

Delegate Booklet

Course Title:

**Pearson Edexcel International  
A Level Psychology: Welcome to Pearson (Module 1)**

Course Code:

**YPS01-20IO1**





# About this event

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## Aims and Objectives

By the end of this session delegates will:

- identify how the qualification is devised and fundamental documentation
- review the content of the qualification
- explore how to plan the course and/or lessons
- understand the assessment of the qualification and how to prepare students
- identify support available from Pearson

This event can count as 2 hours of CPD.

**Please note:** this training consists of three modules.



# Agenda

Time	Item
08:00	Welcome & Introductions
08.15	Section one: Structure of the qualification
08:20	Section two: Content
08.45	Break
08:50	Section three: Planning and delivery
09.20	Section four: Assessment
09.50	Section five: Support, resources and final questions
10.00	Finish



# Component guides and summary of studies guides

## Component guides example page

### Key content /topic description

#### 1.1 Content

**Theories of obedience** (1.1.1) includes agency theory and social power theory. For this, candidates should be able to explain obedience using the given theory, and also would benefit from explaining why people may not obey. They should be able to give the strengths and weaknesses of the theory and support their points with research evidence where appropriate. **Agency theory** is supported through the studies conducted by Milgram, and centres may wish to deliver agency theory and Milgram's research (1.1.2) together. For **social power theory**, the work of French and Raven (discussing the five power bases) is a commonly used explanation, in addition, centres could use information from Weber for a supporting theoretical explanation and evidence if they wish.

**Research into obedience** (1.1.2) includes Milgram's research into obedience includes his study at Yale University as a baseline condition for participant obedience to authority which is often compared to the variations. His three variation studies that are required include: rundown office block (Experiment 10), telephonic instructions (Experiment 7), and an ordinary man gives orders (Experiment 13) as they demonstrate situational factors that encourage dissent. Candidates may be asked to consider issues of validity, reliability, credibility, generalisability, objectivity, and subjectivity in their evaluation and assessment of this research.

**Ethical considerations** (1.2.9) could be delivered alongside the research of Milgram as candidates can draw on his work to exemplify the code of ethics and conduct (2009). At this point centres may wish to deliver the contemporary study by **Burger (2009)** Replicating Milgram (1.3.2) as an example of how studies can be reproduced (to highlight reliability), can be made more ethical (to lead into a discussion of ethical considerations 1.2.9), and that obedience levels remain high in modern society. Candidates may be asked to consider issues of validity, reliability, credibility, generalisability, objectivity, and subjectivity in their evaluation and assessment of Burger (2009).

**Factors affecting obedience and dissent and resistance to obedience** (1.1.3) can follow from research into obedience as centres may wish to draw on the situational factors evidence in Milgram's research to discuss **situational** factors. Candidates should understand **individual differences** as a factor affecting obedience and dissent, which includes personality, for example Adorno's research about authoritarian personality, and internal/external locus of control. Whether there are differences in obedience by gender, for which research often shows no difference against a backdrop of an assumed higher obedience in females. Finally, candidates should understand differences in obedience by culture, where centres can draw on cross-cultural research.

Conformity is when a person or people change their behaviour, rather than follow orders as explained in obedience. **Types and explanations of conformity** (1.1.4) can be explained drawing upon a number of theories and research evidence that highlight the difference between majority and minority influence. **Majority influence**, includes the key features of compliance, identification and internalisation. Zimbardo's prison study and the replication by Reicher and Haslam (2006) could be good starting points to highlight majority influence. Equally, Jenness's (1932) Bean Jar experiment shows informational majority influence and could form the basis of a class activity. Social impact theory (Latane, 1981) also provides an explanation of conformity that candidates can compare to compliance, identification and internalisation, and also use as an alternative explanation for obedience. Candidates should be able to apply the concepts to explain why a group may or may not be influenced by a minority or majority.

Source:

<https://qualifications.pearson.com/en/qualifications/edexcel-international-advanced-levels/psychology-2015.coursematerials.html#filterQuery=Pearson-UK:Category%2FTeaching-and-learning-materials>  
Pearson Edexcel International A Level Psychology: Welcome to Pearson (Module 1) – Delegate booklet



## Summary of studies guides example page

### TOPIC A: Social Psychology

#### Classic study

#### **Moscovici et al. (1969) Influence of a Consistent Minority on the Responses of a Majority in a Color Perception Task.**

##### Aim(s)

They aimed to investigate the influence of a minority upon a majority within a group.

They wanted to investigate innovation (social pressure exercised by a minority) to find out if behavioural style is a general source of influence.

They investigated whether the consistency of the behaviour of a minority, the fact that it resolutely maintains a well-defined point of view in a coherent manner, is a powerful source of influence.

Part 2 aimed to test whether the minority influence had a lasting effect on participant perception.

##### Procedure

##### Part 1

Sample: The participants were liberal arts, law and social science students. Female participants were preferred because of their greater involvement in evaluating the colour of an object. They were told that this would be an experiment on colour perception. An explanation of the meaning of 'light intensity' was given prior to the experiment.

The stimuli used consisted of slides with two different types of filters mounted in them:

- (1) photo filters permitting the passage of a beam of light in the blue scale.
- (2) neutral filters which reduced light intensity.

In a set of six slides, three slides were more luminous than three others, colour was projected onto the slides on the screen.

Each experimental group consisted of four participants and two confederates. Participants were seated in a row in front of the screen on which. They were asked to judge the colour and variation in light intensity of a series of slides.

Before passing a judgment, the whole group took a Polack test collectively for two reasons. First, to eliminate participants with visual abnormalities; and second, to emphasize to everyone that the group had normal vision. This ensured that the confederate responses could not be attributed (by the participants) to a difference in vision.

The participants were given instructions about the responses they could give, how the experiment would be conducted, as well as how to estimate light intensity in numerical terms (0 for the dimmest to 5 for the brightest). They were also told that the first trial would be for practice.

Source: <https://qualifications.pearson.com/en/qualifications/edexcel-international-advanced-levels/psychology-2015.coursematerials.html#filterQuery=Pearson-UK:Category%2FTeaching-and-learning-materials>



# Getting started guide

## Scheme of work example page

SCHEME OF WORK		
Unit 1: Social and cognitive psychology		
Social Psychology		
Content		
Week 1	Introduction to psychology	Understanding the nature of psychological investigation and building of knowledge.
<b>Learning outcomes:</b> <ul style="list-style-type: none"><li>• To build a general understanding of psychological approaches, theory/explanation and research studies, and how to use science to evaluate research and the building of scientific knowledge.</li><li>• Gain an understanding of ethical implications of psychological research with human participants.</li></ul> <b>Suggested activities/resources:</b> <p>Students to consider the question 'what is a garden?' through discussing what types of people are interested in a garden; how they would see the garden, what they would be interested in and what tools they would use in the garden. This activity will help them understand that the psychological approaches take different perspectives and have different methodologies when building psychological knowledge. Students to build a brief account of the assumptions of the social, cognitive, biological and learning approaches and use them to understand a range of novel behaviour.</p> <p>Provide students with a brief account of psychological research and theory, asking students to identify which is theory and which research and to match them. This demonstrates how knowledge is built through evidence and how evidence can be used to support psychological explanations.</p> <p>Start to develop evaluation skills using <b>De Bono's Six Thinking Hats</b> to discuss the explanations and studies (<a href="https://www.tes.co.uk/teaching-resource/developing-thinking-strategies-de-bono-s-six-hats-6163983">https://www.tes.co.uk/teaching-resource/developing-thinking-strategies-de-bono-s-six-hats-6163983</a> ). Introduce concepts of validity, generalisability, reliability, objectivity/subjectivity, credibility and ethics and get students to build a student evaluation toolkit.</p> <p>Student's to develop a vocabulary book to identify key terms and supply definitions.</p> <p>Develop a student toolkit for evaluation of theory and research studies. Use the toolkit to revisit one study and one explanation that can be further evaluated. Laminate the student toolkit for later use.</p> <p>Introduce students to the taxonomy. Display each injunction in the classroom and add the taxonomy with interpretation in the vocabulary book.</p> <b>Teaching points to note:</b> <p>Ensure students have a complete set of notes on the key assumptions of each of the four approaches and the student toolkit. These can be laminated and used throughout the course. Use the vocabulary books regularly when a new term is encountered. De Bono's Six Thinking Hats encourages students to be reflective learners and have the skills to evaluate and consider without fear of criticism. <a href="https://www.psycholtron.co.uk">https://www.psycholtron.co.uk</a><a href="http://www.psycholtron.org.uk/">http://www.psycholtron.org.uk/</a> is a resource for teaching activities, worksheets, video clips, etc. Look to see if they are Edexcel relevant before use.</p>		

Source:

[https://qualifications.pearson.com/content/dam/pdf/International%20Advanced%20Level/psychology/2015/specification-and-sample-assessments/IAL\\_GSTT\\_Psychology.pdf](https://qualifications.pearson.com/content/dam/pdf/International%20Advanced%20Level/psychology/2015/specification-and-sample-assessments/IAL_GSTT_Psychology.pdf)





## Suggested resources example page

### Suggested resources

#### General internet:

<http://www.psychotron.org.uk>

<http://www.psychteacher.co.uk>

<http://www.s-cool.co.uk/a-level/psychology>

<http://www.simplypsychology.org/a-level-psychology.html>

<http://www.resourcd.com>

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

#### Resource mapping to the IAL Psychology topics:

[http://qualifications.pearson.com/content/dam/pdf/International%20Advanced%20Level/psychology/2015/specification-and-sample-assessments/Resource\\_Mapping%20\\_IAL\\_Psychology.pdf](http://qualifications.pearson.com/content/dam/pdf/International%20Advanced%20Level/psychology/2015/specification-and-sample-assessments/Resource_Mapping%20_IAL_Psychology.pdf)

#### Available textbooks (refer to the resource mapping document above)

##### Overall:

GCE 2015 A level Psychology textbooks:

Christine Brain, Edexcel A Level Psychology, Hodder Education, Published 31st July 2015, ISBN-13:

978147835384

Covers the UK GCE A level, which is similar to the International A level in many ways

Karren Smith (Ed.) Edexcel AS/A Level Psychology 2015, Pearson Education Limited, Published 28th July 2015, ISBN-13: 9781447982463

Covers the UK GCE A level, which is similar to the International A level in many ways

##### Developmental psychology

Gillibrand, Lam and O'Donnell, Prentice Hall, Published 6th June 2011, ISBN-13: 978-0273742623

Covers different areas such as general about developmental psychology, coverage of attachments and language development.

Harris and Butterworth, Psychology Press: Student edition, Published 18th April 2002, ISBN-13: 978-1841691923

Covers a general overview, Piaget, Vygotsky, Bowlby, stages of development, research in developmental psychology, cognitive development, language development

Whitebread, SAGE Publications Ltd, Published 30th November 2010, ISBN-13: 978-1412947138

Covers social and emotional development, play and learning, as well as learning and language.

#### Source:

[https://qualifications.pearson.com/content/dam/pdf/International%20Advanced%20Level/psychology/2015/specification-and-sample-assessments/IAL\\_GSTT\\_Psychology.pdf](https://qualifications.pearson.com/content/dam/pdf/International%20Advanced%20Level/psychology/2015/specification-and-sample-assessments/IAL_GSTT_Psychology.pdf)



## Taxonomy (command) words

The following command words in this taxonomy will be used consistently by Pearson in its assessments to ensure students 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. Please note: the list below will not necessarily be used in every paper/session and is provided for guidance only. One of the key changes is that a single command word will be used per item; dual injunctions, for example describe and evaluate, will no longer be used.

Command word	Question types
<b>Analyse</b>	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.
<b>Assess</b>	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.
<b>Calculate</b>	Obtain a numerical answer, showing relevant working. If the answer has a unit, this must be included.
<b>Compare</b>	Looking for the similarities and 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.
<b>Complete</b>	To fill in/write all the details asked for
<b>Convert</b>	Express a quantity in alternative units.
<b>Define</b>	Define Provide a definition of something.
<b>Describe</b>	To 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.
<b>Determine</b>	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.
<b>Discuss</b>	Explore the issue/situation/problem/argument that is being presented within the question, articulating different or contrasting viewpoints.
<b>Draw</b>	Produce an output, either by freehand or using a ruler (e.g. graph).
<b>Evaluate</b>	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.
<b>Explain</b>	An explanation that requires a justification/exemplification of a point. The answer must contain some element of reasoning/justification, this can include mathematical explanations.
<b>Give</b>	Generally involves the recall of one or more pieces of information; when used in relation to a context, it is used to determine a candidate's grasp of the factual information presented.
<b>Identify</b>	This requires some key information to be selected from a given stimulus/resource.
<b>Interpret</b>	Recognise a trend or pattern(s) within a given stimulus/resource.
<b>Justify</b>	Rationalise a decision or action.
<b>Name</b>	Synonymous with 'Give'.
<b>Plot</b>	Produce, or add detail to, a graph/chart by marking points accurately (e.g. line of best fit).
<b>Predict</b>	Articulate an expected result.
<b>State</b>	Synonymous with 'Give'.
<b>Suggest</b>	Make a proposal/propose an idea in written form.
<b>To what extent</b>	Review information then bring it together to form a judgement conclusion, following the provision of a balanced and reasoned argument.





# Activity 1

**What are your concerns about planning and delivery and how can they be resolved?**

Concerns	Solutions



## Activity 2 - sample short answer questions

### Short answer sample questions – what do you notice?

- Explain one factor that could affect conformity (2)
- Describe what is meant by the term 'normal distribution'. (2)
- Explain, using research evidence, one way the DSM has been tested for validity. (2)
- State what is meant by 'criminological psychology'. (2)
- Explain two strengths of using secondary data to research the effectiveness of drug treatments for individuals with schizophrenia. (4)
- Describe one similarity and one difference between RCTs and interviews when used to research drug treatments for schizophrenia. (4)
- Compare the function of neurotransmitters with one other biological explanation of schizophrenia. (6)



## Activity 3 - Sample extended answer questions

### Extended answer sample questions – what do you notice?

- Assess whether social power theory is a complete explanation of obedience. (8)
- Assess whether research into attachment can be considered scientific. (8)
- Assess whether anti-social personality disorder (ASPD) is a credible explanation of crime and anti-social behaviour. (8)
- Evaluate whether jury decision-making is objective. (8)
- Assess whether the role of hormones is a credible explanation for stress. (8)
- Evaluate psychological research into obedience. (12)
- Evaluate the classic study by Rosenhan (1973). (16)
- Assess the use of psychological knowledge in social control. (20)



# Activity 4

## Mathematical skills – extract from appendix 7 (in specification)

### Appendix 7: Mathematical skills

This appendix is taken from the document *GCE AS and A level regulatory requirements for biology, chemistry, physics and psychology*, published by the Department of Education (DfE) in April 2014.

Throughout the course of study, students will develop competence in the mathematical skills listed below. There are opportunities for students 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% 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.

Source:

<https://qualifications.pearson.com/content/dam/pdf/International%20Advanced%20Level/psychology/2015/specification-and-sample-assessments/IAL-Psychology-Specification.pdf>