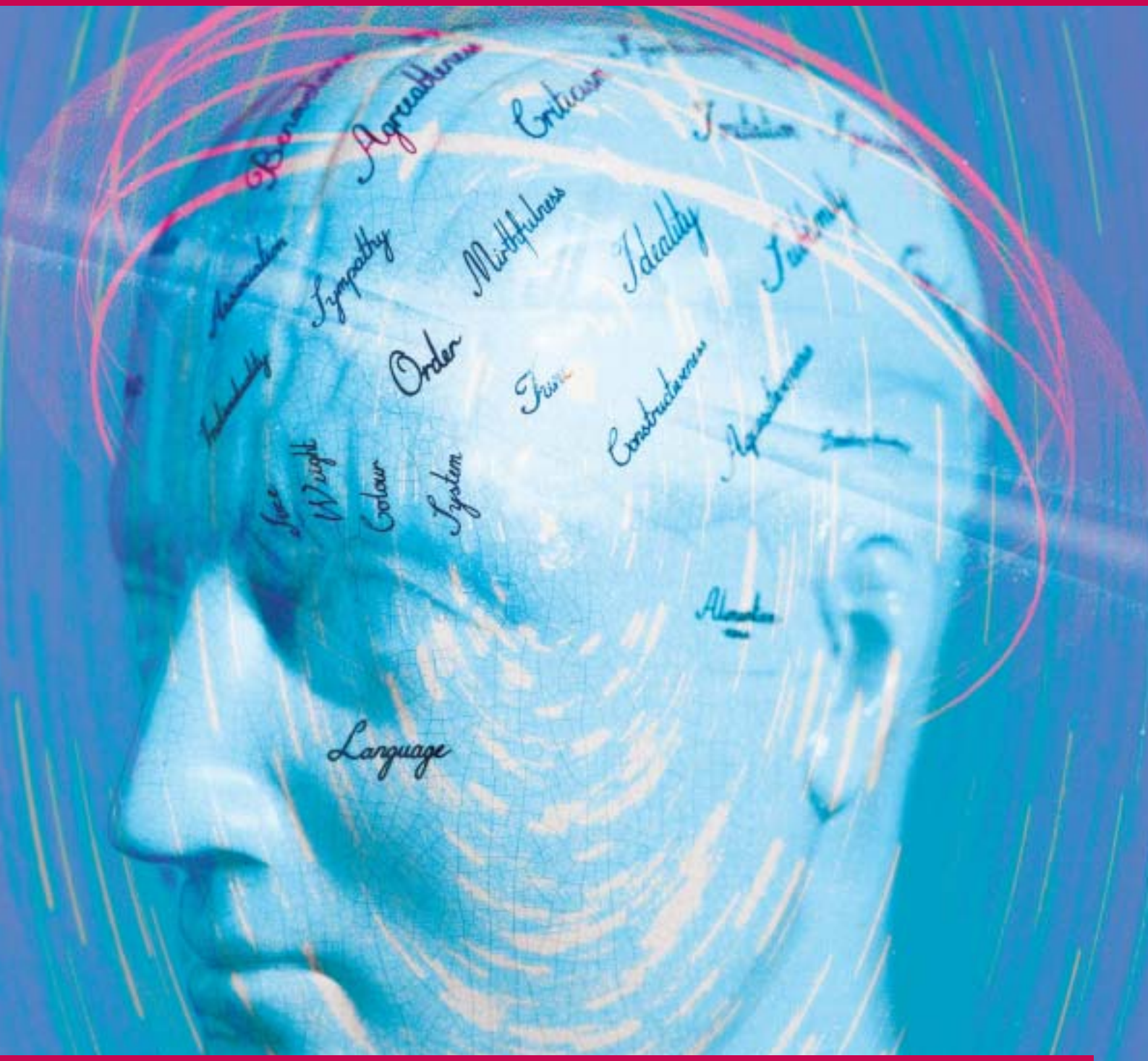
Cambridge Pre-U Teacher Guide

Cambridge International Level 3 Pre-U Certificate in **PSYCHOLOGY**

Cambridge Pre-U

Available for teaching from September 2008



UNIVERSITY of CAMBRIDGE
International Examinations

Cambridge Pre-U

Teacher Guide

Psychology (9773)

Cambridge International Level 3
Pre-U Certificate in Psychology (Principal)

For use from 2008 onwards

Cambridge International Level 3 Pre-U Certificate

Psychology

9773

Contents

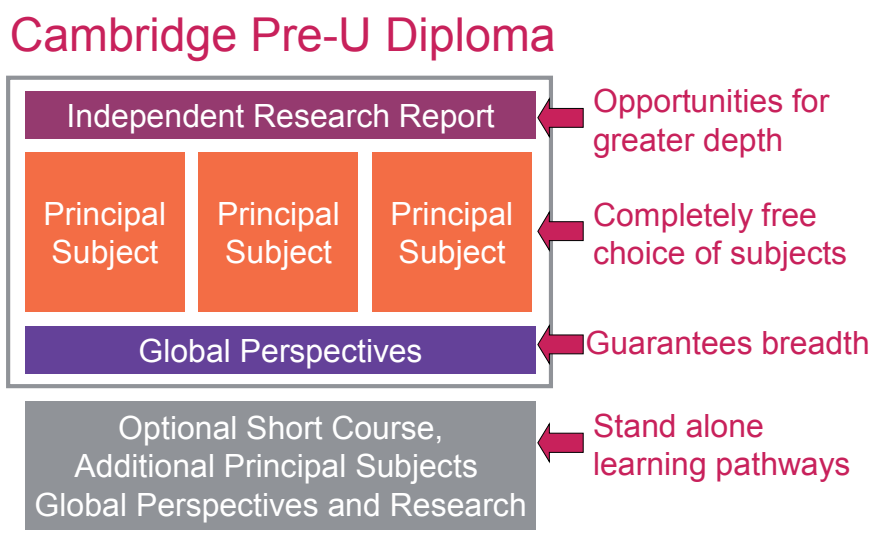
Cambridge Pre-U Overview

Cambridge Pre-U equips candidates with the skills they need to make a success of their studies at university:

- a solid and coherent grounding in specialist subjects at an appropriate level;
- the ability to undertake independent and self- directed learning;
- the ability to think laterally, critically and creatively.

Cambridge Pre-U Certificate in Psychology is a standalone qualification, certificated separately.

Candidates can combine it with other individual Principal Subjects and core components (Global Perspectives, Independent Research Report) to gain the Cambridge Pre-U Diploma.
A Diploma can also be gained by combining one Principal Subject, two A Levels and core components.



Common Characteristics of Cambridge Pre-U syllabuses:

- **Stretch:** built into syllabus content (challenging concepts), assessment (open-ended questions) and grading outcomes (finer differentiation at the top end).

- **Innovation:** new approaches to subjects, new topics, new methods of delivery and new forms of assessment.

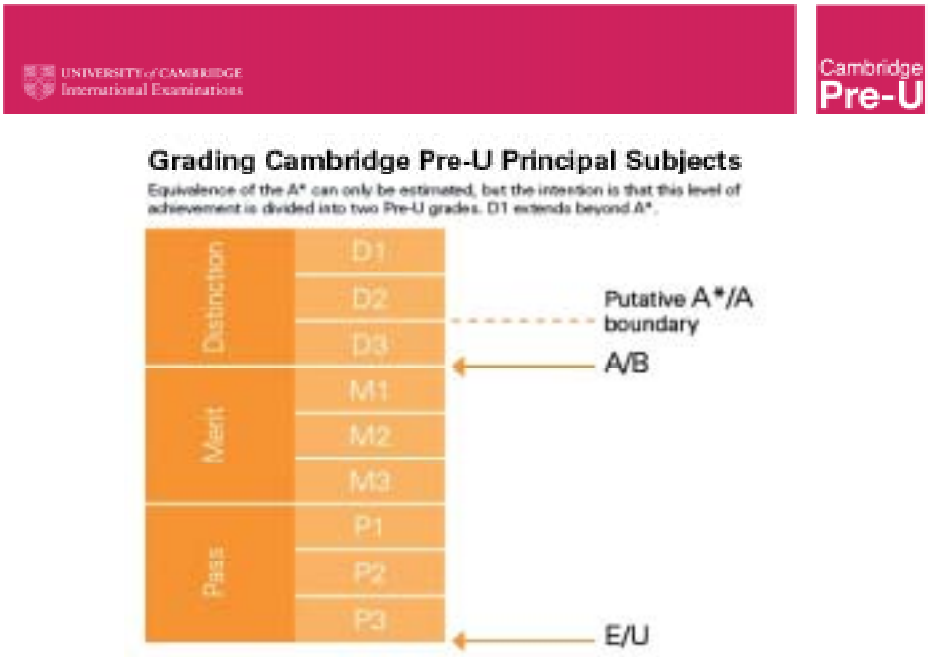
- **Progression in learning:** building on prior knowledge gained at 14-16, where appropriate.

- **Linearity:** assessment at the end of the course makes for greater coherence in teaching and learning, by freeing up time currently used in module examinations and retakes, and by giving teachers the freedom to structure their courses in the most appropriate way for their candidates.

Cambridge Pre-U offers a joined-up approach to assessment, making possible a coherent approach to teaching and learning.

Reporting of Achievement

Achievement is reported on a scale of nine grades: D1 (Distinction 1), D2, D3, M1 (Merit 1), M2, M3, P1 (Pass 1), P2, P3. The intention is to differentiate more finely and extend reporting at the top end, while keeping the grading scale accessible to the full range of ability currently achieving passes at A Level. The grade P3 would be equivalent to a grade E pass at A Level, M1 to a grade B, D3 a grade A, D2 a grade A* and D1 above an A* grade.



Introduction

Welcome to Pre-U Psychology!
Are you excited by the subject you teach? Do you have a passion for Psychology? If you do, then you will be interested to read what Pre-U Psychology is all about. It is an exciting and different approach to the teaching and examining of Psychology. Not only has the Pre-U Diploma a number of distinctive features, but so too has the Psychology Level 3 qualification.

Psychology, as a subject, has a number of key elements:

- The subject matter is vast and deciding what to include and what not to include on a syllabus is not an easy task.
- The subject matter is constantly changing. For Biologists an eye is an eye and it doesn't change; in Psychology research is an ongoing process and what is taught changes constantly.
- Psychology can be theoretical but it can also be applied. It is about what real people do in the real world. Yes, a theoretical or 'pure' approach has its merits but it could easily be argued that this is out-of date. A look through university Masters Degree courses will reveal how applied in nature such courses are.

These key features of subject matter also have implications for examinations. Although there are parts of Psychology that are 'facts' that can be reproduced word for word by every candidate in an examination, there must also be flexibility allowing candidates to write about what they have learned, and what they have been particularly interested in.

Wherever possible, full references to the studies, articles and texts cited in this guide are provided in the syllabus document.

The Aims of Pre-U Psychology

Based on the above view of Psychology, the Pre-U syllabus has the following aims:

1. To provide an introduction to the methods of research, theories and concepts of Psychology.
2. To create an understanding of the range and limitations of psychological theory and practice.
3. To develop skills of analysis, interpretation, application and evaluation.
4. To promote an appreciation and understanding of individual, social and cultural diversity.
5. To develop an understanding of ethical issues in Psychology including moral and ethical implications of psychological research.
6. To encourage candidates to explore and understand the relationship between psychological theories and research and everyday life.
7. To encourage the development of communication and presentation skills.

The syllabus has been purposely designed to meet the educational principles underpinning all Pre-U syllabuses in general. Specific to Psychology, it includes:

- a broad based content;
- theory linked to an original research paper;
- original research papers;
- links to further research;
- coherence in topic links between different papers;
- applied options allowing specialisation;
- application of Psychology to modern real world problems;
- the acquisition and practical application of scientific research skills.

What do we want candidates taking Psychology at Pre-University level to know about?

- We want candidates to know about theory and we want them to know about research. Theory may have developed from research or research may be done to test theory. In either case it is logical to link these two aspects together.
- We want candidates to have an understanding that research is never ending and that there are always new directions for study.
- We want candidates to have awareness of some of the historical roots that underlie modern Psychology.
- We want candidates to appreciate that Psychology is about understanding real life behaviour and experience and how real life events shape the nature of both theory and research. After all, most candidates choose Psychology because they already have an interest in behaviour and they want to know more.

The Uniqueness of Pre-U Psychology

In addition, to the above, Pre-U Psychology has a number of unique features:

1. Explore More

Explore More is where candidates have the opportunity to go beyond the compulsory requirements of the syllabus. Explore More includes suggestions for extension work that will not only excite and enthuse candidates, but will stretch and challenge those who venture into this expansion work.

2. Personal Investigation

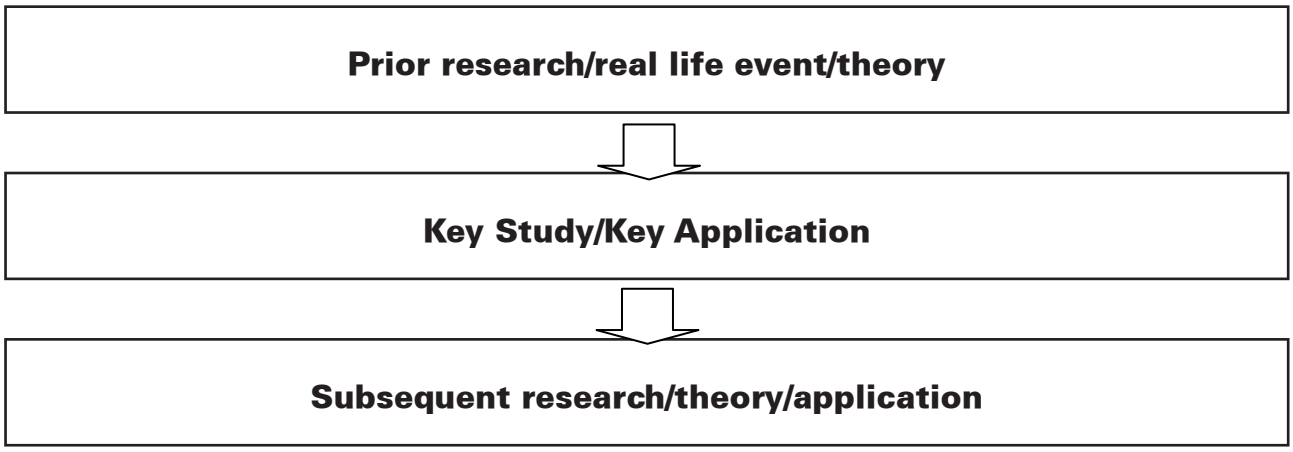
Unlike A Levels, Pre-U Psychology is able to offer a Personal Investigation, approved by QCA. The Personal Investigation carries 20% of total marks.

3. Coherence

The Psychology syllabus is coherent in its approach over the two years of the course. It does not have different AS and A2 components, or an AS course where A2 is 'more of the same'. It has coherence and it is truly synoptic.

Introducing the Syllabus

If the elements outlined above are put together there is a coherent plan for all fifteen Key Studies appearing in Papers 1 and 2 and also for the applied options of Paper 3.



Papers 1 and 2: If each topic area is thought of as three boxes with each of the above headings, multiplied fifteen times, then a coherent grid of how the syllabus works for Key Studies is achieved.
Paper 3: If each topic area of each option is thought of as three boxes with each of the above headings, multiplied six times, then a coherent grid of how the syllabus works for Key Applications is achieved.
It is deliberate that the above paragraphs are repetitive, and is because the whole syllabus has coherence and the same underlying structure. What follows is a review of the logic of the syllabus applied to two Key Studies.

Papers 1 and 2 Key Studies

Autism and Asperger's syndrome are known as Autistic Spectrum disorders. A logical starting point is to know some of the key features of autism and those listed by the National Autistic Society provide a sound base. One specific aspect is that autistic children lack a 'theory of mind'. In 1985 Baron-Cohen, Leslie and Frith published the article 'Does the autistic child have a 'theory of mind'?' in which the Sally-Anne test was used. However, the Sally-Anne test is for younger children and cannot be used for adults. In 1997 Baron-Cohen et al. published an article on the 'reading the mind in the eyes' test as an advanced way of testing the theory of mind in adults. This test was updated in the 2001 article and it is this article which is the Key Study. The Key Study needs to be looked at in detail, but the work before it need not be: the work before should be taught sufficiently to give candidates an understanding of why the Key Study was done and the work which led to it. There is now background and Key Study so what about subsequent research? In 2006 Golan, Baron-Cohen, Hill and Rutherford suggested an alternative way of assessing these empathising deficits in autistic spectrum conditions where they ask whether children can 'read the mind in the voice'. This further research is one of many studies that could have been included on the syllabus. For anyone interested, such alternative research can be looked at via Explore More. For example, there is not only a 'reading the mind in the voice' test but also a similar 'reading the mind in the films' task also published in 2006. As can be seen, we are charting the development of this area and considering some of the very latest research. Also on the Explore More list is a 2007 study by Back et al. which looks at Inferring mental states from animated faces in autism. All these studies are fully referenced in the syllabus.

What also makes this Key Study a good one to include is that it can be downloaded from the Autism Research Centre where Simon Baron-Cohen and others are employed. More than this the eyes test itself can be downloaded with full instructions so candidates (and teachers) can try it for themselves. Web addresses are:

The Key Study:
http://www.autismresearchcentre.com/docs/papers/2001_BCetal_adulteyes.pdf

The reading the mind in the eyes test:
http://www.autismresearchcentre.com/tests/eyes_test_adult.asp

The reading the mind in the voice test:
http://www.autismresearchcentre.com/tests/reading_mind_in_voice_test.asp

All the above can be put into a summary table:

Prior research/event/theory	Key Study	Subsequent research/theory
Features of autism; Theory of mind. Baron-Cohen et al. (1985) 'Sally-Anne' experiment	Baron-Cohen et al. (2001) The 'Reading the Mind in the eyes' test revised version: A study with normal adults, and adults with Asperger Syndrome or High-Functioning autism	Golan et al. (2006) The 'Reading the Mind in the Voice' Test-Revised: A Study of Complex Emotion Recognition in Adults With and Without Autism Spectrum Conditions

This table does not include any of the optional Explore More.

Papers 1 and 2 Key Studies: Bystander Behaviour

In 1964 Katherine (Kitty) Genovese was murdered in Queens (New York). This event hit the headlines because apparently there were thirty-eight witnesses but no-one called the police. Why not? As Piliavin et al. (1969) wrote "Since the murder of Kitty Genovese in Queens, a rapidly increasing number of social scientists have turned their attentions to the study of the good Samaritan's act and an associated phenomenon". This real-life event did indeed stimulate much research, in particular laboratory research by Latane and Darley. This laboratory research only needs to be considered to explain the diffusion of responsibility hypothesis which resulted from a number of studies such as 'The smoke filled room experiment'. The Piliavin et al. Key Study needs to be covered in detail. Whereas the laboratory experiments found diffusion of responsibility, the Piliavin et al. field experiment did not. To explain the findings they used the cosy-benefit analysis, originally proposed by Homans. The 1969 study is now outdated and to bring the area up-to-date the study on dangerous emergencies by Fischer et al. (2005) explains so many news articles of why witnesses sometimes help and sometimes do not. All aspects can be placed in a table as was done for the autism study above.

Prior research/event/theory	Key Study	Subsequent research/theory
Murder of Kitty Genovese; Diffusion of responsibility, pluralistic ignorance (Latane and Darley)	Piliavin et al. (1969) (Subway Samaritans)	Fischer et al. 2005 (dangerous emergencies) Cost-benefit analysis (Piliavin et al. 1981)

What about Explore More for this area? The aim of Explore More is that new additions should be added regularly and then a teacher can choose which aspects are most interesting for them and their candidates, or candidates can choose for themselves.
Since the syllabus was published, an interesting article has been published by Mark Levine which provides an alternative explanation for the Kitty Genovese story. Any additional Explore More will be added to the Community website and added to the syllabus when it is next updated. The 'Community' address is http://cambridgepreu.cie.org.uk/ . To show what the site has to offer, the posting is reproduced here in full.

> The truth behind the story of Kitty Genovese
> Exciting new research challenges the view that Kitty Genovese was murdered in front of 38 witnesses who did nothing to help. Rachel Manning, Mark Levine and colleagues are saying that the Genovese crime has become an urban myth than has since biased social psychological research away from studying the beneficial effects that groups could potentially have on helping behaviour. Manning's group suggest that "By debunking the myth and reconsidering the stories that we present in textbooks, we might open up the imaginative space for social psychologists to develop new insights into the problem of promoting helping in emergency situations".
> An overview of this research can be found in the BPS Psychology digest at http://bps-research-digest.blogspot.com/2007/10/truth-behind-story-of-kitty-genovese.html and the research article can be found at http://www.psych.lancs.ac.uk/people/uploads/MarkLevine20070604T095238.pdf
> This research is worth considering when studying the Piliavin, I., Rodin, J. and Piliavin, J. (1969) Good Samaritanism; an underground phenomenon? and raises interesting questions in relation to real life events when used to illustrate psychological issues or stimulate psychological research.

There are fifteen Key Studies in total and they are all outlined below.

Overview of Key Studies

Eyewitness testimony: The Key Study by Loftus and Palmer (1974) has been selected to investigate the effect of leading questions on eyewitness recollection of an event. This study further supports Bartlett's view of memory as reconstructive and has evident implications for the legal system. The study by Wells and Bradfield (1998) illustrates one of these implications, that of misidentification in identity parades.

Autism: The main characteristics of autism and Asperger's syndrome will be explored in this section with an emphasis on why lack of 'theory of mind' is a core deficit of autism. The Key Study by Baron-Cohen, et al. (2001) has been selected to demonstrate the use of the 'eyes test' as an advanced way of testing the theory of mind in adults. The study by Golan, et al. (2006) is offering an alternative way of assessing these empathising deficits in autistic spectrum conditions.

Cognitive development: Piaget's approach to cognitive development will be explored in this section. The Key Study by Samuel and Bryant (1984) is a partial replication of Piaget's experiments aiming to challenge the original methodology by asking only one question instead of two. The 'naughty teddy' study by McGarrigle and Donaldson (1974) provides an alternative explanation for the inability of children to conserve number.

Obedience to authority: Milgram's famous experiment on obedience (1963) has been selected as the Key Study to illustrate the conflict between obedience to authority and moral imperatives. Milgram's agentic state theory should be examined as an explanation for the findings. The study by Slater (2006) demonstrates how research has moved on to overcome the issue of ethics raised by the study by replication in a virtual reality environment.

Prison simulation: Zimbardo's controversial prison experiment (1973) illustrates the power of social situations that make people act in uncharacteristic ways. The issue of social roles and deindividuation should be discussed in relation to the study. The BBC prison experiment has been selected as an up-to-date replication of Zimbardo's experiment with findings that challenge the notion that people are simply controlled by social roles.

Bystander behaviour: The area of bystander behaviour is explored with emphasis on explanations such as cost-benefit analysis, diffusion of responsibility and pluralistic ignorance. The Key Study by Piliavin, Rodin and Piliavin (1969) has been selected to investigate 'diffusion of responsibility' in a naturalistic setting. The recent research by Fischer et al. (2005) further investigates bystander behaviour in dangerous situations.

Learning aggression: The Bandura, Ross and Ross (1961) Key Study has been chosen to introduce the social learning theory in relation to aggressive behaviour. Behaviourism as a perspective should also be considered here including the theories of classical and operant conditioning and the main work of Pavlov and Skinner. The study by Anderson et al. (2004) illustrates the effects of violent video games on the development of aggressive behaviour that could be due to imitation of its aggressive content.

Romantic love as attachment: The area of romantic love as a form of attachment is introduced through the Key Study by Hazan and Shaver (1987). It is based on the three categories of attachment originally identified by Ainsworth. Bartholomew and Horowitz (1991) suggest a fourth type of attachment that could have implications for therapeutic intervention.

Psychosexual development: Freud's psychosexual stages of development with an emphasis on the Oedipus complex will be examined in this section. The Key Study of 'little Hans' by Freud (1909) has been selected to provide a platform for further exploration of psychoanalytic theory and concepts. Psychoanalysis has been largely criticised amongst other things for not being falsifiable. The study by Anderson and Green (2001) demonstrates current efforts to test psychoanalytic theory with supporting evidence for Freud's theory of repression.

Diagnosing abnormality: The study by Rosenhan (1973) has been selected to illustrate the limitations of psychiatric diagnosis in mental illness. Definitions of abnormality and DSM IV as a diagnostic manual should also be considered. The study by Ahn et al. (2006) suggests that the issues raised by Rosenhan are still current, since beliefs that mental disorders are less 'real' than medical disorders are held by mental health professionals.

Gambling: This area considers explanations and characteristics of gambling addiction with a consideration of what 'traditional' theories have to say about gambling. The Key Study by Parke and Griffiths (2005) is an observation of aggression in male slot machine gamblers in the UK. Extending from this is a case study of a female gambler looking at why her addiction started, how it affected her life and those around her and then how she tried to overcome her addiction.

Body dysmorphic disorder: This is a preoccupation with an imagined defect in physical appearance. The Key Study by Phillips et al. (1993) reviews the area by looking at 30 cases, identifying the location of imagined defects and treatments the patients received. The further research by Veale (2000) considers tragic cases where people with BDD attempted to change their image using DIY surgery.

Biological attraction: What makes someone attractive? The evolutionary perspective suggests that facial symmetry is preferred to asymmetry as it offers clues about the mating fitness of the beholder. The Key Study by Rhodes, Proffitt, Grady and Sumich (1998) provides evidence for the relationship between facial symmetry and attractiveness. The study by Perrett at al. (1998) has surprising findings as it suggests that in both male and female faces, exaggerated feminine characteristics are perceived as more attractive which is in contrast to most non-human species where males are preferred to females.

Stress: We all experience the physiological effects of stress and we can measure adrenaline production. In the Key Study by Wang et al. (2005) we can go beyond 'traditional' measures and look at how stress can be measured using the fMRI brain scanning technique. How to manage stress is important and the further research introduces cognitive behaviour therapy.

Sleep and dreaming: We all sleep, but why? We all have 2–3 dreams per night, but why? From a consideration of the underlying theory the Dement and Kleitman study (1957) looks more closely at the relationship between REM and NREM sleep and dreaming. Further research has categorised people as larks and owls and asks whether 'early to bed and early to rise' does actually make one healthy, wealthy and wise.

Paper 3 Key Applications

There are FIVE options and TWO are chosen. In each option theory, research and further research are linked. The five options are:

Psychology and Abnormality
Psychology and Crime
Psychology and Environment
Psychology and Health
Psychology and Sport

The format for Paper 3, Key Applications is the same as that for Key Studies. However, whereas for Key Studies there are fifteen topic areas to consider, for Paper 3 there are six per option, and so twelve topic areas in total. As with Key Studies, the prior research/event/theory does not need to be considered in detail; the main points give sufficient detail to provide an understanding. Reference to question papers and mark schemes will provide further illustration of how much needs to be covered in teaching.

As an illustrator the **Behaviour in Crowds** topic area from the **Environment** option is outlined below. The topic area needs to be defined and then types of crowd outlined. The list provided by Brown (1965) is best. He includes: **The acquisitive crowd** which seeks some economic gain, e.g. shoppers in sales. There are many real life examples of this behaviour, for example at IKEA stores in Saudi Arabia and Edmonton, London where shoppers were injured even killed in the desperation

to acquire goods. Brown also includes **The apathetic crowd** illustrated by the 38 bystanders who did not help Kitty Genovese. There is also a **peaceful crowd** and a **baiting crowd**. Mann (1981) has recorded ten instances of real life baitings where a 'taunting mob' encourages people to jump from high places (and possibly kill themselves!). Such an event happened in South Yorkshire in March 2007. Follow the link for details. http://news.bbc.co.uk/1/hi/england/south_yorkshire/6408991.stm. There are also **escaping crowds** and **aggressive crowds** (also known as 'mobs').

There are a number of explanations particularly for aggressive crowds/mob psychology. Turner outlines the **Emergent Norm Theory** (1974) and Zimbardo the **theory of deindividuation**. Zimbardo performed a number of laboratory experiments on deindividuation, such as the one involving the picture of women wearing hoods and suits to make them anonymous. Better than this is the **Key Application/study** where Diener et al. (1976) had children dress for trick-or-treat and then encourage them to steal money from a house they visited. There are ethical issues to discuss here along with many other issues. Reicher provides an alternative explanation for the behaviour of aggressive crowds and this links with the explanation for the BBC prison simulation study, an extension to the Zimbardo Key Study from papers 1 and 2.

As for Key Studies a coherence table can be constructed.

Prior research/event/theory	**Key Application**	**Subsequent research/theory**
• Definitions of crowds • Types of crowd (Brown, 1965: acquisitive, baiting (Mann, 1981), panicky, apathetic, peaceful) • Explanations of crowd behaviour: Emergent norm (Turner, 1972) Deinvididuation (Zimbardo, 1969) Social identity theory (Reicher, 1984) • Studies on Individuation and deindividuation: laboratory (e.g. Zimbardo, 1969) and field studies (Johnson and Downing, 1979) and Social identity theory (Reicher 1984b St Pauls riots).	Diener, E., Fraser, S. C., Beaman, A. L. and Kelem, R. T. (1976) Effects of deindividuation variables on stealing among Halloween trick-or-treaters.	• Controlling potentially aggressive crowds (e.g. Waddington, 1987) • Individuating using CCTV (e.g. Ainsworth and Pease, 1987)

Overview of Key Applications

Psychology and Abnormality

Perspectives in abnormality: There is no single definition of abnormality and so a variety of possibilities need to be considered. It is also important to consider how symptoms of an illness are diagnosed and into what classification the illness is placed. The major approaches and perspectives see illnesses in different ways and this has implications for the way in which illnesses are treated. The Key Application by Ahn et al. looks at the medical bias of illnesses held by psychiatrists.

Schizophrenia: is classified as a psychosis which means the person has an impaired sense of reality. But, there are many different types of schizophrenia and the characteristics of these types vary. The cause of schizophrenia isn't known, but there are many explanations proposed by the differing models. The medical model believes in biochemical factors, but studies have shown genetic links and the research looks at another aspect, that of cortical abnormalities. The psychodynamic approach and one psychological approach provide alternative explanations. The Key Application discovers that schizophrenics have an impaired sense of smell.

Depression: Abnormal affect concerns disorders of mood. Some sufferers have just depression (unipolar) whilst others have mood swings from mania to depression (which is bipolar depression). Explanations need to be considered, including the biomedical, psychoanalytic and cognitive models. The Key Application uses a questionnaire to investigate the genetic component of depression. Treatments for depression are included, including the use of drugs and electro-convulsive therapy.

Anxiety disorders: There are many types of disorder which involve anxiety but in this section two common forms will be investigated which are phobias and obsessive-compulsive disorder. Behaviourists believe that phobias are learned and the first human to develop a phobia was little Albert in 1920, the research study here. If a phobia is learned it can also be 'unlearned' or the patient can be 'de-sensitised'. People can be obsessive, compulsive or they can be obsessive-compulsive! This disorder is investigated in more detail in the Key Application which looks at the role of disgust-inducing pictures. Treatments for anxiety disorders are also considered.

Impulse control disorders: Impulse control disorders include the failure or extreme difficulty in controlling impulses despite the negative consequences. Typical disorders include kleptomania, pyromania, pathological gambling but also include intermittent explosive disorder. Characteristics and explanations need to be covered, and these are fascinatingly written in the Key Application by Tice et al. (2001). Treatments for impulse control include medical, psychodynamic and behavioural treatments.

Dissociative disorders: Dissociative identity disorder is the updated name for multiple personality disorder, reflecting the inclusion of similar disorders, such as fugue and amnesia. Amnesia is an inability to remember important aspects of one's life, and fugue goes further and is the partial or complete adoption of a new identity. The Thigpen and Cleckley study is a classic in this field whilst the 1997 study by Simeon looks at thirty cases providing insight into the disorder. Treatments from various models also need consideration.

Psychology and Crime

Psychology of criminal behaviour: What causes criminal behaviour? Theories and research have been selected to provide an overview of different perspectives in understanding the criminal. Is criminal behaviour the result of brain dysfunction, distorted thinking patterns or does it develop within the family environment? Central to these questions is the nature versus nurture debate in psychology which should be discussed in relation to the suggested content. Applications derived from these theories should also be considered in this section.

Psychological effects of crime: The British Crime Survey informs us about levels of crime and public attitudes to crime such as how much people fear crime. Is media exposure to blame or the fear actually justified? The study by Rubin et al. (2005) has been selected to illustrate the psychological and behavioural impact of events such as the recent London bombings on the general public. Victims of crime suffer a number of psychological effects and commonly demonstrate symptoms of Post Traumatic Stress Disorder. Cognitive behavioural therapy and eye movement desensitization are often used to treat PTSD sufferers.

Offender profiling: Offender profiling has been developed to identify the perpetrator of a crime based on the nature of the offence and the way it has been committed. Two approaches of offender profiling will be considered here, the FBI and British approaches. A critical evaluation of the effectiveness of offender profiling is necessary to assess whether offender profiling is a valuable instrument for the identification of offenders. Real-life case studies will be examined, such as that of John Duffy.

The psychology of investigation: How successful are police officers at detecting lies? Why do suspects sometimes make false confessions and what is the best way of interviewing suspects? These are some of the questions that will be explored in this section.

Psychology of the jury: How does a jury reach a decision? Social psychology and research on conformity and group polarisation bring us closer to answering this question. But jury decision making is not always impartial and factors such as the attractiveness of the defendant and pre-trial publicity can affect its decision. The Key Application provides evidence that instructions to disregard inadmissible testimony are often ignored in the jury decision making process. How can we make sure that the jury reaches the right verdict?

Punishment and treatment of offenders: Prison is a common type of punishment for offenders but there is considerable research suggesting that conditions in prisons adversely affect the inmates. Research on crowding and its psychological effects are also considered. Treatments and training programmes for various types of offender should be considered along with their success in reducing recidivism.

Psychology and Environment

Technological catastrophe: Theories of how people behave in emergency situations have been around for over 100 years. Le Bon, supported by behaviour in the Chicago theatre fire, suggests people are like wild animals. Script theory suggests not, that people are calm and follow their script of 'normal' behaviour, as shown in the Kings Cross fire. Such behaviour can be studied by simulation both inside (e.g. Mintz and Kugihara) and outside the laboratory. If we know how people behave then it is possible to devise evacuation plans and messages, particularly in the event of a fire. This is illustrated in various settings. Finally, survivors often suffer PTSD and this is illustrated by the Herald of Free Enterprise catastrophe.

Behaviour of crowds: People in crowds behave in very strange ways: they stampede to acquire goods, they bait people to jump off bridges and they will perform extreme behaviour when they are deindividuated. Three main explanations of emergent norm, social identity theory and deindividuation are considered along with supporting studies. Many issues are raised by the laboratory, field and real life studies. Finally, how to control aggressive crowds is considered along with reducing deindividuation through the increase in individuation through the use of CCTV.

Crowding and density: Crowding is experienced by both people and animals. Animal studies have been done both in the laboratory and in the 'real world'. Human studies have looked at the effects on social behaviour and health. The Key Application looks at how crowding can affect performance in real-life settings. Finally, studies have been chosen to show how crowding can be prevented and how it can be reduced.

Personal space: How big is your bubble?! Following a consideration of aspects such as Halls' zones, and different types of space, a look at how space is measured follows. Personal space has been invaded in many situations including a mental institution, a public lavatory and when crossing the road. The applications look at the role of personal space in bullying and reducing crime at a cash (ATM) machine.

Environmental cognition: Environmental cognition includes the mental images we have of the world around us. An immediate problem is how we transfer a mental image onto paper, and the Lynch and Moar studies attempt this. People also make errors when they draw maps. Animals have cognitive maps too. To successfully navigate people need appropriate maps; but how do they do it? One study looks at taxi drivers following a London route and the Aginksy study uses a driving simulator to study the wayfinding process.

Noise: Noise is unwanted sound, but music is often wanted sound. Definitions of noise are important and the first consideration is with transport noise and the studies by Bronzaft and Evans. Next are the studies on the negative effects of noise on the social behaviours of aggression and helping. Finally the effects of music are considered in relation to health, performance and consumer behaviour.

Psychology and Health

Doctor-Patient relationship: Any interaction between a doctor and a patient should be a satisfying one but many factors affect this, such as the way a doctor is dressed. The classic McKinstry study is key and the article includes the actual pictures that were used. Also crucial is style and whether instructions are clearly presented or not. How doctors inform people of decisions is considered too as the extent to which patients reveal their symptoms. Finally, people may misuse health services in a number of ways, and those suffering from Munchausen syndrome for example are fascinating.

Adherence to medical requests: Some people do not take their medicine. But how widespread is this problem? The Barat et al. study answers this question, whilst the Bulpitt study looks at one reason why people do not take medication. Adherence can be measured in various ways and various measures such as the 'track-cap' are considered in the research section. Finally, how can people be encouraged to take medication? Providing instructions for practitioners is one option, detailed in the Carr study, and several behavioural strategies also need to be considered.

Pain: There are different types of pain and they can be measured in very different ways. There can be a subjective clinical interview, administration of a psychometric test, use of visual rating scales, the objective observation of pain behaviour by medical staff and pain can even be measured in a laboratory. Managing pain is essential and this can be done with various forms of medication but it can also be done psychologically. Finally, there are issues surrounding pain, such as patient controlled analgesia, the role of placebos and children and pain.

Substances: There are many substances which people use, misuse and abuse. One such substance is tobacco and why so many people still smoke is a burning question for health psychologists. There are various theories as to why people smoke, such as the nicotine regulation model, with evidence on why people start to smoke and why they continue. The Key Application is a longitudinal school intervention programme done in the UK and involving John Cleese. Other strategies such as nicotine replacement and behavioural strategies are prominent for those who wish to quit.

Health promotion: Two strategies to promote health are to provide people with information (so it reduces risk of relapse as in the Lewin study) and to arouse fear in them in some way which raises debates about how much fear should be created. Health can be promoted in many places, but worksites, schools and communities are the three places most often targeted. The Key Application looks at an effective way to improve the diets of children in UK schools.

Stress: Everyone suffers from stress whether it be from a life event, daily hassle or we may just have the type of personality that causes stress. Such causes of stress can be measured psychologically and we can also measure stress physiologically. The effect stress has on health is significant and worth consideration. Stress management is crucial and one way is revealed in the Key Application, whilst another approach looks at one way in which stress could be prevented.

Psychology and Sport

Audience effects: When competent sports people perform, they do even better with an audience, and such effects have been observed for over 100 years. Why is this? Is it 'mere presence' or is it more complex? What about animals: does social facilitation apply to them? When in a group individual performance may drop and individuals may 'social loaf'. The spectators themselves need studying because they contribute greatly to performance, particularly if they are 'at home'.

Aggression: Sport is the only peacetime setting where we actively encourage and enjoy aggression. But what type of aggression is acceptable and how does it differ from assertiveness? A number of theories of aggression need to be considered along with situational factors. The crucial question is whether sport reduces aggression or whether it causes it, and whether certain sports cause more aggression in players and even spectators than others. The Key Application looks at the effects of aggression on alcohol consumption in rugby spectators.

Motivation: What motivates a sportsperson? What motivates a sportsperson to win? Theories of motivation need to be considered along with how motivation can be measured. More specifically, what does a sportsperson believe the cause of his/her success or failure to be; will his/her attribution boost self confidence or will it lead to learned helplessness?

Anxiety and sport performance: In order to perform to the best possible ability, a sportsperson needs some anxiety, but too much anxiety is not good. The three models chosen: catastrophe, optimal functioning and reversal, go beyond the traditional inverted U theory. The chosen Key Application examines Hanin's zone of optimal functioning more closely. Anxiety management needs to be considered and the chosen approach is that by Suinn.

Personality: There are many theories of personality, but how many apply specifically to sport? Relevant theories will be considered, followed in the research section with research to support the theories. In the application section a 'narrow-band' aspect of personality will be looked at; that of sensation seeking which is developed through the Key Application by Kajtna which looks at sensation seeking and high-risk sports.

Leadership and team cohesion: This section looks at three theories of leadership, followed with a look at cohesiveness of teams and factors that may influence cohesiveness. For the application, how cohesiveness develops is considered and then there is a look at how a coach can become more effective. The Key Application is a classic in its field looking at cohesion and coaction.

Key Studies and Key Applications: what needs to be known

What needs to be known about Key Studies (Paper 1) and Key Applications (Paper 3) will be considered under the following headings:

(1) Prior research/event/theory and subsequent research/theory (context)
(2) Explore More
(3) What are the key terms (the jargon)?
(4) What are the methods used by the studies?
(5) Who were the participants and how were they recruited?
(6) Does the study contravene any ethical guidelines?
(7) How were the data collected?
(8) What are the results of the study? What conclusions can be drawn?
(9) Methodological Issues (reliability and validity)
(10) Evaluation of studies
(11) Evaluation of studies: what if?
(12) Paper 2 methods, issues and applications

(1) Prior research/event/theory and subsequent research/theory (context)

The context explains the reasons why a particular piece of research (Key Study) was conducted. Perhaps research originated in response to earlier research; it may be that it was conducted to support a theory; it may have been done to investigate further or explain some real life event. Similarly research has been done following the publication of a Key Study and theory may be proposed to explain that research.

As was mentioned earlier a table could be constructed which organises the whole syllabus in terms of:

Prior research/event/theory
Key study
Subsequent research/theory

A crucial question for both teachers and candidates is 'How much teaching/detail is needed'? There are several ways to answer this question.

1. As far as Pre-U is concerned there are no limits to knowledge! More seriously, a better answer is that any aspect should provide sufficient understanding to allow the Key Study, and information surrounding it, to be understood with confidence.
2. A second way is through the use of examples from topic areas.
    - Piaget's theory of cognitive development was later researched by Samuel and Bryant amongst others. To illustrate how much detail needs to be taught, it is worth covering Piaget's stages with a particular emphasis on the pre-operational and operational stages. Egocentrism or aspects of moral development do not need to be covered, but Piaget's conservation experiments do as they are pertinent to the research by Samuel and Bryant and McGarrigle and Donaldson which followed.
    - Often research is conducted several years later to re-examine the phenomenon in question. The research on 'The BBC prison study' by Reicher and Haslam was conducted in 2000 (but published later on) to re-examine the claims made by Zimbardo on 'the psychology of tyranny' following his prison simulation experiment in 1971. The original study should be taught and then the Reicher and Haslam study considered to open a debate about the 'psychology of tyranny' and 'banality of evil'.

3. A third way to answer this question is to consider what may be asked in an examination. If an event or theory is named on the syllabus then questions can be asked about it in a number of places:
   - Paper 1 Section A: short answer question;
   - Paper 1 Section B: where a whole question will be on a specific Key Study and theory. Approx. 20 minutes writing time for description, which is a good indicator of how much is needed by candidates;
   - Paper 2: theory and studies used as examples of methods, issues and applications;
   - Paper 3 Section A: short answer question;
   - Paper 3 Section B: essay where a range of aspects would be included in part (a) or could be brought into a discussion in part (b);
   - Paper 3 Section C: application where a theory, event or study could be included.

(2) Explore More

Explore More allows teachers to include anything they consider to be relevant to a particular topic area of Key Study or application. It is a DIY approach where if you find it interesting then teach it; if you do not then don't teach it. The same is true for each candidate. If they wish, they can explore more. There is no compulsory requirement to do any Explore More, it is included:

- as a way to stretch and challenge those who wish it;
- to allow the link between Psychology and real-life events;
- for those who wish to draw on a wider range of knowledge for examination answers;
- to suggest possibilities for Paper 4 Personal Investigation ideas;
- for those who wish to look deeper into a particular topic area.

Anything appropriate can be added for Explore More to the CIE Community website by teachers so it can be shared by all Pre-U teachers. Go to: http://cambridgepreu.cie.org.uk/index.php
What about Explore More and examination answers? Candidates will be able to score a maximum mark without the inclusion of any Explore More material. Those who delve into Explore More will have a wider learning experience, perhaps more understanding and will have more knowledge on which to draw when selecting appropriate material to include in their examination answers. But again, full marks can be achieved from the 'core syllabus' itself.

(3) What are the key terms (the jargon)?

One of the most difficult things for candidates when starting Psychology for the first time is learning all the new jargon. Each Key Study/Application has some jargon and teachers may find the table of ten most important terms useful. Alternatively a 'blank version' could be used for a revision exercise. The table below could be replicated for each Key Application for each option for Paper 3.

Key Study	Ten key words of each Key Study
LOFTUS & PALMER (eyewitness testimony)	eyewitness testimony, leading questions, memory reconstruction, car accident, speed estimates, smashed/collided/bumped/hit/contacted, broken glass, response-bias, original memory, after-the-fact memory
BARON-COHEN et al. (autism eyes)	autism, Aspergers syndrome, Tourette syndrome, theory of mind, reading the mind in the eyes (eyes test), matched adults, DSM-IV & ICD-10, intelligence tests (WAIS-R), validity, strange stories
SAMUEL & BRYANT (conservation)	cognitive development, conservation, fixed array control, one-judgement task, pre-transformational question, post-transformational question, standard (Piagetian) task, pre-operational stage, operational stage, mean number of errors
MILGRAM (obedience)	obedience, authority, learning & memory, deception, shock generator, prods, right to withdraw, extreme tension, danger: severe shock, 450 volts
HANEY, BANKS & ZIMBARDO (prison simulation)	Stanford prison experiment, prisoners & guards, pathological prisoner syndrome, pathology of power, tyranny, social identity theory, BBC prison study, experimental case study, ethics, banality of evil
PILIAVIN et al. (subway Samaritans)	adjacent area, critical area, altruism, arousal-cost-reward model, bystanders, diffusion of responsibility, pluralistic ignorance, victim, field experiment, model
BANDURA et al. (bashing bobo)	behaviourism, Bobo doll, imitative aggression, modelling, non-imitative aggression, observation, same-sex model, social learning, inter-rater reliability, aggressive gun play
HAZAN & SHAVER (romantic love)	attachment styles, Bowlby, Ainsworth, love quiz, self report questionnaire, romantic love, mental models, secure, avoidant, anxious/ambivalent
FREUD (little Hans)	psychodynamic perspective, castration anxiety, two giraffe fantasy, Oedipus complex, phobia, widdler, lumf, case study, phallic stage, unconscious mind
ROSENHAN (sane in insane places)	schizophrenia, depersonalization, participant observation, existential crisis, powerlessness, pseudo-patients, sane & insane, stickiness of psychodiagnostic labels, type 1 error (false negative), type 2 error (false positive)
PARKE & GRIFFITHS (slot machine aggression)	qualitative study, slot machine gambling, non-participant observation, verbal aggression, physical aggression, frustration aggression theory, excitation transfer theory, coding system/response categories, near miss, harsh language
PHILLIPS et al. (body dysmorphic disorder)	pre-occupation with imagined defects, somatoform disorder, DSM-III-R, patient referrals, Semi-structured and structured clinical interview, excessive mirror checking, social avoidance, camouflage, pharmacotherapy, fluoxetine & clomipramine
RHODES et al. (facial symmetry)	evolutionary biologists, facial symmetry, gryphon morph software, perceived attractiveness, digitised photographs, mate appeal ratings, symmetry ratings, correlations, shape and texture, blending
WANG et al. (stress)	arterial spin labelling, functional MRI, mental arithmetic task, self report of stress and anxiety, cerebral blood flow, salivary cortisol levels, ventral right prefrontal cortex, neuro-imaging techniques, psychological stress response, cognitive behaviour therapy
DEMENT & KLEITMAN (sleep & dreaming)	sleep cycles, REM (rapid eye movement), N-REM (non-rapid eye movement), EEG (electroencephalogram), dream recall, subjective dream duration estimates, eye movement patterns, throwing tomatoes, sleep laboratory experiment, door bell & microphone

(4) What are the methods used by the studies?

One of the most difficult things in psychology is how to measure behaviour and experience accurately and it is important, therefore, to know how psychologists acquire data. Say, for example, the aim is to measure aggression during fruit machine gambling. It can be done in several ways:

- observing players and the number of counting violent acts;
- by interviewing players;
- by getting players to talk out loud whilst they gamble;
- by measuring players' physiological changes;
- by giving players a questionnaire to complete.

Each method of measurement will produce different data, so it is important to know which method a particular study used. In addition quite a lot needs to be known about that method, including its advantages and disadvantages and the type of data it produces, such as whether it is qualitative or quantitative. This will be useful for short-answer questions of Paper 1 and 3 but more so for the longer questions of Paper 2. Clearly a particular method will be used by a number of Key Studies or Key Applications, so constructing a table for each study and each method can prevent duplication. Note that the examples used below are for Papers 1 and 2 only because this is common to everyone, unlike the options of Paper 3.

An observation may be (1) naturalistic; where the participant does not know that they are being observed. This happens, for example, in the studies by Rosenhan and Piliavin et al. However, observations can also be (2) controlled where an environment is manipulated to include or exclude certain features, *and the participants know they are being observed*, as in the Haney, Banks and Zimbardo prison simulation study or (3) there may be a controlled environment where the participants are unaware they are being observed such as happened in the Bandura et al. study where participants were observed through a one-way mirror. Some studies involve participant observation (e.g. Rosenhan) and some are non-participant, such as the Parke and Griffiths gambling study.

An experiment may also be of several types. There is (1) a laboratory experiment with a highly controlled environment where participants know they are taking part in a study (for example the Dement and Kleitman sleep study). Alternatively (2) a field experiment may include some control but participants may not know they are participating (for example the Piliavin et al. study).

Finally methods may overlap. The Piliavin et al. study is a field experiment but data is gathered using observation. For the participants it is a naturalistic observation (because they do not know that they are taking part) but from the experimenter's point of view, it is a controlled observation because various aspects of the situation were manipulated. Lots to discuss here and it is precisely this type of discussion which should be encouraged amongst candidates.

(5) Who were the participants and how were they recruited?

Without participants, psychologists would not be able to do their research or try to answer the big questions about life, the universe and everything. But who those participants are, and how they were recruited, can affect the outcome of the study and the conclusions that can be drawn. A major issue here is that of **generalisation**. Many studies use participants that are **restricted** in some way. For example participants may all be candidates (as in the Loftus and Palmer study); they may have been paid for participating (such as in the Milgram study). How participants are recruited is also a factor to be considered. If participants respond to a newspaper advertisement (as in the Milgram

and Haney et al. studies) they are 'volunteers' and may behave in ways different from those who do not or who would never volunteer. In fact, in some studies the participants do not even know they are participating (as in the Rosenhan study). For each study the sampling technique needs to be identified; how participants were recruited; and other relevant detail should be considered. Knowing the limitations of the sampling technique and other aspects is good for discussion (and for examiners to assess).

(6) Does the study contravene any ethical guidelines?

The answer to this question is, for most studies, almost certainly 'yes'. Many studies contravene the ethical guidelines laid down by the BPS (British Psychological Society) and APA (American Psychological Association). All the ethical issues that may apply to each study need to be considered.

Informed consent: In the Milgram study participants thought they were taking part in a study on learning and memory and not obedience to authority. What about the studies involving participants under sixteen years of age?

Deception: In the Piliavin et al. study participants were deceived because they thought the victim was genuinely 'ill' or 'drunk' whereas the male stooge (or confederate) was acting.

Harm: This could be actual physical harm or psychological harm. This may occur if the participants are exposed to aggression, as in the Bandura et al. study.

Right to withdraw: This cannot be granted if the participants do not know that they are being studied (e.g. the Rosenhan study) or when, as happened in the Milgram study, denied as part of the actual study.

Debriefing: This can happen in most studies, but can this be done if the participants are children?

Confidentiality: Easy one this: no participant is ever named or can be identified and so this guideline is always met. But what about using initials of participants as was done by Dement and Kleitman?

(7) How were the data collected?

There are all sorts of issues raised here: where a study was carried out, what the participants in the study were asked to do and how the researchers recorded their data.

A study may be performed in a laboratory and be low in **ecological validity** or it may be carried out in the field making it higher in ecological validity. The method may be an experiment but data can be gathered in many different ways as outlined above. Data can be in the form of response categories (tally chart) such as in the Bandura et al. and the Piliavin et al. study, but it can also be in the form of numbers or what people say. This introduces two sets of issues.

Quantitative data focuses on numbers and frequencies rather than on meaning or experience. In the syllabus this appears as **'objective'** data. On the other hand **qualitative data** (appearing in the syllabus as **'subjective'** data) describes meaning and experience rather than providing numerical values for behaviour. So which of these is best? Each has its advantages and disadvantages and candidates should know whether a study gathers qualitative or quantitative data or both and be able to discuss the strengths and weaknesses of each.

The second issue concerns the time period over which data is gathered. One possibility is that data is gathered in a very short period of time, perhaps even as short as a few minutes. In the context of an entire life, a few minutes participating in a study is a **'snapshot'** of a person's behaviour and experience. Alternatively data may be gathered over a much longer period of time, perhaps days, months and often a period of years. This is known as a **longitudinal** study. Candidates should know the advantages and disadvantages of snapshot and longitudinal data.

(8) What are the results of the study? What conclusions can be drawn?
Once data has been gathered, whether it is qualitative or quantitative, one needs to know what the data means. If the evidence is accepted, how can what has been found be summarised? Looking at the original aims of any study, what do the results suggest? In the example of the obedience to authority study by Milgram, maybe the research tells us something about the conditions under which we will do barbaric acts.
Sometimes it is possible to explain the same data in more than one way. Some, but not all, of the studies have some implications for how we might like to change things in the way we live or the way we make sense of the world.

(9) Methodological Issues (reliability and validity)
Both **reliability** and **validity** must be taught. For example, for questionnaires test-retest can be used and for observations there is inter-rater reliability. Different types of validity need to be covered and any piece of data needs to have its validity questioned.
In addition there are other **methodological issues** that need to be covered. For example in experiments, in order to make sure that it is the manipulation of the independent variable that is **causing** the change in the dependent variable, it is important for the researcher to **control** any **confounding variables**. Coverage needs to be made of different types of control, such as the control of **participant variables** and through using experimental designs (related, independent and matched). **Situational variables** including constant and random errors also need to be covered, as well as the control of experimenter variables using single and double-blind strategies.

(10) Evaluation of studies
Studies can be evaluated in many different ways. There can be strengths and weaknesses of the methodology used; or any one of the aspects mentioned above, such as ability to generalise or whether it applies to real life. Also the methodological issues that the studies raise, such as whether data is qualitative or quantitative data can be evaluated. There can be debates that arise, such as whether a study shows that situations determine behaviours rather than personality, or whether the study is reductionist in some way.

(11) Evaluation of studies: what if?
An alternative approach to evaluation is to ask 'what if' questions about studies. If one is asked the question: 'What if you won the lottery?' everyone then uses their imagination to think of how his or her life might change as a result. If this can be done for a lottery result then it can also be done for a Key Study or Key Application. For example:

- What if the Milgram study were entirely ethical? What effect would this have on the results? I imagine that every participant would believe there would be no point to the study and not even press any level on the shock generator. Milgram would then have no results at all and he would not be able to draw conclusions about how people obey authority. But this is my opinion; and everyone may have a different view. This is evaluation: thinking about what might be if things were different.
- What if Loftus and Palmer had staged a real car crash? How would the results be different? There is no right or wrong answer here, just a question to stimulate discussion.

Here are some 'What if' suggestions:

- ***What if the location was different?***

Many studies are carried out in laboratories, but real-life behaviour occurs outside laboratories. What if a laboratory experiment was repeated in a totally different location? What if the study was more ecologically valid? Would the result be different and if so, why would this be the case?

- ***What if the procedure was different?***

If some aspect of the procedure was changed, how might the results change?

- ***What if the sample was different?***

Many studies are carried out on candidate samples, or participants were paid. Many studies used only males. So what if the sample was different?

- ***What if the procedure was ethical?***

What if participants had fully informed consent and what if there were no deceptions, and how would these changes affect the results?

- ***What if the method or nature of the data was changed?***

What if the method used to gather data was changed altogether? Instead of an observation which gathered quantitative data what if a self report questionnaire was used to gather qualitative data? Answers to these questions need not be complex, just the thought about a possible change and the implication of that change. For example Piliavin et al. observed and the data was quantitative. But what if they had asked participants why they helped, or perhaps more revealing, why they did not help. What conclusions would they have then drawn about bystander behaviour?

(12) Paper 2 methods, issues and applications

Not every aspect of what needs to be covered has been included in the review above. A full list can be created simply by looking at the syllabus and listing all the approaches, debates, methods, issues and perspectives that are listed. An alternative strategy is to look at the type and nature of examination questions that are available to date. More than this, Question 3 of Paper 2 requires candidates to apply their knowledge of Psychology to everyday life events. It is suggested that teachers regularly use, as part of their teaching, current newspaper articles or other sources that illustrate psychological issues covered in the syllabus. This will enable candidates to develop further the required skills.
For example, on 1st November 2008 a headline in The Times was 'Hero pensioner thwarts sledgehammer wielding London raiders'. The article can be found at:
http://www.timesonline.co.uk/tol/news/uk/crime/article5055302.ece. It describes the story of witness Mr Groves, an 84 year old man, who put his arms around a balaclava-wearing robber to prevent him smashing a jeweller's window with a sledgehammer. Unlike other bystanders Mr Grove didn't think that he might be injured, or that he may be rewarded. He just thought that it was his duty. So what is the 'psychology' in this article? Simply, this is an excellent article to discuss the Piliavin et al. bystander behaviour article. For example, did Mr Grove weigh up the costs and the benefits? Not only is this applying psychology to real life, and many would argue what 'real' psychology is all about, but it is good preparation for Paper 2 Question 3 where candidates have to bring psychology to a piece of stimulus material.

Suggested Teaching Timetable

This guide is based on a number of assumptions, and should be adapted according to the timetable for each School or College.

- This syllabus recommends 380 guided learning hours (GLH) for the whole two-year course. Note that this is recommended (and not compulsory) and that candidates do not have to be in a classroom to learn.
- If one assumes an academic year of 36 weeks in year 1 and 30 weeks in year 2; approx 15 weeks Michaelmas term to Christmas; 11 weeks Lent term to Easter and 10 weeks Summer term. In year 2 a repetition of Michaelmas and Lent term with 5 weeks until May Bank Holiday.
- Finding the sum of 36 weeks in year 1 and 30 weeks year 2 at 5.75 hours per week equates to 379.5 GLH in total.
- Year 1: Papers 1 and 2: fifteen studies at 2 weeks per study = 30 weeks.
- Year 1: Paper 4 end of summer term = 6 weeks. Total of 36 weeks.
- Year 2: Paper 3: option 1 (6 topic areas) and option 2 (6 topic areas) equates to 12 topic areas at 2 weeks per topic area = 24 weeks.
- Year 2: revision of whole syllabus. 6 weeks at start of summer term. Total of 30 weeks.

The grid below simply takes the year 1 Key Studies in order of syllabus and by approach. Year 2 topics are done for Health and Environment (but obviously names for other topics can be substituted. There is also flexibility in that the Personal Investigation can appear anywhere in Year 2 and Paper 3 topics could be started at the end of Year 1.

Year 1				Year 2	
Week 1–2	Cognitive Psychology	Eyewitness Testimony		Health	Doctor-Patient Relationship
Week 3–4		Autism		Health	Adherence to Medical Requests
Week 5–6		Cognitive Development		Health	Pain
Week 7–8	Social Psychology	Obedience to Authority		Health	Substances
Week 9–10		Prison Simulation		Health	Health Promotion
Week 11–12		Bystander Behaviour		Health	Stress
Week 13–14	Developmental Psychology	Learning Aggression		Env't	Technological Catastrophe
Week 15–16		Romantic Love as Attachment		Env't	Behaviour of Crowds
Week 17–18		Psychosexual Development		Env't	Crowding and Density
Week 19–20	Individual differences	Diagnosing Abnormality		Env't	Personal Space
Week 21–22		Gambling		Env't	Environmental Cognition
Week 23–24		Body Dysmorphic Disorder		Env't	Noise
Week 25–26	Physiological Psychology	Biological Attraction			Revision
Week 27–28		Stress			Revision
Week 29–30		Sleep and Dreaming			Revision
Week 31–32	Personal Investigation			No classes/examinations	
Week 33–34	Personal Investigation			No classes/examinations	
Week 35–36	Personal Investigation			No classes/examinations	

Order of Studies

The above teaching timetable simply lists studies as they appear on the syllabus. It may be prudent to select studies and order them to fulfil particular functions. For example it may be logical to teach all the 'laboratory experiments' together, or it may be better to teach studies which show the range of methods early on in the course. The following suggestion allows coverage of a range of methods:

Study 1: eyewitness testimony

The study by Loftus and Palmer is a traditional laboratory experiment with independent and dependent variables. There are also controls and it uses an independent groups design.

Study 2: obedience to authority

The Milgram study is also a traditional laboratory experiment and this reinforces the methodology of the Loftus and Palmer study. It also introduces ethics.

Study 3: autism

The 'eyes test' must be done in a laboratory (along with the further research 'voice test') but the associated tests – the AQ (Autism Questionnaire) and if one goes further into Explore More the empathising and systemising questionnaires – are self reports. The term 'inverse correlation' is included in the aims of the 'eyes test' and so candidates can be introduced to correlations and they can even be introduced to statistical tests by correlating their 'eyes test' and AQ scores. The abstract of the further research mentions "good reliability and validity" and this is a perfect opportunity to look at what reliability and validity are, along with appropriate examples from this study.

Study 4: bystander behaviour

The Piliavin et al. study is a field experiment and so independent and dependent variables are covered again. Yet, as it is a field rather than a laboratory experiment the differences between the two can be covered as well as introducing ecological validity. Ethics are also applicable here. This study also involves observation and so candidates are introduced to the different types of observation.
In addition to the above, details of sampling techniques can be introduced along with controls and other methodological aspects such as demand characteristics.
As the course progresses then more 'complex' issues can be introduced such as reductionism and holism, determinism and free-will. Of course other studies which produce the same or similar result can be substituted.
This suggestion is one approach to the 'teaching order of studies' which can be debated via the community website.

Teaching a Topic Area: Social Psychology; Obedience to Authority

1. What to teach: syllabus content

Here are suggestions of how the syllabus for a Paper 1 and Paper 2 Key Study topic area can be taught. The first logical step is to look at the syllabus, and everything quoted below from the syllabus will appear in italics.

> ***Overview:*** *Milgram's famous experiment on obedience (1963) has been selected as the Key Study to illustrate the conflict between obedience to authority and moral imperatives. Milgram's agentic state theory should be examined as an explanation for the findings. The study by Slater (2006) demonstrates how research has moved on to overcome the issue of ethics raised by the study by replication in a virtual reality environment.*

Background Theory: *Why do people obey?*

- *Personal responsibility*
- *The perception of legitimate authority (e.g. agentic state theory)*

Key Study: *Milgram, S. (1963) Behavioural Study of Obedience. Journal of Abnormal and Social Psychology, 67, 371–78.*

Further Research: *Slater, M. et al. (2006) A Virtual Reprise of Stanley Milgram's original experiments. PLoS ONE 1(1): e39. doi:10.1371/journal.pone.0000039.*

Remember that the syllabus is coherent in that it has theory, previous and/or subsequent research, a Key Study and Explore More.

Prior research/event/ theory	Key study	Subsequent research/ theory	Explore More
Holocaust My Lai massacre NB this background is optional, but good for introduction	Milgram (Obedience to Authority)	Explanations: • Personal responsibility • The perception of legitimate authority (e.g. agentic state theory) Further Research: Slater et al. (2006)	Hofling (1966) A Study of Nurse-Physician Relationships A hoax most cruel – real life obedience in McDonald's Sheridan & King (1972). Obedience to Authority with an Authentic Victim (giving electric shocks to a puppy)

Remember that Explore More is optional (but great for additional discussion and/or extension work to stretch candidates' thirst for knowledge).

2. Overview of Study

The Milgram experiment was performed to test what has become known as the 'Germans are different' hypothesis. The experiment itself is well known and the findings were shocking in that 63% of participants went to 450 volts. In addition to the Key Study, candidates need to know relevant theory. One explanation for obedience is that individuals are **personally responsible** for their actions. In Milgram's experiments when participants are told that they are responsible for what happens, obedience is significantly reduced. Further evidence is the distress participants experience. The conflict is between the demands of the experiment and that of conscience.

Alternatively, when the experimenter states that 'I'm responsible for what is going on' participants show visible relief. This suggests that participants enter an **'agentic state'** where he sees himself as merely an agent of external authority. As Nazi Eichman stated 'I was just carrying out orders'. Apparently Milgram conducted eighteen variations of his obedience experiments. These variations do not need to be known unless a teacher wishes to introduce them as discussion points or consider them under Explore More. What is needed is a consideration of a recent replication and an interesting variation is that by Slater (2006), which demonstrates how research has moved on to overcome the issue of ethics raised by the Milgram study by replication in a virtual reality environment.

Explore More allows candidates (and teachers, of course) to delve further into the area. The Hofling study is an interesting variation and gives additional insights into human behaviour and for those wishing to consider recent real-life instances of obedience look at the case of Louise Ogborn who won over 6 million dollars in compensation from McDonald's following a hoax call of obedience. The video can even be downloaded from YouTube. The highly unethical Sheridan and King study is yet another example of obedience to authority.

3. Where to find resources

Wherever possible, full references are provided in the syllabus. Often these are free to download. Summaries can also appear in text books. The internet and real-life events should be used wherever possible.

(a) Internet for original articles

For Obedience to Authority in the Explore More section of the syllabus, the reference for each named study is listed. Many of these can be downloaded directly.

Explore More:

- Blass, T. (1999) *The Milgram paradigm after 35 years: Some things we now know about obedience to authority*. Journal of Applied Social Psychology, 1999, 25, pp. 955–978
- Hofling, C. K. et al. (1966) *An Experimental Study of Nurse-Physician Relationships*. Journal of Nervous and Mental Disease, 141:171–180
- Milgram, S. (1974) *Obedience to Authority*. New York: Harper and Row
- Milgram, S. (1974) *The Perils of Obedience*. Harper's Magazine. Abridged and adapted from Obedience to Authority
- Sheridan, C. L. and King, R. G. (1972)"Obedience to Authority with an Authentic Victim" Proceedings of the 80th Annual Convention of the American Psychological Association:165–166
- http://www.stanleymilgram.com/
- A hoax most cruel
  http://www.courier-journal.com/apps/pbcs.dll/article?AID=/20051009/NEWS01/510090392
  Video clip of a hoax most cruel: http://www.youtube.com/watch?v=UFXeXK3szOk
- My Lai massacre: http://news.bbc.co.uk/1/hi/world/asia-pacific/64344.stm
- Holocaust & Eichmann: http://www.bbc.co.uk/history/worldwars/genocide/holocaust_overview_01.shtml

(b) Textbooks
There are a number of textbooks which contain short summaries of articles. It isn't recommended that each of these textbooks is purchased, simply because a text may only have one study in it and the aim is not to work from a textbook (until one specifically for Pre-U Psychology is published) but to use the internet wherever possible. Also remember that many original journal articles are very recent and will not yet have found their way into current textbooks.

The following textbooks are from the recommended reading list (with page numbers for the Milgram study):

GROSS, R. (2005, 5th Edition) Psychology: The Science of Mind and Behaviour. Hodder Arnold. Chapter 27 pp 455-466

GROSS, R. (2003, 4th Edition) Key Studies in Psychology. Hodder Stoughton. Chapter 7

(c) Internet for additional resources
It is recommended that, wherever possible, use be made of the internet not only to keep up-to-date, but also to enhance what is taught. By this it is meant that real life news events illustrate theory and/or research and video clips are always useful. There are several recommended sites:

(i) the BBC news site which isn't just for daily news, but also is a very useful archive.

http://news.bbc.co.uk/

(ii) Google which will allow searches for specific articles (see Google Scholar) and also is useful for adding video clips into teaching (see Google video). http://www.google.co.uk/

(iii) There are blog sites including many resources.

(a) http://public.box.net/jamiesmind has a copy of the original Milgram Study for downloading. See page 3 on the site.

(b) http://www.psychblog.co.uk/

(c) http://www.psychexchange.co.uk/

(d) http://www.holah.co.uk/

(iv) The British Psychological Society has two excellent sources of information. 'The Psychologist is the monthly bulletin of the BPS. The September 2008 edition included an article about a replication of the Milgram study which is about to be published. The research digest is a blog which has reference to many relevant articles and will soon have tags to Pre-U syllabus topics. URL is: http://www.researchdigest.org.uk/blog

(v) Below are just a small selection of news items and video clips associated with this topic area. The purpose is to stimulate and to enthuse, to encourage independent learning, to raise awareness and to educate to the highest standards.

Video clips can be found on YouTube. This one is 2 mins:
http://www.youtube.com/watch?v=jcXb1aQruwI

A Derren Brown replication of Milgram can be viewed via YouTube:
http://www.youtube.com/watch?v=y6GxluljT3w&feature=related

Audio clips from the experiment can be downloaded from:
http://learningat.ke7.org.uk/socialsciences/Psychology/PsyRes13/Milgram.htm

Overview of the work (and theories) of Milgram
http://members.tripod.com/mikeg531/MikeG531.htm

4. Keeping up-to-date

If anything useful is discovered, please tell the 'Community' about it via the website. All the links mentioned here will be available on that site: http://cambridgepreu.cie.org.uk/login.php

Scheme of work: Cognitive Psychology, Autism

The scheme of work below is an indication of what might be done. Clearly this can be adapted to suit individual needs.

	Syllabus area	Learning obj's/ concepts	Teaching Sessions/Activities	Resources	Activities
L1	Background	Features of autism	Introduction to main features as presented on National Autistic Society website; also NAS publications and videotapes. Matching features of autism with examples; matching features with videotape evidence.	1. What is autism (a) Description: http://www.nas.org.uk/nas/jsp/polopoly.jsp?d=211 (b) handout: http://www.nas.org.uk/content/1/c6/01/46/89/NAS0007_Autism_DL_v9.pdf 2. behind an invisible wall NAS videotape	Matching of features and examples.
L2	Background	Theory of mind and Sally-Ann test	Main features of Sally-Ann test and findings.	1985 article: Does the autistic child have a 'theory of mind'? Cognition, 21, 37–46. Full text at http://www.autismresearchcentre.com/tests/default.asp	Teacher description of study and class discussion.
L3	Key study	The eyes test Questionnaires	Introduction to and completion of eyes test.	The 'Reading the Mind in the eyes' test revised Psychology and Psychiatry, 42, 241–252. Full text at http://www.autismresearchcentre.com/docs/papers/2001_BCetal_adulteyes.pdf Downloaded eyes test from http://www.autismresearchcentre.com	Candidates complete the eyes test individually. Scores collected.
L4	Key study	The eyes test Questionnaires Evaluation	Discussion of eyes test; full evaluation of design, procedure, sample, etc. Consideration of revised version in comparison with original version.	Eyes test article as detailed above.	Class discussion.

L5	Key study	Questionnaires: AQ Statistics. Correlations	Eyes test correlates with AQ in article. Candidates complete AQ. Eyes test results and AQ results compared. Intro to correlations. Stats test calculated.	Downloaded AQ test from http://www.autismresearchcentre.com	Candidates complete AQ. Data collected; stats test completed. Class result matched with key study results.
L6	Further research	The voice test	Voice test completed by all candidates.	Downloaded voice test from http://www.autismresearchcentre.com	Candidates complete voice test.
L7	Further research	Reliability and validity	Abstract of voice test refers to reliability and good validity. What are they?	Use of data from voice test article and data from eyes test.	
L8	Explore more	'extreme male brain'	Details of extreme male brain theory: empathising and systemising.	Original article downloaded from: http://www.autismresearchcentre.com/docs/papers/1999_BC_extrememalebrain.pdf Empathising and systemising questionnaires downloaded from: http://www.autismresearchcentre.com	Candidates complete SQ and EQ. Results collected and plotted.

Paper 4 Personal Investigation

The Personal Investigation is the Psychology practical that has been a part of all pre-degree courses since A Levels began in 1976. Although the specifics of the write-up and mark schemes may vary, the process is essentially the same for Pre-U as it was for all other Examination Boards. Note that CIE is now the only Examination Board offering a traditional practical report in Psychology as approved by QCA from 2008 onwards.

Specifically, candidates are required to:

- *Design, undertake, analyse and report one study of no more than 3000 words*
- *Produce a report that must consist of: title page, abstract, introduction, method, results, discussion, references and appendices.*

Choice of topic for investigation should be that of each individual candidate based on possibilities that occur to them during the course and in which they are interested. It is not recommended that the teacher allocates a pre-prepared practical which candidates then fail to understand. In many respects this is an excellent opportunity for a candidate to research into a real-life event or phenomenon which has a psychological basis. The syllabus is helpful in its guidance when it states:

Candidates should choose their own topic, but this must be with the teacher's guidance. For various reasons (ethical, socially sensitive) not all topics are suitable for candidates at this level. However, the topic should be one that seems interesting and worthwhile to the candidate.
Titles should be submitted to CIE for approval before work is started, to ensure that the Personal Investigation will comply with the regulations and meets the criteria for internal assessment.
Candidates must adhere to the Psychology course ethical guidelines published in the Vade Mecum when undertaking any study. They must show tact and sensitivity, respect, confidentiality, and acknowledge all sources used.

Suggestions for projects
This might seem contradictory after suggesting that candidates should develop their own ideas but it does no harm to know the type of research that may be done.

Music, information or apologies?
You telephone a company for information (or to complain) and you are put 'on hold'. You then hear Greensleves, the most common piece of on-hold muzak. In 1999 North investigated on-hold music, comparing muzak with real singing. In 2007, Munichor and Rafaeli also examined the effect of time perception during telephone (on hold) waiting time. They compared three waiting time fillers: music, apologies and information about position in the queue. Many variations for practicals here: a replication of North or of Munichor and Rafaeli or an alternative involving different types of music.
Web references:
http://news.bbc.co.uk/1/hi/business/2358169.stm
http://www.le.ac.uk/psychology/acn5/phones.html
https://iew3.technion.ac.il/serveng/Lectures/Munichor-Rafaeli-JAP-TeleWaiting.pdf

The **'tingle factor'**: John Sloboda outlined the tingle factor; the 'shiver down the spine' or other emotional response we experience when we hear certain pieces of music. Although he used pieces of classical music, candidates will delight in determining 'tingles' for various musical genre.

Face perception: Can you judge a person's personality just by looking at their face? David Perrett of St. Andrews University thinks we can. Read all about it on:
http://www.bbc.co.uk/science/humanbody/mind/articles/emotions/faceperception1.shtml
Do the experiment on Face Perception 2:
http://www.bbc.co.uk/science/humanbody/mind/surveys/faceperception2/index.shtml

Sleep: Are you a lark or an owl?
Find out more by visiting the University of Surrey site:
http://www.surrey.ac.uk/SBMS/lark-owl/index.html
Test for morning/evening or larks and owls: http://www.bbc.co.uk/science/humanbody/sleep/crt/

Other notable points from the syllabus

- The work will be internally assessed by the teacher and externally moderated by CIE. Exemplar materials will be published to help familiarise teachers with the requirements of the mark scheme and standard required.
- The Psychology course ethical guidelines published in the Vade Mecum must be followed.
- Non-human animals must not be used for the Personal Investigation.
- Note the comments made on the mark scheme for candidates who do not adhere to the word limit, although the world count does not include supplementary information such as title page, tables, references and appendices.
- Also note that plagiarism is 'the deliberate and substantial unacknowledged incorporation in a candidate's work of material derived from the work (published or unpublished) of another'. This includes material from books, journals, the web, or other candidates. Plagiarism is serious and will be dealt with according to CIE procedures for malpractice.
- Candidates should put the topic of investigation first and technique for data analysis second. Put another way, any statistical test can be applied to data, whatever the test may be and candidates should not design investigations to fit a particular statistical test.
- Teachers are referred to 'Using the Internal Assessment Criteria' in the syllabus.

Examination format and technique

A reminder of the assessment pattern:

Paper	Title	Duration	Weighting	Type of Assessment
Paper 1	Key Studies & Theories	1 ½ hours	20%	Written paper, externally set and marked. Short answer questions and essay question.
Paper 2	Methods, Issues & Applications	1 ½ hours	20%	Written paper, externally set and marked. Structured questions.
Paper 3	Key Applications	3 hours	40%	Written paper, externally set and marked. Short answer questions, structured question and essay questions.
Paper 4	Personal Investigation	n/a	20%	Internally marked investigation, with external moderation

Papers 1 and 2 relate to what is logically taught in the first year of the course and Paper 3 relates to what is taught in the second year (i.e. the two chosen options).
A breakdown into the specifics of each paper follows:

Paper 1

Format
This 1½ hour examination paper will consist of two Sections: Section A and Section B.
Section A: Answer ALL questions.
Section B: Answer ONE question from a choice of two.

Section A Focus
Section A will ask short answer questions about 12 of the 15 Key Studies and will examine theory, methodology, issues, approaches, perspectives and surrounding research, including aspects of each Key Study. Candidates will be asked to describe, evaluate, compare or contrast and consider strengths or limitations.

Section A Technique
Section A consists of 12 short-answer questions each worth either 4 marks or more commonly part (a) worth 2 marks and part (b) worth 2 marks. This section is worth 32 of the total 60 marks. Approximately 35 minutes should be spent answering questions from this section. If the time allocation is broken down, this equates to just under 3 minutes for reading, thinking about and writing the answer to each question. The reason for this is that some answers can be answered quite briefly, quoting numbers from the results of the study, for example.

Section A Sample question (from Specimen Paper):
Rosenhan suggests that failure to detect sanity may be due to a type two error. What is a type two error and why did it apply in this study? [2]

Section B Focus

Section B will ask essay type questions about two studies that have not been included in Section A. The questions require description and evaluation of the theory and Key Study in a particular topic area such as obedience to authority. Questions will test not only knowledge and understanding but analytical and evaluative skills as well as requiring candidates to examine how further research has contributed to our understanding of the topic area and will allow candidates to apply not only further research but any Explore More work that may have been done. Questions in part (a) can focus on a specific aspect. Rather than an all-encompassing question, such as 'write everything you know about', which is impossible to answer in 20 minutes, questions will have more focus, such as on theory or on the specifics of a Key Study. Question part (b) will always be an evaluation, in whatever form that might take (e.g. assess, evaluate, discuss). Question part (c) will always ask for a suggestion about how some aspect can be further investigated or extended. Given the time limitations it is logical for candidates to add some detail to one suggestion rather than merely listing several suggestions. This provides candidates with opportunity to impress the examiner with their wider knowledge and understanding of Psychology.

Section B Technique

Section B consists of one question from a choice of two about a specific Key Study. The question will consist of three parts and always follow the same pattern:
(a) Description of some aspect of a specific Key Study worth 10 marks.
(b) Evaluation of some aspect of a specific Key Study worth 12 marks.
(c) A suggestion with examples about how research or theory related to the Key Study could be extended and this is worth 6 marks.
Approximately 55 minutes should be spent on this question, with a logical breakdown of 20 minutes for part (a), 25 minutes for part (b) and 10 minutes for part (c).

Section B Sample question (from Specimen Paper):

14 (a) Describe theories of attachment including that by Hazan and Shaver. [10]
(b) Assess theories of attachment. [12]
(c) Suggest how our understanding of romantic love as attachment could be extended, using examples from further research and your own ideas. [6]

Paper 1 Candidate examination technique

Table to show mark allocation, time allocation and length of answer for Paper 1			
Question	Mark allocation	Time spent on Q	Amount of writing
Section A			
Questions 1–12	32 marks	35 mins	2+ sides A4
Section B			
Question 13 or 14 (a)	10 marks	20 mins	
(b)	12 marks	25 mins	
(c)	6 marks	10 mins	
Section B totals	28 marks	55 mins	4 sides A4
Paper totals	60 marks	90 mins	6 sides A4

Paper 2

Format

This 1½ hour examination paper will consist of three questions:
Question 1: Answer the question.
Question 2: Answer the question.
Question 3: Answer the question.
There is no question choice.

Question 1 Focus and Technique

Question 1 will consist of short answer questions to test candidates' **methodological awareness**. Questions will be included on types and characteristics of methods, issues arising from methods, strengths and limitations of methods. The question will focus on one Key Study. The question will consist of three parts with parts (a) and (b) generally asking for description and part (c) generally asking for evaluation. The total mark for this question is 20 marks. Part (a) is 4 marks and parts (b) and (c) will be 8 marks. However, mark allocation can be changed, depending on the question asked. Approximately 30 minutes should be spent on this question, with a logical breakdown of approximately 6 minutes for part (a), 12 minutes for part (b) and 12 minutes for part (c) to match the allocation of marks.
Note that the methodology question will not always use data based on a Key Study as shown in the specimen question.

Sample question 1 (from Specimen Paper)

Distribution of "Yes" and "No" responses to the question, "Did you see any broken glass?"

	Verb condition		
Response	Smashed	Hit	Control
Yes	16	7	6
No	34	43	44

1 (a) What are the independent variable and dependent variable in this study? [4]
(b) Outline **two** conclusions that can be drawn from the table above and explain why the conclusions about eyewitness testimony may not be valid. [8]
(c) Debate the use of the experimental method to investigate eyewitness testimony. [8]

Question 2 Focus and Technique

Question 2 will consist of short answer questions to test candidates' knowledge, understanding and evaluation of **issues, approaches and perspectives** in psychology. The question can be answered by drawing on *examples of any study from any paper* including the Explore More section. A new topic such as driving ability (see specimen question) may be introduced in part (b) of this question which will not advantage or disadvantage choice of Paper 3 options.
The question will consist of three parts with parts (a) and (b) generally asking for description and part (c) generally asking for evaluation. Parts (a) and (b) will be 6 marks each and part (c) will be 8 marks. The total mark for this question is 20 marks. Approximately 30 minutes should be spent on this question, with a logical breakdown of approximately 9 minutes for part (a), 9 minutes for part (b) and 12 minutes for part (c).

Sample question 2 (from Specimen Paper)

2 (a) Outline the free-will and determinism debate using examples. [6]
(b) Contrast the free-will approach with the deterministic approach when investigating driving ability. [6]
(c) Using examples, explain why determinism inevitably implies reductionism. [8]

Question 3 Focus and technique

Question 3 will consist of one question which will examine candidates' knowledge and understanding of the applications of psychology to the real world. The question will always consist of stimulus material to which candidates must address their answers. The stimulus material will be based on a Paper 1 topic area (such as eyewitness testimony or biological attraction or romantic love as attachment). It will not be based on a Paper 3 study because this will be unfair to candidates who have not studied a particular option. However, candidates can bring any psychology into their answer. The question will consist of two parts with part (a) asking for description and part (b) asking for evaluation. Parts (a) and (b) will each be 10 marks. The total mark for this question is 20 marks. Approximately 30 minutes should be spent on this question, with a logical breakdown of approximately 15 minutes for part (a) and 15 minutes for part (b).

Sample question 3 (from Specimen Paper)

It is trite and irresponsible to accuse violent video games of promoting crime, argues Daniel Etherington of BBCi Collective in his weekly games column. It has long been a key argument – are we formulated more by our genes or our environment? If a gene can dictate that your eyesight will be bad, can another dictate a propensity for violence? Or can certain experiences make you violent? As a consumer of games that are regularly deemed bad influences, I have to wonder. Can they nurture violence in oneself? Or were the killers whose activities have been linked to games already psychopaths before they ever played the games? Add to this that often the crimes associated with specific games are perpetrated by young people, many of whom technically should not have been playing games given a mature rating in the first place.

3 (a) Describe psychological evidence to explain the issues/assumptions raised in the source. [10]
(b) Suggest what research could be done to investigate further one of the issues/assumptions raised in the source. [10]

Paper 2 Candidate examination technique

Table to show mark allocation, time allocation and length of answer for Paper 2			
Question	Mark allocation	Time spent on Q	Amount of writing
Questions 1	20 marks	30 mins	2 sides A4
(a)	4 marks	6 mins	
(b)	8 marks	12 mins	
(c)	8 marks	12 mins	
Question 2	20 marks	30 mins	2 sides A4
(a)	6 marks	9 mins	
(b)	6 marks	9 mins	
(c)	8 marks	12 mins	
Question 3	20 marks	30 mins	2 sides A4
(a)	10 marks	15 mins	
(b)	10 marks	15 mins	
Paper totals	60 marks	90 mins	6 sides A4

Paper 3

Format

This 3 hour examination paper will consist of five options, with all five options on the same examination paper. This means that the same examiner will mark answers for each option. Candidates are required to answer questions from TWO options only. Questions from each option will be of the same format, so the format below applies to one option (with everything then doubled). Each option has six topic areas of study and five of the six topic areas will be examined on each paper.

Section A: Answer both questions.
Section B: Answer one question from a choice of two.
Section C: Answer the question.

Section A Focus and Technique

Section A will ask two compulsory short answer questions similar to those of Paper 1. There will be a focus on specific aspects of the Key Application (study) and in addition questions will examine definitions, terminology, theory, applied studies, methodology, issues, approaches, perspectives and surrounding research. Questions will be from two different topic areas from the six studied.
Section A consists of 2 short-answer questions each with three parts: Part (a) worth 3 marks, Part (b) worth 3 marks and Part (c) worth 3 marks. This Section is worth 18 of the total 60 marks. If we want to be precise, 24 minutes should be spent answering questions from this section. If the time allocation is broken down, this equates to exactly 4 minutes for reading, thinking about and writing the answer to each question. The reason for this is that some answers can be answered quite briefly, quoting numbers from the results of the study, for example.

Section A Sample question (from Specimen Paper) Abnormality option:

From the study by Tice, Bratslavsky and Baumeister (2001) on affect regulation over impulse control:

1 (a) Experiment 3 concerns procrastination. Explain procrastination in this study. [3]
(b) For experiment 3, describe **two** ways in which quantitative data was gathered. [3]
(c) Briefly contrast qualitative data with quantitative data. [3]

Section B Focus and Technique

Section B will consist of one structured essay question from a choice of two questions. The questions will be centred around two of the six applied topic areas and allow candidates the freedom to include in their answer any theory, evidence, issue or other information pertinent to the question. It will test not only knowledge and understanding but also evaluative skills and methodological awareness.

Section B will consist of two parts and always follows the same pattern:
(a) Description of theory and research relating to a specific topic area, worth 12 marks.
(b) Evaluation of theory and research relating to a specific topic area, worth 16 marks.
The total mark for this question part is 28 marks. Approximately 45 minutes should be spent on this question, with a logical breakdown of 20 minutes for part (a) and 25 minutes for part (b).

Section B Sample question (from Specimen Paper) Crime option:

8 (a) Using examples, describe psychological approaches to offender profiling. [12]
(b) Compare and contrast psychological approaches to offender profiling. [16]

Section C Focus and Technique

Section C will consist of one compulsory structured question on the application of the applied theories and studies to a real life situation. This question will be on a different topic from the Section B essay questions.

Section C will consist of two parts with part (a) asking for a suggestion and part (b) asking for an explanation or reasons for the suggestion. Part (a) will be 8 marks and part (b) will be 6 marks. The total mark for this question is 14 marks. The time allocation, if one is being precise, is 21 minutes for this question, with a logical breakdown of 11 minutes for part (a), and 10 minutes for part (b).

Section C Sample question (from Specimen Paper) Sport option:

Wigan Warriors rugby league club have reached the Super League play-offs at the end of the season. However, because they finished in 6th position overall, to reach the Grand Final they will have to play three matches away from home and they will play against opposition who finished in a higher league position.

25 (a) Using your knowledge of psychology suggest what the Wigan coach can do to ensure they win away from home. [8]

(b) Explain your suggestions in relation to theory on 'home advantage'. [6]

Paper 3 Candidate examination technique

Table to show mark allocation, time allocation and length of answer for Paper 3			
Question	Mark allocation	Time spent on Q	Amount of writing
Section A			
Questions 1 & 2	18 marks	24 mins	1½ sides A4
(a)	3 + 3 marks	8 mins	
(b)	3 + 3 marks	8 mins	
(c)	3 + 3 marks	8 mins	
Section B			
Question 3 or 4	28 marks	45 mins	3+ sides A4
(a)	12 marks	20 mins	
(b)	16 marks	25 mins	
Section C			
Question 5	14 marks	21 mins	1½ sides A4
(a)	8 marks	11 mins	
(b)	6 marks	10 mins	
This format is for one option. Repeat for second option.			
Paper totals	60 + 60 marks	90 + 90 mins	6 + 6 sides A4

Specimen Questions and Answers

A review of the specimen papers and associated mark schemes will reveal the types of questions that can be asked on examination papers, but what would answers to questions look like? No-one has sat any examination papers yet, so sample answers are not available. However, this is not entirely true. Although Pre-U is new to CIE, CIE is the world's largest provider of International Examinations, and the range of subjects offered includes Psychology. Some of the Key Studies and Paper 3 topic areas have been used successfully for many years on International papers. In fact, reference to those papers will assist in preparing teaching materials. What follows are some CIE Psychology Key Studies Section A questions, answers, and examiner comments. Note that some Pre-U questions will be much more challenging than those appearing below.

Paper 1

Section A Sample question (from Specimen Paper):
Rosenhan suggests that failure to detect sanity may be due to a type two error. What is a type two error and why did it apply in this study? [2]

Section A sample mark scheme
A type 2 error is a false negative; in relation to illness it is when an illness is diagnosed when the person is not ill. A type 1 error, a false positive, is the worst type of error because it is when no illness is diagnosed when the person is actually ill. In the Rosenhan study psychiatrists claimed insanity when participants were sane. This was because, given the symptom being presented, it was safer to call a healthy person sick (and admit them for observation, just in case) rather than make a type 1 error (a false negative) and send a 'schizophrenic' away.
1 mark for explanation of type 2 error and 1 mark for applying it to this Key Study.
NB: In his article Rosenhan gets false positives and false negatives the wrong way round, so candidates would be credited for what is in the Rosenhan article even though it is incorrect.

Comment
Candidates should know specific details from all fifteen Key Studies as specific questions will be asked on twelve of them. Answers should be brief, but should be sufficient to provide a reasonable explanation. Most questions will ask for description or explanation rather than evaluation.

Question 1: The study by Loftus and Palmer on eyewitness testimony involved two experiments. Give two differences between experiment one and experiment two. [4]

Mark Scheme: Any two from (or other possible answer):
Experiment 1: participants had 5 words as conditions to the IV (smashed, hit, contacted, bumped, collided); experiment 2 had only 3 conditions (smashed, hit and a control group).
Experiment 1: participants responded immediately to the questions; experiment 2 had participants' answers delayed for 1 week and they were not asked to answer the original questions.
Experiment 1: there were 45 participants in 5 conditions; in experiment 2 there were 150 participants in 3 conditions.
1 mark partial answer, 2 marks answer with elaboration.

Sample answer: *The first difference was the number of participants used in each experiment. There were 45 candidates in experiment 1 and 150 candidates in experiment 2. The second difference was the number of questions asked. In experiment 1 there were five questions (verbs used were smashed, hit, collided, bump, contacted), in experiment 2 there were three questions asked (verbs used were hit and smashed).*

Examiner comments: The first part of the answer would score 2 marks out of 2 because the numbers of participants given is correct. For the second difference, if the candidate had merely stated "The second difference was the number of questions asked" this would score 1 mark because it is correct but there is no elaboration. However, as the candidate goes on to give specifics, the full 2 marks are scored.

Question 2: The study by Dement and Kleitman on sleep and dreaming was conducted in a controlled laboratory environment. Outline **two** controls which ensured the procedure was the same for each participant. [4]

Mark Scheme: Most likely answers: all participants eat normally but no alcohol or caffeine; all have electrodes attached to head; all woken by doorbell next to bed; all used recording device next to bed. Other appropriate answers are acceptable. 1 mark for partial answer, such as the statements above, with 2 marks for elaboration such as stating why the control is applied.

Sample answer: *They were woken by a doorbell ringing and they had to talk into the tape recorder. They had to state whether they had been dreaming. This was to reduce experimenter effects. All subjects were asked to avoid alcohol or caffeine at the start of the study. The experimenter did not interact with any of the subjects to reduce experimenter effects.*

Examiner comments: The first part of the answer would score 2 marks out of 2 because the candidate makes a correct statement (1 mark) and provides some elaboration that this would reduce experimenter effects, which it would, and so a second mark is awarded.
For the second control, the candidate had stated "All subjects were asked to avoid alcohol or caffeine at the start of the study" and this would score 1 mark because it is correct but there is no elaboration. The final sentence of the answer does not score marks and it could be added to confirm what was said about the first control.

Question 3: In the study by Milgram on obedience:
(a) How was the dependent variable measured? [2]

Mark Scheme: The dependent variable was the level of shock intensity. 1 mark for identification of dependent variable, 2 marks for elaboration, such as voltages.

Sample answer: *The dependent variable was to what extent the participant followed the prods. It was measured by the degree of obedience shown by the participants. They were observed through a one-way mirror.*

Examiner comments: This answer is vague throughout. Whilst it is true that obedience was the extent to which the prods were followed, the candidate does not specifically state what the dependent variable actually is. It is also true that obedience was measured by the degree of obedience shown, but the candidate does not state how the degree of obedience was measured. They were not observed through a one-way mirror. The candidate scores no marks for this answer.

All other examination papers and mark schemes

There is little point in copying specimen questions and mark schemes into the teacher guide when they already exist in a different booklet. And, to date, no candidate answers are available. What follows are general comments about mark schemes and indicative content.
One of the strengths of the Pre-U mark scheme for Psychology is the indicative content it includes. Indicative content informs examiners of what to look for in examination answers and in addition it informs both teachers and candidates of what examiners are looking for. In many cases there will only be one correct answer, but in other cases the indicative content will include the *most likely* content, with the proviso that any appropriate answer is to be credited. This is because it is impossible to list every possible answer in a mark scheme. Typical indicative content for a Paper 1 Section B question is as follows:

Laboratory research by Latane and Darley (smoke-filled room experiment; a lady in distress, etc.) led to the theory of diffusion of responsibility and similar postulations. Piliavin et al. conducted the first field experiment which they explained with the cost-benefit analysis. The 'story' type answer is acceptable but should include:
At least one theory:
Diffusion of responsibility: This is the idea (Latane and Darley) that when one person is present they are 100% responsible and so are more likely to help. If there are 2 people they are 50% responsible and so are less likely to help.
Pluralistic ignorance: (also Latane and Darley) where a person looks to others as a cue to action. If one person helps then others will follow. However, if one person looks to another and the other does nothing then no-one will help.
Cost-benefit analysis: (Pilivain) before helping or not, people weigh up the costs and benefits of the situation.
Answers should include research: (most likely Piliavin, Rodin and Piliavin, but also Latane and Darley) with details such as: Aim or objective, details of method including variables and controls, setting/materials, participants and procedure. Results and conclusions.
Explore More:
Candidates could include additional theory such as the negative-state relief model, the empathy-altruism model or the empathic-joy hypothesis or any other relevant piece of research.

As the question asks for both theory and research, both these aspects must be included in the answer. No percentage is allocated to each, but a balance of the two is logical. Explore More is optional and answers which refer to no additional evidence can achieve maximum marks.
Looking at mark schemes, Paper 1 Section B Question Part (a) 'Describe' is allocated 10 marks and uses a banded mark scheme. If a comparison is made of the 8-10 and 6-7 bands (and reference to the other bands if necessary) a very good indication of what examiners are looking for when they mark examination answers is provided.
Looking at mark schemes, Paper 1 Section B Question Part (b) bands of the mark scheme are also deliberately broken down into sub-sections. Each has a label. The 10-12 band is labelled 'discussion is comprehensive' through to 'discussion is basic' for the 1-3 mark band. Each other sub-section then lists the components and skills that need to be demonstrated in order to score the marks. Again a comparison of the requirements for each band will make this apparent.
All mark schemes follow a similar pattern and reference to the specimen questions and mark schemes will reveal full details.

Preparing for Examinations

Candidate worksheets and teacher mark sheets

Below are a few suggestions for candidate work sheets. The first is a way to test knowledge of each Key Study and Application (Papers 1 and 3). A Paper 1 Section A test could be created for every three studies, for example.

The second table is a worksheet encouraging candidates to think about Paper 1 Question Part (c), where a suggestion needs to be made to extend research of a particular Key Study. One could be completed for all fifteen studies.

The third sheet is a suggested feedback sheet for candidates completing a Paper 1 Section B essay. This provides information to candidates on the actual mark schemes so they know exactly what marks are allocated for. Discussion of these sheets is very welcome, and can be done through the community website.

Paper 1 Section A

A bank of short answer questions could be compiled which will assess every aspect of a Key Study. For example, questions on methods, sample, procedure, results, etc. After a Key Study has been taught, candidates can then complete the questions. If this is done for all fifteen studies then candidates have a ready-made revision pack. Past Papers from the International Examination can be used to illustrate.

Note that many Pre-U questions will be more challenging than those below.

Key Studies 9773/01 Section A Questions: Social Psychology

Piliavin, Rodin & Piliavin

According to Piliavin, Rodin and Piliavin diffusion of responsibility has been demonstrated in laboratory studies on helping behaviour.

(a) What is meant by the term diffusion of responsibility? [2]

(b) Why did it not occur in Piliavin, Rodin and Piliavin's study on 'subway Samaritans'? [2]

In the study by Piliavin, Rodin and Piliavin on helping behaviour:

(a) Briefly describe the location for the study. [2]

(b) Describe **one** methodological problem with this study. [2]

The study by Piliavin, Rodin and Piliavin on 'subway Samaritans' is a field study.
(a) Explain why a field study was used. [2]

(b) Give **one** disadvantage of this field study. [2]

From the Piliavin, Rodin and Piliavin study on subway Samaritans:
(a) Outline **one** independent variable that was manipulated by the experimenters. [2]

(b) Outline **one** measurement of behaviour (dependent variable) that was recorded by the observers. [2]

From the Piliavin, Rodin and Piliavin study on subway Samaritans:
(a) Give **two** ways in which the 'drunk' victim behaved. [2]

(b) Describe **one** way in which the results for the 'drunk' condition differ from the results of the 'ill' condition. [2]

In the study by Piliavin, Rodin and Piliavin (subway Samaritans):
(a) Describe **one** dependent measure that was observed. [2]

(b) Describe the results of **one** dependent measure. [2]

Piliavin, Rodin and Piliavin tested the 'diffusion of responsibility' hypothesis in their subway Samaritans study.
(a) To what extent did the findings of the study support the 'diffusion of responsibility' hypothesis? [2]

(b) Suggest **one** explanation for the findings of the study. [2]

Piliavin, Rodin and Piliavin made a number of conclusions about 'subway Samaritans'.
(a) Describe **one** conclusion from the study. [2]

(b) Describe the evidence for this conclusion. [2]

In the study by Piliavin, Rodin and Piliavin (subway Samaritans):
(a) What is meant by the term 'diffusion of responsibility'? [2]

(b) Briefly describe the context (the real-life event) that led to research on 'diffusion of responsibility'. [2]

Two sides of A4 for each study would make a good revision pack. To assist with organisation and to identify Key Studies and Approaches, different coloured paper could be used for each approach. Teachers are invited to add resources like this one to the community website.

Paper 1 Section B Question part (c)

The following table could be a worksheet given to candidates to think about suggestions for each of the fifteen Paper 1 Key Studies.

Pre-U Psychology
Paper 1 [c] 'Suggestions'
Author name(s):
Study title:
Approach:
The further research required in this question could be based entirely on the 'further research' identified on the syllabus or it could be based on that and/or any research from the Explore More section or it could be based on any relevant research surrounding this area that the candidate has explored. It could even be suggestions that the candidates themselves make based on their knowledge of the key study and theory in this area.
Mark scheme for 5–6 marks Suggestions are appropriate, show insight, elaboration and evidence of further reading. Further research suggested is relevant, description is accurate, coherent and detailed. Understanding of relationship of further research to bystander behaviour is impressive.
Suggestion 1
Suggestion 2

Work feedback sheet: Paper 1 Section B
The following sheet could be given to candidates as feedback on their essays.

Pre-U Psychology P1 Section B Feedback

Name:	Area:	Date:

Question part (a)

8–10 marks	Definition of terms is **accurate** and use of psychological terminology is comprehensive. Description of knowledge (theories/studies) is **accurate, coherent** and **detailed**. Understanding (such as elaboration, use of example, quality of description) is **very good**. The answer is **competently structured** and organised (global structure introduced at start and followed throughout). Quality of written communication is **very good**.
6–7 marks	Definition of terms is **mainly accurate** and use of psychological terminology is competent. Description of knowledge (theories/studies) is **mainly accurate**, **coherent** and **reasonably** detailed. Understanding (such as elaboration, use of example, quality of description) is **good**. The answer has **adequate structure** and organisation. Quality of written communication is **good**.
4–5 marks	Definition of terms is **basic** and use of psychological terminology is adequate. Description of knowledge (theories/studies) is **often** accurate, **generally** coherent and has **some** detail. Understanding (such as elaboration, use of example, quality of description) is **reasonable**. The answer has **some structure** or organisation. Quality of written communication is **good**.
1–3 marks	Definition of terms and use of psychological terminology is **occasional or absent**. Description of knowledge (theories/studies) is **sometimes accurate, sometimes coherent** and has **some detail**. Understanding (such as elaboration, use of example, quality of description) is **occasionally evident**. The answer has minimal **structure** or organisation. Quality of written communication is **adequate**.
0 marks	No or irrelevant answer.

	/10

Question part (b)

10–12 marks	**Evaluation** (positive and negative points) is **comprehensive**. **Range** (e.g. two or more positive and two or more negative) of points is **balanced**. Points are **competently organised** into issues/debates, methods or approaches. Selection of points is **explicitly related** to the assessment request and demonstrates **impressive** psychological knowledge. **Effective** use of supporting examples from unit content. Quality of argument (or comment) arising from points is **clear and well developed**. Analysis (valid conclusions that effectively summarise issues and arguments) is evident. Evaluation is **detailed** and understanding is **thorough**.
8–9 marks	**Evaluation** (positive and negative points) is **very good**. Range of points is **good** and is **balanced**. Points are **well organised** into issues/debates, methods or approaches. Selection of points is **related** to the assessment request and demonstrates **competent** psychological knowledge. **Good** use of supporting examples from unit content. Quality of argument arising from points is **often** clear and well developed. Analysis (key points and valid generalisations) is **often** evident. Evaluation is **quite detailed** and understanding is **good**.
6–7 marks	**Evaluation** (positive and negative points) is **good**. Range of points is **limited** and may be **imbalanced**. Points are **organised** into issues/debates, methods or approaches. Selection of points is **often related** to the assessment request and demonstrates **good** psychological knowledge. **Limited** use of supporting examples from unit content. Quality of argument arising from points is **limited**. Analysis (key points and valid generalisations) is **sometimes** evident. Evaluation is **detailed** and understanding is **limited**.
4–5 marks	**Evaluation** (positive and negative points) is **sufficient**. Range of points is **partial** (may be positive or negative only). Points are **occasionally organised** into issues/debates, methods or approaches. Selection of points is **sometimes related** to the assessment request and demonstrates **basic** psychological knowledge. **Partial** use of supporting examples from unit content. Argument arising from points is **acceptable**. Analysis (key points and valid generalisations) is **occasionally evident**. Evaluation has adequate detail and understanding is **acceptable**.

1–3 marks	**Evaluation** (positive and negative points) is **basic**. Some points are evident and may be only positive or negative. Points are **not always organised** into issues/debates, methods or approaches. Selection of points may be **peripherally relevant** to the assessment request and psychological knowledge is occasionally evident. **Some or no** use of supporting examples from unit content. Argument arising from points is discernible or not present. Analysis (key points and valid generalisations) is **rare or not** present. Evaluation has **meagre detail** and understanding may **not** be **evident**.
0 marks	No or irrelevant answer.

	/12

Question part (c)

5–6 marks	Suggestions are **appropriate**, show insight, elaboration and **evidence** of further reading. Further research suggested is relevant, description is **accurate**, **coherent** and **detailed**. Understanding of relationship of further research to topic area is **impressive**.
3–4 marks	Suggestions are **appropriate**, with elaboration and **possibly evidence** of further reading. Further research suggested is relevant, mainly accurate, coherent and reasonably detailed. Understanding of relationship of further research to topic area is **good**.
1–2 marks	Suggestions are **appropriate**, but with little or no elaboration or evidence of further reading. Further research suggested is peripherally relevant, has some accuracy, and has some detail. Understanding of relationship of further research to topic area is **basic**.
0 marks	No or inappropriate suggestion.

	/6

Overall	Total/28

Mapping Pre-U and Other Specifications

AQA Specification A AS
Unit 1: *Cognitive Psychology, Developmental Psychology and Research Methods*:
Cognitive psychology, including memory and eyewitness testimony
Developmental psychology, research methods, in the context of the topic areas.

AQA Specification A AS
Unit 2: *Biological Psychology, Social Psychology and Individual Differences*:
Biological psychology, including stress, factors affecting stress, coping with stress and managing stress
Social psychology, including conformity, obedience and independent behaviour
Individual differences, including definitions of abnormality, approaches and therapies.

Pre-U
Includes same 5 core approaches Cognitive Psychology, Developmental Psychology, Biological Psychology, Social Psychology and Individual Differences, and Research Methods
Includes memory and eyewitness testimony
Includes research methods, in the context of the topic areas.

AQA Specification A A2
Unit 3: *Topics in Psychology*:
Biological rhythms and sleep; perception; relationships; aggression; eating behaviour; gender; intelligence and learning; cognition and development.

AQA Specification A A2
Unit 4: *Psychopathology, Psychology in action, Research methods*:
Biological approach, behaviourism, social learning theory, cognitive, psychodynamic and humanistic approaches
Comparison of approaches
Debates in psychology
Methods in psychology, inferential statistics, issues in research.

Pre-U
Includes sleep, aggression, development [Paper 1]
Includes options/choice [Paper 3]
Includes Paper 2: Issues, methods, applications, debates
Includes Papers 2 & 4: Research methods and practical project.

Mapping Pre-U and other Specifications

AQA Specification B AS
Unit 1: *Introducing Psychology*:
Key approaches in psychology, biopsychology, physiological psychology, the genetic basis of behaviour
Gender development, concepts and explaining gender development
Research methods, planning research, experimental and non-experimental methods, representing data and descriptive statistics, ethics.

AQA Specification B AS
Unit 2: *Social, Cognitive & Individual Differences*:
Social influence or social cognition
Cognitive psychology: remembering and forgetting or perceptual processes
Individual differences: anxiety disorders or autism.

Pre-U
Includes same 5 core approaches: Cognitive, Developmental, Biological, Social and Individual Differences
Includes social influence & autism [Paper 1]
Includes anxiety disorders [Paper 3]
Includes Papers 2 & 4: Research methods and practical project.

AQA Specification B A2
Unit 3: *Child Development & Options*:
Child social development; cognitive development; moral development; cognition and law; mood disorders and schizophrenia; stress and stress management; substance abuse, treatment and prevention; forensic psychology.

AQA Specification B A2
Unit 4: *Approaches, Debates & Methods*:
Biological approach, behaviourism social learning theory cognitive, psychodynamic and humanistic approaches
Comparison of approaches
Debates in psychology
Methods in psychology, inferential statistics, issues in research.

Pre-U
Includes child development/cognitive development [Paper 1];
Includes mood disorders & schizophrenia, substance abuse & forensic psychology [Paper 3]
Includes Paper 2: Issues, methods, applications, debates
Includes Papers 2 & 4: Research methods and practical project.

Mapping Pre-U and other Specifications

EDEXCEL AS
Unit 1: *Social & Cognitive*:
Social: Milgram's research & agentic state; studies by Reicher & Hofling; use of real-life examples e.g. My Lai Limited
Cognitive: eyewitness testimony.

EDEXCEL AS
Unit 2: *Understanding the Individual*:
Psychodymamic, biological & behavioural approaches
Psychodynamic: Freud & little Hans study
Biological includes MRI scanning
Learning includes Bandura study plus aspects of behaviourism.

Pre-U
Includes many similarities with obedience to authority section [Paper 1]
Includes many similarities e.g. Freud & Bandura studies & background [Paper 1]
3 studies are same research papers
Includes much greater depth and breadth.

EDEXCEL A2
Unit 3: *Applications of Psychology*:
TWO from: criminological; child; health & sport; aspects of theory and studies done in detail e.g. Loftus & Palmer.

EDEXCEL A2
Unit 4: *How psychology works*:
Clinical psychology, issues and debates; clinical Psychology includes Rosenhan study.

Pre-U
Includes two options with many overlaps in theory
Includes coherent approach, greater depth and Key Applications (like Key Studies)
Includes Rosenhan study [Paper 1] plus overlaps with Abnormality [Paper 3]
Includes Papers 2 & 4: Research methods and practical project.

Mapping Pre-U and other Specifications

WJEC AS
Unit 1: *Approaches in Psychology:*
Four approaches: biological, psychodynamic, behaviourist and cognitive as applied to *theory* and *therapy*.

WJEC AS
Unit 2: *Core studies and applied research methods:*
10 core studies covering 5 core approaches
Application of research methods to a novel situation.

Pre-U
Includes Studies by Freud and Bandura [Paper 1]
Includes all therapies covered in Abnormality option [Paper 3]
3 studies are same research papers
Includes much greater depth and breadth.

WJEC A2
Unit 3: *Research methods and Issues in research*:
Aspects of methodology and issues arising.

WJEC A2
Unit 4: *Controversies, topics and applications*:
7 controversial issues
4 topics: memory, relationships, intelligence, adulthood and adolescence
5 options: Health, Education, Forensic, Sport, Abnormality.
Only 3 from above to be studied.

Pre-U
Includes two options but many overlaps with applied options
Includes coherent approach, greater depth and Key Applications (like Key Studies)
Includes Paper 2: Issues, methods, applications, debates
Includes Papers 2 & 4: Research methods and practical project.

Mapping Pre-U and other Specifications

OCR AS
Unit 1: *Psychological Investigations:*
Study and conduct four investigations, assessed by examination.

OCR AS
Unit 2: *Core Studies:*
15 core studies covering 5 core approaches.

Pre-U
Includes methods covered in Papers 1 & 2 plus Paper 4
Includes 15 Key Studies covering 5 core approaches
6 studies are same research papers
Includes greater depth and breadth.

OCR A2
Unit 3: *Options in Applied Psychology*:
Two options from Health and Clinical, Forensic, Sport and Exercise, Education.

OCR A2
Unit 4: *Approaches & research methods:*
Perspectives, issues, methods and debates, aspects of research design and implementation.

Pre-U
Includes five options not four, no education but Abnormality and Environment.
Includes coherent approach, greater depth and Key Applications (like Key Studies)
Includes Paper 2: Issues, methods, applications, debates
Includes Papers 2 & 4: Research methods and practical project.

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