

# International A Level

## Psychology

### Getting Started Guide

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Pearson Edexcel International Advanced Subsidiary in Psychology (XPS01)

Pearson Edexcel International Advanced Level in Psychology (YPS01)

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*Through initiatives such as onscreen marking and administration, Pearson is leading the way in using technology to modernise educational assessment, and to support teachers and learners.*

*This guide is Issue 4. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson Edexcel website:*

*<https://qualifications.pearson.com/>*

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## Introduction

This Getting Started Guide provides an overview of our International Advanced Subsidiary and International Advanced Level Psychology qualification, to help you get to grips with the changes to content and assessment, and to help you understand what these mean for you and your learners.

Our package of support to help you plan and implement the specification includes:

### **Planning**

We will provide a course planner and an editable scheme of work that you can adapt to suit your department. We also provide training for international and UK-based schools.

### **Teaching and learning**

To support you in delivering this new specification, we will provide suggested resource lists and suggested activities.

### **Understanding the standard**

Sample Assessment Materials and Extra Assessment Materials will be provided.

### **Tracking learner progress**

**ResultsPlus** provides the most detailed analysis available of your learners' examination performance. It can help you identify topics and skills where learners could benefit from further learning. We also offer **examWizard**, which is a free exam preparation tool containing a bank of past Edexcel exam questions, mark schemes and examiners' reports for a range of GCSE and GCE subjects.

### **Support**

Our subject advisor ensures that you receive help and guidance from us. You can sign up to receive updates at <https://qualifications.pearson.com/en/forms/subject-advisor-updates-for-teachers-andtutors.html> or contact us using the support portal <https://support.pearson.com/uk/s/qualificationcontactus>.



## Key features of the qualification

### **Why choose Pearson Edexcel International Advanced Subsidiary/International Advanced Level in Psychology?**

We have listened to feedback from all parts of the international school subject community, including a large number of teachers, higher education institutions and Psychology professional bodies. We have made changes that will engage international learners and give them skills that will support their progression to further study of Psychology and to a wide range of other subjects.

### Key qualification features

#### Modular structure

Two-unit (IAS) or four-unit (IAL) modular qualifications. The IAS is nested in the IAL and IAS results contribute to IAL overall grade. These qualifications provide a secure foundation for further study and provides a worthwhile course for learners who will end their study at the International Advanced Subsidiary or International Advanced Level stage. The structure of these qualifications allows teachers to construct a course of study that can be taught and assessed as either:

- distinct modules of teaching and learning with related units of assessment taken at appropriate stages during the course; or
- a linear course assessed in its entirety at the end.

#### Content

Up to date, engaging and relevant to international audience using a broad base of both famous, traditional and contemporary studies. Learners will develop research methods and carry out practical work by using various techniques in appropriate topics. They will learn to apply psychological theory to everyday behaviour and to appreciate the variety of people's characteristics. In addition, they will learn how to analyse aspects of their own behaviour in different circumstances. There is also a 10% mathematical content and learners are allowed to use a calculator in examinations.



### Clear and straightforward question papers

Our question papers are clear and accessible for all learners of all ability ranges and learning styles. Our mark schemes are straightforward, so that the assessment requirements are clear.

### Assessment

100% external assessment, with January and June assessment opportunities.

### Broad and deep development of learners' skills

We designed the International Advanced Level qualifications to extend learners' knowledge by broadening and deepening skills, for example learners will develop:

- **Critical thinking skills:** a critical perspective on psychology by analysing the way psychological theory and research can be critically evaluated.
- **Self monitoring:** ability to work autonomously, be self-motivating and self-monitoring, reflecting on psychological learning and drawing on their ability to apply concepts coherently and with reasoned logic.
- **Interpersonal skills:** provide opportunities for learners to engage with others to discuss and debate psychological explanations of human behaviour and the issues surrounding the use of psychology within society.

### Progression

International Advanced Level qualifications enable successful progression to undergraduate studies, further education or employment. The variety of content that will be found in the examination allows the student to demonstrate knowledge as well as its application, which are required elements for further study or progression into employment. Through our world-class qualification development process, we consulted with higher education, Psychology teachers and Psychology professional bodies to validate the appropriateness of these qualifications, including content, skills and the assessment structure.

Our Psychology qualifications sit within our wider subject offer for IAL Science. More information can be found on our website on the Pearson Edexcel International Advanced Level pages at [qualifications.pearson.com](https://www.pearson.com/qualifications)



## Qualification overview

### Pearson Edexcel International Advanced Subsidiary in Psychology

This qualification consists of two externally examined units. The International Advanced Subsidiary is the first half of the International Advanced Level qualification and consists of two IAS units, units 1 and 2. This qualification may be awarded as a discrete qualification or may contribute 50 percent towards the International Advanced Level qualification.

### Pearson Edexcel International Advanced Level in Psychology

This qualification consists of four externally examined units. The International Advanced Level consists of the two IAS units (units 1 and 2) plus two IA2 units (units 3 and 4). Learners wishing to take the International Advanced Level must, therefore, complete all four units.

<b>IAS</b>	<b>Unit code: WPS01/01*</b>	
<b>Unit 1: Social and cognitive psychology</b>		
Externally assessed	40% of the total IAS	20% of the total IAL
Written examination: 1 hour and 30 minutes		
Availability: January and June		
First assessment: June 2016		
64 marks		
<b>Content overview</b>		
<ul style="list-style-type: none"><li>• Topic A: Social psychology</li><li>• Topic B: Cognitive psychology</li></ul>		
<b>Assessment overview</b>		
Learners must answer all questions from three sections.		
Section A: Social psychology, totals 26 marks and comprises short-answer questions and one eight-mark extended open-response question.		
Section B: Cognitive psychology, totals 26 marks and comprises short-answer questions and one eight-mark extended open-response question.		
Section C: comprises one 12-mark extended open-response question on either social or cognitive psychology.		

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<b>IAS</b> <b>Unit 2: Biological psychology, learning theories and development</b>	<b>Unit code:</b> <b>WPS02/01*</b>	
Externally assessed Written examination: 2 hours Availability: January and June First assessment: June 2016 96 marks	60% of the total IAS	30% of the total IAL
<b>Content overview</b> <ul style="list-style-type: none"><li>• Topic C: Biological psychology</li><li>• Topic D: Learning theories and development</li></ul>		
<b>Assessment overview</b> <p>Learners must answer all questions from three sections.</p> <p>Section A: Biological psychology, totals 34 marks and comprises short-answer questions and one eight-mark extended open-response question.</p> <p>Section B: Learning theories and development, totals 34 marks and comprises short-answer questions and one eight-mark extended open-response question.</p> <p>Section C: comprises one 12-mark and one 16-mark extended open-response question. The 12-mark question covers either biological psychology or learning theories and development and the 16-mark question covers both biological psychology, and learning theories and development.</p>		



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<b>IA2</b> <b>Unit 3: Applications of psychology</b>	<b>Unit code:</b> <b>WPS03/01*</b>	
Externally assessed Written examination: 1 hour and 30 minutes Availability: January and June First assessment: January 2017 64 marks	40% of the total IA2	20% of the total IAL
<b>Content overview</b> <ul style="list-style-type: none"><li>• Topic E: Developmental psychology</li></ul> Optional topics (learners must study one of the following topics): <ul style="list-style-type: none"><li>• Topic F: Criminological psychology</li><li>• Topic G: Health psychology</li></ul>		
<b>Assessment overview</b> <p>Learners must answer all questions from Section A and all questions from a choice of two topic areas in Section B.</p> <p>Section A: Developmental psychology, totals 32 marks and comprises short-answer questions and two eight-mark extended open-response question. One eight-mark question focuses on developmental psychology and one eight-mark synoptic question is based on issues and debates in developmental psychology. Learners may draw on content (concepts and theories), studies and/or research methods from across all topic areas.</p> <p>Section B: presents learners with a choice of one from either criminological or health psychology. Each section totals 32 marks and comprises short-answer questions and two eight-mark extended open-response questions.</p>		

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<b>IA2</b> <b>Unit 4: Clinical psychology and psychological skills</b>	<b>Unit code:</b> <b>WPS04/01*</b>	
Externally assessed Written examination: 2 hours Availability: January and June First assessment: June 2017 96 marks	60% of the total IA2	30% of the total IAL
<b>Content overview</b> <ul style="list-style-type: none"><li>• Topic H: Clinical psychology</li><li>• Topic I: Psychological skills</li></ul>		
<b>Assessment overview</b> <p>Learners must answer all questions from five sections.</p> <p>Section A: Clinical psychology, totals 32 marks and comprises short-answer questions.</p> <p>Section B: Clinical psychology, comprises one 16-mark extended open-response question.</p> <p>Section C: Psychological skills, totals 20 marks and comprises short-answer questions drawing on research methods from all other topic areas (except topics F and G).</p> <p>Section D: Psychological skills, comprises one eight-mark extended open-response question based on the analysis of a key question from any other topic area (except topics F and G).</p> <p>Section E: Psychological skills, comprises one 20-mark synoptic question based on issues and debates from any other topic area (except topics F and G).</p>		

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### Qualification aims

The aims and objectives of these qualifications are to enable learners to:

- develop essential knowledge and understanding of different areas of psychology and how they relate to each other
- develop and demonstrate a deep appreciation of the skills in using scientific research methods, knowledge and understanding of scientific research methods
- develop competence and confidence in using a variety of practical, mathematical and problem-solving skills
- develop their interest in and enthusiasm for psychology, including developing an interest in further international study and careers associated with psychology
- appreciate how society makes decisions about scientific issues and how psychology contributes to the success of the economy and society.

### Content overview

The specification content is divided into the topics, to provide centres with a clear view of what is required. Each topic is then divided into a number of sub-topics, which is then broken down into detailed content that specifies what must be studied. Examination questions will be based on this content. Pearson Edexcel International Advanced Subsidiary in Psychology consists of four topics. The Pearson International Advanced Level in Psychology consists of nine topics; however, learners have to complete eight of these. Learners must complete topics A–E, H–I and either topic F or G.

The unit overviews on the following pages give a summary of the content in each unit so that you can organise your teaching effectively. The Summary of Studies and Component guides, which can be found on the IAL Psychology qualification webpage [here](#), provide you with additional support to also help you and your learners get to grips with the content and assessment.

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Unit 1: Social and cognitive psychology	
Topic A: Social psychology	
Content	Obedience, Conformity
Research Methods	Self-reporting data; sample selection and sampling techniques; quantitative data; ethical guidelines
Studies	<p><b>Classic study:</b> Moscovici et al. (1969) Influence of a Consistent Minority on the Responses of a Majority in a Color Perception Task.</p> <p><b>Contemporary study:</b> Burger (2009) Replicating Milgram: Would people still obey today?</p> <p><b>One contemporary study from the following two choices:</b></p> <ul style="list-style-type: none"><li>• Yi Huang et al. (2014) Conformity to the opinions of other people lasts for no more than 3 days.</li><li>• Haun et al. (2014) Children Conform to the Behavior of Peers; Other Great Apes Stick With What They Know.</li></ul>
Practical investigation	One practical research exercise to gather data relevant to topics covered in social psychology. This practical research exercise must adhere to ethical principles in both content and intention e.g. a questionnaire into self-reported levels of conformity based on scenarios.
Topic B: Cognitive psychology	
Content	Models of memory
Research Methods	Experiments and experimental design, including decision making and inferential statistics e.g. Wilcoxon signed ranks test of difference
Studies	<p><b>Classic study:</b> Bartlett (1932) War of the Ghosts.</p> <p><b>Contemporary study:</b> Schmolck et al. (2002) Semantic knowledge in patient HM and other patients with bilateral medial and lateral temporal lobe lesions.</p> <p><b>One contemporary study from the following two choices:</b></p> <ul style="list-style-type: none"><li>• Darling et al. (2007) Behavioural evidence for separating components within visuo-spatial working memory.</li><li>• Sacchi et al. (2007) Changing history: doctored photographs affect memory for past public events.</li></ul>
Practical investigation	One practical research exercise to gather data relevant to topics covered in cognitive psychology. This practical research exercise must adhere to ethical principles in both content and intention e.g. an experiment to look at acoustic similarity of words and the effect on short-term memory.

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Unit 2: Biological psychology, learning theories and development	
Topic C: Biological psychology	
Content	Structure and function of brain regions focusing on aggression; body rhythms
Research Methods	Correlational research, scanning techniques, twin studies
Studies	<p><b>Classic study:</b> Raine et al. (1997) Brain abnormalities in murderers indicated by positron emission tomography.</p> <p><b>Contemporary study:</b> Brendgen et al. (2005) Examining genetic and environmental effects on social aggression: A study of 6-year-old twins.</p> <p><b>One contemporary study from the following two choices:</b></p> <ul style="list-style-type: none"><li>• McDermott (2008) Monoamine oxidase A gene (MAOA) predicts behavioural aggression following provocation.</li><li>• Hoefelmann et al. (2006) Behaviors associated to sleep among high school learners: cross-sectional and prospective analysis.</li></ul>
Practical investigation	One practical research exercise to gather data relevant to topics covered in biological psychology. This practical research exercise must adhere to ethical principles in both content and intention e.g. a correlation into age/amount of time spent on social media and sleep.
Topic D: Learning theories and development	
Content	Classical conditioning; operant conditioning; social learning theory; psychodynamic approach to personality development; therapies/treatments
Research Methods	Observations, content analysis, case studies, quantitative data and qualitative data
Studies	<p><b>Classic study:</b> Watson and Rayner (1920) Little Albert: Conditioned emotional reactions.</p> <p><b>Contemporary study:</b> Capafóns et al. (1998) Systematic desensitisation in the treatment of the fear of flying.</p> <p><b>One contemporary study from the following two choices:</b></p> <ul style="list-style-type: none"><li>• Prot (2014) Long-Term Relations Among Prosocial-Media Use, Empathy, and Prosocial Behavior.</li><li>• Bastian et al. (2011) Cyber-dehumanization: Violent video game play diminishes our humanity.</li></ul>
Practical investigation	Two observations (one observation can be carried out if both qualitative and quantitative data are gathered in the same observation) e.g. how age and sex affect driving speed.

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Unit 3: Applications of psychology	
Topic E: Developmental psychology	
Content	Attachment, deprivation and privation; cognitive and language development; social and emotional development
Research Methods	Research methods from units 1 and 2 as appropriate; cross-cultural research; ethics and the UNCRC (1989); decision making and interpretation of data; evaluation of research in developmental psychology
Studies	<p><b>Classic study:</b> Van IJzendoorn and Kroonenberg (1988) Cross-cultural patterns of attachment: A Meta-Analysis of the Strange Situation.</p> <p><b>Contemporary study:</b> Cassibba et al. (2013) Attachment the Italian way (Italy).</p> <p><b>One contemporary study from the following two choices:</b></p> <ul style="list-style-type: none"><li>• 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?</li><li>• Ding et al. (2014) The relation of early infant attachment to attachment and cognitive development outcomes in early childhood.</li></ul>
Issues and debates	<p>Learners may draw on content (concepts and theories), studies and/or research methods from across all topic areas to cover a range of different issues and debates:</p> <ul style="list-style-type: none"><li>• Ethical issues in research (animal and human).</li><li>• Practical issues in the design and implementation of research.</li><li>• Reductionism versus holism when researching human behaviour.</li><li>• Ways of explaining behaviour using different approaches, models or theories.</li><li>• The issue of psychology as a science.</li><li>• Cultural and gender issues in psychological research.</li><li>• The role of both nature and nurture in psychology.</li><li>• An understanding of how psychology has developed over time.</li><li>• The use of psychology in social control.</li><li>• The use of psychological knowledge in society.</li><li>• Issues relating to socially sensitive research.</li></ul>
Optional - Topic F: Learning theories and development*	
Content	Explanations for crime and anti-social behaviour; understanding the offender; factors influencing identification of offenders; treatment
Research Methods	Research methods from units 1 and 2 as appropriate; ethical guidelines; decision making and interpretation of data; evaluation of research in criminological psychology

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Studies	<p><b>Classic study:</b> Loftus and Palmer (1974) Reconstruction of auto mobile destruction: An example of the interaction between language and memory.</p> <p><b>Contemporary study:</b> Bradbury M D and Williams M R (2013) Diversity and Citizen Participation: The Effects of Race on Juror Decision Making.</p> <p><b>One contemporary study from the following two choices:</b></p> <ul style="list-style-type: none"><li>• Ruva, McEvoy and Bryant (2007) Effects of pre-trial publicity and jury deliberation on jury bias and source memory errors.</li><li>• Valentine T and Mesout J (2009) Eyewitness identification under stress in the London Dungeon.</li></ul>
<b>Optional – Topic G: Health psychology*</b>	
Content	Physiology of stress; factors affecting stress; coping strategies; treatment and therapy for anxiety (biological and psychological)
Research Methods	Research methods from units 1 and 2 as appropriate; use of non-human animals in experiments and ethical issues; decision making and interpretation of data; evaluation of research in health psychology
Studies	<p><b>Classic study:</b> Brady (1958) Ulcers in executive monkeys.</p> <p><b>Contemporary study:</b> Nakonz and Shik (2009) And all your problems are gone: religious coping strategies among Phillipine migrant workers in Hong Kong.</p> <p><b>One contemporary study from the following two choices:</b></p> <ul style="list-style-type: none"><li>• Avdagic et al. (2014) A randomised controlled trial of acceptance and commitment therapy (ACT) and cognitivebehavioural therapy (CBT) for generalised anxiety disorder.</li><li>• Russell et al. (2015) Adaptation of an adolescence coping assessment for therapeutic recreation and outdoor adventure settings.</li></ul>

*\*Learners must choose one of these topics to study*



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Unit 4: Clinical psychology and psychological skills	
Topic H: Clinical psychology	
Content	Definitions and debates in diagnosis; mental health disorders, symptoms, features, explanations; treatment and therapy
Research Methods	Research methods from units 1 and 2 as appropriate; conventions of published psychological research; awareness of Health and Care Professions Council (HCPC) guidelines for clinical practitioners; decision making and interpretation of data; evaluation of research in clinical psychology
Studies	<p><b>Classic study:</b> Rosenhan (1973) On being sane in insane places.</p> <p><b>Contemporary study:</b> Suzuki et al. (2014) High prevalence of underweight and undernutrition in Japanese inpatients with schizophrenia.</p> <p><b>One contemporary study from the following two choices, choosing one that suits the chosen 'other' disorder:</b></p> <p><i>Unipolar depression</i></p> <ul style="list-style-type: none"> <li>Hans and Hiller (2013) Effectiveness of and drop out from outpatient cognitive-behavioural therapy for adult unipolar depression: A meta-analysis of nonrandomised effectiveness studies.</li> <li>Ma, Quan and Liu (2014) Mediating effect of social support on the relationship between self-evaluation and depression.</li> </ul> <p><i>Anorexia Nervosa</i></p> <ul style="list-style-type: none"> <li>Becker et al. (2002) Eating behaviours and attitudes following prolonged exposure to television among ethnic Fijian adolescent girls.</li> <li>Reichel et al. (2014) 'Glass fairies' and 'bone children': Adolescents and young adults with anorexia nervosa show positive reactions towards extremely emaciated body pictures measured by the body startle reflex paradigm.</li> </ul>
Practical investigation	One practical research exercise to gather data relevant to topics covered in clinical psychology - a content analysis that explores attitudes to mental health. This practical research exercise must adhere to ethical principles in both content and intention e.g. comparing how attitudes to mental health have changed over time.
Topic I: Psychological skills	
Research Methods	This is a synoptic section in which learners will be asked to draw on other areas of the qualification in order to understand conceptual and methodological issues.
Key questions in society	<p>Key questions for society using concepts, theories or research from one or more of topics A to H (except topics F and G).</p> <p>Learners will develop an understanding of how to use theories, methodology and evidence from many areas of psychology and apply them to issues.</p>



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<b>Issues and debates</b>	<p>Learners may draw on content (concepts and theories), studies and/or research methods from across all topic areas to cover a range of different issues and debates:</p> <ul style="list-style-type: none"><li>• Ethical issues in research (animal and human).</li><li>• Practical issues in the design and implementation of research.</li><li>• Reductionism versus holism when researching human behaviour.</li><li>• Ways of explaining behaviour using different approaches, models or theories.</li><li>• The issue of psychology as a science.</li><li>• Cultural and gender issues in psychological research.</li><li>• The role of both nature and nurture in psychology.</li><li>• An understanding of how psychology has developed over time.</li><li>• The use of psychology in social control.</li><li>• The use of psychological knowledge in society.</li><li>• Issues relating to socially sensitive research.</li></ul>
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### Mathematical skills

Throughout the course of study, learners will develop competence in the mathematical skills listed below. There are opportunities for learners to develop these skills throughout the content and they are required to apply the skills to relevant psychological contexts. The assessment of mathematical skills will include at least Level 2 mathematical skills as a minimum of 10 percent of the overall marks for this qualification.

Mathematical skills		Exemplification of mathematical skill in the context of Psychology (assessment is not limited to the examples given below)
<b>D.0 – Arithmetic and numerical computation</b>		
D.0.1	Recognise and use expressions in decimal and standard form	For example, converting data in standard form from a results table into decimal form in order to construct a pie chart.
D.0.2	Use ratios, fractions and percentages	For example, calculating the percentages of cases that fall into different categories in an observation study.
D.0.3	Estimate results	For example, commenting on the spread of scores for a set of data, which would require estimating the range.
<b>D.1 – Handling data</b>		
D.1.1	Use an appropriate number of significant figures	For example, expressing a correlation coefficient to two or three significant figures.
D.1.2	Find arithmetic means	For example, calculating the means for two conditions using raw data from a class experiment.
D.1.3	Construct and interpret frequency tables and diagrams, bar charts and histograms	For example, selecting and sketching an appropriate form of data display for a given set of data.
D.1.4	Understand simple probability	For example, explaining the difference between the 0.05 and 0.01 levels of significance.
D.1.5	Understand the principles of sampling as applied to scientific data	For example, explaining how a random or stratified sample could be obtained from a target population.

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Mathematical skills		Exemplification of mathematical skill in the context of Psychology (assessment is not limited to the examples given below)
<b>D.1 – Handling data (continued)</b>		
D.1.6	Understand the terms mean, median and mode	For example, explaining the differences between the mean, median and mode and selecting which measure of central tendency is most appropriate for a given set of data.  Calculating standard deviation.
D.1.7	Use a scatter diagram or a table to identify a correlation between two variables	For example, plotting two variables from an investigation on a scatter diagram and identifying the pattern as a positive correlation, a negative correlation or no correlation.
D.1.8	Use a statistical test	For example, calculating a non-parametric test of differences using data from a given experiment.
D.1.9	Make order of magnitude calculations	For example, estimating the mean test score for a large number of participants on the basis of the total overall score.
D.1.10	Distinguish between levels of measurement	For example, stating the level of measurement (nominal, ordinal or interval) that has been used in a study.
D.1.11	Know the characteristics of normal and skewed distributions	For example, being presented with a set of scores from an experiment and being asked to indicate the position of the mean (or median, or mode).
D.1.12	Select an appropriate statistical test	For example, selecting a suitable inferential test for a given practical investigation and explaining why the chosen test is appropriate.
D.1.13	Use statistical tables to determine significance	For example, using an extract from statistical tables to say whether or not a given observed value is significant at the 0.05 level of significance for a one-tailed test.
D.1.14	Understand measures of dispersion, including standard deviation and range	For example, explaining why the standard deviation might be a more useful measure of dispersion for a given set of scores e.g. where there is an outlying score.
D.1.15	Understand the differences between qualitative and quantitative data	For example, explaining how a given qualitative measure (such as an interview transcript) might be converted into quantitative data.
D.1.16	Understand the difference between primary and secondary data	For example, stating whether data collected by a researcher dealing directly with participants is primary or secondary data.

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Mathematical skills		Exemplification of mathematical skill in the context of Psychology (assessment is not limited to the examples given below)
<b>D.2 – Algebra</b>		
D.2.1	Understand and use the symbols =, <, <<, >>, >, ∞, ∼.	For example, expressing the outcome of an inferential test in the conventional form by stating the level of significance at the 0.05 level or 0.01 level by using symbols appropriately.
D.2.2	Substitute numerical values into algebraic equations using appropriate units for physical quantities	For example, inserting the appropriate values from a given set of data into the formula for a statistical test such as inserting the N value (for the number of scores) into the Chi squared formula.
D.2.3	Solve simple algebraic equations	For example, calculating the degrees of freedom for a Chi squared test.
<b>D.3 – Graphs</b>		
D.3.1	Translate information between graphical, numerical and algebraic forms	For example, using a set of numerical data (a set of scores) from a record sheet to construct a bar graph.
D.3.2	Plot two variables from experimental or other data	For example, sketching a scatter diagram using two sets of data from a correlational investigation.



Formulae and statistical tables

### Standard deviation (sample estimate)

$$\sqrt{\left(\frac{\sum(x - \bar{x})^2}{n - 1}\right)}$$

### Spearman's rank correlation coefficient

$$1 - \frac{6 \sum d^2}{n(n^2 - 1)}$$

### Critical values for Spearman's rank

	Level of significance for a one-tailed test				
	0.05	0.025	0.01	0.005	0.0025
	Level of significance for a two-tailed test				
<i>N</i>	0.10	0.05	0.025	0.01	0.005
5	0.900	1.000	1.000	1.000	1.000
6	0.829	0.886	0.943	1.000	1.000
7	0.714	0.786	0.893	0.929	0.964
8	0.643	0.738	0.833	0.881	0.905
9	0.600	0.700	0.783	0.833	0.867
10	0.564	0.648	0.745	0.794	0.830
11	0.536	0.618	0.709	0.755	0.800
12	0.503	0.587	0.678	0.727	0.769
13	0.484	0.560	0.648	0.703	0.747
14	0.464	0.538	0.626	0.679	0.723
15	0.446	0.521	0.604	0.654	0.700
16	0.429	0.503	0.582	0.635	0.679
17	0.414	0.485	0.566	0.615	0.662
18	0.401	0.472	0.550	0.600	0.643
19	0.391	0.460	0.535	0.584	0.628
20	0.380	0.447	0.520	0.570	0.612
21	0.370	0.435	0.508	0.556	0.599
22	0.361	0.425	0.496	0.544	0.586
23	0.353	0.415	0.486	0.532	0.573
24	0.344	0.406	0.476	0.521	0.562
25	0.337	0.398	0.466	0.511	0.551
26	0.331	0.390	0.457	0.501	0.541
27	0.324	0.382	0.448	0.491	0.531
28	0.317	0.375	0.440	0.483	0.522
29	0.312	0.368	0.433	0.475	0.513
30	0.306	0.362	0.425	0.467	0.504

**The calculated value must be equal to or exceed the critical value in this table for significance to be shown.**





### Chi-squared distribution formula

$$X^2 = \sum \frac{(o - e)^2}{e} \quad df = (r - 1)(c - 1)$$

#### Critical values for chi-squared distribution

Level of significance for a one-tailed test						
	0.10	0.05	0.025	0.01	0.005	0.0005
Level of significance for a two-tailed test						
df	0.20	0.10	0.05	0.025	0.01	0.001
1	1.64	2.71	3.84	5.02	6.64	10.83
2	3.22	4.61	5.99	7.38	9.21	13.82
3	4.64	6.25	7.82	9.35	11.35	16.27
4	5.99	7.78	9.49	11.14	13.28	18.47
5	7.29	9.24	11.07	12.83	15.09	20.52
6	8.56	10.65	12.59	14.45	16.81	22.46
7	9.80	12.02	14.07	16.01	18.48	24.32
8	11.03	13.36	15.51	17.54	20.09	26.12
9	12.24	14.68	16.92	19.02	21.67	27.88
10	13.44	15.99	18.31	20.48	23.21	29.59
11	14.63	17.28	19.68	21.92	24.73	31.26
12	15.81	18.55	21.03	23.34	26.22	32.91
13	16.99	19.81	22.36	24.74	27.69	34.53
14	18.15	21.06	23.69	26.12	29.14	36.12
15	19.31	22.31	25.00	27.49	30.58	37.70
16	20.47	23.54	26.30	28.85	32.00	39.25
17	21.62	24.77	27.59	30.19	33.41	40.79
18	22.76	25.99	28.87	31.53	34.81	42.31
19	23.90	27.20	30.14	32.85	36.19	43.82
20	25.04	28.41	31.41	34.17	37.57	45.32
21	26.17	29.62	32.67	35.48	38.93	46.80
22	27.30	30.81	33.92	36.78	40.29	48.27
23	28.43	32.01	35.17	38.08	41.64	49.73
24	29.55	33.20	36.42	39.36	42.98	51.18
25	30.68	34.38	37.65	40.65	44.31	52.62
26	31.80	35.56	38.89	41.92	45.64	54.05
27	32.91	36.74	40.11	43.20	46.96	55.48
28	34.03	37.92	41.34	44.46	48.28	56.89
29	35.14	39.09	42.56	45.72	49.59	58.30
30	36.25	40.26	43.77	46.98	50.89	59.70
40	47.27	51.81	55.76	59.34	63.69	73.40
50	58.16	63.17	67.51	71.42	76.15	86.66
60	68.97	74.40	79.08	83.30	88.38	99.61
70	79.72	85.53	90.53	95.02	100.43	112.32

**The calculated value must be equal to or exceed the critical value in this table for significance to be shown.**



### Assessment guidance

Pearson Edexcel International Advanced Subsidiary in Psychology consists of two externally examined units.

Pearson Edexcel International Advanced Level in Psychology consists of four externally examined units.

#### Assessment requirements

Unit	IAS or IA2	Assessment information	Number of raw marks allocated in the unit
Unit 1: Social and cognitive psychology	IAS	<p>Written examination.</p> <p>The assessment is 1 hour and 30 minutes.</p> <p>Learners must answer all questions from three sections.</p> <p>Section A: Social psychology, totals 26 marks and comprises short-answer questions and one eight-mark extended open-response question.</p> <p>Section B: Cognitive psychology, totals 26 marks and comprises short-answer questions and one eight-mark extended open-response question.</p> <p>Section C: comprises one 12-mark extended open-response question on either social or cognitive psychology.</p> <p>The formulae and statistical tables given in <i>Appendix 7: Formulae and statistical tables</i> will also be given in the paper.</p> <p>Calculators may be used in the examination. Please see <i>Appendix 5: Use of calculators</i>.</p>	64 marks

# Psychology (XPS01/YPS01)

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Unit	IAS or IA2	Assessment information	Number of raw marks allocated in the unit
Unit 2: Biological psychology, learning theories and development	IAS	<p>Written examination.</p> <p>The assessment is 2 hours.</p> <p>Learners must answer all questions from three sections.</p> <p>Section A: Biological psychology totals 34 marks and comprises short-answer questions and one eight-mark extended open-response question.</p> <p>Section B: Learning theories and development, totals 34 marks and comprises short-answer questions and one eight-mark extended open-response question.</p> <p>Section C: comprises one 12-mark and one 16-mark extended open-response question. The 12-mark question covers either biological psychology or learning theories and development and the 16-mark question covers both biological psychology, and learning theories and development.</p> <p>The formulae and statistical tables given in <i>Appendix 7: Formulae and statistical tables</i> will also be given in the paper.</p> <p>Calculators may be used in the examination. Please see <i>Appendix 5: Use of calculators</i>.</p>	96 marks



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Unit	IAS or IA2	Assessment information	Number of raw marks allocated in the unit
Unit 3: Applications of psychology	IA2	<p>Written examination.</p> <p>The assessment is 1 hour and 30 minutes.</p> <p>Learners must answer all questions from Section A and all questions from a choice of two topic areas in Section B.</p> <p>Section A: Developmental psychology, totals 32 marks and comprises short-answer questions and two eight-mark extended open-response questions. One eight-mark question focuses on developmental psychology and the other is an eight-mark synoptic question based on issues and debates in developmental psychology. Learners may draw on content (concepts and theories), studies and/or research methods from across all topic areas.</p> <p>Section B: presents learners with a choice of one from either criminological or health psychology, each section totals 32 marks and comprises short-answer questions and two eight-mark extended open-response questions.</p> <p>The formulae and statistical tables given in <i>Appendix 7: Formulae and statistical tables</i> will also be given in the paper.</p> <p>Calculators may be used in the examination. Please see <i>Appendix 5: Use of calculators</i>.</p>	64 marks

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Unit	IAS or IA2	Assessment information	Number of raw marks allocated in the unit
Unit 4: Clinical psychology and psychological skills	IA2	<p>Written examination.</p> <p>The assessment is 2 hours.</p> <p>Learners must answer all questions from five sections.</p> <p>Section A: Clinical psychology, totals 32 marks and comprises short-answer questions.</p> <p>Section B: Clinical psychology, comprises one 16-mark extended open-response question.</p> <p>Section C: Psychological skills, totals 20 marks and comprises short-answer questions drawing on research methods from all other topic areas (except topics F and G).</p> <p>Section D: Psychological skills, comprises one eight-mark extended open-response question based on the analysis of a key question from any other topic area (except topics F and G).</p> <p>Section E: Psychological skills, comprises one 20-mark synoptic question based on issues and debates from all other topic areas (except topics F and G).</p> <p>The formulae and statistical tables given in <i>Appendix 7: Formulae and statistical tables</i> will also be given in the paper.</p> <p>Calculators may be used in the examination. Please see <i>Appendix 5: Use of calculators</i>.</p>	96 marks

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Assessment objectives and weightings

		% in IAS	% in IA2	% in IAL
<b>A01</b>	Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.	35-40	30-35	30-35
<b>A02</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	30-35
<b>A03</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	35-40

Relationship of assessment objectives to units for the International Advanced Subsidiary qualification

Unit number	Assessment objective		
	A01	A02	A03
Unit 1	14-18%	12-16%	12-16%
Unit 2	20-24%	18-22%	18-22%
<b>Total for International Advanced Subsidiary</b>	<b>35-40%</b>	<b>30-35%</b>	<b>30-35%</b>

Relationship of assessment objectives to units for the International Advanced Level qualification

Unit number	Assessment objective		
	A01	A02	A03
Unit 1	7-9%	6-8%	6-8%
Unit 2	10-12%	9-11%	9-11%
Unit 3	6-8%	6-8%	7-9%
Unit 4	8-10%	8-10%	12-14%
<b>Total for International Advanced Level</b>	<b>30-35%</b>	<b>30-35%</b>	<b>35-40%</b>



### Sample assessment materials

Sample papers and mark schemes can be found in the Pearson Edexcel International Advanced Subsidiary/Advanced Level in Psychology Sample Assessment Materials (SAMs) document.

### Calculators

Learners may use a calculator in assessments for these qualifications. Centres are responsible for making sure that calculators used by their learners meet the requirements given in the table below. Learners must be familiar with the requirements before their assessments for these qualifications.

<p><b>Calculators must be:</b></p> <ul style="list-style-type: none"><li>• of a size suitable for use on a desk</li><li>• either battery- or solar-powered</li><li>• free of lids, cases and covers that contain printed instructions or formulae.</li></ul>	<p><b>Calculators must not:</b></p> <ul style="list-style-type: none"><li>• be designed or adapted to offer any of these facilities:<ul style="list-style-type: none"><li>○ language translators</li><li>○ symbolic algebraic manipulation</li><li>○ symbolic differentiation or integration</li><li>○ communication with other machines or the internet</li></ul></li><li>• be borrowed from another learner during an examination for any reason*</li><li>• have retrievable information stored in them. This includes:<ul style="list-style-type: none"><li>○ databanks</li><li>○ dictionaries</li><li>○ mathematical formulae</li><li>○ text.</li></ul></li></ul>
<p><b>The learner is responsible for the following:</b></p> <ul style="list-style-type: none"><li>• the calculator's power supply</li><li>• the calculator's working condition</li><li>• clearing anything stored in the calculator.</li></ul>	

### Awarding and reporting

Pearson Edexcel International Advanced Subsidiary in Psychology will be graded on a five-grade scale from A to E. Only units 1 and 2 will contribute to the International Advanced Subsidiary grade.

The Pearson Edexcel International Advanced Level in Psychology will be graded on a six-point scale A\* to E. To be awarded an A\*, learners will need to achieve an A for the International Advanced Level qualification and at least 90 percent of the total uniform mark available across the IA2 units combined. All four units will contribute to the International Advanced Level grade.

# Psychology (XPS01/YPS01)

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### Command word taxonomy

This table lists the command words that could be used in the examinations for this qualification and their definitions.

Command word	Definition/meaning
analyse	Break something down into its components/parts. Examine each part methodically and in detail in order to discover the meaning or essential features of a theme, topic or situation. Explore the relationship between the features and how each one contributes to the topic.
assess	Give careful consideration to all the factors or events that apply and identify which are the most important or relevant. Make a judgement on the importance of something, and come to a conclusion where needed.
calculate	Obtain a numerical answer, showing relevant working. If the answer has a unit, this must be included.
compare	Look for the similarities <b>and</b> differences of two (or more) things. This should not require the drawing of a conclusion. The answer must relate to both (or all) things mentioned in the question. The answer must include at least one similarity and one difference.
complete	Fill in/write all the details asked for.
convert	Express a quantity in alternative units.
define	Provide a definition of something.
describe	Give an account of something. Statements in the response need to be developed as they are often linked but do not need to include a justification or reason.
determine	The answer must have an element that is quantitative from the stimulus provided, or must show how the answer can be reached quantitatively. To gain maximum marks, there must be a quantitative element to the answer.
discuss	Explore the issue/situation/problem/argument that is being presented within the question, articulating different or contrasting viewpoints.
draw	Produce an output, either by freehand or using a ruler (e.g. graph).



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Command word	Definition/meaning
evaluate	Review information, then bring it together to form a conclusion – drawing on evidence including strengths, weaknesses, alternative actions, relevant data or information. Come to a supported judgement of a subject’s qualities and relation to its context.
explain	An explanation that requires a justification/exemplification of a point. The answer must contain some element of reasoning/justification – this can include mathematical explanations.
give	Generally involves the recall of one or more pieces of information; when used in relation to a context, it is used to determine a learner’s grasp of the factual information presented.
identify	This requires some key information to be selected from a given stimulus/resource.
interpret	Recognise a trend or pattern(s) within a given stimulus/resource.
justify	Rationalise a decision or action.
name	Synonymous with ‘Give’.
plot	Produce, or add detail to, a graph/chart by marking points accurately (e.g. line of best fit).
predict	Articulate an expected result.
state	Synonymous with ‘Give’.
suggest	Make a proposal/propose an idea in written form.
to what extent	Review information, then bring it together to form a judgement conclusion, following the provision of a balanced and reasoned argument.



## Planning

We have provided a course planner and an editable scheme of work to support you in delivering this qualification.

This section contains a 2-year course planner for the **International Advanced Subsidiary Psychology** and **International Advanced Level Psychology** qualification. It follows the specification and scheme of work to cover each of the units.

The course planner summarises what can be covered in each term to enable completion of the content and preparation for assessment at the end of each year. It assumes that each year is split into 3 terms and that each week accounts for roughly 6 Guided Learning Hours over 30 weeks to give a total of 180 hours for the **International Advanced Subsidiary Psychology** and roughly 60 weeks of teaching to give a total of 360 hours for the **International Advanced Level Psychology**.

This is only a suggested course planner with suggested timings, and it does not need to be followed.

Year	Term	Week	Unit/Topic/Theme	General overview
<b>International Advanced Subsidiary Content</b>				
1	1	1	<b><u>Unit 1: Social and cognitive psychology</u></b> Introduction to psychology	<i>Understanding the nature of psychological investigation and building of knowledge.</i>
1	1	2	Topic A: Social psychology Obedience and dissent	<i>Explanations and research into obedience. Factors affecting obedience and dissent. Contemporary study: Burger (2009)</i>
1	1	3	Topic A: Social psychology Conformity	<i>Types, explanations, and research into conformity</i>
1	1	4	Topic A: Social psychology Conformity and minority influence	<i>One contemporary study of choice. Minority influence. Classic study: Moscovici et al (1969)</i>
1	1	5	Topic A: Social psychology Methods	<i>Self-report techniques, types of data and sampling methods. Ethical issues in psychology. Quantitative and qualitative data</i>

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1	1	6	Topic B: Cognitive psychology Memory	<i>Models of memory</i>
1	1	7	Topic B: Cognitive psychology Memory	<i>Reconstructive memory. Classic study: Bartlett (1932). One contemporary study of choice.</i>
1	1	8	Topic B: Cognitive psychology Methods	<i>Experiments and experimental design</i>
1	1	9	Topic B: Cognitive psychology Methods	<i>Inferential statistics</i>
1	1	10	Topic B: Cognitive psychology Brain damage and methods	<i>Case studies of brain damaged patients including HM. Contemporary study: Schmolck et al (2002). Conduct a practical investigation into memory.</i>
1	1	11	Consolidation, assessment and feedback	
1	2	1	<b><u>Unit 2: Biological psychology, learning theories and development</u></b> Topic C: Biological psychology Introduction to Biological psychology and brain structure	<i>Recognising the role of biology in explanations of behaviour as only one explanation. Knowing the structure of the brain and scanning techniques</i>
1	2	2	Topic C: Biological psychology The role of hormones, genes and the brain in aggression	<i>Knowing the hormonal effect on behaviour especially aggression. Classic study: Raine et al (1997) Contemporary study: Brendgen et al (2005) Know the role of genes in aggression and understand the nature/nurture debate</i>
1	2	3	Topic C: Biological psychology Contemporary studies of aggression in relation to genetics. Writing an extended essay	<i>Contemporary study of choice. Knowing how the paper two is assessed including an extended essay</i>
1	2	4	Topic C: Biological psychology Body rhythms and the contemporary study of sleep and correlation studies	<i>Internal pacemakers and external zeitgebers in circadian sleep-wake cycles and infradian rhythms. Contemporary study of choice. Use of correlations</i>
1	2	5	Topic C: Biological psychology Planning and writing a report on a correlation investigation and carrying out a Spearman rank test	<i>Designing own investigation and carrying it out. Know how to carry out inferential statistics and complete a full write up of correlation investigation.</i>



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1	2	6	Topic C: Biological psychology Question styles and definitions of key words	<i>Knowing the details of the types of questions that might be set in the exam.</i>
1	2	7	Topic D: Learning theories and development Introduction to behaviourism and classical conditioning	<i>Knowing the assumptions of Learning theories. Classic study: Watson and Rayner (1920)</i>
1	2	8	Topic D: Learning theories and development Operant conditioning	<i>Understanding the process of operant conditioning and its applications. Practise AO2 style questions on conditioning</i>
1	2	9	Topic D: Learning theories and development Social learning theory and introduction to the observational method	<i>Understanding the process of social learning theory and its applications. Appreciate the bridge between behaviorism and cognitive approach</i>
1	2	10	Topic D: Learning theories and development Therapies using conditioning theory	<i>Know the application of conditioning theory to treat phobias. Know the details of a study in the treatment of a phobia of flying. Contemporary study: Capafóns et al (1998)</i>
1	3	1	Topic D: Learning theories and development Psychodynamic approach to personality development	<i>Know the basic premises of a psychodynamic approach to personality development.</i>
1	3	2	Topic D: Learning theories and development Contemporary studies	<i>Contemporary study of choice. Recap of types of data and experimental design</i>
1	3	3	Topic D: Learning theories and development Observational research	<i>To know how to carry out a piece of observational research. Knowing how to plan an observational investigation and how to carry out a thematic analysis. Know how to carry out a chi-squared test and a thematic analysis; write up a report. Know what probability means and be able to use a table of critical values and relate back to the rejection or acceptance of a hypothesis. Students to carry out a full write up of the investigation involving both the qualitative and the quantitative data, or two investigations if that is appropriate.</i>

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1	3	4	Topic D: Learning theories and development Ethics of animal research	<i>Know the issues involved in animal research and be able to debate the issues objectively.</i>
1	3	5	Consolidation, assessment, and feedback	
1	3	6-8	Revision and exam time	<i>Remaining lessons should be used for preparation for examinations.</i>
<b>International Advanced Level Content</b>				
1	3	9	<b><u>Unit 3: Applications in psychology</u></b> Topic E: Developmental psychology The importance of attachment, deprivation and privation	<i>Understanding attachment, deprivation and privation.</i>
1	3	10	Topic E: Developmental psychology Ainsworth's work on attachment, the classic and contemporary study	<i>Understanding Ainsworth's ideas, cross-cultural studies and ethics. Classic study: Van IJzendoorn and Kroonenberg (1988) Contemporary studies: Cassibba et al (2013)</i>
2	1	1	Topic E: Developmental psychology Learning theories of attachment and of language	<i>Understanding learning theories including Skinner and language learning as well as social learning and attachment theory (including parenting).</i>
2	1	2	Topic E: Developmental psychology Cognitive and language development	<i>Continuing with language develop to look at Piaget and Vygotsky as well as their theories of cognitive development. Contemporary study of choice.</i>
2	1	3	Topic E: Developmental psychology Social and emotional development	<i>Erikson, Vygotsky and mindfulness - focusing on social and emotional development. Contemporary study of choice.</i>
2	1	4	Topic E: Developmental psychology Science, methods, issues and debates	<i>Review the science and method material in developmental psychology. Look at issues and debates.</i>
2	1	5	Topic E: Developmental psychology Science, methods, issues and debates	<i>Review the science and method material in developmental psychology. Look at issues and debates.</i>
2	1	6	<b><i>Choose Topic F: Criminological psychology <u>OR</u> Topic G: Health psychology</i></b>	
			<b>Topic/Theme</b>	<b>General overview</b>
			<b>Topic/Theme</b>	<b>General overview</b>

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			Topic F: Criminological psychology Explanations of crime and antisocial behaviour	<i>Three explanations for crime and anti-social behaviour: self-fulfilling prophecy; social learning and the media; and anti-social personality disorder</i>	Topic G: Health psychology Physiology of stress	<i>The HPA, cortisol, brain regions and GAS</i>
2	1	7	Topic F: Criminological psychology Understanding the offender	<i>Cognitive interviewing and case formulation</i>	Topic G: Health psychology Brady and the use of non-human animals	<i>Classic study: Brady, (1958) The use of non-human animals in psychology</i>
2	1	8	Topic F: Criminological psychology Eye-witness testimony and studies	<i>Classic study: Loftus and Palmer (1974) Contemporary study of choice, related methods and material</i>	Topic G: Health psychology Factors affecting stress	<i>Life events and daily hassles including Holmes and Rahe, individual differences and social support and how they affect stress</i>
2	1	9	Topic F: Criminological psychology Jury decision-making	<i>Contemporary study: Bradbury M D and Williams (2013). Contemporary study of choice. Factors affecting jury decision-making</i>	Topic G: Health psychology Coping strategies	<i>Appraisal, problem and emotion focusing. Positive and negative techniques. Contemporary study: Nakonz and Shik (2009)</i>
2	1	10	Topic F: Criminological psychology Treatments	<i>CBT as a therapy for offenders and its effectiveness</i>	Topic G: Health psychology Treatments for anxiety	<i>SSRIs and SNRIs - drug therapy for anxiety CBT for anxiety disorders and effectiveness of such treatment. Contemporary study of choice.</i>
2	1	11	Topic F: Criminological psychology Method focus	<i>Review all the method material and the studies (method focus)</i>	Topic G: Health psychology Method focus	<i>Review all the method material and the studies (method focus)</i>
2	2	1	Consolidation, assessment and feedback		Consolidation, assessment and feedback	
2	2	2	<b><u>Unit 4 Clinical Psychology and psychological skills</u></b> Topic H: Clinical psychology Definitions of abnormality, diagnosis and classification systems		<i>History and two definitions. The ICD and the DSM. DSM-IV-R and DSM-5. ICD-11</i>	

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2	2	3	Topic H: Clinical psychology Debates, reliability, validity, culture	<i>Cultural issues in diagnosis, reliability and validity. Classic study: Rosenhan (1973)</i>
2	2	4	Topic H: Clinical psychology Symptoms and features of schizophrenia and HCPC ethics for clinical psychologists	<i>Symptoms and features of schizophrenia and HCPC guidelines</i>
2	2	5	Topic H: Clinical psychology Treatments for schizophrenia and the contemporary study	<i>Drug therapy and family therapy for schizophrenia. Neurotransmitter and one other biological explanation. RCTs and neuroimaging in research. Contemporary study: Suzuki et al (2014)</i>
2	2	6	Topic H: Clinical psychology Unipolar depression or anorexia nervosa	<i>Symptoms and features, two explanations for the 'other' disorder</i>
2	2	7	Topic H: Clinical psychology Treatments for either unipolar depression or anorexia nervosa and the contemporary study	<i>Drug treatment and CBT for one of the two 'other' disorders and the related contemporary study - two treatments and one contemporary study of choice for one of the two disorders</i>
2	2	8	Topic H: Clinical psychology Method focus and practical investigation	<i>Review all the method material and the studies (method focus) and do a content analysis</i>
2	2	9	Topic I: Psychological skills Methods	<i>Review methods</i>
2	2	10	Topic I: Psychological skills Inferential statistics and ethics	<i>Review statistics and their interpretation, and issues in research including ethics.</i>
2	3	1	Topic I: Psychological skills Issues and debates	<i>Look at issues and debates.</i>
2	3	2	Topic I: Psychological skills Issues, debates and key questions	<i>Look at issues and debates and apply psychology knowledge to key questions in society.</i>
2	3	3	Consolidation, assessment and feedback	
2	3	4	Revision and exam time	<i>Remaining lessons should be used for preparation for examinations.</i>

### Notes

We also have a dedicated scheme of work for this qualification [here](#).



# Delivery of the qualification – transferable skills

## The need for transferable skills

In recent years, higher education institutions and employers have consistently flagged the need for learners to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as ‘the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning.’[1]

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council’s (NRC) framework [2] as the most evidence-based and robust skills framework, and have used this as a basis for our adapted skills framework.



The framework includes cognitive, intrapersonal skills and interpersonal skills.

The NRC framework is included alongside literacy and numeracy skills.

The skills have been interpreted for this specification to ensure they are appropriate for the subject. All of the skills listed are evident or accessible in the teaching, learning and / or assessment of the qualification. Some skills are directly assessed. Pearson materials will

support you in identifying these skills and developing these skills in learners.

A full subject interpretation of each skill, with mapping to show opportunities for learner development is given on the subject pages of our website: [qualifications.pearson.com](https://qualifications.pearson.com)

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