



**Cambridge Assessment
International Education**

Learner Guide

Cambridge International AS & A Level Psychology 9990

For examination from 2024



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Contents

Introduction	4
1. Syllabus content – what you need to know	5
2. How you will be assessed	6
3. What skills will be assessed?	8
4. Example response	10
5. Revision and preparation	13
6. Useful resources	67

Introduction

This guide explains what you need to know about your Cambridge International AS & A Level Psychology 9990 course and examinations.

This guide will help you to:

- ✓ understand what skills you should develop by taking this Cambridge International AS & A Level course
- ✓ understand how you will be assessed
- ✓ understand what we are looking for in the answers you write
- ✓ plan your revision programme
- ✓ revise, by providing revision tips and an interactive revision checklist (Section 5).

Following a Cambridge International AS & A Level programme will help you to develop abilities that universities value highly, including a deep understanding of your subject; higher order thinking skills (analysis, critical thinking, problem solving); presenting ordered and coherent arguments; and independent learning and research.

Studying Cambridge International AS & A Level Psychology will provide you with opportunities to explore key concepts and debates that underpin the subject of psychology and to develop the skills of knowledge and understanding, application, analysis, and evaluation while studying a range of stimulating topics and real-world issues.

1. Syllabus content – what you need to know

This section gives you an outline of the syllabus content for this course.

For AS Level there are two papers:

- Paper 1: Approaches, Issues and Debates
- Paper 2: Research Methods

For A Level there are a further two papers:

- Paper 3: Specialist Options: Approaches, Issues and Debates
- Paper 4: Specialist Options: Application and Research Methods

There are two components for the AS Level and four components for A Level. For A Level you will study two of the four listed options. Your teacher will tell you which two options you are studying. Make sure you always check the latest syllabus, available from the [School Support Hub](#).

Prior knowledge

There is no assumed prior knowledge needed to study Cambridge International AS & A Level Psychology 9990. However, a good grasp of English, Mathematics and Science is preferable.

Key concepts

Key concepts are essential ideas that will help you develop a deep understanding of your subject and make links between different aspects of the course. The key concepts for Cambridge International AS & A Level Psychology are:

Nature versus nurture – A key focus of contemporary psychology is to consider the relative contributions of nature versus nurture. Behaviours could be seen as resulting from innate, genetic factors (nature) or behaviours could be explained in terms of the environmental influences that begin to shape us from conception (nurture). You should be aware of this debate while planning studies and evaluating studies as part of this course.

Ethics – Ethics must be considered when planning a psychological investigation to ensure that data is gathered without compromising the wellbeing of the participant(s). The approach to ethics in psychological research has changed over time as our understanding has developed and attitudes towards ethical and moral implications change. As a result, some of the earlier studies that were the basis of the subject no longer meet the current guidelines. We should continually evaluate the ethical and moral implications of psychological research.

Research methods – Every research method has strengths and weaknesses, and a psychologist must evaluate how the method they have chosen contributes to the validity and reliability of their specific investigation as well as to wider psychological research.

No one view in psychology is definitive – Psychological research is influenced by the approach of the researcher and the time and context they are working in. Any topic is likely to be studied from the perspective of more than one psychological approach, and each approach has its own assumptions.

Relevance of psychology in contemporary society – By understanding psychology, we can improve how we live our lives and society in general. Every study is undertaken with a specific purpose in mind which can then be applied in everyday life – whether it is improving how we learn, understanding how groups of people behave or treating a disorder. You should be able to recognise how psychological studies of a specific area can be applied to other scenarios in everyday life.

These concepts are embedded in the syllabus through the studies and topics chosen.

2. How you will be assessed

Cambridge International AS Psychology makes up the first half of the Cambridge International A Level course in Psychology and provides a foundation for the study of Psychology at Cambridge International A Level.

About the examinations

There are three routes you can take for Cambridge International AS & A Level Psychology:

Route		Paper 1	Paper 2	Paper 3	Paper 4
1	AS Level only (Candidates take all AS components in the same exam series)	yes	yes	no	no
2	A Level (staged over two years) Year 1 AS Level*	yes	yes	no	no
	Year 2 Complete the A Level	no	no	yes	yes
3	A Level (Candidates take all components in the same exam series)	yes	yes	yes	yes

Find out from your teacher which papers you will be taking, and when you will be taking them.

About the papers

The table below gives you further information about the examination papers:

Component	Time and marks	Skills assessed	Details	Percentage of total marks
Paper 1 Approaches, Issues and Debates	1 hour 30 minutes 60 marks	AO1 Knowledge and understanding AO2 Application AO3 Analysis and evaluation	Section A: Short answer questions based on core studies. Section B: Extended response and essay questions, based on core studies.	50% of AS Level 25% of A Level
Paper 2 Research Methods	1 hour 30 minutes 60 marks	AO1 Knowledge and understanding AO2 Application AO3 Analysis and evaluation	Section A: Short answer questions, and scenario-based questions. Section B: A planning question divided into several parts.	50% of AS Level 25% of A Level
Paper 3 Specialist Options: Approaches, Issues and Debates	1 hour 30 minutes 60 marks	AO1 Knowledge and understanding AO2 Application AO3 Analysis and evaluation	Candidates answer questions from two specialist options.	25% of A Level
Paper 4 Specialist Options: Application and Research Methods	1 hour 30 minutes 60 marks	AO1 Knowledge and understanding AO2 Application AO3 Analysis and evaluation	Section A: Candidates answer questions from two specialist options. Section B: A planning question divided into several parts.	25% of A Level

3. What skills will be assessed?

The examiners will take account of the following assessment objectives (AOs) in the examinations.

Component	What does the AO mean?	AO as percentage for each component
AO1 Knowledge and understanding	<p>This AO is about demonstrating knowledge and understanding of:</p> <ul style="list-style-type: none"> • psychological terminology, concepts, theories, studies, evidence and methodology including research methods, issues and debates • the theoretical, ethical and practical considerations that influence the planning and conduct of psychological research • psychological techniques used by psychologists in everyday life. 	<p>Paper 1 (53% of marks) Paper 2 (22% of marks) Paper 3 (26% of marks) Paper 4 (26% of marks)</p>
AO2 Application	<p>This AO is about using knowledge and understanding of psychology, as listed above, so that it can be applied to a range of scenarios. Scenarios could be familiar or unfamiliar and may be taken from a range of everyday life or theoretical contexts.</p> <p>This includes:</p> <ul style="list-style-type: none"> • explaining how psychology is applicable to a particular scenario, context or issue • using and applying information in words or using other forms of presentation • using relevant psychology to support points or develop arguments • demonstrating awareness of the links between psychology used to support points or develop arguments • using knowledge and understanding to plan an investigation. 	<p>Paper 1 (17% of marks) Paper 2 (50% of marks) Paper 3 (26% of marks) Paper 4 (44% of marks)</p>
AO3 Analysis and evaluation	<p>This AO is about analysing and evaluating psychological concepts, theories, studies, evidence and methodology in terms of issues and debates. This includes:</p> <ul style="list-style-type: none"> • recognising bias in psychological data, research and studies • explaining the strengths and weaknesses of psychological concepts, theories, studies and methodology and of candidates' plans for investigations • being able to use a range and/or variety of evidence to demonstrate the complexity of psychological issues and debates • reaching conclusions about arguments based on a reasoned consideration of available evidence. 	<p>Paper 1 (30% of marks) Paper 2 (28% of marks) Paper 3 (48% of marks) Paper 4 (30% of marks)</p>

It is important that you know the different weightings (%) of the assessment objectives, as this affects how the examiner will assess your work.

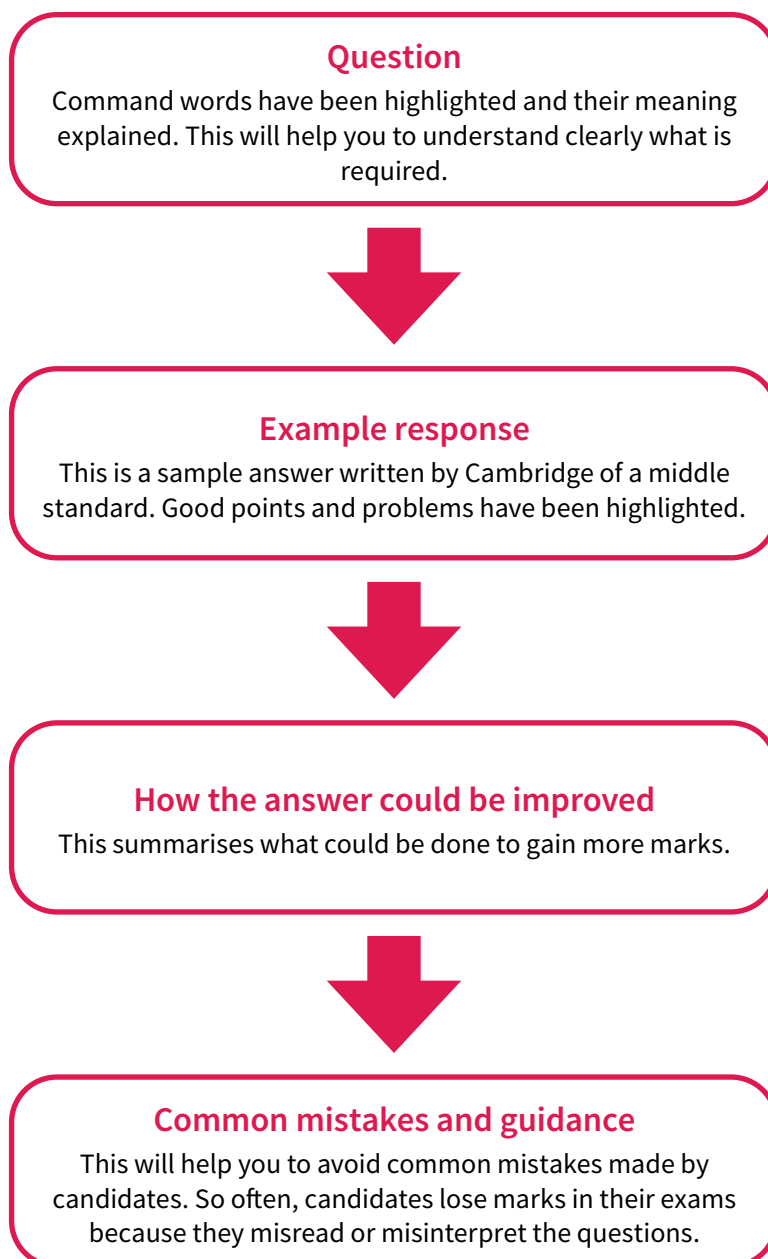
Assessment objectives	Weighting in AS Level %	Weighting in A Level %
AO1 Knowledge and understanding	35	30
AO2 Application	35	35
AO3 Analysis and evaluation	30	35

4. Example response

This section takes you through a question and example response to **Specimen Paper 1 Question 10**. It will help you to see how to identify the command words within questions and to understand what is required in your response. Understanding the questions will help you to know what you need to do with your knowledge. For example, you might need to state something, calculate something, find something or show something.

All information and advice in this section is specific to the example question and response being demonstrated. It should give you an idea of how your responses might be viewed by an examiner, but it is not a list of what to do in all questions. In your own examination, you will need to pay careful attention to what each question is asking you to do.

This section is structured as follows.



Question 10

Evaluate the study by Hölzel et al. (mindfulness and brain scans) in terms of two strengths and two weaknesses. At least one of your evaluation points must be about generalisations.

Example response

The study by Hölzel et al. used an experiment. Using an experiment is an advantage for the researcher because they can tell cause and effect, showing the influence of one variable on the other in this case mindfulness on brain plasticity.

Another strength of this study is that it used a longitudinal design which retested the participants. This meant researchers could wait for the mindfulness intervention to have an effect on participant brain plasticity and changes weren't because of using lots of different participants like in a cross-sectional study.

Lab experiments also have a standardised procedure with high levels of controls so it can be replicated and tested for reliability.

On the other hand, the experiment had some ethical issues which could be a weakness. They used an MRI scanner which is noisy and a small space which could be stressful for some participants, so the participants weren't protected from harm in fact two participants were so uncomfortable they withdrew from the study.

Generalisability was a problem for this study because all the participants were right-handed. This could make generalisations difficult because right-handed people might use their brains in different ways to left-handed people. So, if the mindfulness causes brain changes for the right-handed participants, this result can't be generalised to left-handed people as well.

Evaluate is the command word here. The question clearly tells you that you will have to make some judgement about the study named in the question – in this case Hölzel et al. The question then tells you how the command word is to be used – in this case two strengths and two weaknesses are needed in the entire answer. There is further guidance given at the very end as we tell you that at least one of your evaluation points must be about generalisations.

The strength provided is correct, and a brief context provided that is linked to the study.

A valid strength is raised and provides some depth in terms of adding context from the study.

This is a correct third strength of the study, but does not give context of Hölzel et al.

A correct weakness is raised and provides depth with an example from the study.

The requirements of the named issue is fulfilled and explained well in context, referring to detail from the results and indicating why it is an issue for generalisation.

Mark awarded = 7 out of 10

How the answer could be improved

- The response needed to ensure that every evaluative comment was situated in the context of the study by Hölzel et al. If the answer is written in a way that can be applied to more than one study, then it is not in context and can only be awarded partial credit.
- The response needed to aim for four evaluative points: two strengths and two weaknesses, including the named issue.
- Each evaluation point needed to follow a logical progression to be able to get into the Level 5 marking band.
- For each evaluative point, the strength/weakness needed to be identified and then described what this means.
- Evidence from the study needed to be used to demonstrate understanding of why the chosen comment is a strength/weakness.
- Each evaluation point needed to be explained as to why it is a strength/weakness, e.g. why does it reduce ecological validity, or why can it be easily replicated.

Common mistakes and guidance

- Describing the study is not creditworthy on its own. The question requires evaluation and marks are awarded for providing strengths and weaknesses.
- Not covering two strengths and two weaknesses in the answer.
- Covering more than two strengths and two weaknesses in little or no depth, e.g. a list or grid simply stating '+/-'.
- Not including the named issue in the answer as either a strength or weakness (it can be both a strength and weakness, if applicable). The named issue must be included to access the Level 4 or Level 5 marking band.
- Not putting each of the evaluation points into context – if the point made is generic and/or can be applied to many studies it will not be considered to be in detail.

5. Revision and preparation

This advice will help you revise and prepare for the examinations. It is divided into general advice and specific advice for each of the papers.

Use the tick boxes to keep a record of what you have done, what you plan to do or what you understand.

General advice

Before the examination

- Find out when the examinations are and plan your revision, so you have enough time for each topic. A revision timetable will help you.
- Find out how long each paper is, questions you must answer.
- Know the meaning of the command words used in questions and how to apply them to the information given. Highlight the command words in past papers and check what they mean using the list provided in the syllabus.
- Make revision notes; try different styles of notes.
- Work for short periods then have a break. Revise small sections of the syllabus at a time.
- Build your confidence by practising questions on each of the topics.
- Make sure you practise lots of past examination questions so that you are familiar with the format of the examination papers. You could time yourself when doing a paper so that you know how quickly you need to work in the real examination.
- Look at mark schemes to help you to understand how the marks are awarded for each question
- Make sure you are familiar with the mathematical notation that you need for this syllabus. Your teacher will be able to advise you on what is expected.

During the examination

- Read the instructions carefully and answer **all** the questions that you are instructed to answer. Do not leave out questions or parts of questions. Remember, no answer means no mark.
- Check the number of marks for each question or part question. This helps you to judge how long you should be spending answering each question, so you do not run out of time.
- Use any time you have left in the examination to review your answers and return to any questions you have not answered.
- For questions that are worth higher marks and require a longer answer, consider planning your answer before you start writing.
- You do not have to answer the questions in the order they are printed in the answer booklet. You may be able to do a later question more easily, then come back to an earlier one for another try.

- Read each question very carefully:
 - Identify the command words – you could underline or highlight them.
 - Identify the other key words and perhaps underline them too.
 - Try to put the question into your own words to understand what it is really asking.
- Read all parts of a question before starting your answer. Think carefully about what is needed for each part. You will not need to repeat material.
- Look very carefully at the information you are given.
 - For graphs and/or tables, read the title, key, axes, etc. to find out exactly what they show.
 - Try using coloured pencils or pens to pick out key information in the question.
- Answer the question.** It is important to use your knowledge and understanding of psychology throughout each answer.
- Do not cross out any work until you have replaced it by trying again. Even if you know it's not correct, you may still be able to get method marks. If you have made two or more attempts, make sure you cross out all except the one you want marked.
- Use psychological terms in your answers when possible.
- Make sure all your numbers are clear, for example make sure your '1' does not look like a '7'.
- If you need to change a word or a number, or even a sign (+ to – for example), it is better to cross out your work and rewrite it. Do not try to write over the top of your previous work as it will be difficult to read, and you may not get the marks.
- Avoid writing your answers in the columns of the page. The answer spaces provided correspond to the number of marks each question is worth. If you require extra space, please use a continuation booklet.

Advice for Paper 1

- Remember that the characteristics of a sample refer to participant variables such as age, gender, nationality etc.
- The features of a sample include the characteristics of the sample, as well as the sampling technique (how participants were recruited).
- For results, a meaningful comparison is needed to gain full marks (e.g. comparing one group to another group of participants).
- A conclusion should be based on the results but should not contain any actual results.
- When describing the debates, you must label each side of your description (e.g. nature versus nurture - you must tell the examiner which is nature, and which is nurture).
- If a question ends with '...in this study' then it is expected that you use an example from the study as part of your answer.
- In the extended response ensure that you write about two strengths and two weaknesses using examples from the named study. You must ensure at least one of your evaluation points is the named issue in the question.

Advice for Paper 2

- Practise using psychological terms and concepts for designing, analysing, or evaluating when answering questions that contain unfamiliar/novel material.
- If a question ends with ‘...in this study’ or makes a direct reference to a scenario, use an example or evidence from the study as part of your answer.
- When referring to the unfamiliar/novel scenario, your answer must be meaningful. For example, rather than just repeating the name of the person from the scenario, explain what it is about their situation that makes your answer relevant.
- If a question asks for you to mention two concepts, e.g. similarities and differences, both need to be included.
- If a question only asks for only one concept, do not waste time writing about what is not required. If you are told not to refer to a concept in your answer, avoid doing so, e.g. ‘Do not refer to ethics in your answer’.
- You will be required to design an original study for a novel research question. This is a creative process and requires practice. You can develop this skill by:
 - Thinking about possible studies on day-to-day psychology questions, such as ‘Do males and females differ in behaviour X?’ or ‘Is there a correlation between cognition Y and emotion Z?’
 - Try to imagine different research methods being used to investigate a range of questions.
- You also need to be able to identify practical/methodological and ethical strengths and weaknesses of your designs. Consider:
 - Would the results be valid and reliable in real life?
 - If not, why not?
 - What could be done about the problem?
- Your evaluation of study design must be directly relevant to the actual procedure you have described or has been presented to you in the scenario provided. This is the difference between a ‘generic’ and a ‘specific/linked’ answer.

Advice for Paper 3

- Ensure you only answer questions from the **two** options that you have studied at A Level from the four Specialist Options that are listed in the answer booklet.
- Make sure you know the five topic areas from within each of the **two** options you have studied from the syllabus. You will need to know which studies, theories, research methods, issues and debates go with each.
- Practise evaluation/analysis for several issues for every bullet point (e.g. reductionism, determinism, study issues like validity, ethics), rather than just learning the content. This will help you to ‘think like a psychologist’ and become more skilled at applying your knowledge.
- When evaluating issues and debates, practise writing more in-depth answers. Use specific examples to support the points you make in your answer rather than giving generic statements like ‘the sample was unrepresentative’, as this could be applied to many studies.

Advice for Paper 4

- Ensure that for Section A you answer **all** the questions for both options you have studied.
- Ensure that for Section B you answer the question for only one of the options you have studied.
- When evaluating one strength and one weaknesses for four marks, two marks maximum will be available for the strength and two mark maximum for the weakness.
- Pay attention to what each question requires so you avoid writing too much or not enough. If a question requires you to explain one weakness but you write about more than one, only the highest scoring weakness will earn you marks.
- In the 10 mark 'Plan a study' questions, ensure that you cover the main features of the research method presented in the question (or for one you have chosen if the question does not specify one).
- In the 10 mark 'Plan a study' questions, you should include general features when answering about any method such as sample, sampling technique, ethics, types of data, reliability, and validity.

Revision checklists

In the next part of this guide we have provided some revision checklists. These include information from the syllabus that you should revise. They don't contain all the detailed knowledge you need to know, just an overview. For more detail see the syllabus and talk to your teacher.

The table headings are explained below:

Topic	You should be able to	R	A	G	Comments
Here is a list of the topics you need to cover and work on.	Here are some suggestions of how to practise your skills	<p>You can use the tick boxes to show when you have revised an item and how confident you feel about it.</p> <p>R = RED means you are really unsure and lack confidence; you might want to focus your revision here and possibly talk to your teacher for help</p> <p>A = AMBER means you are reasonably confident but need some extra practice</p> <p>G = GREEN means you are very confident.</p> <p>As your revision progresses, you can concentrate on the RED and AMBER items in order to turn them into GREEN items. You might find it helpful to highlight each topic in red, orange or green to help you prioritise.</p>			<p>You can:</p> <ul style="list-style-type: none"> • add more information about the details for each point • add additional notes • include a reference to a useful resource • highlight areas of difficulty or things that you need to talk to your teacher about or look up in a textbook.

Note: the tables below cannot contain absolutely everything you need to know, but it does use examples wherever it can.

Paper 1 Approaches, Issues and Debates

Topic	You should be able to	R	A	G	Comments
Biological approach	<ul style="list-style-type: none"> outline two main assumptions of the biological approach. 				
Dement and Kleitman (sleep and dreams)	<ul style="list-style-type: none"> the psychology that is being investigated the background to the study the aim(s) of the study the procedure of the study the ethical issues relating to the study the results of the study, including the main/significant quantitative findings, the main qualitative findings the conclusion(s) the psychologist(s) drew or that could be drawn from the study the strengths and weaknesses of all elements of the study describe and evaluate the methodology used consider how the study relates to psychological issues and debates. 				
Hassett et al. (monkey toy preferences)	<ul style="list-style-type: none"> the psychology that is being investigated the background to the study the aim(s) of the study the procedure of the study the ethical issues relating to the study the results of the study, including the main/significant quantitative findings, the main qualitative findings the conclusion(s) the psychologist(s) drew or that could be drawn from the study the strengths and weaknesses of all elements of the study describe and evaluate the methodology used consider how the study relates to psychological issues and debates. 				

Topic	You should be able to	R	A	G	Comments
Hölzel et al. (mindfulness and brain scans)	<ul style="list-style-type: none"> • the psychology that is being investigated • the background to the study • the aim(s) of the study • the procedure of the study • the ethical issues relating to the study • the results of the study, including the main/significant quantitative findings, the main qualitative findings • the conclusion(s) the psychologist(s) drew or that could be drawn from the study • the strengths and weaknesses of all elements of the study • describe and evaluate the methodology used • consider how the study relates to psychological issues and debates. 				
Cognitive approach	<ul style="list-style-type: none"> • outline the main assumptions of the cognitive approach. 				
Andrade (doodling)	<ul style="list-style-type: none"> • the psychology that is being investigated • the background to the study • the aim(s) of the study • the procedure of the study • the ethical issues relating to the study • the results of the study, including the main/significant quantitative findings, the main qualitative findings • the conclusion(s) the psychologist(s) drew or that could be drawn from the study • the strengths and weaknesses of all elements of the study • describe and evaluate the methodology used • consider how the study relates to psychological issues and debates. 				

Topic	You should be able to	R	A	G	Comments
Baron-Cohen et al. (eyes test)	<ul style="list-style-type: none"> • the psychology that is being investigated • the background to the study • the aim(s) of the study • the procedure of the study • the ethical issues relating to the study • the results of the study, including the main/significant quantitative findings, the main qualitative findings • the conclusion(s) the psychologist(s) drew or that could be drawn from the study • the strengths and weaknesses of all elements of the study • describe and evaluate the methodology used • consider how the study relates to psychological issues and debates. 				
Pozzulo et al. (line-ups)	<ul style="list-style-type: none"> • the psychology that is being investigated • the background to the study • the aim(s) of the study • the procedure of the study • the ethical issues relating to the study • the results of the study, including the main/significant quantitative findings, the main qualitative findings • the conclusion(s) the psychologist(s) drew or that could be drawn from the study • the strengths and weaknesses of all elements of the study • describe and evaluate the methodology used • consider how the study relates to psychological issues and debates. 				
Learning approach	<ul style="list-style-type: none"> • outline the main assumptions of the learning approach. 				

Topic	You should be able to	R	A	G	Comments
Bandura et al. (aggression)	<ul style="list-style-type: none"> • the psychology that is being investigated • the background to the study • the aim(s) of the study • the procedure of the study • the ethical issues relating to the study • the results of the study, including the main/significant quantitative findings, the main qualitative findings • the conclusion(s) the psychologist(s) drew or that could be drawn from the study • the strengths and weaknesses of all elements of the study • describe and evaluate the methodology used • consider how the study relates to psychological issues and debates. 				
Fagen et al. (elephant learning)	<ul style="list-style-type: none"> • the psychology that is being investigated • the background to the study • the aim(s) of the study • the procedure of the study • the ethical issues relating to the study • the results of the study, including the main/significant quantitative findings, the main qualitative findings • the conclusion(s) the psychologist(s) drew or that could be drawn from the study • the strengths and weaknesses of all elements of the study • describe and evaluate the methodology used • consider how the study relates to psychological issues and debates. 				

Topic	You should be able to	R	A	G	Comments
Saavedra and Silverman (button phobia)	<ul style="list-style-type: none"> • the psychology that is being investigated • the background to the study • the aim(s) of the study • the procedure of the study • the ethical issues relating to the study • the results of the study, including the main/significant quantitative findings, the main qualitative findings • the conclusion(s) the psychologist(s) drew or that could be drawn from the study • the strengths and weaknesses of all elements of the study • describe and evaluate the methodology used • consider how the study relates to psychological issues and debates. 				
Social approach	<ul style="list-style-type: none"> • outline the main assumptions of the social approach. 				
Milgram (obedience)	<ul style="list-style-type: none"> • the psychology that is being investigated • the background to the study • the aim(s) of the study • the procedure of the study • the ethical issues relating to the study • the results of the study, including the main/significant quantitative findings, the main qualitative findings • the conclusion(s) the psychologist(s) drew or that could be drawn from the study • the strengths and weaknesses of all elements of the study • describe and evaluate the methodology used • consider how the study relates to psychological issues and debates. 				

Topic	You should be able to	R	A	G	Comments
Perry et al. (personal space)	<ul style="list-style-type: none"> • the psychology that is being investigated • the background to the study • the aim(s) of the study • the procedure of the study • the ethical issues relating to the study • the results of the study, including the main/significant quantitative findings, the main qualitative findings • the conclusion(s) the psychologist(s) drew or that could be drawn from the study • the strengths and weaknesses of all elements of the study • describe and evaluate the methodology used • consider how the study relates to psychological issues and debates. 				
Piliavin et al. (subway Samaritans)	<ul style="list-style-type: none"> • the psychology that is being investigated • the background to the study • the aim(s) of the study • the procedure of the study • the ethical issues relating to the study • the results of the study, including the main/significant quantitative findings, the main qualitative findings • the conclusion(s) the psychologist(s) drew or that could be drawn from the study • the strengths and weaknesses of all elements of the study • describe and evaluate the methodology used • consider how the study relates to psychological issues and debates. 				

Topic	You should be able to	R	A	G	Comments
Issues and debates	consider in relation to each of the core studies, the following issues, and debates: <ul style="list-style-type: none"> • the application of psychology to everyday life • individual and situational explanations • nature versus nurture • the use of children in psychological research • the use of animals in psychological research. 				

Paper 2 Research Methods

Topic	You should be able to	R	A	G	Comments
Experiments	describe the main features of each type of experiment: <ul style="list-style-type: none"> laboratory field 				
	evaluate each type of experiment, in terms of: <ul style="list-style-type: none"> reliability validity ethics 				
	<ul style="list-style-type: none"> describe and evaluate experimental designs as used in psychological research (independent measures, matched pairs, and repeated measures) describe and evaluate concepts relating to experimental designs including counterbalancing, random allocation, order effects (fatigue and practice) evaluate the use of experiments in psychological research, including the use of experimental and control group / control conditions apply knowledge of experiments to a given novel research scenario. 				
Self reports	describe the main features of each type of self-report: <ul style="list-style-type: none"> questionnaire, including technique (paper and pencil/ online) and question format (open and closed questions) interview, including format structured/unstructured/ semi-structured), technique (telephone/face-to-face) and question format (open and closed questions) 				
	<ul style="list-style-type: none"> evaluate the use of self-reports in psychological research apply knowledge of self-reports to a given novel research scenario. 				

Topic	You should be able to	R	A	G	Comments
Case studies	<ul style="list-style-type: none"> • describe the case study method, including the main features: a single participant/unit; studied in detail • evaluate the use of case studies in psychological research • apply knowledge of case studies to a given novel research scenario. 				
Observations	<ul style="list-style-type: none"> • describe the main features of an observation (e.g. overt/covert, participant/non-participant, structured/unstructured, naturalistic/controlled) • evaluate the use of observations in psychological research • apply knowledge of observations to a given novel research scenario. 				
Correlations	<ul style="list-style-type: none"> • describe correlations, positive and negative correlations, and strength of correlations • identify and give operational definitions for co-variables (measured variables) • evaluate the use of correlations in psychological research, including lack of causality • apply knowledge of correlations to a given novel research scenario. 				
Longitudinal studies	<ul style="list-style-type: none"> • describe longitudinal studies, including experiments with longitudinal designs • evaluate the use of longitudinal studies, including experiments with longitudinal designs • apply knowledge of longitudinal studies, including experiments with longitudinal designs, to a given novel research scenario 				

Topic	You should be able to	R	A	G	Comments
Aims and hypotheses	<ul style="list-style-type: none"> describe and write aims describe and recognise null hypotheses and alternative hypotheses including directional (one-tailed) and non-directional (two-tailed) hypotheses. 				
Variables	<ul style="list-style-type: none"> describe what is meant by an independent variable and a dependent variable describe how dependent variables can be measured identify independent variables and dependent variables in studies understand what is meant by an 'operational definition' 				
	operationalise: <ul style="list-style-type: none"> an independent variable a dependent variable 				
	<ul style="list-style-type: none"> apply knowledge of variables to a novel research situation. 				
Controlling variables	<ul style="list-style-type: none"> describe how psychologists can control variables (use 'controls') in a study understand control of variables / standardisation of a procedure understand uncontrolled, participant, and situational variables apply knowledge of control of variables ('controls') to a novel research situation. 				
Types of data	<ul style="list-style-type: none"> describe what is meant by quantitative and qualitative data and subjective and objective data evaluate the use of types of data as collected in psychological research apply knowledge of types of data to a novel research situation. 				

Topic	You should be able to	R	A	G	Comments
Sampling of participants	<ul style="list-style-type: none"> • describe what is meant by the sample and population, and the sampling techniques of opportunity sampling, random sampling, and volunteer (self-selecting) sampling • evaluate different sampling techniques as used in psychological research, including generalisations • apply knowledge of sampling techniques to a novel research situation. 				
Ethics	describe ethical guidelines as used in psychological research, in relation to human participants: <ul style="list-style-type: none"> • minimising harm (and maximising benefit) • valid consent including informed consent • right to withdraw • lack of deception • confidentiality • privacy • debriefing 				
	describe ethical guidelines as used in psychological research, in relation to animals: <ul style="list-style-type: none"> • minimising harm (and maximising benefit) • replacement • species • numbers • procedures: <ul style="list-style-type: none"> – pain, suffering and distress – housing – reward, deprivation, and aversive stimuli 				
	<ul style="list-style-type: none"> • evaluate studies based on ethical guidelines • apply knowledge of ethical guidelines to a novel research situation. 				

Topic	You should be able to	R	A	G	Comments
Validity	<ul style="list-style-type: none"> • describe validity, including ecological validity <p>evaluate studies based on their validity:</p> <ul style="list-style-type: none"> • subjectivity /objectivity • demand characteristics • generalisability • apply knowledge of validity to a novel research situation. 				
Reliability and replicability	<ul style="list-style-type: none"> • describe different types of reliability, including inter-rater and inter-observer reliability, test-retest reliability • evaluate studies based on their reliability • apply knowledge of reliability to a given novel research situation • understand replicability • apply understanding of replicability to the planning of studies. 				
Data analysis	<ul style="list-style-type: none"> • present and interpret data in tables • understand the meaning of ‘measure of central tendency’ <p>name, recognise and know how to find measures of central tendency:</p> <ul style="list-style-type: none"> • mode • median (no calculation necessary) • mean (no calculation necessary) 				

Topic	You should be able to	R	A	G	Comments
	<p>understand the meaning of ‘measure of spread’</p> <ul style="list-style-type: none">• name, recognise and know how to find range• recognise, interpret, and understand standard deviation <p>name, recognise, draw, change and interpret data from a:</p> <ul style="list-style-type: none">• bar chart• histogram• scatter graph.				

Paper 3 Specialist Options: Approaches, Issues and Debates and Paper 4 Specialist Options: Applications and Research Methods

This checklist is for all four options available for A Level Psychology. Remember to only complete the checklists for the two options that you have studied at A Level.

Clinical Psychology

Topic	You should be able to	R	A	G	Comments
Schizophrenia	<p>Diagnostic criteria for schizophrenia</p> <ul style="list-style-type: none"> diagnostic criteria (ICD-11) of schizophrenia, including symptoms (positive and negative). A case study of schizophrenia. types of delusions focusing on investigating delusions using virtual reality <p>Freeman et al. (2003)</p> <ul style="list-style-type: none"> the context of the study and relationship to other studies the main theories/explanations included in the study the aim(s) and hypotheses of the study [if stated] the design of the study, including all methodology as appropriate, such as the research method(s) used, sample size and demographics [if known] and sampling technique [if known], procedure, technique for data collection the results, findings, and conclusions of the study the main discussion points of the study. 				

Topic	You should be able to	R	A	G	Comments
Schizophrenia continued	<p>Explanations of schizophrenia</p> <p>biological explanations:</p> <ul style="list-style-type: none"> • genetic • biochemical (the dopamine hypothesis). • psychological (cognitive) explanation <p>Treatment and management of schizophrenia</p> <p>biological treatments:</p> <ul style="list-style-type: none"> • biochemical including typical and atypical antipsychotics. • electro-convulsive therapy. • psychological therapy: cognitive-behavioural therapy, including a study, e.g. Sensky et al. (2000). 				

Topic	You should be able to	R	A	G	Comments
Mood (affective) disorders: depressive disorder (unipolar) and bipolar disorder	<p>Diagnostic criteria for mood (affective) disorders</p> <ul style="list-style-type: none"> • diagnostic criteria (ICD-11) of mood disorders: depressive disorder (unipolar) and bipolar disorders including manic and depressive episodes. • measure of depression: Beck depression inventory <p>Explanations of mood (affective) disorders: depressive disorder (unipolar)</p> <p>biological explanations:</p> <ul style="list-style-type: none"> • biochemical • genetic (exemplified by the following key study). <p>Oruč et al. (1997)</p> <ul style="list-style-type: none"> • the context of the study and relationship to other studies • the main theories/explanations included in the study • the aim(s) and hypotheses of the study [if stated] • the design of the study, including all methodology as appropriate, such as the research method(s) used, sample size and demographics [if known] and sampling technique [if known], procedure, technique for data collection • the results, findings, and conclusions of the study • the main discussion points of the study. <p>psychological explanations:</p> <ul style="list-style-type: none"> • Beck's cognitive theory of depression • learned helplessness/attributional style, including a study, e.g. Seligman et al. (1988). 				

Topic	You should be able to	R	A	G	Comments
Mood (affective) disorders: depressive disorder (unipolar) and bipolar disorder continued	<p>Treatment and management of mood (affective) disorders</p> <ul style="list-style-type: none"> biological treatments including the use of anti-depressants (tricyclics, MAOIs and SSRIs). <p>psychological therapies:</p> <ul style="list-style-type: none"> Beck's cognitive restructuring Ellis's rational emotive behaviour therapy (REBT). 				
Impulse control disorders	<p>Diagnostic criteria for impulse control disorders</p> <p>diagnostic criteria (ICD-11) of impulse control disorders:</p> <ul style="list-style-type: none"> kleptomania pyromania gambling disorder. <ul style="list-style-type: none"> measure of impulse control disorders: Kleptomania Symptom Assessment Scale (K-SAS). <p>Explanations of impulse control disorders</p> <ul style="list-style-type: none"> biological explanation: dopamine. <p>psychological explanations:</p> <ul style="list-style-type: none"> behavioural: positive reinforcement cognitive: Miller's feeling-state theory. 				

Topic	You should be able to	R	A	G	Comments
Impulse control disorders continued	<p>Treatment and management of impulse control disorders</p> <ul style="list-style-type: none"> • biological treatments (exemplified by the following key study). <p>Grant et al. (2008)</p> <ul style="list-style-type: none"> • the context of the study and relationship to other studies • the main theories/explanations included in the study • the aim(s) and hypotheses of the study [if stated] • the design of the study, including all methodology as appropriate, such as the research method(s) used, sample size and demographics [if known] and sampling technique [if known], procedure, technique for data collection • the results, findings, and conclusions of the study • the main discussion points of the study. <p>psychological (cognitive-behavioural) therapies including:</p> <ul style="list-style-type: none"> • covert sensitisation, including a study, e.g. Glover (1985) • imaginal desensitisation, including a study, e.g. Blaszczynski and Nower (2003). 				

Topic	You should be able to	R	A	G	Comments
Anxiety disorders and fear-related disorders	<p>Diagnostic criteria for anxiety disorders and fear-related disorders</p> <p>diagnostic criteria (ICD-11) of anxiety disorders and fear-related disorders:</p> <ul style="list-style-type: none"> • generalised anxiety disorder • agoraphobia • specific phobia (blood-injection-injury). <p>measures of anxiety and fear-related disorders:</p> <ul style="list-style-type: none"> • Generalised Anxiety Disorder assessment (GAD-7). • the blood injection phobia inventory (BIPi), including a study, e.g. Mas et al. (2010). <p>Explanations of fear-related disorders</p> <ul style="list-style-type: none"> • biological explanation: genetic, including a study, e.g. Öst (1992). <p>psychological explanations:</p> <ul style="list-style-type: none"> • behavioural (classical conditioning), including a study, e.g. Watson and Rayner (1920) ‘Little Albert’ • psychodynamic, including a study, e.g. Freud (1909) ‘Little Hans’ 				

Topic	You should be able to	R	A	G	Comments
Anxiety disorders and fear-related disorders continued	<p>Treatment and management of anxiety disorders and fear-related disorders</p> <ul style="list-style-type: none"> behavioural therapy: systematic desensitisation applied to any fear-related disorder. <p>psychological therapy</p> <ul style="list-style-type: none"> cognitive-behavioural therapy (CBT) applied tension focusing on treating blood/injection/injury phobia. <p>Chapman and DeLapp (2013)</p> <ul style="list-style-type: none"> the context of the study and relationship to other studies the main theories/explanations included in the study the aim(s) and hypotheses of the study [if stated] the design of the study, including all methodology as appropriate, such as the research method(s) used, sample size and demographics [if known] and sampling technique [if known], procedure, technique for data collection the results, findings, and conclusions of the study the main discussion points of the study. 				

Topic	You should be able to	R	A	G	Comments
Obsessive-compulsive disorder (OCD)	<p>Diagnostic criteria for obsessive-compulsive disorder diagnostic criteria for obsessive-compulsive disorder (ICD-11) focusing on types of obsessions and</p> <ul style="list-style-type: none"> • compulsions, including a study, e.g. Rapoport (1989) 'Charles'. <p>measures:</p> <ul style="list-style-type: none"> • Maudsley Obsessive-Compulsive Inventory (MOCI) • Yale-Brown Obsessive-Compulsive Scale (Y-BOCS). <p>Explanations of obsessive-compulsive disorder biological explanations:</p> <ul style="list-style-type: none"> • biochemical • genetic. <p>psychological explanations:</p> <ul style="list-style-type: none"> • cognitive (thinking error) • behavioural (operant conditioning) • psychodynamic. 				

Topic	You should be able to	R	A	G	Comments
Obsessive-compulsive disorder (OCD) continued	<p>Treatment and management of obsessive-compulsive disorder</p> <ul style="list-style-type: none"> • biological treatments including the use of SSRIs. <p>psychological therapies including:</p> <ul style="list-style-type: none"> • exposure and response prevention (ERP), including a study, e.g. Lehmkuhl et al. (2008) • cognitive-behavioural therapy (CBT) <p>Lovell et al. (2006)</p> <ul style="list-style-type: none"> • the context of the study and relationship to other studies • the main theories/explanations included in the study • the aim(s) and hypotheses of the study [if stated] • the design of the study, including all methodology as appropriate, such as the research method(s) used, sample size and demographics [if known] and sampling technique [if known], procedure, technique for data collection • the results, findings, and conclusions of the study • the main discussion points of the study. 				
Issues and debates	<p>consider in relation to each of the specialist options, as appropriate:</p> <ul style="list-style-type: none"> • the application of psychology to everyday life • individual and situational explanations • nature versus nurture • the use of children in psychological research • cultural differences • reductionism versus holism • determinism versus free-will • idiographic versus nomothetic. 				

Topic	You should be able to	R	A	G	Comments
Research methods (in addition to Paper 2 content)	<p>Experiments</p> <ul style="list-style-type: none"> describe and evaluate the main features of randomised control trials. <p>Questionnaires</p> <ul style="list-style-type: none"> describe and evaluate the use of postal questionnaires describe and evaluate the use of rating scales; forced/ fixed choice. <p>Psychometric tests</p> <ul style="list-style-type: none"> describe and evaluate psychometric tests. <p>Hypotheses</p> <ul style="list-style-type: none"> write and apply knowledge of null hypotheses and alternative directional (one-tailed) and non-directional (two-tailed) hypotheses. <p>Validity</p> <ul style="list-style-type: none"> describe and evaluate studies based on their validity, including temporal validity. 				

Consumer Psychology

Topic	You should be able to	R	A	G	Comments
The physical environment	<p>Retail store design</p> <ul style="list-style-type: none"> types of store exterior design including storefront, window displays and landscaping, including a study, e.g. Mower et al. (2012). types of store interior design including grid, freeform and racetrack layouts; use of virtual store layouts, including a study, e.g. Vrechopoulos et al. (2004). <p>Sound and consumer behaviour</p> <ul style="list-style-type: none"> music in restaurants focusing on how background music influences the amount spent on food and drink <p>North et al. (2003)</p> <ul style="list-style-type: none"> the context of the study and relationship to other studies the main theories/explanations included in the study the aim(s) and hypotheses of the study [if stated] the design of the study, including all methodology as appropriate, such as the research method(s) used, sample size and demographics [if known] and sampling technique [if known], procedure, technique for data collection the results, findings, and conclusions of the study the main discussion points of the study. background noise focusing on how sound and noise affect the perception of food taste including reasons why sound influences taste, including a study, e.g. Woods et al. (2011) study 1 or study 2. 				

Topic	You should be able to	R	A	G	Comments
The physical environment continued	<p>Retail atmospherics</p> <ul style="list-style-type: none"> model of effects of ambience: Mehrabian and Russell's pleasure-arousal-dominance (PAD) model. the effects of odour on shopper pleasure-arousal-dominance, including a study, e.g. Chebat and Michon (2003). the effects of crowding on shopper pleasure-arousal-dominance, including a study, e.g. Machleit et al. (2000) study 1 or study 2. 				
The psychological environment	<p>Environmental influences on consumers</p> <ul style="list-style-type: none"> wayfinding in shopping malls; factors affecting wayfinding such as signs and you are here maps, including a study, e.g. Dogu and Erkip (2000). shopper behaviour focusing on spatial movement patterns including types of trip (short, round, central and wave) and the five types of spatial behaviour patterns (specialist, native, tourist, explorer, raider); the use of CCTV tracking, including a study, e.g. Gil et al. (2009). <p>Menu design psychology</p> <ul style="list-style-type: none"> menu design focusing on the features of menu design which have positive and negative impacts and ways to study this, including the use of eye-tracking, e.g. Pavesic (2005). the effect of primacy and recency and menu item position on menu item choice, including a study, e.g. Dayan and Bar-Hillel (2011). the effect of food name on menu item choice, including a study, e.g. Lockyer (2006). 				

Topic	You should be able to	R	A	G	Comments
The psychological environment continued	<p>Consumer behaviour and personal space</p> <ul style="list-style-type: none"> • personal space at restaurant tables including Hall's four zones; functions such as overload, arousal, and behaviour constraint (exemplified by the following key study). <p>Robson et al. (2011)</p> <ul style="list-style-type: none"> • the context of the study and relationship to other studies • the main theories/explanations included in the study • the aim(s) and hypotheses of the study [if stated] • the design of the study, including all methodology as appropriate, such as the research method(s) used, sample size and demographics [if known] and sampling technique [if known], procedure, technique for data collection • the results, findings, and conclusions of the study • the main discussion points of the study. <ul style="list-style-type: none"> • defending place in a queue including nature of intrusion, number of intrusions, social structure of a queue, responses of people queuing, including a study, e.g. Milgram et al. (1986). 				

Topic	You should be able to	R	A	G	Comments
Consumer decision-making	<p>Consumer decision-making</p> <ul style="list-style-type: none"> models of consumer decision-making focusing on explanations and examples of utility theory, satisficing, prospect theory. strategies of consumer decision-making focusing on explanations and examples of compensatory, non-compensatory and partially compensatory strategies including explanations and examples of each. decision-making strategies applied to internet shopping focusing on website design, including a study, e.g. Jedetski et al (2002). <p>Choice heuristics</p> <ul style="list-style-type: none"> heuristics focusing on availability, representativeness, recognition, take-the-best, and anchoring, including explanations and examples of each. point of purchase decisions including multiple unit pricing and suggestive selling, including a study, e.g. Wansink et al. (1998). applying heuristics to decision-making styles, including a study, e.g. del Campo et al. (2016). 				

Topic	You should be able to	R	A	G	Comments
Consumer decision-making continued	<p>Mistakes in decision-making</p> <ul style="list-style-type: none"> thinking fast and thinking slow/system 1 and system 2 including explanations and examples of each, e.g. Shleifer (2012). choice blindness, preferences and defending a choice <p>Hall et al. (2010)</p> <ul style="list-style-type: none"> the context of the study and relationship to other studies the main theories/explanations included in the study the aim(s) and hypotheses of the study [if stated] the design of the study, including all methodology as appropriate, such as the research method(s) used, sample size and demographics [if known] and sampling technique [if known], procedure, technique for data collection the results, findings, and conclusions of the study the main discussion points of the study. <ul style="list-style-type: none"> consumer memory for advertising including how retroactive and proactive interference affect memory, including a study, e.g. Burke and Srull (1988). 				

Topic	You should be able to	R	A	G	Comments
The product	<p>Packaging and positioning of a product</p> <ul style="list-style-type: none"> • gift-wrapping including beliefs of giver and recipient: why gifts are wrapped, types of wrapping. • food package design <p>Becker et al. (2011)</p> <ul style="list-style-type: none"> • the context of the study and relationship to other studies • the main theories/explanations included in the study • the aim(s) and hypotheses of the study [if stated] • the design of the study, including all methodology as appropriate, such as the research method(s) used, sample size and demographics [if known] and sampling technique [if known], procedure, technique for data collection • the results, findings, and conclusions of the study • the main discussion points of the study. <ul style="list-style-type: none"> • attention and shelf position including planograms, central gaze cascade effect, use of eye-tracking, including a study, e.g. Atalay et al. (2012). 				

Topic	You should be able to	R	A	G	Comments
The product continued	<p>Selling the product</p> <ul style="list-style-type: none"> • sales techniques focusing on customer-focused, competitor-focused, product-focused techniques including effect of each on buyer–seller relationship. • interpersonal influence techniques; focusing on disrupt-then-reframe including the need for cognitive closure and factors affecting the need for cognitive closure, including a study, e.g. Kardes et al. (2007). • Cialdini’s six ways to close a sale. <p>Buying the product</p> <ul style="list-style-type: none"> • the Engel Kollat Blackwell model of buyer decision-making. • deciding where to buy including reasons for store choice and demographics such as age and gender, including a study, e.g. Sinha et al. (2002). • post-purchase cognitive dissonance including factors that can increase dissonance and ways to reduce dissonance, including a study, e.g. Nordvall (2014). 				

Topic	You should be able to	R	A	G	Comments
Advertising	<p>Types of advertising and advertising techniques</p> <ul style="list-style-type: none"> the Yale model of communication including five features. advertising media including types of advertising media: printed, television, internet, and smartphone; use of eye-tracking and EEG, including a study, e.g. Ciceri et al. (2020). Lauterborn's 4 Cs marketing mix model. <p>Advertising – consumer interaction</p> <ul style="list-style-type: none"> advertising and consumer personality including self-monitoring <p>Snyder and DeBono (1985)</p> <ul style="list-style-type: none"> the context of the study and relationship to other studies the main theories/explanations included in the study the aim(s) and hypotheses of the study [if stated] the design of the study, including all methodology as appropriate, such as the research method(s) used, sample size and demographics [if known] and sampling technique [if known], procedure, technique for data collection the results, findings, and conclusions of the study the main discussion points of the study. <ul style="list-style-type: none"> how product placement in films affects choice including examples and explanations for choice, such as mere exposure and reminders, including a study, e.g. Auty and Lewis (2004). 				

Topic	You should be able to	R	A	G	Comments
Advertising continued	<p>Brand awareness and recognition</p> <ul style="list-style-type: none"> • brand recognition in children including how children acquire an understanding of advertising via logo recognition, including a study, e.g. Fischer et al. (1991). • brand awareness, brand image and effective slogans including types and function of slogans; guidelines for creating effective slogans, e.g. Kohli et al. (2007). 				
Issues and debates	<p>consider in relation to each of the specialist options, as appropriate:</p> <ul style="list-style-type: none"> • the application of psychology to everyday life • individual and situational explanations • nature versus nurture • the use of children in psychological research • cultural differences • reductionism versus holism • determinism versus free-will • idiographic versus nomothetic. 				

Topic	You should be able to	R	A	G	Comments
Research methods (in addition to Paper 2 content)	<p>Experiments</p> <ul style="list-style-type: none"> describe and evaluate the main features of randomised control trials. <p>Questionnaires</p> <ul style="list-style-type: none"> describe and evaluate the use of postal questionnaires describe and evaluate the use of rating scales; forced/ fixed choice. <p>Psychometric tests</p> <ul style="list-style-type: none"> describe and evaluate psychometric tests. <p>Hypotheses</p> <ul style="list-style-type: none"> write and apply knowledge of null hypotheses and alternative directional (one-tailed) and non-directional (two-tailed) hypotheses. <p>Validity</p> <ul style="list-style-type: none"> describe and evaluate studies based on their validity, including temporal validity. 				

Health Psychology

Topic	You should be able to	R	A	G	Comments
The patient–practitioner relationship	<p>Practitioner and patient interpersonal skills</p> <ul style="list-style-type: none"> • non-verbal communications with a focus on practitioner clothing, including a study, e.g. McKinstry and Wang (1991). • verbal communications with a focus on understanding medical terminology, including a study, e.g. McKinlay (1975). <p>Patient and practitioner diagnosis and style</p> <ul style="list-style-type: none"> • practitioner diagnosis focusing on making a diagnosis (disclosure of information, false positive and false negative diagnosis) and presenting a diagnosis. • practitioner style: doctor-centred (directed) and patient-centred (sharing) consultation <p>Savage and Armstrong (1990)</p> <ul style="list-style-type: none"> • the context of the study and relationship to other studies • the main theories/explanations included in the study • the aim(s) and hypotheses of the study [if stated] • the design of the study, including all methodology as appropriate, such as the research method(s) used, sample size and demographics [if known] and sampling technique [if known], procedure, technique for data collection • the results, findings, and conclusions of the study • the main discussion points of the study. 				

Topic	You should be able to	R	A	G	Comments
The patient–practitioner relationship continued	<p>Misusing health services</p> <p>delay in seeking treatment:</p> <ul style="list-style-type: none"> • reasons for delay, including a study, e.g. Safer et al. (1979) • alternative explanations for delay, e.g. the health belief model • Munchausen syndrome versus malingering. Diagnostic features of Munchausen (essential and supporting features), including a study, e.g. Aleem and Ajarim (1995). 				
Adherence to medical advice	<p>Types of non-adherence and reasons why patients do not adhere</p> <ul style="list-style-type: none"> • types of non-adherence (failure to follow treatments and failure to attend appointments) and problems caused by non-adherence. <p>explanations of why patients do not adhere:</p> <ul style="list-style-type: none"> • rational non-adherence, including a study, e.g. Laba et al. (2012) • Health Belief Model. <p>Measuring non-adherence</p> <ul style="list-style-type: none"> • subjective measures including clinical interviews and semi-structured interviews, including a study, e.g. Riekert and Drotar (1999). • objective measures focusing on pill counting and medication dispensers, including a study, e.g. Chung and Naya (2000). • biological measures including blood and urine samples. 				

Topic	You should be able to	R	A	G	Comments
Adherence to medical advice continued	<p>Improving adherence</p> <ul style="list-style-type: none"> • improving adherence in children including a study, e.g. Chaney et al. (2004). • individual behavioural techniques: contracts, prompts, customising treatment. • community interventions <p>Yokley and Glenwick (1984)</p> <ul style="list-style-type: none"> • the context of the study and relationship to other studies • the main theories/explanations included in the study • the aim(s) and hypotheses of the study [if stated] • the design of the study, including all methodology as appropriate, such as the research method(s) used, sample size and demographics [if known] and sampling technique [if known], procedure, technique for data collection • the results, findings, and conclusions of the study • the main discussion points of the study. 				

Topic	You should be able to	R	A	G	Comments
Pain	<p>Types and theories of pain</p> <ul style="list-style-type: none"> functions of pain; types of pain: acute and chronic pain. Focus on phantom limb pain and mirror treatment to include a case study, e.g. MacLachlan et al. (2004). theories of pain: specificity theory, gate control theory. <p>Measuring pain</p> <ul style="list-style-type: none"> subjective measures including clinical interview. <p>psychometric measures and visual rating scales:</p> <ul style="list-style-type: none"> McGill pain questionnaire visual analogue scale <p>Brudvik et al. (2016)</p> <ul style="list-style-type: none"> the context of the study and relationship to other studies the main theories/explanations included in the study the aim(s) and hypotheses of the study [if stated] the design of the study, including all methodology as appropriate, such as the research method(s) used, sample size and demographics [if known] and sampling technique [if known], procedure, technique for data collection the results, findings, and conclusions of the study the main discussion points of the study. <p>Managing and controlling pain</p> <ul style="list-style-type: none"> biological treatment: biochemical. psychological treatments: cognitive strategies (attention diversion, non-pain imagery and cognitive redefinition). alternative treatments: acupuncture; stimulation therapy/TENS. 				

Topic	You should be able to	R	A	G	Comments
Stress	<p>Sources of stress</p> <ul style="list-style-type: none"> • physiology of stress: the GAS Model and effects of stress on health. • causes of stress: Holmes and Rahe's life events, work including a study, e.g. Chandola et al. (2008) and Friedman and Rosenman's Type A personality <p>Measures of stress</p> <p>biological measures:</p> <ul style="list-style-type: none"> • recording devices for heart rate and brain function (fMRI), including a study, e.g. Wang et al. (2005) • sample tests for salivary cortisol, including a study, e.g. Evans and Wener (2007). • psychological measures: self-report questionnaires, including tests of Friedman and Rosenman's Type A personality and Holmes and Rahe's life events questionnaire. 				

Topic	You should be able to	R	A	G	Comments
Stress continued	<p>Managing stress</p> <ul style="list-style-type: none"> • psychological therapy: biofeedback, including a study, e.g., Budzynski et al. (1969). • use of imagery to reduce stress <p>Bridge et al. (1988)</p> <ul style="list-style-type: none"> • the context of the study and relationship to other studies • the main theories/explanations included in the study • the aim(s) and hypotheses of the study [if stated] • the design of the study, including all methodology as appropriate, such as the research method(s) used, sample size and demographics [if known] and sampling technique [if known], procedure, technique for data collection • the results, findings, and conclusions of the study • the main discussion points of the study. <ul style="list-style-type: none"> • preventing stress: three phases of stress inoculation training. 				

Topic	You should be able to	R	A	G	Comments
Health promotion	<p>Strategies for promoting health</p> <ul style="list-style-type: none"> • fear arousal: use of fear to improve health, including a study, e.g. Janis and Feshbach (1953). • providing information: giving information so people know how to improve their health, including a study, e.g. Lewin et al. (1992). <p>Health promotion in schools and worksites</p> <ul style="list-style-type: none"> • schools with a focus on healthy eating, including a study, e.g. Tapper et al. (2003). • worksites with a focus on health and safety, including a study, e.g. Fox et al. (1987). <p>Individual factors in changing health beliefs</p> <ul style="list-style-type: none"> • unrealistic optimism: reason for disregarding positive health advice, including a study, e.g. Weinstein (1980). • positive psychology: defining positive psychology Three focuses: pleasant life, good life, meaningful life, including a study, e.g. Seligman (2004). • application of positive psychology <p>Shoshani and Steinmetz (2014)</p> <ul style="list-style-type: none"> • the context of the study and relationship to other studies • the main theories/explanations included in the study • the aim(s) and hypotheses of the study [if stated] • the design of the study, including all methodology as appropriate, such as the research method(s) used, sample size and demographics [if known] and sampling technique [if known], procedure, technique for data collection • the results, findings, and conclusions of the study • the main discussion points of the study. 				

Topic	You should be able to	R	A	G	Comments
Issues and debates	consider in relation to each of the specialist options, as appropriate: <ul style="list-style-type: none"> • the application of psychology to everyday life • individual and situational explanations • nature versus nurture • the use of children in psychological research • cultural differences • reductionism versus holism • determinism versus free-will • idiographic versus nomothetic. 				
Research methods (in addition to Paper 2 content)	<p>Experiments</p> <ul style="list-style-type: none"> • describe and evaluate the main features of randomised control trials. <p>Questionnaires</p> <ul style="list-style-type: none"> • describe and evaluate the use of postal questionnaires • describe and evaluate the use of rating scales; forced/ fixed choice. <p>Psychometric tests</p> <ul style="list-style-type: none"> • describe and evaluate psychometric tests. <p>Hypotheses</p> <ul style="list-style-type: none"> • write and apply knowledge of null hypotheses and alternative directional (one-tailed) and non-directional (two-tailed) hypotheses. <p>Validity</p> <ul style="list-style-type: none"> • describe and evaluate studies based on their validity, including temporal validity. 				

Organisational Psychology

Topic	You should be able to	R	A	G	Comments
Motivation to work	<p>Need theories</p> <ul style="list-style-type: none"> Maslow’s hierarchy of needs including five needs, including a study, e.g. Saeednia (2011). McClelland’s theory of achievement motivation including need for achievement, affiliation, and power. <p>Cognitive theories</p> <ul style="list-style-type: none"> Latham and Locke’s goal-setting theory including goal-setting principles and SMART goals. Vroom’s VIE (expectancy) theory. <p>Motivators at work</p> <ul style="list-style-type: none"> extrinsic motivators at work: types of reward systems including pay, bonuses, profit-sharing, performance-related pay. intrinsic motivators at work: non-monetary rewards including praise, respect, recognition, empowerment, and a sense of belonging. Deci and Ryan’s self-determination theory including competence, autonomy, and relatedness <p>Landry et al. (2019) key study:</p> <ul style="list-style-type: none"> the context of the study and relationship to other studies the main theories/explanations included in the study the aim(s) and hypotheses of the study [if stated] the design of the study, including all methodology as appropriate, such as the research method(s) used, sample size and demographics [if known] and sampling technique [if known], procedure, technique for data collection the results, findings, and conclusions of the study the main discussion points of the study. 				

Topic	You should be able to	R	A	G	Comments
Leadership and management	<p>Traditional and modern theories of leadership</p> <ul style="list-style-type: none"> • universalist theories including great person, charismatic, and transformational leaders. • behavioural theories including Ohio University and Michigan University behavioural explanations. • Heifetz’s six principles in meeting adaptive challenges; responsibilities of an adaptive leader. <p>Leadership style</p> <ul style="list-style-type: none"> • Muczyk and Reimann’s four styles of leader behaviour. • Scouller’s levels of leadership including public, private, and personal levels • leadership style and gender <p>Cuadrado et al. (2008)</p> <ul style="list-style-type: none"> • the context of the study and relationship to other studies • the main theories/explanations included in the study • the aim(s) and hypotheses of the study [if stated] • the design of the study, including all methodology as appropriate, such as the research method(s) used, sample size and demographics [if known] and sampling technique [if known], procedure, technique for data collection • the results, findings, and conclusions of the study • the main discussion points of the study. 				

Topic	You should be able to	R	A	G	Comments
Leadership and management continued	<p>Leaders and followers</p> <ul style="list-style-type: none"> • Kouzes and Posner’s Leadership Practices Inventory including five practices. • Kelley’s (1988) followership including definition of followership, two dimensions and five followership styles. 				
Group behaviour in organisations	<p>Group development and decision-making</p> <ul style="list-style-type: none"> • stages of group development, e.g. Tuckman and Jensen (2010). • Belbin’s nine team roles. <p>faulty decision-making, explanations, and strategies to avoid it:</p> <ul style="list-style-type: none"> • groupthink including features with examples • Forsyth’s cognitive limitations and errors including types and subtypes. <p>Individual and group performance</p> <ul style="list-style-type: none"> • individual and group performance focusing on social facilitation and social loafing including definitions, drive theory and evaluation apprehension, social impact theory. • group performance across cultures focusing on social loafing in individualistic and collectivist cultures, including a study, e.g. Earley (1993). • performance monitoring of employee productivity 				

Topic	You should be able to	R	A	G	Comments
Group behaviour in organisations continued	<p>Claypoole and Szalma (2019)</p> <ul style="list-style-type: none"> • the context of the study and relationship to other studies • the main theories/explanations included in the study • the aim(s) and hypotheses of the study [if stated] • the design of the study, including all methodology as appropriate, such as the research method(s) used, sample size and demographics [if known] and sampling technique [if known], procedure, technique for data collection • the results, findings, and conclusions of the study • the main discussion points of the study. <p>Conflict at work</p> <ul style="list-style-type: none"> • levels of group conflict (intra-individual, inter-individual, intra-group, and inter-group). Causes of organisational and interpersonal group conflict. • Thomas–Kilmann’s five conflict-handling modes. • bullying at work; types, phases, and causes, including a study, e.g. Einarsen (1999). 				

Topic	You should be able to	R	A	G	Comments
Organisational work conditions	<p>Physical work conditions</p> <ul style="list-style-type: none"> • impact of physical work conditions on productivity and the Hawthorne effect, e.g. Kompier (2006). • impact of the design of the work environment focusing on open plan offices, including a study, e.g. Oldham and Brass (1979). <p>Temporal conditions of work environments</p> <ul style="list-style-type: none"> • design of work: shiftwork: rapid rotation and slow rotation, on-call and flexitime including definitions and examples of each. • effects of shiftwork on health and accidents, including a study, e.g. Gold et al. (1992). <p>Health and safety</p> <ul style="list-style-type: none"> • accidents at work focusing on human errors (errors of omission, commission, sequencing, and timing) and system errors in operator-machine systems (machine controls and displays). • reducing accidents at work: token economy, including a study, e.g. Fox et al. (1987). • monitoring accidents 				

Topic	You should be able to	R	A	G	Comments
Organisational work conditions continued	Swat (1997) <ul style="list-style-type: none"> • the context of the study and relationship to other studies • the main theories/explanations included in the study • the aim(s) and hypotheses of the study [if stated] • the design of the study, including all methodology as appropriate, such as the research method(s) used, sample size and demographics [if known] and sampling technique [if known], procedure, technique for data collection • the results, findings, and conclusions of the study • the main discussion points of the study. 				
Satisfaction at work	<p>Theories of job satisfaction</p> <ul style="list-style-type: none"> • theories of job satisfaction: Herzberg’s two factor theory including hygiene and motivational factors. • Hackman and Oldham’s job characteristics theory including job characteristics and psychological states. • techniques of job design: enrichment, rotation, and enlargement, e.g. Belias and Sklikas, (2013). <p>Measuring job-satisfaction</p> <ul style="list-style-type: none"> • job satisfaction rating scales and questionnaires focusing on the job descriptive index (JDI). • Walton’s quality of working life (QWL) including eight conditions and QWL evaluation scale. <p>Attitudes to work</p> <ul style="list-style-type: none"> • workplace sabotage including methods and reasons for sabotage • Blau and Boal’s absenteeism and organisational commitment model including types of absence, categories of commitment. 				

Topic	You should be able to	R	A	G	Comments
Satisfaction at work continued	Giacalone and Rosenfeld (1987) <ul style="list-style-type: none"> • the context of the study and relationship to other studies • the main theories/explanations included in the study • the aim(s) and hypotheses of the study [if stated] • the design of the study, including all methodology as appropriate, such as the research method(s) used, sample size and demographics [if known] and sampling technique [if known], procedure, technique for data collection • the results, findings, and conclusions of the study • the main discussion points of the study. 				
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6. Useful resources

The endorsed textbook is a useful resource to help you study for your Cambridge International AS & A Level Psychology 9990 course.

Cambridge International AS & A Level Psychology Coursebook

Publisher: Cambridge University Press

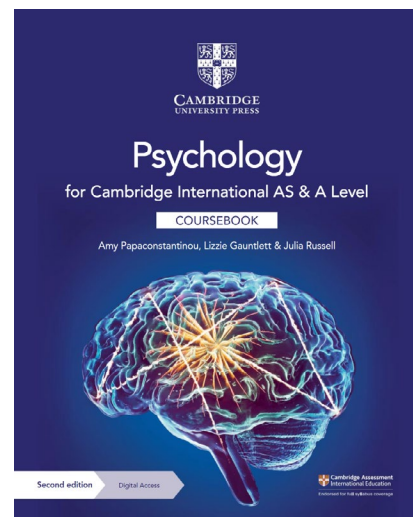
Author: Julia Russell, Lizzie Gauntlett, Amy Papaconstantinou

ISBN: 9781009152488

Published: 2022

Website: www.cambridge.org/education

This accessible print and digital coursebook has been developed from extensive research with practising teachers. There are multiple opportunities to engage in active learning such as group work, research projects and discussion questions. Activities develop learners' essential skills of analysis, interpretation, application and evaluation. Exam-style questions build learner confidence. English as a second language learners are supported with command words, accessible language and glossary definitions. Regular self-assessment and peer-assessment features provide reflection opportunities, to develop confident, independent learners.



Cambridge International AS & A Level Psychology Workbook

Publisher: Cambridge University Press

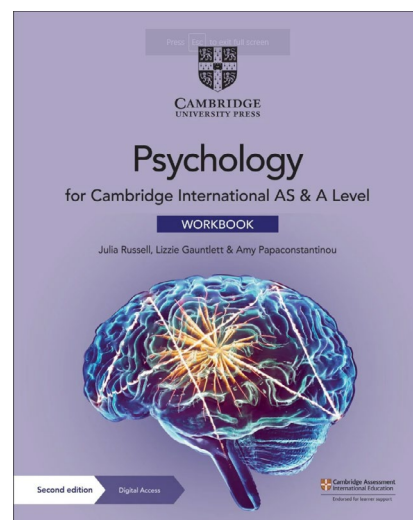
Author: Julia Russell, Lizzie Gauntlett, Amy Papaconstantinou

ISBN: 9781009152433

Published: 2022

Website: www.cambridge.org/education

This workbook with digital access is the perfect companion to the coursebook, providing learners with valuable practice opportunities. Exercises and questions help consolidate understanding and knowledge. Learners practice essential skills of analysis, interpretation, application and evaluation. Novel scenarios are provided to develop learners' understanding, as they apply this learning to new situations. The resource is written in accessible language for English as a second language learners, with 'Key words' and 'Command words' features. Key psychology vocabulary, words and definitions are provided in context.



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