

Resources covering Pearson Edexcel International Advanced Level Psychology content

IAL Psychology Unit 1: Social and cognitive psychology content	Learning content	Description of content	References in Edexcel AS/A level Psychology, 1st edition, by Karren Smith (ISBN: 9781447982463)	Additional sources
Topic A: Social psychology 1.1 Content	1.1.1	Theories of obedience, including agency theory and social power theory.	Unit 1.1, pages 17 to 32	http://www.psychotron.org.uk
	1.1.2	Research into obedience, including Milgram's research into obedience and three of his variation studies: rundown office block (Experiment 10), telephonic instructions (Experiment 7), ordinary man gives orders (Experiment 13) as they demonstrate situational factors that encourage dissent.	Unit 1.1, pages 17 to 32	
	1.1.3	Factors affecting obedience and dissent/resistance to obedience, including individual differences (personality and gender), situation and culture.	Unit 1.1, pages 17 to 32	
	1.1.4	Conformity Types and explanations of conformity.		www.psychteacher.co.uk
	1.1.5	Research into conformity including Asch (1951) and his variation studies (1952, 1956).		https://www.youtube.com/watch?v=NyDDyT1IDhA
	1.1.6	Minority influence (Moscovici, 1976).		http://www.simplypsychology.org/minority-influence.html
	1.1.7	Factors affecting conformity and minority influence, including individual differences (personality), situation and culture.		http://www.mccc.edu/~jennings/Courses/documents/Rotter-locusofcontrolhandout.pdf

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1.2 Methods	Self-reporting data 1.2.1	Designing and conducting questionnaires and interviews, considering researcher effects.	Unit 1.2, pages 42 to 55	http://www.gerardkeegan.co.uk/resource/surveymeth1.htm http://www.simplypsychology.org
	1.2.2	Primary and secondary data.	Unit 1.2, pages 42 to 55	
	1.2.3	Unstructured, semi-structured and structured interviews, open, closed (including ranked scale) questions.	Unit 1.2, pages 42 to 55	http://www.psychotron.org.uk
	1.2.4	Alternative hypotheses.	Unit 1.2, pages 42 to 55	
	Sample selection and sampling techniques 1.2.5	Random, stratified, volunteer, and opportunity sampling techniques.	Unit 1.2, pages 42 to 55	
	Quantitative data 1.2.6	(List A) Analysis of quantitative data: 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, fractions.	Unit 1.2, pages 42 to 55	
	1.2.7	Normal and skewed distribution.	Unit 1.2, pages 42 to 55	
	1.2.8	Analysis of qualitative data using thematic analysis.	Unit 1.2, pages 42 to 55	
	Ethical guidelines 1.2.9	British Psychological Society (BPS) code of ethics and conduct (2009), including risk management when carrying out research in psychology.	Unit 1.2, pages 42 to 55	http://www.bps.org.uk

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1.3 Studies	Classic study 1.3.1	Moscovici et al. (1969) Influence of a Consistent Minority on the Responses of a Majority in a Color Perception Task.		http://www. simplypsychology.org/ minority-influence.html
	Contemporary study 1.3.2	Burger (2009) Replicating Milgram: Would people still obey today?	Unit 1.3, pages 60 to 63	
	One contemporary study from the following two choices: 1.3.3 1.3.4	Yi Huang et al. (2014) Conformity to the opinions of other people lasts for no more than 3 days. Haun et al. (2014) Children Conform to the Behavior of Peers; Other Great Apes Stick With What They Know.		Yi Huang et al Abstract at: http://www. researchgate.net/ publication/262577706 _ Conformity_to_the _ Opinions_of_Other _ People_Lasts_for_No _ More_Than_3_Days Haun et al: http://www. psy.miami.edu/faculty/ dmessenger/c_c/rsrscs/ rdgs/emot/tomasello. Psychological%20Science- 2014-Haun-2160-7.pdf
1.4 Practical investigation	1.4.1	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.	Unit 1.5, pages 73 to 79	
Topic B: Cognitive psychology 2.1 Content	Models of memory 2.1.1	The multi-store model of memory (Atkinson and Shiffrin, 1968), including short- and long-term memory and ideas about information processing, encoding, storage and retrieval, capacity and duration.	Unit 2.1, pages 89 to 108	https://www.youtube.com/ watch?v=l2BK8JAn1LA https://www.youtube.com/ watch?v=egzvLaP3498 .
	2.1.2	The working memory model (Baddeley and Hitch, 1974).	Unit 2.1, pages 89 to 108	
	2.1.3	Reconstructive memory (Bartlett, 1932), including schema theory.	Unit 2.1, pages 89 to 108	https://www.youtube.com/ watch?v=o4HHCgFmkcl

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2.2 Methods	Experiments and experimental design 2.2.1	Designing and conducting experiments, including field and laboratory experiments.	Unit 2.2, pages 109 to 125	http://www.psychotron.org.uk
	2.2.2	Independent and dependent variables.	Unit 2.2, pages 109 to 125	
	2.2.3	Experimental and null hypotheses.	Unit 2.2, pages 109 to 125	
	2.2.4	Directional (one-tailed) and non-directional (two-tailed) tests and hypotheses.	Unit 2.2, pages 109 to 125	
	2.2.5	Experimental and research designs: repeated measures, independent groups and matched pairs, the issues with each and possible controls.	Unit 2.2, pages 109 to 125	
	2.2.6	Operationalisation of variables, extraneous variables and confounding variables.	Unit 2.2, pages 109 to 125	
	2.2.7	The use of control groups, counterbalancing, randomisation and order effects.	Unit 2.2, pages 109 to 125	
	2.2.8	Situational and participant variables.	Unit 2.2, pages 109 to 125	
	2.2.9	Objectivity, reliability and validity (internal, predictive and ecological).	Unit 2.2, pages 109 to 125	
	2.2.10	Experimenter effects, demand characteristics and control issues.	Unit 2.2, pages 109 to 125	
	2.2.11	List A from Topic A.	Unit 1.2, pages 42 to 55	

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	2.2.12	<p>(List B) Decision making and interpretation of inferential statistics</p> <ul style="list-style-type: none"> • Levels of measurement. • Wilcoxon non-parametric test of difference (also covering Spearman's test and Chi-squared once Unit 2 has been covered). • Probability and levels of significance ($p \leq .10$, $p \leq .05$, $p \leq .01$). • Observed and critical values, and sense checking of data. • One- or two-tailed regarding inferential testing. • Type I and type II errors. 	Unit 2.2, pages 109 to 125	https://www.youtube.com/watch?v=Qg5hYXAP1QY
	2.2.13	Case studies of brain-damaged patients related to research into memory, including the case of Henry Molaison (HM).	Unit 2.2, pages 123 to 125	
2.3 Studies	Classic study 2.3.1	Bartlett (1932) War of the Ghosts.	Unit 2.1, pages 103 to 106	https://mechanism.ucsd.edu/teaching/philpsych.w03/memory4class.pdf
	Contemporary study 2.3.2	Scholck et al. (2002) Semantic knowledge in patient HM and other patients with bilateral medial and lateral temporal lobe lesions.	Unit 2.3, pages 126 to 136	
	One contemporary study from the following two choices: 2.3.3 2.3.4	<p>Darling et al. (2007) Behavioural evidence for separating components within visuo-spatial working memory.</p> <p>Sacchi et al. (2007) Changing history: doctored photographs affect memory for past public events.</p>	Unit 2.1, page 99	
2.4 Practical investigation	2.4.1	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.	Unit 2.5, pages 139 to 148	

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IAL Psychology Unit 2: Biological psychology, learning theories and development content	Learning content	Description of content	References in Edexcel AS/A level Psychology, 1st edition, by Karren Smith (ISBN: 9781447982463)	Additional sources
Topic C: Biological psychology 3.1 Content	Structure and function of brain regions focusing on aggression 3.1.1	The role of the central nervous system (CNS) and neurotransmitters in human behaviour, including the structure and role of the neuron, the function of neurotransmitters and synaptic transmission.	Unit 3.1, pages 156 to 171	
	3.1.2	The structure of the brain, different brain areas including the pre-frontal cortex and limbic system and brain functioning as an explanation of aggression as a human behaviour.		
	3.1.3	The role of hormones and genes in aggression.	Unit 3.1, pages 156 to 171	
	Body rhythms 3.1.4	The role of internal pacemakers (body clock) and external zeitgebers in the regulation of the circadian sleep-wake cycle.	Unit 3.1, pages 156 to 171	http://www.psychotron.org.uk
	3.1.5	Infradian rhythms including the menstrual cycle and seasonal affective disorder and therapies, including light therapy.		http://www.psychotron.org.uk http://www.psychology4a.com/biological-rhythms-and-sleep.html https://www.youtube.com/watch?v=FodtMhRnkRo

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	3.1.6	Research into the circadian sleep-wake cycle and infradian rhythms.		http://www.psychotron.org.uk http://www.cabinetmagazine.org/issues/30/foer.php https://www.youtube.com/watch?v=_7DziUN7kts https://vimeo.com/7409930
3.2 Methods	Correlational research 3.2.1	The use of the correlational research method in psychology, including co-variables.	Unit 3.2, pages 172 to 182	
	3.2.2	Types of correlation: positive, negative and including the use of scatter diagrams.	Unit 3.2, pages 172 to 182	
	3.2.3	Issues surrounding the use of correlations in psychology; issues with cause and effect, other variables.	Unit 3.2, pages 172 to 182	
	3.2.4	List B from Topic B, focusing on the Spearman Rank test.	Unit 3.2, pages 172 to 182	
	Scanning techniques 3.2.5	Brain-scanning techniques (CAT, PET, and fMRI). The use of brain-scanning techniques to investigate human behaviour, including aggression.	Unit 3.2, pages 172 to 182	https://faculty.washington.edu/chudler/image.html
	Twin studies 3.2.6	The use of twin studies to investigate genetic relatedness and aggression.	Unit 3.2, pages 172 to 182	

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3.3 Studies	Classic study 3.3.1	Raine et al. (1997) Brain abnormalities in murderers indicated by positron emission tomography.		
	Contemporary study 3.3.2	Brendgen et al. (2005) Examining genetic and environmental effects on social aggression: A study of 6-year-old twins.		
	One contemporary study from the following two choices: 3.3.3 3.3.4	McDermott et al. (2008) Monoamine oxidase A gene (MAOA) predicts behavioral aggression following provocation. Hoefelmann et al. (2006) Behaviors associated to sleep among high school students: cross-sectional and prospective analysis.		Hoefelmann et al: http://www.scielo.br/pdf/rbcdh/v16s1/1980-0037-rbcdh-16-s1-00068.pdf
3.4 Practical investigation	3.4.1	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.	Unit 3.5, pages 195 to 202	
Topic D: Learning theories and development 4.1 Content	Classical conditioning 4.1.1	The main features of classical conditioning (Pavlovian), including unconditioned stimulus (UCS); unconditioned response (UCR); conditioned stimulus (CS); neutral stimulus (NS); conditioned response (CR); extinction, spontaneous recovery and stimulus generalisation.	Unit 4.1, pages 212 to 238	http://www.nobelprize.org

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Operant conditioning 4.1.2	The main features of operant conditioning, including types of reinforcement (primary and secondary, positive and negative) and punishment (positive and negative).	Unit 4.1, pages 212 to 238	
Social learning theory 4.1.3	The main features of social learning theory, including observation, imitation, modelling and vicarious reinforcement, attention, retention, motivation and reproduction.	Unit 4.1, pages 212 to 238	
Freud's psychosexual stage of development 4.1.4	Freud's psychosexual stages (oral, anal, phallic, latent and genital) and the role of the unconscious in the development of personality.		http://www.psychotron.org.uk http://freud.org.uk/education/topics/
Therapies/ treatment 4.1.5	Systematic desensitisation.	Unit 4.1, pages 212 to 238	
4.1.6	Psychoanalysis, including free association and dream analysis, transference and counter transference, and the object relations school of thought.		http://www.psychotron.org.uk http://freud.org.uk/education/topics/

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4.2 Methods	Observations 4.2.1	The use of the observational research method in psychology, including the gathering of both qualitative and quantitative data (including tallying, event and time sampling).	Unit 4.2, pages 237 to 245	
	4.2.2	Types of observation: participant, non-participant, structured, naturalistic, overt and covert.	Unit 4.2, pages 237 to 245	
	Content analysis 4.2.3	Use of content analysis as a research method.	Unit 4.2, pages 237 to 245	
	Case studies 4.2.4	Freud's use of the case study as a research method.		http://www.psychotron.org.uk
	Quantitative data and qualitative data 4.2.5	List A from Topic A.	Unit 1.2, pages 42 to 55	
	4.2.6	Analysis of qualitative data using thematic analysis.	Unit 4.2, pages 237 to 245	
	4.2.7	List B from Topic B, focusing on the chi-squared test.	Unit 4.2, pages 237 to 245	
4.3 Studies	Classic study 4.3.1	Watson and Rayner (1920) Little Albert: Conditioned emotional reactions.	Unit 4.3, pages 246 to 255	https://www.youtube.com/watch?v=9hBfnXACsOI
	Contemporary study 4.3.2	Capafóns et al. (1998) Systematic desensitisation in the treatment of the fear of flying.	Unit 4.3, pages 246 to 255	
	One contemporary study from the following two choices: 4.3.3 4.3.4	Prot (2014) Long-Term Relations Among Prosocial-Media Use, Empathy, and Prosocial Behavior. Bastian et al. (2011) Cyber-dehumanization: Violent video game play diminishes our humanity.		http://www.researchgate.net/publication/259319998_Long-Term_Relations_Among_Prosocial-Media_Use_Empathy_and_Prosocial_Behavior
4.4 Practical investigation	4.4.1	Two observations (one observation can be carried out if both qualitative and quantitative data are gathered in the same observation).	Unit 4.5, pages 259 to 266	

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IAL Psychology Unit 3: Applications of psychology content	Learning content	Description of content	References in Edexcel AS/A level Psychology, 1st edition, by Karren Smith (ISBN: 9781447982463)	Additional sources
Topic E: Developmental psychology 5.1 Content	Attachment, deprivation and privation 5.1.1	Theories of attachment <ul style="list-style-type: none"> • Learning theories including O'Connor et al.'s (2013) study on social learning, parenting and attachment. • Bowlby's maternal deprivation hypothesis and theory of attachment, including the 44 Juvenile Thieves study (1944). 	Unit 7.1, pages 438 to 464	
	5.1.2	Ainsworth's work on attachment <ul style="list-style-type: none"> • Cross-cultural research into attachment types. • Strange situation procedure and Ainsworth's work. 	Unit 7.1, pages 438 to 464	
	5.1.3	Theories of cognitive development <ul style="list-style-type: none"> • Piaget's stages of cognitive and language development. • Vygotsky's zone of proximal development (ZPD). • Stages of language development. • Theories of language: learning including Skinner; nativist including Chomsky's language acquisition device • (LAD); interactionist including Vygotsky 		http://www.simplypsychology.org/vygotsky.html http://www.simplypsychology.org/language.html https://www.boundless.com/psychology/textbooks/boundless-psychology-textbook/language-10/human-language-408/human-language-development-235-12770/ http://www.learningandteaching.info/learning/piaget.htm

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	Social emotional development 5.1.4	Erikson's stages of psychosocial development <ul style="list-style-type: none"> Vygotsky's theory of social development. Mindfulness enhancing social, emotional and cognitive development. 		http://www.learning-theories.com/eriksons-stages-of-development.html http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4323355/
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.	Unit 7.3, pages 470 to 477	
	Contemporary study 5.2.2	Cassibba et al. (2013) Attachment the Italian way (Italy).	Unit 7.3, pages 470 to 477	http://www.researchgate.net/publication/263917326_Attachment_the_Italian_Way
	One contemporary study from the following two choices: 5.2.3 5.2.4	<p>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?</p> <p>Ding et al. (2014) The relation of early infant attachment to attachment and cognitive development outcomes in early childhood.</p>		http://link.springer.com https://sellitreview.wordpress.com/2012/06/28/ashdown-d-bernard-m-e-2012_-can-explicit-instruction-in-social-and-emotional-learning-skills-benefit-the-social-emotional-development-well-being-and-academic-achievement-of-young-child/

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5.3 Methods	5.3.1	<p>The use of methods in psychology when carrying out research in developmental psychology</p> <ul style="list-style-type: none"> • Methods from Units 1 and 2, as appropriate, related to developmental psychology. • Clinical interviewing in developmental psychology to understand the world of the child. • Ethnographic field work including Punch in Bolivia (2002) related to developmental psychology and longitudinal/cross-sectional research in developmental psychology. 	Unit 7.2, pages 465 to 469	
	5.3.3	<p>Cross-cultural research</p> <ul style="list-style-type: none"> • The use of the cross-cultural research method, including the Strange Situation, in developmental psychology, including nature-nurture issues. • The use of meta-analysis using cross-cultural research to draw conclusions about the universality of attachment types. 	Unit 7.2, pages 465 to 469	
	5.3.4	<p>Ethics and the UNCRC (1989)</p> <ul style="list-style-type: none"> • Participation versus protection rights and research. • Getting data from children. • Ethical issues when children are the participants. 	Unit 7.2, pages 465 to 469	http://www.unicef.org.uk
	5.3.5	<p>Decision making and interpretation of data:</p> <ul style="list-style-type: none"> • List A from Topic A, as appropriate • List B from Topic B, as appropriate. 	Unit 7.6, pages 488 to 491	

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	5.3.6	<p>Evaluation of research in developmental psychology</p> <ul style="list-style-type: none"> • Issues of reliability, validity, generalisability, credibility, objectivity, subjectivity, ethics and practical application of findings as appropriate. 	Unit 7.6, pages 488 to 491	
5.4 Issues	5.4.1	The extent to which psychological research in developmental psychology is scientific, drawing on material from Units 1 and 2.	Unit 7.6, pages 488 to 491	
	5.4.2	The strength and weaknesses of psychological research in developmental psychology, drawing on material from Units 1 and 2.	Unit 7.6, pages 488 to 491	
	5.4.3	Ethical issues in psychological research as an issue in developmental psychology and drawing on material from Units 1 and 2.	Unit 7.6, pages 488 to 491	

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Topic F: Criminal psychology 6.1 Content	Explanations for crime and anti-social behaviour 6.1.1	Social and personality explanations for crime and anti-social behaviour <ul style="list-style-type: none"> • Self-fulfilling prophecy. • Social learning from the media. • Antisocial personality disorder (ASPD). 	Unit 6.1, pages 364 to 404	https://natmooo.wordpress.com/2011/11/18/are-criminals-born-or-made/
	Understanding the offender 6.1.2	Cognitive interview techniques with witnesses.		http://www.simplypsychology.org/cognitive-interview.html http://www.open.edu/openlearn/body-mind/psychology/becky-milne-explains-the-cognitive-interview
	6.1.3	The use of psychological (case) formulation to understand the function of offending behaviour in the individual.	Unit 6.1, pages 364 to 404	
	Factors influencing the identification of offenders 6.1.4	Factors influencing the reliability of eye-witness memory <ul style="list-style-type: none"> • Post-event information. • Weapons focus. • 'Other race' effect. • Stress and trauma. 	Unit 6.1, pages 364 to 404	
	6.1.5	Factors influencing jury decision-making <ul style="list-style-type: none"> • Characteristics of the defendant, including attractiveness and race. • Pre-trial publicity. • Penrod and Cutler (1989) and eyewitness expert testimony. 	Unit 6.1, pages 364 to 404	http://link.springer.com
	Treatment 6.1.6	Cognitive Behavioural Therapy (CBT) as a therapy for offenders <ul style="list-style-type: none"> • Using CBT as a therapy for offenders. • Effectiveness of CBT as a therapy for offenders. 	Unit 6.1, pages 364 to 404	http://www.nij.gov/journals/265/pages/therapy.aspx

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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.	Unit 6.3, pages 412 to 420	
	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.	Unit 6.3, pages 412 to 420	
	One contemporary study from the following two choices: 6.2.3 6.2.4	Ruva, McEvoy and Bryant (2007) Effects of pre-trial publicity and jury deliberation on jury bias and source memory errors. Valentine T and Mesout J (2009) Eyewitness identification under stress in the London Dungeon.	Unit 6.3, pages 412 to 420	
6.3 Methods	6.3.1	The use of methods in psychology when carrying out research in criminological psychology <ul style="list-style-type: none"> • Methods from Units 1 and 2, as appropriate, related to criminological psychology. • Experiments as used in the study of eye witness memory. • Mock jury research as a method for studying jury decision-making. 	Unit 6.2, pages 405 to 411	
	6.3.2	Ethical guidelines <ul style="list-style-type: none"> • British Psychological Society (BPS) Code of Ethics and Conduct (2009). • Risk management when carrying out research in psychology. 	Unit 6.2, pages 405 to 411	
	6.3.3	Decision making and interpretation of data: <ul style="list-style-type: none"> • List A from Topic A, as appropriate • List B from Topic B, as appropriate. 	Unit 6.2, pages 405 to 411	

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	6.3.4	Evaluation of research in criminological psychology <ul style="list-style-type: none"> Issues of reliability, validity, generalisability, credibility, objectivity, subjectivity, ethics and practical application of findings as appropriate. 	Unit 6.2, pages 405 to 411	
Topic G: Health psychology 7.1 Content	Physiology of stress	Hypothalamic-Pituitary-Adrenal (HPA) Axis.		http://www.simplypsychology.org/stress-biology.html
	7.1.1			
	7.1.2	Cortisol — the stress hormone.		https://www.psychologytoday.com/blog/the-athletes-way/201301/cortisol-why-the-stress-hormone-is-public-enemy-no-1 https://www.adrenalfatigue.org/cortisol-adrenal-function
	7.1.3	Brain regions associated with stress, including hippocampus, amygdala, prefrontal cortex.		https://www.google.co.uk/search?q=brain+regions+for+stress&biw=1440&bih=718&tbm=isch&tbo=u&source=univ&sa=X&ved=0CEUQsARqFQoTCKjOk_ac1scCFcKu2wodx8wB1Q
	7.1.4	Selye's General Adaptation Syndrome (GAS), including the alarm reaction.		https://explorable.com/general-adaptation-syndrome
	Factors affecting stress	Life events and daily hassles including the Holmes and Rahe stress scale.		http://www.slideshare.net/JanetBrennan/stress-life-changes-daily-hassles http://www.mindtools.com/pages/article/newTCS_82.htm
	7.1.5			
	7.1.6	Individual differences, including Type A personality and links to stress.		http://www.simplypsychology.org/personality-a.html
	7.1.7	Social support.		http://psychcentral.com/lib/strategies-to-reduce-anxiety-and-stress/32/
Coping strategies	Appraisal focusing, problem focusing, emotion-focusing.		https://chicagobehavioralhealth.wordpress.com/tag/appraisal-focused-coping/	
7.1.8				
7.1.9	Positive and negative techniques.		http://novella.mhhe.com/sites/0079876543/student_view0/junior_year-999/living13/coping_skills.html	

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	Treatment and therapy for anxiety (biological and psychological) 7.1.10	Selective serotonin reuptake inhibitors (SSRIs).		http://www.anxieties.com
	7.1.11	Serotonin and norepinephrine reuptake inhibitors (SNRIs).		http://www.anxieties.com
	7.1.12	CBT for anxiety disorders and effectiveness of such treatment.		http://www.rcpsych.ac.uk/mentalhealthinformation/therapies/cognitivebehaviouraltherapy.aspx
7.2 Studies	Classic study 7.2.1	Brady (1958) Ulcers in executive monkeys.		https://fc.deltasd.bc.ca/~dmatthews/FOV2-00074762/S02DB0598.42/Executive%20Monkey%20Experiment.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.		
	One contemporary study from the following two choices: 7.2.3 7.2.4	Avdagic et al. (2014) A randomised controlled trial of acceptance and commitment therapy (ACT) and cognitive behavioural therapy (CBT) for generalised anxiety disorder. Russell et al. (2015) Adaptation of an adolescence coping assessment for therapeutic recreation and outdoor adventure settings.		Russell et al: http://search.proquest.com/openview/9981205f0417bf85a303f2c8c1fbc2d5/1?pq-origsite=gscholar

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7.3 Methods	7.3.1	<p>The use of methods in psychology when carrying out research in health psychology</p> <ul style="list-style-type: none"> • Methods from Units 1 and 2, as appropriate, related to health psychology. • Use of standardised questionnaires, including Adolescent Lifestyle Questionnaire (ALQ) related to health psychology. • Use of focus groups. 	Unit 8.2, pages 523 to 528	
	7.3.2	<p>Use of non-human animals in experiments in psychology practical and ethical issues and the Animals (Scientific Procedures) Act 1986.</p>	Unit 8.2, pages 523 to 528	http://www.legislation.gov.uk/ukpga/1986/14/contents
	7.3.3	<p>Decision making and interpretation of data:</p> <ul style="list-style-type: none"> • List A from Topic A, as appropriate • List B from Topic B, as appropriate. 	Unit 8.2, pages 523 to 528	
	7.3.4	<p>Evaluation of research in health psychology</p> <ul style="list-style-type: none"> • Issues of reliability, validity, generalisability, credibility, objectivity, subjectivity, ethics and practical application of findings as appropriate. 	Unit 8.2, pages 523 to 528	

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IAL Psychology Unit 4: Clinical psychology and psychological skills content	Learning content	Description of content	References in Edexcel AS/A level Psychology, 1st edition, by Karren Smith (ISBN: 9781447982463)	Additional sources
Topic H: Clinical psychology 8.1 Content	Definitions and debates in diagnosis 8.1.1	Definitions of abnormality <ul style="list-style-type: none"> • The history of abnormality • Statistical infrequency definition. • Failure to function adequately (including Rosehan and Seligman, 1989). 	Unit 5.1, pages 282 to 328	
	8.1.2	Classification systems <ul style="list-style-type: none"> • ICD (ICD10 and ICD 11 when revised – 2017). • DSM (including DSM IVR and DSM V). 	Unit 5.1, pages 282 to 328	ICD 10: http://apps.who.int/classifications/icd10/browse/2015/en DSM: http://behavenet.com/apa-diagnostic-classification-dsm-iv-tr
	8.1.3	Debates in diagnosis <ul style="list-style-type: none"> • Cultural issues in diagnosis. • Reliability in diagnosis. • Validity in diagnosis. 	Unit 5.1, pages 282 to 328	http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2755270/
	Mental health disorders, symptoms, features, explanations 8.1.4	Schizophrenia <ul style="list-style-type: none"> • Description of symptoms and features, including thought insertion, hallucinations, delusions, disordered thinking. • The function of neurotransmitters as a theory/explanation. • One other biological theory/explanation. 	Unit 5.1, pages 282 to 328	

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	8.1.5	<p>One other mental health disorder, symptoms, features, explanations: unipolar depression OR anorexia nervosa</p> <ul style="list-style-type: none"> • Description of symptoms and features. • Two different explanations for the disorder (one biological, one non-biological). 	Unit 5.1, pages 282 to 328	
	Therapy/ treatment 8.1.6	<p>Therapy for schizophrenia</p> <ul style="list-style-type: none"> • Drug therapy. • Family therapy. 	Unit 5.1, pages 282 to 328	
	8.1.7	<p>Therapy for unipolar depression OR anorexia nervosa</p> <ul style="list-style-type: none"> • Drug therapy. • CBT. 	Unit 5.1, pages 282 to 328	

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8.2 Studies	Classic study 8.2.1	Rosenhan (1973) On being sane in insane places.	Unit 5.3, pages 336 to 350	
	Contemporary study relating to schizophrenia 8.2.2	Suzuki et al. (2014) High prevalence of underweight and undernutrition in Japanese inpatients with schizophrenia.		http://www.researchgate.net/publication/256329145_High_prevalence_of_underweight_and_undernutrition_in_Japanese_inpatients_with_schizophrenia
	One from a choice of two contemporary studies, choosing one that suits the chosen 'other' disorder:	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.		Hans and Hiller: http://commonweb.unifr.ch/artsdean/pub/gestens/f/as/files/4660/39160_122122.pdf
	Depression 8.2.3	Ma, Quan and Liu (2014) Mediating effect of social support on the relationship between self-evaluation and depression.		Ma, Quan and Liu (2014) Abstract: https://www.sbp-journal.com/index.php/sbp/article/view/3610
	8.2.4			Becker et al: http://corcom130-sp10-advertising.wikispaces.umb.edu/file/view/Fiji.pdf
	Anorexia nervosa 8.2.5 8.2.6	Becker et al. (2002) Eating behaviours and attitudes following prolonged exposure to television among ethnic Fijian adolescent girls. 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.		Reichel et al: http://www.researchgate.net/publication/259723631_Glass_fairies_and_bone_children_Adolescents_and_young_adults_with_anorexia_nervosa_show_positive_reactions_towards_extremely_emaciated_body_pictures_measured_by_the_startle_reflex_paradigm

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8.3 Methods	8.3.1	<p>The use of methods in psychology when carrying out research in clinical psychology</p> <ul style="list-style-type: none"> • Methods from Units 1 and 2, as appropriate. • Randomised controlled trials (RCTs) related to clinical psychology. • Neuroimaging, including structural and functional brain scanning related to clinical psychology. 	Unit 5.2, pages 329 to 335	
	8.3.2	<p>Conventions of published psychological research: abstract, introduction, aims and hypotheses, method, results, discussion; the process of peer review.</p>	Unit 5.2, pages 329 to 335	
	8.3.3	<p>Awareness of Health and Care Professions Council (HCPC) guidelines for clinical practitioners.</p>	Unit 5.2, pages 329 to 335	http://www.hpc-uk.org
	8.3.4	<p>Decision making and interpretation of data:</p> <ul style="list-style-type: none"> • List A from Topic A, as appropriate • List B from Topic B, as appropriate. 	Unit 5.2, pages 329 to 335	
	8.3.5	<p>Evaluation of research in clinical psychology</p> <ul style="list-style-type: none"> • Issues of reliability, validity, generalisability, credibility, objectivity, subjectivity, ethics and practical application of findings as appropriate. 	Unit 5.5, pages 353 to 356	
8.4 Practical investigation	8.4.1	<p>One practical research exercise to gather data relevant to topics covered in clinical psychology. This practical research exercise must adhere to ethical principles in both content and intention.</p> <p>Content analysis that explores attitudes to mental health.</p>	Unit 5.5, pages 353 to 356	

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Topic I: Psychological skills 9.1 Methods	9.1.1	Types of data: qualitative and quantitative data; primary and secondary data.	Unit 9.1, pages 560 to 561	
	9.1.2	Sampling techniques: random, stratified, volunteer and opportunity.	Unit 9.1, pages 560 to 561	
	9.1.3	Experimental/research designs: independent groups, repeated measures and matched pairs.	Unit 9.1, pages 560 to 561	
	9.1.4	Hypotheses: null, alternate, experimental; directional and non-directional.	Unit 9.1, pages 560 to 561	
	9.1.5	Questionnaires and interviews: open, closed (including ranked scale questions); structured, semi-structured and unstructured interviews; self-report data.	Unit 9.1, pages 560 to 561	
	9.1.6	Experiments: laboratory and field; independent and dependent variables.	Unit 9.1, pages 560 to 561	
	9.1.7	Observations: tallying; event and time sampling; covert, overt, participant, non-participant; structured observations; naturalistic observations. Gathering both qualitative and quantitative data.	Unit 9.1, pages 560 to 561	
	9.1.8	Correlation research: type of correlation: positive, negative and use of correlations including issues with cause and effect and other variables.	Unit 9.1, pages 560 to 561	

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	9.1.9	<p>Additional research methods and techniques: twin studies and aggression, animal experiments, case studies as used in different areas of psychology including case studies of</p> <p>brain-damaged patients in relation to memory, brain scanning/neuroimaging (CAT, PET, fMRI), randomised controlled trials (RCTs), content analysis, clinical interviewing, ethnographic fieldwork when getting data with children, longitudinal and cross-sectional research, cross-cultural and meta-analysis.</p>	Unit 9.1, pages 560 to 561	
	9.1.10	Control issues: counterbalancing, randomising, order effects, experimenter/researcher effects, social desirability, demand characteristics, participant variables, situational variables, extraneous variables, confounding variables, operationalisation of variables.	Unit 9.1, pages 560 to 561	
	9.1.11	<p>Descriptive statistics (List A)</p> <ul style="list-style-type: none"> • Measures of central tendency (mean, median, mode), frequency tables, summary tables, graphs (bar chart, histogram, scatter diagram), normal distribution, skewed distribution, sense checking data, measures of dispersion (range, standard deviation) and percentages. • Produce, handle, interpret data, drawing comparisons including the mean of two sets of data. 	Unit 9.1, pages 560 to 561	

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	9.1.12	<p>Inferential statistics (List B)</p> <p>Decision making and interpretation</p> <ul style="list-style-type: none"> Levels of measurement. Appropriate choice of statistical test. The criteria for and use of the Wilcoxon, Spearman's, chi-squared (for difference) tests. Directional and non-directional testing. Use of critical value tables, one- and two-tailed testing. Levels of significance, including knowledge of standard statistical terminology such as p equal to or greater than ($p \leq .10$ $p \leq .05$ $p \leq .01$). Rejecting hypotheses. Type I and type II errors. The relationship between significance levels and p values. Observed and critical values. 	Unit 9.1, pages 560 to 561	
	9.1.13	Methodological issues: validity (internal, predictive, ecological), reliability, generalisability, objectivity, subjectivity (researcher bias), credibility.	Unit 9.1, pages 560 to 561	
	9.1.14	Analysis of qualitative data — thematic analysis.	Unit 9.1, pages 560 to 561	
	9.1.15	Conventions of published psychological research: abstract, introduction, aims and hypotheses, method, results, discussion; the process of peer review.	Unit 9.1, pages 560 to 561	
	9.1.16	Ethical issues in research using humans (BPS Code of Ethics and Conduct, 2009), including risk assessment when carrying out research in psychology. The UNCRC and participation versus protection rights when researching with children and ethical issues when children are the participants. Health and Care Professions Council (HCPC).	Unit 9.1, pages 560 to 561	http://www.bps.org.uk

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	9.1.17	Ethical issues in research using animals (Scientific Procedures Act 1986 and Home Office Regulations).	Unit 9.1, pages 560 to 561	
9.2 Key questions in society	9.2.1	Key questions for society using concepts, theories or research from one or more of Topics A to H (except Topics F and G).	Unit 1.4, pages 70 to 72 Unit 2.4 pages 137 to 138 Unit 3.4 pages 193 to 194 Unit 4.4 pages 256 to 258 Unit 5.4 pages 351 to 352 Unit 7.4 pages 478 to 480	
9.3 Issues and debates	9.3.1	Ethical issues in research (animal and human).	Unit 9.3, pages 564 to 565 Issues and debates are covered in the introduction pages 8 to 12, throughout each chapter in focused boxes, and at the end of each chapter in sections x.6	http://www.bps.org.uk
	9.3.2	Practical issues in the design and implementation of research.	Issues and debates are covered in the introduction pages 8 to 12, throughout each chapter in focused boxes, and at the end of each chapter in sections x.6	

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	9.3.3	Reductionism versus holism when researching human behaviour.	Issues and debates are covered in the introduction pages 8 to 12, throughout each chapter in focused boxes, and at the end of each chapter in sections x.6	
	9.3.4	Ways of explaining behaviour using different approaches, models or theories.	Issues and debates are covered in the introduction pages 8 to 12, throughout each chapter in focused boxes, and at the end of each chapter in sections x.6	
	9.3.5	The issue of psychology as a science.	Issues and debates are covered in the introduction pages 8 to 12, throughout each chapter in focused boxes, and at the end of each chapter in sections x.6	
	9.3.6	Cultural and gender issues in psychological research.	Issues and debates are covered in the introduction pages 8 to 12, throughout each chapter in focused boxes, and at the end of each chapter in sections x.6	

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	9.3.7	The role of both nature and nurture in psychology.	Issues and debates are covered in the introduction pages 8 to 12, throughout each chapter in focused boxes, and at the end of each chapter in sections x.6	
	9.3.8	An understanding of how psychology has developed over time.	Issues and debates are covered in the introduction pages 8 to 12, throughout each chapter in focused boxes, and at the end of each chapter in sections x.6	
	9.3.9	The use of psychology in social control.	Unit 9, pages 557 to 559	
	9.3.10	The use of psychological knowledge in society.	Issues and debates are covered in the introduction pages 8 to 12, throughout each chapter in focused boxes, and at the end of each chapter in sections x.6	
	9.3.11	Issues relating to socially sensitive research.	Issues and debates are covered in the introduction pages 8 to 12, throughout each chapter in focused boxes, and at the end of each chapter in sections x.6	