage and briefly summarise this work in terms of whether it could be considered ethnocentric. Candidate must also understand **Bowlby's maternal deprivation hypothesis** as an explanation of attachment, which must include his **44 Juvenile Thieves study (1944)** as evidence of attachment. Again, it may be beneficial for candidates to continue to explore **cross-cultural** (5.3.2) ideas at this stage and briefly summarise this work in terms of whether it could be considered ethnocentric. As with all theories and explanations in this specification, candidates should be able to give the strengths and weaknesses of the explanations and they may benefit from using supporting or refuting evidence where appropriate. Centres may wish to deliver the contemporary study (5.2.2) **Cassibba et al. (2013)** at this point and discuss patterns of attachment from an alternative culture, Italy. Candidates should be able to give **evaluations of research in developmental psychology** (5.3.5) and discuss issues of reliability, validity, generalisability, credibility, objectivity, subjectivity, ethics in relations to developmental research, and it may be beneficial to review the key research evidence in light of this, such as whether Bowlby (1944) can be considered objective research.

Candidates must be able to discuss **Ainsworth's work on attachment** (5.1.2) and how she researched attachment types. They should know the main attachment types and the indicators of these in a child's behaviour with their primary caregiver. It would be beneficial to explore her 'caregiver sensitivity hypothesis' and review how her research supports this concept. The use of the **strange situation procedure** should be addressed as both her evidence of attachment types, and as a research method in itself. This leads candidates to discuss **cross-cultural research** into attachment types as a component of 5.1.2 and also in light of **cross-cultural** (5.3.2) use of the **strange situation** as specified, and cross-cultural research more generally in developmental psychology. Centres may wish to deliver the classic study (5.2.1) **Van IJzendoorn and Kroonenberg (1988)** at this point and discuss the cross-cultural patterns of attachment that were found in their meta-analysis of the strange situation. As with all classic and contemporary studies, candidates may be asked to consider issues of validity, reliability, credibility, generalisability, objectivity, subjectivity and ethics in relations to developmental research (5.3.5) in their evaluation and assessment of the study; these are not exhaustive. When discussing this particular classic study, centres may also wish to develop candidate knowledge of the **use of meta-analysis** (5.3.2) in cross-cultural research to draw conclusions about the universality of attachment types.

The key developmental areas of **cognitive and language development** underpin 5.1.3. Candidates should be able to evaluate how well the theories, such as **Vygotsky's zone of proximal development (ZPD)**, can explain the cognitive development of children. As the candidates progress through the theories and explanations, they would benefit from making comparisons and contrasting how the theories explain cognitive development from different developmental perspectives. It may be beneficial to embed **Vygotsy's interactionist perspective of language development** within the delivery of the ZPD, as the two are closely linked; or alternatively it is an appropriate theory to deliver as an alternative to Piaget and/or nativist and/or learning theories explanations.

**Piaget's stages of cognitive and language development** could be delivered second as this then leads candidates into language development. Candidates should be confident with the stages, such as pre-operational, and be able to identify stages from stimulus material demonstrating the actions of a child in the relevant stage. The candidates should understand the nature of language development according to Piaget, and how this is embedded in cognitive development and that language develops from and following cognitive development, and requires interaction in social contexts to develop symbolic understanding. Centres may wish to deliver Piaget's concepts of language and cognitive development together or distinctly. Again, it may be beneficial for candidates to continue to explore **cross-cultural** (5.3.2) ideas at this stage and briefly summarise this work in terms of whether it could be considered ethnocentric.

Candidates should be able to explain the **stages of language development**, knowing these in terms of the suggested linear progression through language development, for example that pre-linguistic is usually between 0 and 12 months old and consists of vocalisation and noises, including crying. They can then develop their understanding of a **learning theories** explanation of language development, which includes **Skinner's** ideas that language development is a process of operant conditioning where a child receives positive reinforcement for appropriate noises and vocalisations. Centres may wish to draw on ideas from social learning theory here, and explain how listening to (attention and retention) and then imitating (reproduction) the words and grammar of role models (parents, siblings, friends) can be considered as an explanation. Skinner believed that the 'babbling' and 'cooing' of babies may be innate, and this can lead centres into the delivery of the **nativist explanations** of language development, where candidates must know **Chomsky's language acquisition device (LAD)** as an explanation that children have an innate pre-programming to understand language. As with all theories and explanations, candidates should be able to evaluate these explanations, drawing on strengths and weaknesses that could, for example, include issues such as the nature/nurture debate, methodological choices, reductionism and appropriate evidence amongst other evaluative points. **Interactionist perspective of language development**, as a perspective itself and including Vygotsy's work, could be delivered here as an appropriate alternative theory to Chomsky's nativist ideas of innate ability. Again, it may be beneficial for candidates to continue to explore **cross-cultural** (5.3.2) ideas at this stage and briefly summarise this work in terms of whether it could be considered ethnocentric.

Centres that have selected the optional contemporary study by **Ding et al. (2014)** (5.2.4) may benefit from delivering this at this point in order to encourage candidates to view the processes of development in a holistic way and draw on attachment and cognitive development.

**Social and emotional development** (5.1.4) embodies a range of perspectives within developmental psychology. **Erikson's stages of psychosocial development** build on the psychodynamic ideas of Freud, first encountered in Topic D where development has been introduced (4.1.4). Candidates should be confident with the stages, such as trust versus mistrust, and be able to identify these from stimulus material demonstrating the actions of a child in the relevant stage. They should understand that these are processes of conflict throughout development. Centres could then compare Erikson's explanations

to **Vygotsky's theory of social development** and his constructivist perspective that proposes the importance of sociocultural environments on development, finding similarities and differences between the two explanations. Candidates may benefit from debating the influence of nature/nurture on social development, and the cultural and social norms that may impact on social and emotional development.

Finally, the idea that **Mindfulness** (5.1.4) is a process beneficial to enhancing social, emotional and cognitive development can be addressed. Mindfulness involves having an acceptance of ourselves and is considered a form of meditative reflection. The focus is how we pay attention to our thoughts and feelings without judging them. This lends itself well to practical activities with the candidates. They should understand the principles behind mindfulness and be able to evaluate it within the context of developmental psychology, for example they could consider the age/stage of a child and whether mindfulness would work to achieve the outcomes. There are numerous resources available online for mindfulness, and the work of Carol Dweck has underpinned much of the recent development in this field. Centres that have selected the optional contemporary study by **Ashdown and Bernard (2012)** (5.2.3) may benefit from delivering this at this point in order to encourage candidates to explore evidence about learning social and emotional skills.



## 5.2 Studies

### Classic study

5.2.1 Van iJzendoorn and Kroonenberg (1988) Cross-cultural patterns of attachment: A Meta-Analysis of the Strange Situation.

### Contemporary study

5.2.2 Cassibba et al. (2013) Attachment the Italian way (Italy).

The classic study (5.2.1) of **Van iJzendoorn and Kroonenberg (1988)**, along with the named contemporary study of (5.2.2) **Cassibba et al. (2013)** have been summarised in the summary of studies teacher resource for WPS03. Both of these studies are compulsory and can be assessed in the written examination. They may be asked to consider issues of validity, reliability, credibility, generalisability, objectivity, subjectivity and ethics as issues in their own right and also specifically within the context of developmental psychological research (5.3.5) in their evaluation of studies.

### One contemporary study from the following two choices:

5.2.3 Ashdown and Bernard (2012) Can explicit instruction in social and emotional learning skills benefit the social and emotional development, well-being and academic achievement of young children?

5.2.4 Ding et al. (2014) The relation of early infant attachment to attachment and cognitive development outcomes in early childhood.

Centres are required to select **one** of the optional contemporary studies named on the specification. The two optional contemporary studies **Ashdown and Bernard (2012)** (5.2.3) and **Ding et al. (2014)** (5.2.4) have been summarised in the summary of studies teacher resource for WPS03. Candidates can be assessed on their chosen study in the written examination. They may be asked to consider issues of validity, reliability, credibility, generalisability, objectivity, subjectivity and ethics as issues in their own right and also specifically within the context of developmental psychological research (5.3.5) in their evaluation of studies.

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.

### 5.3 Methods

When addressing the use of **methods** in psychology when carrying out research in developmental psychology (5.3.1) candidates should be able to address any of the methods from **Topics A, B, C and D**, as appropriate, in relation to their use within developmental psychology. Exemplification of these methods can be found in the component guides for WPS01 and WPS02.

Additional methodology within the context of developmental psychology includes the use of **clinical interviewing** in developmental psychology to understand the world of the child. Using **ethnographic field work** is a methodology that candidates should understand, and this is exemplified in the work of **Punch in Bolivia (2002)**, which candidates should draw upon as an example research piece to contextualise the methodology. Using a **longitudinal and cross-sectional** research methodology should also be addressed, and candidates should understand the differences between these and why they may be used particularly in developmental psychology, for example that longitudinal studies follow a child through their development and progression can be recorded. Research methods in this topic should be related back to their use in the context of developmental psychology.

**Cross-cultural research** (5.3.2) should be revisited here if centres have not delivered this as an embedded method through their earlier content. Specifically, candidates must understand the use of the cross-cultural research methods (for example, why would this be used, why it is important, how it would be conducted and so on) and they must include the **Strange Situation** procedure and research evidence. Candidates should be able to debate this content from a methodological stance and also within the context of wider **nature-nurture** issues and debates.

If not previously delivered, centres may wish to utilise the classic study (5.2.1) **Van IJzendoorn and Kroonenberg (1988)** at this point and discuss the cross-cultural patterns of attachment that were found in their meta-analysis of the strange situation, along with other research evidence to highlight the use of meta-analysis that use cross-cultural research and how these are used to draw conclusions about development, specifically the universality of attachment types. As with all classic and contemporary studies, candidates may be asked to **consider issues** of validity, reliability, credibility, generalisability, objectivity, subjectivity and ethics in relations to developmental research (5.3.5) in their evaluation and assessment of the study; these are not exhaustive.

As with any methodology, candidates may be asked to consider issues of validity, reliability, credibility, generalisability, objectivity, subjectivity and ethics as issues in their own right and also specifically within the context of developmental psychological research (5.3.5) in their evaluation of methods.

In relation to working with and researching children, ethical considerations should encompass **ethics and the UNCRC (1989)** (5.3.3) where children are enabled to participate with a balance to the protection of their rights that a research investigation should be aware of. Candidates are not expected to know the articles of the UNCRC, but should be able to explain the purpose of this in a context of developmental research, for example that researchers have to think about the rights of children in terms of what is the best for children in a situation, and to protection from harm.

Candidates should be able to identify how appropriate articles will impact on ethical considerations in research, for example Article 16 specifies that children have the right to privacy. These rights also relate to processes of **gathering data from children**, such as Article 13 that specifies that children can share what they think in a way they chose to, perhaps using drawings. The **ethical issues** embodied in the BPS code of conduct

(2009) can be connected to the UNCRC and also addressed independently when conducting research where children are the participants.

The **decision making** around **data** and rationale for the use of, and interpretation of descriptive statistics (List A) (5.3.4) and inferential statistics (List B) (5.3.4) can be assessed throughout this topic area, these are exemplified in the Mathematical Skills section (Appendix D) of the specification.

## 5.4 Issues

The content surrounding **issues** (5.4.1) enables candidates to draw on their existing knowledge in three key areas and apply these in a synoptic way to the focus of the topic, developmental psychology. At this point, candidates should be starting to develop their understanding that the issues and debates surrounding psychological content, explanations, methodology and ethics are synoptic and cross over topics. This will enable them to approach the psychological skills (**Topic I**) content with some familiarity with the methods and issues and debates.

Candidates will be assessed on this area by means of an 8-mark extended open response question in the written examination.

Candidates should be able to fully explain and evaluate the extent to which psychological research in developmental psychology is **scientific**, and this will draw on material from **Topics A, B, C and D**. Material can include theories, explanations, therapies and treatments, studies, methods and practical investigations. Centres may wish to begin to make the links here to (9.3.5) the issue of **psychology as a science**.

The strength and weaknesses of **psychological research** (5.4.2) drawn from material in **Topics A, B, C and D**, where they can be appropriately applied to developmental psychology. These can include material such as theories, explanations, therapies and treatments, studies, methods and practical investigations, as they could be used in developmental psychology. For example, in terms of methodology and studies Watson and Rayner (1920) used a child participant, Little Albert.

Candidates will also be required to understand the **ethical issues** (5.4.3) in psychological research as an issue in developmental psychology and drawing on material from **Topics A, B, C and D**, where they can be appropriately applied to developmental psychology. Material can include theories, explanations, therapies and treatments, studies, methods and practical investigations. For example, candidates could revisit the work of Bandura, where he exposed young children to aggressive role models, using ethical and UNCRC perspectives. Centres may wish to begin to make the links here to the **ethical issues in research** (9.3.1).

## Resources and references

A range of web based resource links can be found in the 'Getting Started' publication, where a full scheme of work has been provided. There is also a resource mapping document where the textbook written by Karren Smith (2015: ISBN 9781447982463) in support of the new UK GCE Psychology AS and A Level qualification has been mapped against the Pearson International Advance Level Psychology qualification content.

A summary of studies booklet is available for each unit of the Pearson International Advance Level Psychology qualification which exemplifies all the classic and contemporary studies. This should be used in conjunction with the original source.

### Classic study

5.2.1 Van IJzendoorn and Kroonenberg (1988) Cross-cultural patterns of attachment: A Meta-Analysis of the Strange Situation.

<http://www.jstor.org/discover/10.2307/1130396?sid=21105175108781&uid=2&uid=3738032&uid=4>

### Contemporary study

5.2.2 Cassibba et al. (2013) Attachment the Italian way (Italy).

<http://econtent.hogrefe.com/doi/abs/10.1027/1016-9040/a000128>

### One contemporary study from the following two choices:

5.2.3 Ashdown and Bernard (2012) Can explicit instruction in social and emotional learning skills benefit the social and emotional development, well-being and academic achievement of young children?

<http://link.springer.com/article/10.1007/s10643-011-0481-x>

5.2.4 Ding et al. (2014) The relation of early infant attachment to attachment and cognitive development outcomes in early childhood.

<https://www.ncbi.nlm.nih.gov/pubmed/25000392>

### Bowlby (1944) 44 Juvenile Thieves

<http://search.proquest.com/openview/8be442387fc5a1d2ea8a802da11d5653/1?pq-origsite=gscholar&cbl=1818729>

### O'Connor et al. (2013)

<http://www.tandfonline.com/doi/abs/10.1080/15374416.2012.723262>

### Ainsworth attachment research

<http://psycnet.apa.org/journals/amp/44/4/709/>

<https://books.google.co.uk/books?hl=en&lr=&id=zUMBCgAAQBAJ&oi=fnd&pg=PP1&dq=Ainsworth+attachment+research&ots=jciOAdEVGP&sig=mrYkuGZaS-AbYvLAIbGHcPR9NQI#v=onepage&q=Ainsworth%20attachment%20research&f=false>

### Punch in Bolivia (2002)

<http://storre.stir.ac.uk/bitstream/1893/1399/1/Youth%20transitions%20Punch%202002.pdf>

### UNCRC (1989)

<http://www.unicef.org.uk/UNICEFs-Work/UN-Convention/>

Exemplar responses to the sample assessment materials for each examination unit can also be found on the website resources section. These demonstrate the assessment criteria and application of the mark schemes against the sample assessment materials.

Exam papers, mark schemes and examiner reports are available post results for examinations in all series (January, June and October) with effect from first examinations in June 2016.

These can be found in the teaching and learning materials section of the subject website:  
<http://qualifications.pearson.com/en/qualifications/edexcel-international-advanced-levels/psychology-2015.coursematerials.html#filterQuery=Pearson-UK:Category%2FTeaching-and-learning-materials>

## Criminological Psychology

### Specification requirements

Candidates are required to study **either** criminological psychology **or** health psychology.

Candidates must show an understanding that criminological psychology is about the definition and causes of crime and anti-social behaviour, issues around identification of offenders, and treatment of offenders. Candidates should be able to define any terms given in the specification and associated with the core content being delivered.

Candidates may be required to **respond to stimulus material**, for example scenarios drawing from criminological psychology or research into criminological psychology, and in this they can use psychological concepts, theories and/or research from within criminological psychology.

Candidates may be asked to **consider issues** of validity, reliability, credibility, generalisability, objectivity, and subjectivity in their evaluation and assessment of content, for example studies, theories, methods or their practical investigation; these are not exhaustive.

## Key Content/topic description

Criminological psychology (Topic F) is **one** of the two optional topics assessed in the written examination for Paper 3. Candidates **must** study **developmental psychology** and **only one** further option.

### 6.1 Content

Candidates should be able to understand that there are several explanations for crime and anti-social behaviour and that these provide contrasting perspectives, thus can lead to contrasting processes of treatment/therapy and punishment. They should, as with all content, be able to define key terms associated with the topic area, for example crime, anti-social, deviance, criminal, offender, recidivism and so on.

**Social and personality explanations** (6.1.1) include the role of **self-fulfilling prophecy** (SFP) as an explanation for crime and anti-social behaviour. Candidates should be able to evaluate this explanation in terms of supporting and refuting evidence, application to the field of criminological psychology and the methodologies in research. It is important to fully understand the basic principles of any theory or explanation, in this case concepts such as labelling and the Pygmalion effect would be expected. Centres will benefit from ensuring candidates revisit the concepts of social learning theory (**Topic D**) to draw upon explanations of the **role of the media** in criminal and anti-social behaviour, for example desensitisation, attention/retention/reproduction/motivation, and vicarious reinforcement and apply these concepts specifically to criminal and anti-social behaviour, perhaps utilising examples where these have been suggested such as the Columbine High School Massacre.

Candidates are then expected to understand and evaluate **antisocial personality disorder** (ASPD) (which can also be known as dyssocial personality disorder) as an explanation of crime and antisocial behaviour, and this provides a contrast to the social explanations delivered so far. The principles that this is considered a mental illness characterised by a disregard for social norms, with impulsive behaviour, and an inability to experience guilt should be understood. Candidates may benefit from evaluating the explanations of crime and anti-social behaviour from a nature (**ASPD**) versus nurture (**SFP** and **SLT**) debate. They may also benefit from consideration of the implications for how offenders are understood and how treatments, therapies and punishments may differ based on the explanation being used.

When **understanding the offender**, candidates are required to understand the offender themselves and also the role that witnesses play in the identification and description of the offender and their actions. The use of **psychological (case) formulation** (6.1.3) to understand the function of offending behaviour in the individual and address the often complex needs of an offender, for example risk assessment of recidivism, possible substance misuse, mental health issues, or social factors that result in offending behaviour. Candidates should understand that this is evidence based and often used to determine treatment and therapy programmes.

**Cognitive interview techniques with witnesses** (6.1.2) are also part of understanding the behaviour of offenders. Candidates should understand the methodology of a cognitive interview, and how this is used to identify offenders and their actions without leading witnesses into false memory. Centres may wish to lead into the factors influencing the identification of offenders and the reliability of eye-witness memory (6.1.4) from this content.



Candidates should fully understand the influence of the key factors that affect eye witness memory. These include post-event information and centres may wish to deliver the classic study (6.2.1) **Loftus and Palmer (1974)** to exemplify this factor. Additional factors include **weapons focus**, **'other race' effect** and **stress and trauma**; all of which have an impact on the reliability of eye-witness memory of an offender and/or a crime or anti-social behaviour, for example that eyewitnesses are less likely to misidentify someone of their own race than they are to misidentify someone of another race (Wells and Olson, 2001). Centres that have chosen the optional contemporary study by **Valentine T and Mesout J (2009)** (6.2.4) may benefit from delivery of this study here and making the connection to stress and trauma. Candidates can be assessed on their classic and contemporary studies in the written examination. They may be asked to consider issues of validity, reliability, credibility, generalisability, objectivity, subjectivity and ethics as issues in their own right and also specifically within the context of criminological psychological research (6.3.4) in their evaluation of studies.

Candidates also should understand that there are factors influencing **jury decision-making** processes (6.1.5) which can include the **characteristics** of the defendant, including **attractiveness** and **race**. Candidates would benefit from exploring examples of jury-decision making research and centres may wish to link this discussion to evaluations of **mock jury research as a method** for studying jury decision-making (6.3.1). Centres may wish to also draw upon **Penrod and Cutler (1989)** and their research about eyewitness experts giving testimony in trials and whether an experts giving evidence in a trial heightens juror sensitivity to the eyewitness evidence and if this is beneficial or not to criminal justice processes. Centres may wish to deliver the contemporary study by **Bradbury and Williams (2013)** (6.2.2) at this point to discuss the effects of race on juror decision making. Candidates can be assessed on their contemporary study in the written examination. They may be asked to consider issues of validity, reliability, credibility, generalisability, objectivity, subjectivity and ethics as issues in their own right and also specifically within the context of criminological psychological research (6.3.4) in their evaluation of studies.

Finally, candidates should understand the role of **pre-trial publicity** on eyewitness memory, centres could draw links to **reconstructive memory** (2.1.3) at this point or throughout the delivery of this section. Candidates may benefit from a current criminal case, perhaps of a well-known individual or a particularly high profile crime, where pre-trial publicity is evident. Centres that have chosen the optional contemporary study by **Ruva, McEvoy and Bryant (2007)** (6.2.3) may benefit from delivery of this study at this point. Candidates can be assessed on their chosen study in the written examination. They may be asked to consider issues of validity, reliability, credibility, generalisability, objectivity, subjectivity and ethics as issues in their own right and also specifically within the context of criminological psychological research (6.3.4) in their evaluation of studies.

Candidates are required to understand and evaluate **Cognitive Behavioural Therapy (CBT)** as a therapy/treatment for offenders (6.1.6). They should be able to address issues of practical **use of CBT** as a therapy for offenders and the **effectiveness of CBT** as a therapy for offenders. Centres are advised that it would be beneficial to utilise supporting and refuting evidence to address the effectiveness where appropriate, and also discuss the underlying assumptions behind CBT about behaviour and whether this result in CBT being effective in limited circumstances, for example anger management techniques are a form of CBT that are likely to be effective with offenders who are aggressive rather than with those who commit theft.

As with all content in the specification, the explanations, theories, treatments/therapies here can be assessed in the written examination and candidates will be expected to be able to apply these along with giving explanations and evaluations.

## 6.2 Studies

### Classic study

6.2.1 Loftus and Palmer (1974) Reconstruction of auto mobile destruction: An example of the interaction between language and memory.

### Contemporary study

6.2.2 Bradbury M D and Williams M R (2013) Diversity and Citizen Participation: The Effects of Race on Juror Decision Making.

The classic study (6.2.1) of **Loftus and Palmer (1974)**, along with the named contemporary study of (6.2.2) **Bradbury M D and Williams M R (2013)** have been summarised in the summary of studies teacher resource for WPS03. Both of these studies are compulsory and can be assessed in the written examination. They may be asked to consider issues of validity, reliability, credibility, generalisability, objectivity, and subjectivity, in general and in the context of criminological psychology, in their evaluation of studies.

### One contemporary study from the following two choices:

6.2.3 Ruva, McEvoy and Bryant (2007) Effects of pre-trial publicity and jury deliberation on jury bias and source memory errors.

6.2.4 Valentine T and Mesout J (2009) Eyewitness identification under stress in the London Dungeon.

Centres are required to select **one** of the optional contemporary studies named on the specification. The two optional contemporary studies **Ruva, McEvoy and Bryant (2007)** (6.2.3) and **Valentine T and Mesout J (2009)** (6.2.4) have been summarised in the summary of studies teacher resource for WPS03. Candidates can be assessed on their chosen study in the written examination. They may be asked to consider issues of validity, reliability, credibility, generalisability, objectivity, and subjectivity, in general and in the context of criminological psychology, in their evaluation of studies.

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.

## 6.3 Methods

When addressing the use of **methods** in psychology when carrying out research in criminological psychology (6.3.1) candidates should be able to address any of the methods from **Topics A, B, C and D**, as appropriate, in relation to their use within to criminological psychology. Exemplification of these methods can be found in the component guides for WPS01 and WPS02.

Candidates should pay particular attention to the use of experiments, especially as used in the study of eye witness memory, and the classic study by **Loftus and Palmer (1974)** (6.2.1) can exemplify this, along with further examples as appropriate. Additionally, the use of mock jury research as a method for studying jury decision-making may have been discussed in 6.1.5 or can be developed here with reference to **Penrod and Cutler (1989)** and the contemporary study by **Bradbury and Williams (2013)** (6.2.2).

**Ethical guidelines** (6.3.2) in this topic should be exemplified and applied to the field of criminological psychology, where the use of the British Psychological Society (BPS) Code of Ethics and Conduct (2009) and the issues of risk management should be understood within the context of carrying out research in criminological psychology.

The **decision making** around **data** and rationale for the use of, and interpretation of descriptive statistics (List A) (6.3.3) and inferential statistics (List B) (6.3.3) can be assessed throughout this topic area, these are exemplified in **Appendix D** of the IAL Psychology specification.

The **evaluation of research in criminological psychology** (6.3.4) can be embedded throughout the content delivery, and candidates must be able to address the issues of reliability, validity, generalisability, credibility, objectivity, subjectivity, ethics and practical application of findings as appropriate within a criminological context.

## Resources and references

### Classic study

6.2.1 Loftus and Palmer (1974) Reconstruction of auto mobile destruction: An example of the interaction between language and memory.

<https://webfiles.uci.edu/eloftus/LoftusPalmer74.pdf>

### Contemporary study

6.2.2 Bradbury M D and Williams M R (2013) Diversity and Citizen Participation: The Effects of Race on Juror Decision Making.

[https://libres.uncg.edu/ir/asu/f/Williams\\_Marian\\_Bradbury\\_2013\\_Diversity\\_Citizen.pdf](https://libres.uncg.edu/ir/asu/f/Williams_Marian_Bradbury_2013_Diversity_Citizen.pdf)

### One contemporary study from the following two choices:

6.2.3 Ruva, McEvoy and Bryant (2007) Effects of pre-trial publicity and jury deliberation on jury bias and source memory errors.

<http://onlinelibrary.wiley.com/doi/10.1002/acp.1254/abstract>

6.2.4 Valentine T and Mesout J (2009) Eyewitness identification under stress in the London Dungeon.

<http://www.valentinemoore.co.uk/trv/londondungeon.pdf>

<http://onlinelibrary.wiley.com/doi/10.1002/acp.1463/abstract>

### Penrod and Cutler (1989) and eyewitness expert testimony.

<http://psycnet.apa.org/journals/lhb/13/3/311/>

'Other' race effect on eyewitness memory example: Wells and Olson (2001)

[https://public.psych.iastate.edu/glwells/Wells%20pdfs/2000-2009/Wells\\_Olson\\_2001\\_PPPL.pdf](https://public.psych.iastate.edu/glwells/Wells%20pdfs/2000-2009/Wells_Olson_2001_PPPL.pdf)

## Health Psychology

### Specification requirements

Candidates are required to study **either** criminological psychology **or** health psychology.

Candidates must show an understanding that health psychology is about understanding health from a biological, cognitive and social basis, focusing on stress, and that health psychology is about promoting good health. Candidates should be able to define any terms given in the specification and associated with the core content being delivered.

Candidates may be required to **respond to stimulus material**, for example scenarios drawing from health psychology or research into health psychology, and in this they can use psychological concepts, theories and/or research from within health psychology.

Candidates may be asked to **consider issues** of validity, reliability, credibility, generalisability, objectivity, and subjectivity in their evaluation and assessment of content, for example studies, theories, methods or their practical investigation; these are not exhaustive.

## Key Content/topic description

Health psychology (Topic G) is **one** of the two optional topics assessed in the written examination for Paper 3. Candidates **must** study **developmental psychology** and **only one** further option.

### 7.1 Content

Candidates should be able to understand and evaluate the physiology of stress and how stress can be a bodily response to triggers, not merely an emotional reaction. The key features of **brain regions associated with stress** (7.1.3) should be explored, and candidates would benefit from being able to describe these and identify their locations within the brain. The key regions must include the **hippocampus, amygdala, prefrontal cortex**, and candidates should not only understand what functions these perform, but how these are linked to explanations of stress. Candidates could utilise diagrams to exemplify the brain regions to aid their understanding.

**Selye's General Adaptation Syndrome (GAS)** (7.1.4) is a commonly known explanation that connects the environmental triggers of stress to the bodily responses. Candidates should fully understand this explanation and be able to evaluate the components and stages, including the **alarm reaction** and associated first phase responses that incorporate the HPA Axis, second phase as the stress trigger is potentially resolved, and exhaustion when the stress trigger has continued for an excessive period. This may lead centres to delivering the explanation of the **Hypothalamic-Pituitary-Adrenal (HPA) Axis** (7.1.1) and the biological processes involved in HPA stress responses, such as the hypothalamic release of CRF which binds to receptors in the pituitary glands resulting in the release of ACTH which triggers cortisol in the adrenal glands. Centres may wish to incorporate further development of candidate understanding of **Cortisol** (7.1.2) as a stress hormone at this point. Candidates could utilise diagrams to exemplify HPA Axis to aid their understanding.

Centres may wish to deliver the classic study by **Brady (1958)** (7.2.1) to highlight and exemplify the physical effects of stress. Candidates can be assessed on their classic study in the written examination. They may be asked to consider issues of validity, reliability, credibility, generalisability, objectivity, and subjectivity, in general and in the context of health psychology, in their evaluation of studies. Centres may wish to encourage candidates at this stage to address the use of **non-human animals in research** (7.3.2) into stress and also include an ethical debate based on the work of Brady (1958) in light of the **Animal (Scientific Procedures) Act 1986** (7.3.2).

Candidates should consider the **factors that affect stress**, which include **life events** (7.1.5) such as bereavement, illness, marriage and so on and **daily hassles** (7.1.5) which could be considered as irritating or frustrating demands that could characterize daily life, such as losing keys, being in a traffic jam and so on. These are often assessed using the **Holmes and Rahe** (1967) stress scale, and centres should ensure candidates are able to understand this and give evaluations. Centres may benefit from revisiting the issues surrounding the use of self-report data (**Topic A**) and also understanding the methodological issues in the use of **standardised questionnaires** (7.3.1). Candidates may be asked to **consider issues** of validity, reliability, credibility, generalisability, objectivity, and subjectivity in their evaluation and assessment of standardised questionnaires such as the Holmes and Rahe stress scale. This is not exhaustive, for example social desirability could feature highly in the effectiveness of standardised questionnaires when assessing stress.

Further factors that affect stress include **individual differences** (7.1.6) where candidates should develop a good understanding that stress triggers can differ by individual, for example interpretation, life experiences, gender and cultural differences. They should also be aware of personality as an individual difference, including **Type A personality** and how this links to stress. Candidates may benefit from understanding personality types A and B so that they are aware of the differences between them, it may also be useful to understand the underpinning concept of personality, such as examples of personality traits like Eysenck's introvert-extrovert/stable-unstable scales.

Finally, when understanding stress, candidates should be aware of the forms of **social support** (7.1.7) that individuals may draw upon when dealing with stress and/or may be useful in the prevention of stress, such as family, religion, friends, community, work colleagues, social groups and so on. This can lead centres into the delivery of coping strategies, and connections between social support and coping can be exemplified by the contemporary study by **Nakonz and Shik (2009)** (7.2.2). Candidates can be assessed on their contemporary study in the written examination. They may be asked to consider issues of validity, reliability, credibility, generalisability, objectivity, and subjectivity, in general and in the context of health psychology, in their evaluation of studies.

**Positive and negative techniques** (7.1.9) of coping with stress should be understood by candidates, and they must be able to explore how these can affect the stress levels an individual has. For example, positive techniques such as listening to music may help reduce stress, while a negative technique such as driving too fast in a car may be counter-productive and fail to reduce stress.

Candidates must be able to distinguish between the coping strategies given in 7.1.8, including **appraisal focusing** where modification of how a person thinks about the cause of stress is targeted. Centres may wish to introduce the use of **CBT** (7.1.12) at this stage as a method of appraisal focused stress reduction. **Problem focusing** is solution-orientated in tackling the actual problem and dealing with the cause of the stress, such as improving time management or organisation to reduce the stress of being late or unprepared and **emotion-focusing**, which is the reduction in negative emotional responses which can sometimes be through meditation (such as **mindfulness** 5.1.4) or prayer or the use of drug treatments to reduce emotional reactions. Centres may wish to introduce the use of **SSRI's** (7.1.11) and **SNRI's** (7.1.12) at this stage as a drug treatment aimed at emotion reduction.

Candidates should understand the treatments and therapies available for the anxiety caused by stress, these treatments can be biological, to address the biological responses to the stressor or psychological to address the interpretation of the stress and thought processes. The use of **selective serotonin reuptake inhibitors (SSRIs)** (7.1.10) and the use of **serotonin and norepinephrine reuptake inhibitors (SNRIs)** (7.1.11) are drug treatments that affect the biological responses and emotional reactions to stress. Candidates should understand what each of these types of drug treatment aims to achieve and how the treatment of anxiety (which is a result of stress) through reuptake inhibition of serotonin and norepinephrine is claimed to be effective. Candidates would benefit from drawing on supporting and refuting evidence to aid their evaluations of these drug treatments. They can also draw upon the use of **CBT** (7.1.12) as an alternative treatment. They should be able to evaluate the effectiveness of CBT, and again they can draw on supporting or refuting evidence, as well as comparisons to drug treatments and the practical issues of CBT therapy programmes. Where centres have selected the optional contemporary study by **Avdagic et al. (2014)** (7.2.3) they can utilise this as evidence in their discussions of CBT. Candidates can be assessed on their chosen contemporary study in the written examination. They may be asked to consider issues of validity, reliability, credibility, generalisability, objectivity, and subjectivity, in general and in the context of health psychology, in their evaluation of studies.

## 7.2 Studies

### Classic study

7.2.1 Brady (1958) Ulcers in executive monkeys.

### Contemporary study

7.2.2 Nakonz and Shik (2009) And all your problems are gone: religious coping strategies among Phillipine migrant workers in Hong Kong.

The classic study (7.2.1) of **Bartlett (1932)**, along with the named contemporary study of (7.2.2) **Nakonz and Shik (2009)** have been summarised in the summary of studies teacher resource for WPS03. Both of these studies are compulsory and can be assessed in the written examination. They may be asked to consider issues of validity, reliability, credibility, generalisability, objectivity, and subjectivity, in general and in the context of health psychology, in their evaluation of studies.

### One contemporary study from the following two choices:

7.2.3 Avdagic et al. (2014) A randomised controlled trial of acceptance and commitment therapy (ACT) and cognitive behavioural therapy (CBT) for generalised anxiety disorder.

7.2.4 Russell et al. (2015) Adaptation of an adolescence coping assessment for therapeutic recreation and outdoor adventure settings.

Centres are required to select **one** of the optional contemporary studies named on the specification. The two optional contemporary studies **Avdagic et al. (2014)** (7.2.3) and **Russell et al. (2015)** (7.2.4) have been summarised in the summary of studies teacher resource for WPS03. Candidates can be assessed on their chosen study in the written examination. They may be asked to consider issues of validity, reliability, credibility, generalisability, objectivity, and subjectivity, in general and in the context of health psychology, in their evaluation of studies.

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 Methods

When addressing the use of **methods** in psychology when carrying out research in criminological psychology (6.3.1) candidates should be able to address any of the methods from **Topics A, B, C and D**, as appropriate, in relation to their use within to health psychology. Exemplification of these methods can be found in the component guides for WPS01 and WPS02.

Candidates should pay particular attention to the use of **standardised questionnaires** related to health psychology, including **Adolescent Lifestyle Questionnaire (ALQ)**. Centres may have started to develop this content when discussing the **Holmes and Rahe** stress scale (7.1.5). Centres that have chosen the optional contemporary study by **Russell et al. (2015)** (7.2.4) may wish to deliver this at this point to exemplify the use of standardised questionnaires and how they can be developed to increase validity. Candidates can be assessed on their chosen contemporary study in the written examination. They may be asked to consider issues of validity, reliability, credibility, generalisability, objectivity, and subjectivity, in general and in the context of health psychology, in their evaluation of studies.

Candidates are also expected to understand the use of **focus groups** when conducting research in health psychology and how these can aid researchers in exploring in depth and detailed experiences of health issues such as stress. Candidates should be able to evaluate this methodology, and it may aid them to consider the debates of reliability and validity; and quantitative and qualitative data.

The **use of non-human animals** in experiments in psychology practical and ethical issues and the **Animals (Scientific Procedures) Act 1986** (7.3.2) is recommended in conjunction with the classic study by **Brady (1958)** (7.2.1) and this can be delivered alongside the initial understanding of stress and the biological responses (7.1.1 and 7.1.2) or as a distinct example to discuss the use of animals. Candidates should be able to engage in both the methodological debate of animals for psychological research, and the ethical debate. They would benefit from reviewing a number of studies in health that use animals and discuss the merits and demerits of these.

The **decision making** around **data** and rationale for the use of, and interpretation of descriptive statistics (List A) (7.3.3) and inferential statistics (List B) (7.3.3) can be assessed throughout this topic area, these are exemplified in **Appendix D** of the IAL Psychology specification.

The **evaluation of research in health psychology** (7.3.4) can be embedded throughout the content delivery, and candidates must be able to address the issues of reliability, validity, generalisability, credibility, objectivity, subjectivity, ethics and practical application of findings as appropriate within a criminological context.

## Resources and references

### Classic study

7.2.1 Brady (1958) Ulcers in executive monkeys.

<http://psycnet.apa.org/psycinfo/1960-04726-001>

<http://www.nature.com/scientificamerican/journal/v199/n4/pdf/scientificamerican1058-95.pdf>

### Contemporary study

7.2.2 Nakonz and Shik (2009) And all your problems are gone: religious coping strategies among Phillipine migrant workers in Hong Kong.

<http://www.tandfonline.com/doi/abs/10.1080/13674670802105252?journalCode=cmhr20>

### One contemporary study from the following two choices:

7.2.3 Avdagic et al. (2014) A randomised controlled trial of acceptance and commitment therapy (ACT) and cognitive behavioural therapy (CBT) for generalised anxiety disorder.

<https://www.cambridge.org/core/journals/behaviour-change/article/a-randomised-controlled-trial-of-acceptance-and-commitment-therapy-and-cognitive-behaviour-therapy-for-generalised-anxiety-disorder/E5A035290202050DED8A753E194C8AC3>

7.2.4 Russell et al. (2015) Adaptation of an adolescence coping assessment for therapeutic recreation and outdoor adventure settings.

<http://scholarsarchive.byu.edu/cgi/viewcontent.cgi?article=4030&context=etd>

### Selye's General Adaptation Syndrome (GAS)

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2038162/pdf/brmedj03603-0003.pdf>

### Holmes and Rahe stress scale

[http://www.jpsychores.com/article/0022-3999\(67\)90010-4/abstract](http://www.jpsychores.com/article/0022-3999(67)90010-4/abstract)

### Adolescent Lifestyle Questionnaire (ALQ)

<https://www.ncbi.nlm.nih.gov/pubmed/9287518>

<https://www.researchgate.net/publication/13932526> The Adolescent Lifestyle Questionnaire Development and Psychometric Testing

## Quantitative skills guidance

Throughout the course of study, candidates will develop competence in **mathematical skills** (also listed in Appendix D; pages 67-69 of the specification). This provides exemplification of mathematical skills in the context of psychology to guide centres in the delivery of these skills, however assessment is not limited to the examples in the exemplification. There are opportunities for candidates to develop these skills throughout the content of the topics in this qualification, and candidates are required to apply the skills to relevant psychological contexts and stimulus material that may be presented in the written examination. As with any terminology in the specification, candidates should be able to define the key quantitative terms and explain the rationale for quantitative data choices, for example why a particular test may be used. The formulae and critical values tables will be provided in the written examination booklet and candidates may use a calculator on all papers.

The specification content for the developmental psychology **Topic E**, criminological psychology **Topic F** and health psychology **Topic G** requires candidates to be able to draw from all quantitative skills covered throughout the AS level topics in the qualification.

List A can be initially found in Topic A and includes:

- calculating measures of central tendency (mean, median, mode),
- data tables (frequency tables and summary tables),
- graphical presentation (bar chart, histogram),
- measures of dispersion (range and standard deviation),
- percentages, ratios, and fractions.

List B can be initially found in Topic B and includes:

- Levels of measurement.
- Wilcoxon non-parametric test of difference
- Spearman's test
- Chi-squared
- Probability and levels of significance ( $p \leq .10$   $p \leq .05$   $p \leq .01$ ).
- Observed and critical values,
- sense checking of data
- One- or two-tailed regarding inferential testing.
- Type I and type II errors.

Suggestions for practical use of the quantitative skills can be found in many of the practical investigations, along with the exemplification provided in the specification, **Appendix D**.

## Mapping IAL Psychology to GCE 2015 specification

This section is designed to provide you with an overview of where there is cross-over content between the International Advanced Subsidiary and International Advanced Level in Psychology (2015) and the GCE Advanced Subsidiary Level and Advanced Level (2015) qualifications. This may enable centres to effectively cross-reference resources and teaching support materials between the two qualifications. Many are provided on the Pearson Edexcel psychology website, and there are a number of resources provided through external publishers that centres may find useful to cross-reference.

Topic	IAS/IAL Content	GCE 2015 Content
<b>Developmental Psychology</b>	5.1.1 Theories of attachment • Bowlby's maternal deprivation hypothesis and theory of attachment, including the 44 Juvenile Thieves study (1944).	7.1.1 Bowlby's work on attachment.
	5.1.2 Ainsworth's work on attachment • Cross-cultural research into attachment types. • Strange situation procedure and Ainsworth's work.	7.1.2 Ainsworth's work on attachment, including types of attachment and the Strange Situation procedure. 7.1.6 Cross-cultural research into attachment types and nature-nurture issues that arise about development.
	5.2.1 Van IJzendoorn and Kroonenberg (1988) Cross-cultural patterns of attachment: A Meta-Analysis of the Strange Situation.	7.3.1 van IJzendoorn and Kroonenberg (1988) Crosscultural patterns of attachment: A Meta-Analysis of the Strange Situation.
	5.2.2 Cassibba et al. (2013) Attachment the Italian way (Italy).	7.3.2 Cassibba et al. (2013) Attachment the Italian way.
	5.3.2 Cross-cultural research	7.2.3 Cross-cultural research designs.
	5.3.3 Ethics and the UNCRC (1989)	7.2.4 The ethics of researching with children, including children's rights and the UNCRC (1989), and issues around participation and protection.
	5.3.4 Decision making and interpretation of data	7.2.5 Data analysis
	5.3.1 The use of methods in psychology when carrying out research in developmental psychology	7.2.1 Observation 7.2.2 Questionnaire/interview

	5.4.1 The extent to which psychological research in developmental psychology is scientific, drawing on material from Units 1 and 2.	7.6 Psychology as a science (e.g. looking at how cross cultural research can answer questions about nature nurture, so looking at what is universal in child development). <i>This is not exclusive; iAL requires development in 5.4.1 beyond these examples.</i>
	5.4.2 The strength and weaknesses of psychological research in developmental psychology, drawing on material from Units 1 and 2.	7.6 Practical issues in the design and implementation of research (e.g. in meta-analyses, with special issues about comparing results from different studies; in observations and getting objective data). <i>This is not exclusive; iAL requires development in 5.4.2 beyond these examples.</i>
	5.4.3 Ethical issues in psychological research as an issue in developmental psychology and drawing on material from Units 1 and 2.	7.6 Ethics (e.g. balancing participation and protection rights and the UNCRC). <i>This is not exclusive; iAL requires development in 5.4.3 beyond these examples.</i>

Topic	IAS/IAL Content	GCE 2015 Content
<b>Criminological Psychology</b>	6.1.1 Social and personality explanations for crime and anti-social behaviour <ul style="list-style-type: none"> <li>• Self-fulfilling prophecy.</li> <li>• Antisocial personality disorder (ASPD).</li> </ul>	6.1.2 Social explanations, including labelling, self-fulfilling prophecy. 6.1.1 Biological explanations, including brain injury, amygdala and aggression, XYY syndrome and personality. 6.1.9 Individual differences 6.1.10 Developmental psychology
	6.1.2 Cognitive interview techniques with witnesses.	6.1.3 Cognitive interview <i>and ethical interview</i> techniques.
	6.1.3 The use of psychological (case) formulation to understand the function of offending behaviour in the individual.	6.1.4 The use of psychological formulation to understand the function of offending behaviour in the individual.
	6.1.4 Factors influencing the reliability of eye-witness memory <ul style="list-style-type: none"> <li>• Post-event information.</li> <li>• Weapons focus.</li> <li>• 'Other race' effect.</li> <li>• Stress and trauma.</li> </ul>	6.1.7 Factors influencing eye-witness testimony, including consideration of reliability (including post-event information and weapon focus), including studies in this area.
	6.1.5 Factors influencing jury decision-making <ul style="list-style-type: none"> <li>• Characteristics of the defendant, including attractiveness and race.</li> <li>• Pre-trial publicity.</li> <li>• Penrod and Cutler (1989) and eyewitness expert testimony.</li> </ul>	6.1.8 Factors influencing jury decision-making, including characteristics of the defendant and pre-trial publicity, including studies in this area.
	6.1.6 Cognitive Behavioural Therapy (CBT) as a therapy for offenders <ul style="list-style-type: none"> <li>• Using CBT as a therapy for offenders.</li> <li>• Effectiveness of CBT as a therapy for offenders.</li> </ul>	6.1.5 One cognitive-behavioural treatment e.g. CBT, social skills training, anger management, assertiveness training.

	6.2.1 Loftus and Palmer (1974) Reconstruction of auto mobile destruction: An example of the interaction between language and memory.	6.3.1 Loftus and Palmer (1974) Reconstruction of auto mobile destruction: An example of the interaction between language and memory.
	6.2.2 Bradbury M D and Williams M R (2013) Diversity and Citizen Participation: The Effects of Race on Juror Decision Making.	6.3.2 Bradbury M D and Williams, M R (2013) Diversity and Citizen Participation: The Effects of Race on Juror Decision Making.
	6.2.4 Valentine T and Mesout J (2009) Eyewitness identification under stress in the London Dungeon.	6.3.3 Valentine T and Mesout J (2009) Eyewitness identification under stress in the London Dungeon
	6.3.1 The use of methods in psychology when carrying out research in criminological psychology <ul style="list-style-type: none"> <li>• Methods from Units 1 and 2, as appropriate, related to criminological psychology.</li> <li>• Experiments as used in the study of eye witness memory.</li> <li>• Mock jury research as a method for studying jury decision-making.</li> </ul>	6.2.1 Research methods <ul style="list-style-type: none"> <li>• Research methods used to assess eye-witness effectiveness, including laboratory experiments and field experiments.</li> <li>• Case studies.</li> </ul>
	6.3.2 Ethical guidelines <ul style="list-style-type: none"> <li>• British Psychological Society (BPS) Code of Ethics and Conduct (2009).</li> <li>• Risk management when carrying out research in psychology.</li> </ul>	6.2.5 Ethical guidelines British Psychological Society (BPS) Code of Ethics and Conduct (2009), including risk management when carrying out research in psychology and Health and Care Professions Council (HCPC) principles for undertaking psychological, formulation and intervention.
	6.3.3 Decision making and interpretation of data:	6.2.4 Data analysis
	6.3.4 Evaluation of research in criminological psychology <ul style="list-style-type: none"> <li>• Issues of reliability, validity, generalisability, credibility, objectivity, subjectivity, ethics and practical application of findings as appropriate.</li> </ul>	6.2.3 Issues of reliability, validity, objectivity, credibility and ethics in research in criminological psychology.

Topic	IAS/IAL Content	GCE 2015 Content
<b>Health Psychology</b>	7.3.2 Use of non-human animals in experiments in psychology practical and ethical issues and the Animals (Scientific Procedures) Act 1986.	8.2.1 Use of animals <ul style="list-style-type: none"> <li>• The use of animal laboratory experiments <i>to study drugs</i>.</li> <li>• Ethics of using animals <i>to study drugs</i>.</li> </ul> 8.6 Ethical (e.g. the use of animals and humans when <i>researching drugs and drug treatments like aversion therapy</i> ).
	7.3.1 The use of methods in psychology when carrying out research in health psychology	8.2.3 The use of cross-cultural research, including nature/nurture issues <i>related to drug misuse</i> . 8.6 Practical issues in the design and implementation of research (e.g. generalising from findings from animal studies to human behaviour; <i>studying drug action in the brain is hard to access holistically</i> ).
	7.3.3 Decision making and interpretation of data	8.2.4 Data analysis