



## Learner Guide

# Cambridge International AS & A Level Psychology 9990

For examination from 2021



In order to help us develop the highest quality resources, we are undertaking a continuous programme of review; not only to measure the success of our resources but also to highlight areas for improvement and to identify new development needs.

We invite you to complete our survey by visiting the website below. Your comments on the quality and relevance of our resources are very important to us.

[www.surveymonkey.co.uk/r/GL6ZNJB](http://www.surveymonkey.co.uk/r/GL6ZNJB)

Copyright © UCLES 2020

Cambridge Assessment International Education is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which itself is a department of the University of Cambridge.

UCLES retains the copyright on all its publications. Registered Centres are permitted to copy material from this booklet for their own internal use. However, we cannot give permission to Centres to photocopy any material that is acknowledged to a third party, even for internal use within a Centre.

---

# Contents

---

About this guide	4
Section 1: Syllabus content - what you need to know about	5
Section 2: How you will be assessed	6
Section 3: What skills will be assessed	9
Section 4: Example candidate response	10
Section 5: Revision	13
Section 6: Useful websites	41

---

## About this guide

---

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 the opportunity to consider approaches, issues and debates and research methods that underpin all aspects of psychology.

---

## Section 1: Syllabus content - what you need to know about

---

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 the A Level there are a further two papers:

- Paper 3: Specialist options: theory
- Paper 4: Specialist options: application

There are two components for the AS Level and four components of the A Level. However, for the A Level you only study for **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, which is available from our [public website](#).

### 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 help you to 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

The nature–nurture debate is a crucial discussion running through all aspects of psychology in order to explain behaviour. 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 the moment of conception (nurture). The focus of contemporary psychology is to consider the relative contributions of each influence.

#### Ethics in psychological research

The need for ethical research constrains the investigation of some topics, or the use of some research techniques. Our approach to ethics has changed over time, so some of the earlier studies that were the basis of the discipline are now no longer acceptable. Ethics must be considered when designing a psychological investigation to ensure that data is gathered without compromising the wellbeing of the participant(s).

#### Choice of psychological research methods

Psychologists have to carefully choose the research method they use in terms of the information they wish to gather. Every research method, whether quantitative or qualitative, has strengths and weaknesses, and the psychologist must evaluate how the method they have chosen supports the validity and reliability of their specific investigation and contributes to the wider body of psychological research.

#### No one view in psychology is definitive

Psychological theories are developed by posing hypotheses which are then tested through research. The research will be influenced by the psychological approach of the researcher and the time and context they are working in. A single topic is likely to be studied in more than one psychological approach, and each approach has its own assumptions, strengths and weaknesses. These different explanations can work together or be in opposition, so psychologists have to balance the evidence for each explanation.

#### Relevance of psychology in contemporary society

Psychology is now used to underpin many aspects of our lives – it is used in organising businesses, in planning our shops and homes, in treating medical conditions and to improve how we learn. Every study is undertaken with a specific purpose in mind which can then be applied in everyday life – whether it is improving our lives in general, understanding how groups of people behave or treating a disorder. By understanding psychology we can improve how we live our lives and society in general.

All of these concepts are embedded in the syllabus through the studies and topics chosen.

## Section 2: How you will be assessed

Cambridge International AS Level 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 different combinations of papers you can take to obtain an Cambridge International AS & A Level Psychology qualification:

- For AS Level you will take Paper 1 and Paper 2.
- For the full A Level you will take Paper 1 and Paper 2, as well as Paper 3 and Paper 4.

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

### About the papers

The table gives you further information about the examination papers:

Component	Time and marks	Skills assessed	Details	Weighting
<b>Paper 1</b> Approaches, issues and debates	1 hour 30 minutes 60 marks	Knowledge, understanding, application, analysis and evaluation	Candidates answer <b>all</b> questions. Short answer questions and an essay question, based on core studies. Candidates answer each question in the spaces provided on the question paper.	50% of AS Level 25% of A Level
<b>Paper 2</b> Research methods	1 hour 30 minutes 60 marks	Knowledge, understanding, application, analysis and evaluation	Candidates answer <b>all</b> questions. Section A: Short answer questions, some based on the core studies (22 marks). Section B: Scenario-based questions (24 marks). Section C: A design-based question divided into two parts (14 marks). Candidates answer each question in the spaces provided on the question paper.	50% of AS Level 25% of A Level
<b>Paper 3</b> Specialist options: theory	1 hour 30 minutes 60 marks	Knowledge, understanding, analysis and evaluation	Candidates answer <b>two</b> questions from <b>two</b> specialist options. Each specialist option is out of 30 marks. Question 1: The question is divided into three parts (12 marks). Question 2: Structured essay-based question divided into two parts (18 marks).	25% of A Level

Component	Time and marks	Skills assessed	Details	Weighting
<b>Paper 4</b> Specialist options: application	1 hour 30 minutes 60 marks	Application, analysis and evaluation	Candidates answer questions from <b>two</b> specialist options.  Section A: Candidates answer <b>two</b> questions from a choice of four (30 marks). Each of these questions is based on stimulus material and is divided into four parts.  Section B: Candidates answer one design-based question from a choice of four (18 marks). Each question is divided into two parts.  Section C: Candidates answer one essay question from a choice of four (12 marks).	25% of A Level

## About the papers

### Paper 1 – Approaches, issues and debates

**1 hour 30 minutes, 60 marks**

This paper will consist of short answer and extended response questions and will not have sections.

The paper will examine candidates' knowledge of the core studies. Candidates will also be asked questions based on the four approaches and the AS Level issues and debates. The final question will examine candidates' ability to make evaluative points about a study.

### Paper 2 – Research methods

**1 hour 30 minutes, 60 marks**

This paper will consist of short answer and extended response questions and will consist of three sections:

- Section A – six short answer questions based on general research methods and research methods relating directly to a core study. The highest mark allocation in this section is six marks.
- Section B – three short answer scenario-based questions. Each question is divided into part questions. The highest mark allocation in this section is four marks.
- Section C – one design-based essay question divided into two parts. There are 10 marks for part (a) and 4 marks for part (b).

The paper will examine how well candidates can use and apply their knowledge of research methods and how research methods relate to the core studies.

### Paper 3 – Specialist options: theory

**1 hour 30 minutes, 60 marks**

This paper contains four specialist choice options and candidates are required to answer questions from the two options they have studied. This paper will consist of short answer and structured essay questions.

There are two questions for each specialist choice option:

- Question 1 – short answer question, divided into three parts. There are 2 marks for part (a), 4 marks for part (b) and 6 marks for part (c). The question will be based on one of the topic areas (a, b, c, d, e) from the chosen specialist option.
- Question 2 – structured essay-based question divided into two parts. There are 8 marks for the part (a) 'Describe' question and 10 marks for the part (b) 'Evaluate' question. The question will be based on a different topic area (a, b, c, d, e) from the chosen specialist option in Question 1.

Questions will require candidates to consider approaches, research methods and issues and debates. Candidates will be required to demonstrate their ability to describe, evaluate and use examples to show the wider context of psychology.

## Paper 4 – Specialist options: application

**1 hour 30 minutes, 60 marks**

This paper contains four specialist choice options and candidates are required to answer questions from the two options they have studied. This paper will consist of short answer, design-based and essay questions.

The examination paper will consist of three sections:

- Section A – candidates answer two questions from a choice of four, based on the two specialist options they have studied. Each question is based on stimulus material and is divided into four parts. There are 2 marks for part (a), 4 marks for part (b), 4 marks for part (c) and 5 marks for part (d).
- Section B – candidates answer one design-based question from a choice of four, based on either of the two specialist options they have studied. The question is divided into two parts. There are 10 marks for part (a) and 8 marks for part (b).
- Section C – candidates answer one essay question from a choice of four, based on either of the two specialist options they have studied. There are 12 marks for this question.

Questions will require candidates to consider approaches, research methods and issues and debates. The questions will be based on two topic areas (a, b, c, d, e) covered within the chosen specialist option. The two topic areas for each specialist option will be different to the two topic areas assessed in Paper 3.



## Section 3: What skills will be assessed

The examiners take account of the following skills areas (**assessment objectives**) in the examinations:

Assessment objectives (AO)	What does the AO mean?	
<b>AO1</b> Knowledge and understanding	<p>This AO is about demonstrating knowledge and understanding of studies, theories and research methods. It is about factual knowledge of these concepts.</p> <p>This will include knowing things about the aim, procedure, results and conclusions of studies, what different research methods achieve in psychological research and how psychologists have described theories about human behaviour.</p>	<p>Paper 1 (58% of marks)</p> <p>Paper 2 (22% of marks)</p> <p>Paper 3 (60% of marks)</p> <p>AO1 is <b>not</b> assessed on Paper 4</p>
<b>AO2</b> Applying knowledge and understanding	<p>This AO is about applying knowledge to familiar and unfamiliar situations and real life and theoretical contexts.</p> <p>This will include being able to read a scenario and know which research method was used, how variables were measured, how ethical guidelines were applied to the unseen study etc. and understanding how each study relates to real world behaviour and can be used to improve human behaviour.</p>	<p>Paper 1 (10% of marks)</p> <p>Paper 2 (50% of marks)</p> <p>Paper 4 (40% of marks)</p> <p>AO2 is <b>not</b> assessed on Paper 3</p>
<b>AO3</b> Analysis and evaluation	<p>This AO is about having to analyse, interpret and evaluate (strengths and weaknesses) of psychological concepts, ideas and evidence.</p> <p>This will include knowing strengths and weaknesses of the various studies you have looked at plus all of the research methods. Within this there will be an opportunity to use the issues and debates to make judgements about various topics presented to you in the examination.</p>	<p>Paper 1 (32% of marks)</p> <p>Paper 2 (28% of marks)</p> <p>Paper 3 (40% of marks)</p> <p>Paper 4 (60% of marks)</p>

The approximate weightings allocated to each of the assessment objectives are summarised below.

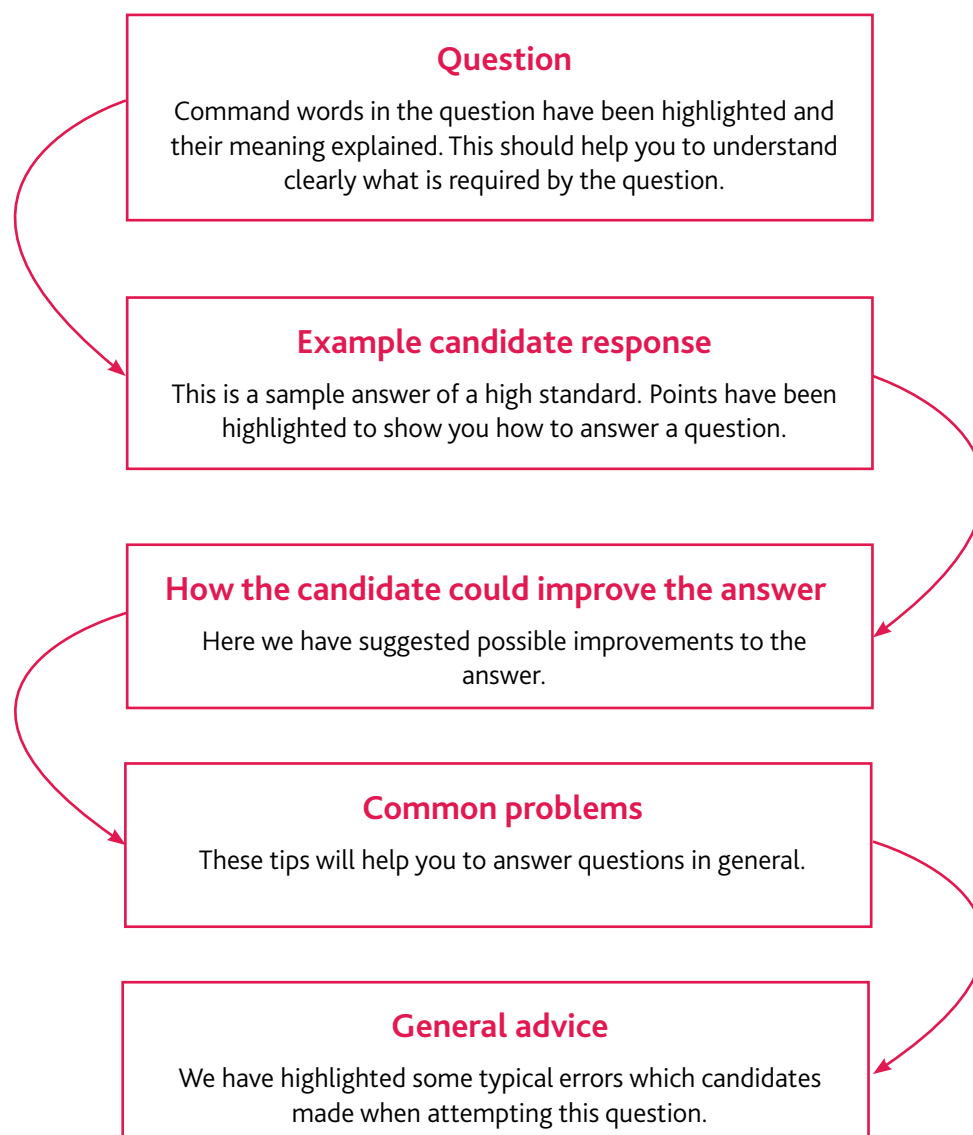
Assessment objective	Weighting at AS Level %	Weighting at A Level %
AO1 Knowledge and understanding	40	35
AO2 Applying knowledge and understanding	30	25
AO3 Analysis and evaluation	30	40

## Section 4: Example candidate response

This section takes you through an example question and candidate response. 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 separated as follows:



## Question 9

- 9 Evaluate the study by Pepperberg (parrot learning) in terms of **two** strengths and **two** weaknesses. At least one of your evaluation points **must** be about the use of animals in psychological research.

**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 Pepperberg.

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 using animals in psychological research.

## Example candidate response

### Example Candidate Response - high

The study by Pepperberg was using a case study. Using these types of experiment it is in advance because the researcher is focused only on one individual, in this case the parrot Alex. **1** It is a benefit using case study also because the researcher collects a lot of information only and specifically for its participant (Alex). A weakness of that study as using case study is that the gain information collect from the parrot Alex may not be applied to another individual, which makes it unique.

The study by Pepperberg use also laboratory experiment not only case study, which means that the study had strengths like standardised procedure with high levels of controls, and the IV was directly affecting the DV's which allows other **2** researchers to replicate it easily and test its reliability. Weaknesses of these experiments are the low ecological validity. Also the sampling method used in that study is opportunity which means that the parrot Alex was chosen randomly.

About the use of animals in psychological research is that animals must be treated well during the study, the animal must be provided food, water and safe place for leaving/sleeping. For example: Alex was provided with a cage enough for **3** his size.

### Examiner comments

**1** The candidate gives two brief points about the use of case studies but they do not provide explicit links to Pepperberg (they just state Alex).

**2** The candidate raises valid points here but none of them are explicitly in the context of Pepperberg.

**3** The candidate does fulfil the requirements of the named issue here but it is only very briefly in context.

Mark awarded = 5 out of 10

### How the candidate could improve the answer

The candidate needed to ensure that every evaluative comment they made, was in the context of the Pepperberg study. If the evaluation 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. Each evaluation point should follow a logical progression to be able to get into the Level 4 marking band:

- Tell the examiner what the strength/weakness is. Don't just state it as a word or two, such as in 'lacks ecological validity' – describe what this means.
- Give the examiner an actual example **from the study itself** to tell them that you understand why you have chosen this as a strength/weakness using evidence.
- Tell the examiner **why** this is a strength/weakness (e.g. **why** does it reduce ecological validity, or why can it be easily replicated etc.).
- This needs to be done for **all four** evaluation points.

### Common mistakes

- Not covering two strengths and two weaknesses
- Not covering the named issue (so can never get into the Level 4 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 as you have not given an example directly from the named study, then you will only receive partial credit.

### General advice

1. Ensure that each of your evaluation points is written in the same format:
  - Outline what the strength/weakness is
  - Use evidence from the actual named study to tell the examiner why you have chosen this as a strength/weakness (e.g. if you are stating that standardisation was good then tell the examiner some actual examples from the study that show that standardisation was good)
  - Tell the examiner **why** the strength/weakness is a strength/weakness
2. Starting with the essay on Paper 1 when you are more cognitively alert could benefit you. If you do not want to write the essay first, then at least plan it, noting down the four evaluation points you are going to write about and what evidence you will use, so when you come to write the essay the information is there for you to use.
3. The essay will always be out of 10 marks. You should spend about 15 minutes on this question in the examination. You can always come back to it if you have time left at the end of the examination to add further information.
4. Make sure you understand the glossary of command words in the syllabus document. They will help you to understand what a question is asking about and help with examination technique.

---

## Section 5: Revision

---

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 and how many questions you have to 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.

Make revision notes; try different styles of notes. See the *Learner Guide: Planning, Reflection and Revision* ([www.cambridgeinternational.org/images/371937-learner-guide-planning-reflection-and-revision.pdf](http://www.cambridgeinternational.org/images/371937-learner-guide-planning-reflection-and-revision.pdf)) which has ideas about note-taking. Discover what works best for you.

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.

Check the number of marks for each question or part question. This helps you to judge how long you should be spending on the response. You don't want to spend too long on some questions and then run out of time at the end.

Do not leave out questions or parts of questions. Remember, no answer means no mark.

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. Misreading a question can cost you marks:

- Identify the command words – you could underline or highlight them.
- Identify the other key words and 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, read the title, key, axes, etc. to find out exactly what they show.
- For diagrams, look at any angles and lengths.
- Try using coloured pencils or pens to pick out anything that the question asks you about.

**Answer the question.** This is very important!

- Use your knowledge and understanding.
- Do not just try all the methods you know. Only use the ones you need to answer the question.

Make sure that you have answered everything that a question asks. Sometimes one sentence asks two things, e.g. 'Show that ... and hence find ...'. It is easy to concentrate on the first request and forget about the second one.

Always show your working. Marks are usually awarded for using correct steps in the method even if you make a mistake somewhere.

Don't cross out any working 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 mathematical terms in your answers when possible.

Annotated diagrams and graphs can help you, and can be used to support your answer. Use them whenever possible but do not repeat the information in words.

Make sure all your numbers are clear, for example make sure your '1' doesn't 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. Don't try to write over the top of your previous work as it will be difficult to read and you may not get the marks.

Don't write your answers in two columns in the examination. It is difficult for the examiners to read and follow your working.

### Advice for Paper 1

In the essay ensure that you write about two strengths and two weaknesses using examples from the named study making sure at least one of your evaluation points is the named issue in the question.

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.

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 not containing any actual results.

The characteristics of a sample refer to participant variables.

The features of a sample include the characteristics of the sample, as well of aspects such as how they were recruited.

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). The examiner cannot do this for you.

### Advice for Paper 2

Applying ideas from research methods to novel scenarios is a central skill in this paper. Learn to use terms and concepts accurately so that you can use them to interpret, plan, criticise, develop designs or analyse data in questions presenting you with unfamiliar material.

Read questions carefully to see whether your answer needs to include a link to the scenario, for example when a question says 'in this study', or makes a direct reference to the context. In such cases, your response must go beyond describing or evaluating the relevant concept. It needs to be directly related to the ideas given. 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.

Responses to Question 6 often reach a maximum of 4 marks but cannot earn further credit. This may be for one of several reasons. The question asks for examples. These can typically be from any studies, such as core studies, other studies you have learned about or any study you can imagine and clearly describe to illustrate the point. The question typically asks about two concepts, so ensure that you describe both of them. Similarly, if a question asks for similarities and differences, both need to be included. However, if a question only asks for similarities or differences, do not waste time writing about what is *not* required.

Question 10a requires you to produce an original study for a novel research question; this is a creative process and requires practice. You can develop this skill by thinking up 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 flaws in a design (your own design in Question 10b and novel ones in Section B). To do this well you need practice, from experience of practical problems in conducting studies and from criticising other studies. You need to consider practical issues in real terms – think about whether the results would be valid and reliable, and most importantly, 'If not why not?' and 'What could be done about the problem?'. Your answers to these questions must be directly relevant to *the actual procedure you have described or has been presented to you. This is the difference between a 'generic' and a 'specific' or 'linked' answer.* If the limitation you have given could apply to other studies, it is probably generic so would need to be made more relevant to the situation.

### Advice for Paper 3

Make sure you know the topic areas in the syllabus, and which studies, theories and techniques go with each one. When you do revision notes write out the name of the topic area and bullet point at the top of your revision card/page.

Try to write an appropriate amount for the number of marks each question is worth. For example, don't write half a page for a 2 mark question.

Practice evaluation/analysis for a number of issues for every bullet point (e.g. reductionism, determinism, study issues like validity, practical applications), rather than just learning the content.

When evaluating issues, the depth of explanations will lead to higher marks. Very specific examples should be given to back up the points given. If you write an evaluative sentence that can just be picked up and applied to a different study or theory then it isn't specific enough. For example, if you state that a study has poor generalisability as the sample was small, this is too generic as this could be said about a lot of samples. This could be said about a lot of samples. Instead saying that the study was done on a small sample of adults with blood injection phobias and that other phobias such as arachnophobia (spider phobia) might not benefit from the same type of treatment due to being frightened of an object rather than an experience, is a much more specific statement that applies to a particular study.

### Advice for Paper 4

Ensure that for Section A you answer **all** of the questions for **both** of the options you have studied.

Ensure that for Section B you answer the question for **only one** of the options you have studied.

Ensure that for Section C you answer the question for **only one** of the options you have studied.

For the part (d) question in Section A, you need to write **five** points. **Four** need to be the two strengths/weaknesses or advantages/disadvantages. The **final** point needs to be a conclusion **based on what you have presented in your answer**. Do not conclude something different to what you have presented.

For the part (a) question in Section B, 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). Also add the following: sampling technique and sample, type of data, ethics, reliability, validity and data analysis.

For the part (b) question in Section B, ensure that you write about **both** methodological **and** psychological evidence in equal depth.

## Revision checklists

The tables below can be used as a revision checklist: **It doesn'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 = <b>RED</b> 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 = <b>AMBER</b> means you are reasonably confident but need some extra practice</p> <p>G = <b>GREEN</b> means you are very confident.</p> <p>As your revision progresses, you can concentrate on the <b>RED</b> and <b>AMBER</b> items in order to turn them into <b>GREEN</b> 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"> <li>• add more information about the details for each point</li> <li>• add formulae or notes</li> <li>• include a reference to a useful resource</li> <li>• highlight areas of difficulty or things that you need to talk to your teacher about or look up in a textbook.</li> </ul>



## Paper 1

Topic	You should be able to	R	A	G	Comments
Biological approach	Outline <b>two</b> assumptions of the biological approach				
Canli et al. study	<ul style="list-style-type: none"> <li>the <b>psychology</b> that is being investigated</li> <li>the <b>background</b> to the study</li> <li>the <b>aim(s)</b> of the study</li> <li>the <b>procedure</b> of the study</li> <li><b>ethical issues</b> regarding the study</li> <li>the <b>results</b> of the study, including key quantitative and qualitative findings</li> <li>the <b>conclusion(s)</b> the psychologist(s) drew from the study</li> <li>the <b>strengths and weaknesses</b> of all elements of the study (2 strengths and 2 weaknesses)</li> <li>describe and evaluate the <b>research methods</b> used</li> <li>consider how the study relates to <b>psychological issues and debates</b></li> <li>apply the <b>findings of the study</b> to the real world in two different ways</li> </ul>				
Dement and Kleitman study	<ul style="list-style-type: none"> <li>the <b>psychology</b> that is being investigated</li> <li>the <b>background</b> to the study</li> <li>the <b>aim(s)</b> of the study</li> <li>the <b>procedure</b> of the study</li> <li><b>ethical issues</b> regarding the study</li> </ul>				

Topic	You should be able to answer the following questions	R	A	G	Comments
	<ul style="list-style-type: none"> <li>• the <b>results</b> of the study, including key quantitative and qualitative findings</li> <li>• the <b>conclusion(s)</b> the psychologist(s) drew from the study</li> <li>• the <b>strengths and weaknesses</b> of all elements of the study (2 strengths and 2 weaknesses)</li> <li>• describe and evaluate the <b>research methods</b> used</li> <li>• consider how the study relates to <b>psychological issues and debates</b></li> <li>• apply the <b>findings of the study</b> to the real world in two different ways</li> </ul>				
Schachter and Singer study	<ul style="list-style-type: none"> <li>• the <b>psychology</b> that is being investigated</li> <li>• the <b>background</b> to the study</li> <li>• the <b>aim(s)</b> of the study</li> <li>• the <b>procedure</b> of the study</li> <li>• <b>ethical issues</b> regarding the study</li> <li>• the <b>results</b> of the study, including key quantitative and qualitative findings</li> <li>• the <b>conclusion(s)</b> the psychologist(s) drew from the study</li> <li>• the <b>strengths and weaknesses</b> of all elements of the study (2 strengths and 2 weaknesses)</li> <li>• describe and evaluate the <b>research methods</b> used</li> <li>• consider how the study relates to <b>psychological issues and debates</b></li> <li>• apply the <b>findings of the study</b> to the real world in two different ways</li> </ul>				

Topic	You should be able to	R	A	G	Comments
Cognitive approach	Outline <b>two</b> assumptions of the cognitive approach				
Andrade study	<ul style="list-style-type: none"> <li>• the <b>psychology</b> that is being investigated</li> <li>• the <b>background</b> to the study</li> <li>• the <b>aim(s)</b> of the study</li> <li>• the <b>procedure</b> of the study</li> <li>• <b>ethical issues</b> regarding the study</li> <li>• the <b>results</b> of the study, including key quantitative and qualitative findings</li> <li>• the <b>conclusion(s)</b> the psychologist(s) drew from the study</li> <li>• the <b>strengths and weaknesses</b> of all elements of the study (2 strengths and 2 weaknesses)</li> <li>• describe and evaluate the <b>research methods</b> used</li> <li>• consider how the study relates to <b>psychological issues and debates</b></li> <li>• apply the <b>findings of the study</b> to the real world in two different ways</li> </ul>				
Baron-Cohen et al. study	<ul style="list-style-type: none"> <li>• the <b>psychology</b> that is being investigated</li> <li>• the <b>background</b> to the study</li> <li>• the <b>aim(s)</b> of the study</li> <li>• the <b>procedure</b> of the study</li> <li>• <b>ethical issues</b> regarding the study</li> <li>• the <b>results</b> of the study, including key quantitative and qualitative findings</li> </ul>				

Topic	You should be able to	R	A	G	Comments
	<ul style="list-style-type: none"> <li>• the <b>conclusion(s)</b> the psychologist(s) drew from the study</li> <li>• the <b>strengths and weaknesses</b> of all elements of the study (2 strengths and 2 weaknesses)</li> <li>• describe and evaluate the <b>research methods</b> used</li> <li>• consider how the study relates to <b>psychological issues and debates</b></li> <li>• apply the <b>findings of the study</b> to the real world in two different ways</li> </ul>				
Laney et al. study	<ul style="list-style-type: none"> <li>• the <b>psychology</b> that is being investigated</li> <li>• the <b>background</b> to the study</li> <li>• the <b>aim(s)</b> of the study</li> <li>• the <b>procedure</b> of the study</li> <li>• <b>ethical issues</b> regarding the study</li> <li>• the <b>results</b> of the study, including key quantitative and qualitative findings</li> <li>• the <b>conclusion(s)</b> the psychologist(s) drew from the study</li> <li>• the <b>strengths and weaknesses</b> of all elements of the study (2 strengths and 2 weaknesses)</li> <li>• describe and evaluate the <b>research methods</b> used</li> <li>• consider how the study relates to <b>psychological issues and debates</b></li> <li>• apply the <b>findings of the study</b> to the real world in two different ways</li> </ul>				
Learning approach	Outline <b>two</b> assumptions of the learning approach				
Bandura et al. study	<ul style="list-style-type: none"> <li>• the <b>psychology</b> that is being investigated</li> </ul>				

Topic	You should be able to	R	A	G	Comments
	<ul style="list-style-type: none"> <li>• the <b>background</b> to the study</li> <li>• the <b>aim(s)</b> of the study</li> <li>• the <b>procedure</b> of the study</li> <li>• <b>ethical issues</b> regarding the study</li> <li>• the <b>results</b> of the study, including key quantitative and qualitative findings</li> <li>• the <b>conclusion(s)</b> the psychologist(s) drew from the study</li> <li>• the <b>strengths and weaknesses</b> of all elements of the study (2 strengths and 2 weaknesses)</li> <li>• describe and evaluate the <b>research methods</b> used</li> <li>• consider how the study relates to <b>psychological issues and debates</b></li> <li>• apply the <b>findings of the study</b> to the real world in two different ways</li> </ul>				
Saavedra and Silverman study	<ul style="list-style-type: none"> <li>• the <b>psychology</b> that is being investigated</li> <li>• the <b>background</b> to the study</li> <li>• the <b>aim(s)</b> of the study</li> <li>• the <b>procedure</b> of the study</li> <li>• <b>ethical issues</b> regarding the study</li> <li>• the <b>results</b> of the study, including key quantitative and qualitative findings</li> <li>• the <b>conclusion(s)</b> the psychologist(s) drew from the study</li> <li>• the <b>strengths and weaknesses</b> of all elements of the study (2 strengths and 2 weaknesses)</li> </ul>				

Topic	You should be able to	R	A	G	Comments
	<ul style="list-style-type: none"> <li>describe and evaluate the <b>research methods</b> used</li> <li>consider how the study relates to <b>psychological issues and debates</b></li> <li>apply the <b>findings of the study</b> to the real world in two different ways</li> </ul>				
Pepperberg study	<ul style="list-style-type: none"> <li>the <b>psychology</b> that is being investigated</li> <li>the <b>background</b> to the study</li> <li>the <b>aim(s)</b> of the study</li> <li>the <b>procedure</b> of the study</li> <li><b>ethical issues</b> regarding the study</li> <li>the <b>results</b> of the study, including key quantitative and qualitative findings</li> <li>the <b>conclusion(s)</b> the psychologist(s) drew from the study</li> <li>the <b>strengths and weaknesses</b> of all elements of the study (2 strengths and 2 weaknesses)</li> <li>describe and evaluate the <b>research methods</b> used</li> <li>consider how the study relates to <b>psychological issues and debates</b></li> <li>apply the <b>findings of the study</b> to the real world in two different ways</li> </ul>				
Social approach	Outline <b>two</b> assumptions of the social approach				
Milgram study	<ul style="list-style-type: none"> <li>the <b>psychology</b> that is being investigated</li> <li>the <b>background</b> to the study</li> <li>the <b>aim(s)</b> of the study</li> </ul>				

Topic	You should be able to	R	A	G	Comments
	<ul style="list-style-type: none"> <li>• the <b>procedure</b> of the study</li> <li>• <b>ethical issues</b> regarding the study</li> <li>• the <b>results</b> of the study, including key quantitative and qualitative findings</li> <li>• the <b>conclusion(s)</b> the psychologist(s) drew from the study</li> <li>• the <b>strengths and weaknesses</b> of all elements of the study (2 strengths and 2 weaknesses)</li> <li>• describe and evaluate the <b>research methods</b> used</li> <li>• consider how the study relates to <b>psychological issues and debates</b></li> <li>• apply the <b>findings of the study</b> to the real world in two different ways</li> </ul>				
Piliavin et al. study	<ul style="list-style-type: none"> <li>• the <b>psychology</b> that is being investigated</li> <li>• the <b>background</b> to the study</li> <li>• the <b>aim(s)</b> of the study</li> <li>• the <b>procedure</b> of the study</li> <li>• <b>ethical issues</b> regarding the study</li> <li>• the <b>results</b> of the study, including key quantitative and qualitative findings</li> <li>• the <b>conclusion(s)</b> the psychologist(s) drew from the study</li> <li>• the <b>strengths and weaknesses</b> of all elements of the study (2 strengths and 2 weaknesses)</li> <li>• describe and evaluate the <b>research methods</b> used</li> <li>• consider how the study relates to <b>psychological issues and debates</b></li> </ul>				

Topic	You should be able to	R	A	G	Comments
Yamamoto et al. study	<ul style="list-style-type: none"> <li>• apply the <b>findings of the study</b> to the real world in two different ways</li> <li>• the <b>psychology</b> that is being investigated</li> <li>• the <b>background</b> to the study</li> <li>• the <b>aim(s)</b> of the study</li> <li>• the <b>procedure</b> of the study</li> <li>• <b>ethical issues</b> regarding the study</li> <li>• the <b>results</b> of the study, including key quantitative and qualitative findings</li> <li>• the <b>conclusion(s)</b> the psychologist(s) drew from the study</li> <li>• the <b>strengths and weaknesses</b> of all elements of the study (2 strengths and 2 weaknesses)</li> <li>• describe and evaluate the <b>research methods</b> used</li> <li>• consider how the study relates to <b>psychological issues and debates</b></li> </ul>				
Issues and debates	<p>Describe and apply to studies, the following issues and debates:</p> <ul style="list-style-type: none"> <li>• the application of psychology to everyday life</li> <li>• individual and situational explanations</li> <li>• nature versus nurture</li> <li>• the use of children in psychological research</li> <li>• the use of animals in psychological research.</li> </ul>				



## Paper 2

Topic	You should be able to answer the following questions	R	A	G	Comments
Experiments	<ul style="list-style-type: none"> <li>describe the main features of each type of experiment               <ul style="list-style-type: none"> <li>laboratory</li> <li>field</li> <li>natural</li> </ul> </li> </ul>				
	<ul style="list-style-type: none"> <li>evaluate each type of experiment, in terms of:               <ul style="list-style-type: none"> <li>reliability</li> <li>validity</li> <li>ethics</li> </ul> </li> </ul>				
	<ul style="list-style-type: none"> <li>evaluate the use of experiments in psychological research, including the use of experimental and control conditions</li> </ul>				
	<ul style="list-style-type: none"> <li>apply knowledge of experiments to a novel research situation</li> </ul>				
Self-reports	<ul style="list-style-type: none"> <li>describe the main features of a questionnaire, including open and closed questions</li> <li>describe the main features of an interview, including structured/unstructured/semi-structured</li> <li>evaluate the use of self-reports in psychological research</li> <li>apply knowledge of self-reports to a novel research situation</li> </ul>				
Case studies	<ul style="list-style-type: none"> <li>describe the main features of a case study</li> <li>evaluate the use of case studies in psychological research</li> <li>apply knowledge of case studies to a novel research situation</li> </ul>				
Observation	<ul style="list-style-type: none"> <li>describe the main features of an observation (e.g. overt/covert, participant/non-participant, structured/unstructured, naturalistic/controlled)</li> <li>evaluate the use of observations in psychological research</li> <li>apply knowledge of observations to a novel research situation</li> </ul>				

Topic	You should be able to answer the following questions	R	A	G	Comments
Correlations	<ul style="list-style-type: none"> <li>describe positive and negative correlations</li> <li>evaluate the use of correlations in psychological research, including causality</li> <li>apply knowledge of correlations to a novel research situation</li> </ul>				
Hypotheses and aims	<ul style="list-style-type: none"> <li>recognise and write aims and directional (one-tailed) and non-directional (two-tailed) hypotheses and null hypotheses</li> </ul>				
Variables	<ul style="list-style-type: none"> <li>describe what is meant by an independent variable and a dependent variable</li> <li>identify independent variables and dependent variables in studies</li> <li>understand what is meant by 'operationalisation'</li> <li>operationalise: <ul style="list-style-type: none"> <li>an independent variable</li> <li>a dependent variable</li> </ul> </li> <li>apply knowledge of variables to a novel research situation</li> </ul>				
Experimental design	<ul style="list-style-type: none"> <li>describe and evaluate experimental designs as used in psychological research (independent measures, matched pairs and repeated measures)</li> <li>apply knowledge of experimental designs to a novel research situation, including counterbalancing, random allocation, order effects (fatigue and practice)</li> </ul>				
Controlling variables	<ul style="list-style-type: none"> <li>describe how psychologists can control variables in a study</li> <li>understand the difference between controlling variables and standardisation of a procedure, including extraneous, uncontrolled, participant and situational variables</li> <li>apply knowledge of controls to a novel research situation</li> </ul>				
Types of data	<ul style="list-style-type: none"> <li>describe what is meant by quantitative and qualitative data</li> <li>evaluate the use of quantitative and qualitative data as collected in psychological research</li> </ul>				

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

Topic	You should be able to answer the following questions	R	A	G	Comments
Validity	<ul style="list-style-type: none"> <li>• describe different types of validity, including ecological validity</li> <li>• evaluate studies based on their validity, subjectivity/objectivity, demand characteristics, generalisability</li> <li>• apply knowledge of validity to a novel research situation</li> </ul>				
Reliability	<ul style="list-style-type: none"> <li>• describe different types of reliability, including inter-rater and inter-observer reliability, test-retest reliability</li> <li>• evaluate studies based on their reliability</li> <li>• apply knowledge of reliability to a novel research situation</li> </ul>				
Data analysis	<ul style="list-style-type: none"> <li>• understand the meaning of 'measure of central tendency' and 'measure of spread'</li> <li>• understand when it is most appropriate to use different measures</li> <li>• name, recognise and know how to find a:               <ul style="list-style-type: none"> <li>– mean</li> <li>– median</li> <li>– mode</li> <li>– range</li> </ul> </li> <li>• name, recognise, know how to draw and interpret data from a:               <ul style="list-style-type: none"> <li>– bar chart</li> <li>– histogram</li> <li>– scatter graph</li> </ul> </li> <li>• recognise, interpret and understand:               <ul style="list-style-type: none"> <li>– standard deviation</li> <li>– normal distribution</li> </ul> </li> </ul>				

## Paper 3 and Paper 4

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.

### Psychology and abnormality

Topic	You should be able to answer the following questions	R	A	G	Comments
Schizophrenic and psychotic disorders	<p>Describe and evaluate the following:</p> <ul style="list-style-type: none"> <li>• characteristics of schizophrenia spectrum and psychotic disorders               <ul style="list-style-type: none"> <li>– definitions, examples and case studies of schizophrenia and psychotic disorders</li> <li>– schizophrenia and delusional disorder</li> <li>– symptom assessment using virtual reality (Freeman, 2008)</li> </ul> </li> <li>• explanations of schizophrenia and delusional disorder               <ul style="list-style-type: none"> <li>– genetic (Gottesman and Shields, 1972)</li> <li>– biochemical (dopamine hypothesis)</li> <li>– cognitive (Frith, 1992)</li> </ul> </li> <li>• treatment and management of schizophrenia and delusional disorder               <ul style="list-style-type: none"> <li>– biochemical (antipsychotics and atypical antipsychotics)</li> <li>– electro-convulsive therapy</li> <li>– token economy (Paul and Lentz, 1977)</li> <li>– cognitive-behavioural therapy (Sensky, 2000)</li> </ul> </li> </ul>				
Bipolar and related disorders	<p>Describe and evaluate the following:</p> <ul style="list-style-type: none"> <li>• characteristics of bipolar and related disorders               <ul style="list-style-type: none"> <li>– definitions and characteristics of abnormal affect</li> <li>– types: depression (unipolar) and depression and mania (bipolar)</li> <li>– measures: Beck depression inventory</li> </ul> </li> <li>• explanations of depression               <ul style="list-style-type: none"> <li>– biological: genetic and neurochemical (Oruc et al., 1997)</li> <li>– cognitive (Beck, 1979)</li> <li>– learned helplessness/attributional style (Seligman, 1988)</li> </ul> </li> <li>• treatment and management of depression               <ul style="list-style-type: none"> <li>– biological: chemical/drugs (MAO, SSRIs)</li> <li>– electro-convulsive therapy</li> <li>– cognitive restructuring (Beck, 1979)</li> <li>– rational emotive behaviour therapy (Ellis, 1962)</li> </ul> </li> </ul>				

Topic	You should be able to answer the following questions	R	A	G	Comments
Impulse control disorders and non-substance addictive disorder	<p>Describe and evaluate the following:</p> <ul style="list-style-type: none"> <li>• characteristics of impulse control disorders and non-substance addictive disorder               <ul style="list-style-type: none"> <li>– definitions (Griffiths, 2005)</li> <li>– types: kleptomania, pyromania (Burton et al., 2012) and gambling disorder</li> <li>– measures: Kleptomania Symptom Assessment Scale (K-SAS)</li> </ul> </li> <li>• causes of impulse control disorders and non-substance addictive disorder               <ul style="list-style-type: none"> <li>– biochemical: dopamine</li> <li>– behavioural: positive reinforcement</li> <li>– cognitive: feeling-state theory (Miller, 2010)</li> </ul> </li> <li>• treating and managing impulse control disorders and non-substance addictive disorder               <ul style="list-style-type: none"> <li>– biochemical (Grant et al., 2008)</li> <li>– cognitive-behavioural: covert sensitisation (Glover, 2011), imaginal desensitisation (Blaszczynski and Nower, 2002), impulse control therapy (Miller, 2010)</li> </ul> </li> </ul>				
Anxiety disorders	<p>Describe and evaluate the following:</p> <ul style="list-style-type: none"> <li>• characteristics of anxiety disorders               <ul style="list-style-type: none"> <li>– characteristics of generalised anxiety and examples/case studies of phobias</li> <li>– types: agoraphobia and specific phobias (blood phobia, animal phobia, button phobia)</li> <li>– measures: the blood injection phobia inventory (BIPI); Generalised Anxiety Disorder assessment (GAD-7)</li> </ul> </li> <li>• explanations of phobias               <ul style="list-style-type: none"> <li>– behavioural (classical conditioning, Watson, 1920)</li> <li>– psychoanalytic (Freud, 1909)</li> <li>– biomedical/genetic (Ost, 1992)</li> <li>– cognitive (DiNardo et al., 1988)</li> </ul> </li> <li>• treatment and management of anxiety disorders               <ul style="list-style-type: none"> <li>– systematic desensitisation (Wolpe, 1958)</li> <li>– applied tension (Ost et al., 1989)</li> <li>– cognitive-behavioural therapy (Ost and Westling, 1995)</li> </ul> </li> </ul>				

Topic	You should be able to answer the following questions	R	A	G	Comments
Obsessive-compulsive and related disorders	<p>Describe and evaluate the following:</p> <ul style="list-style-type: none"> <li>• characteristics of obsessive-compulsive and related disorders <ul style="list-style-type: none"> <li>– types of and common obsessions, common compulsions, hoarding disorder and body dysmorphic disorder</li> <li>– examples and case studies ('Charles' by Rappaport, 1989)</li> <li>– measures: Maudsley Obsessive-Compulsive Inventory (MOCI), Yale-Brown Obsessive-Compulsive Scale (Y-BOCS)</li> </ul> </li> <li>• explanations of obsessive-compulsive disorder <ul style="list-style-type: none"> <li>– biomedical (genetic, biochemical and neurological)</li> <li>– cognitive and behavioural</li> <li>– psychodynamic</li> </ul> </li> <li>• treatment and management of obsessive-compulsive and related disorders <ul style="list-style-type: none"> <li>– biomedical (SSRIs)</li> <li>– psychological: cognitive (Lovell et al., 2006) and exposure and response prevention (Lehmkuhl et al., 2008)</li> </ul> </li> </ul>				
Issues and debates	<p>Describe and apply to studies, the following issues and debates:</p> <ul style="list-style-type: none"> <li>• the application of psychology to everyday life</li> <li>• individual and situational explanations</li> <li>• nature versus nurture</li> <li>• the use of children in psychological research</li> <li>• the use of animals in psychological research</li> <li>• cultural bias</li> <li>• reductionism (versus holism)</li> <li>• psychometrics</li> <li>• determinism (versus free-will)</li> <li>• longitudinal research.</li> </ul>				

Topic	You should be able to answer the following questions	R	A	G	Comments
The physical environment	<p>Describe and evaluate the following:</p> <ul style="list-style-type: none"> <li>• retail/leisure environment design <ul style="list-style-type: none"> <li>– retail store architecture (Turley and Milliman, 2000)</li> <li>– leisure environments (Finlay et al., 2006)</li> <li>– store interior layout (Vrechopoulos, 2004)</li> </ul> </li> <li>• sound and consumer behaviour <ul style="list-style-type: none"> <li>– music in restaurants (North et al., 2003)</li> <li>– music in open air markets (Guéguen et al., 2007)</li> <li>– background noise and food perception (Woods et al., 2010)</li> </ul> </li> <li>• lighting, colour and smell <ul style="list-style-type: none"> <li>– models of effects of ambience: pleasure-arousal and cognition emotion</li> <li>– lighting and colour in retail stores (Kutlu et al., 2013)</li> <li>– effects of odour on shopper arousal and emotion (Chebat and Michon, 2003)</li> </ul> </li> </ul>				
The psychological environment	<p>Describe and evaluate the following:</p> <ul style="list-style-type: none"> <li>• environmental influences on consumers <ul style="list-style-type: none"> <li>– cognitive maps of retail locations (Mackay and Olshavsky, 1975)</li> <li>– crowding in retail environments (Machleit et al., 2000)</li> <li>– shopper movement patterns (Gil et al., 2009)</li> </ul> </li> <li>• menu design psychology <ul style="list-style-type: none"> <li>– eye movement patterns, framing and common menu mistakes (Pavesic, 2005)</li> <li>– primacy, recency and menu item position (Dayan and Bar-Hillel, 2011)</li> <li>– sensory perception and food name (Wansink et al., 2005)</li> </ul> </li> <li>• personal space <ul style="list-style-type: none"> <li>– theories of personal space: overload, arousal and behaviour constraint</li> <li>– space at restaurant tables (Robson et al., 2011)</li> <li>– defending place in a queue (Milgram et al., 1986)</li> </ul> </li> </ul>				
Consumer decision-making	<p>Describe and evaluate the following:</p> <ul style="list-style-type: none"> <li>• consumer decision-making <ul style="list-style-type: none"> <li>– models: utility theory, satisficing, prospect theory</li> <li>– strategies: compensatory, non-compensatory and partially compensatory</li> </ul> </li> <li>marketing theories: consideration and involvement (Richarme, 2005)</li> </ul>				



Topic	You should be able to answer the following questions	R	A	G	Comments
	<ul style="list-style-type: none"> <li>• choice heuristics               <ul style="list-style-type: none"> <li>– availability, representativeness</li> <li>– anchoring and purchase quantity decisions (Wansink et al., 1998)</li> <li>– pre-cognitive decisions (Knutson et al., 2007).</li> </ul> </li> <li>• intuitive thinking and its imperfections               <ul style="list-style-type: none"> <li>– thinking fast and thinking slow/system 1 and system 2 (Shleifer, 2012)</li> <li>– choice blindness (Hall et al., 2010)</li> <li>– false advertising and memory (Braun-LaTour et al., 2004)</li> </ul> </li> </ul>				
The product	<p>Describe and evaluate the following:</p> <ul style="list-style-type: none"> <li>• packaging, positioning and placement               <ul style="list-style-type: none"> <li>– gift-wrapping (Porublev et al., 2009)</li> <li>– product colour and associative learning (Grossman and Wisenblit, 1999)</li> <li>– attention and shelf position (Atalay et al., 2012)</li> </ul> </li> <li>• selling the product               <ul style="list-style-type: none"> <li>– sales techniques: customer/competitor/product focused</li> <li>– interpersonal influence techniques; disrupt-then-reframe (Kardes et al., 2007)</li> <li>– ways to close a sale</li> </ul> </li> <li>• buying the product               <ul style="list-style-type: none"> <li>– purchase decisions: theory of planned behaviour (Ajzen, 1991)</li> <li>– black box (stimulus-response) model</li> <li>– consumer decision model</li> </ul> </li> </ul>				
Advertising	<p>Describe and evaluate the following:</p> <ul style="list-style-type: none"> <li>• types of advertising and advertising techniques               <ul style="list-style-type: none"> <li>– advertising media (e.g. television, etc.); persuasive techniques</li> <li>– marketing mix models: The 4 Ps (McCarthy), The 4 Cs (Lauterborn)</li> <li>– product placement in films (Auty and Lewis, 2004)</li> </ul> </li> <li>• communication and advertising models               <ul style="list-style-type: none"> <li>– changing attitudes and models of communication (source, message, etc.)</li> <li>– AIDA model (and updates of it)</li> <li>– hierarchy of effects model</li> </ul> </li> <li>• advertising applications               <ul style="list-style-type: none"> <li>– brand recognition in children (Fischer et al., 1991)</li> <li>– advertising and consumer personality (Snyder and DeBono, 1985)</li> <li>– effective slogans (Kohli et al., 2007)</li> </ul> </li> </ul>				

Topic	You should be able to answer the following questions	R	A	G	Comments
Issues and debates	<p>Describe and apply to studies, the following issues and debates:</p> <ul style="list-style-type: none"> <li>• the application of psychology to everyday life</li> <li>• individual and situational explanations</li> <li>• nature versus nurture</li> <li>• the use of children in psychological research</li> <li>• the use of animals in psychological research</li> <li>• cultural bias</li> <li>• reductionism (versus holism)</li> <li>• psychometrics</li> <li>• determinism (versus free-will)</li> <li>• longitudinal research.</li> </ul>				

### Psychology and health

Topic	You should be able to answer the following questions	R	A	G	Comments
The patient practitioner relationship	<p>Describe and evaluate the following:</p> <ul style="list-style-type: none"> <li>• practitioner and patient interpersonal skills <ul style="list-style-type: none"> <li>– non-verbal communications (McKinstry and Wang, 1991)</li> <li>– verbal communications (McKinlay, 1975; Ley, 1988)</li> </ul> </li> <li>• patient and practitioner diagnosis and style <ul style="list-style-type: none"> <li>– practitioner style: doctor and patient-centred (Byrne and Long, 1976, Savage and Armstrong, 1990)</li> <li>– practitioner diagnosis: type I and type II errors</li> <li>– disclosure of information (Robinson and West, 1992)</li> </ul> </li> </ul>				

Topic	You should be able to answer the following questions	R	A	G	Comments
	<ul style="list-style-type: none"> <li>• misusing health services               <ul style="list-style-type: none"> <li>– delay in seeking treatment (Safer, 1979)</li> <li>– misuse: hypochondriasis (Barlow and Durand, 1995)</li> <li>– Munchausen syndrome (Aleem and Ajarim, 1995)</li> </ul> </li> </ul>				
Adherence to medical advice	<p>Describe and evaluate the following:</p> <ul style="list-style-type: none"> <li>• types of non-adherence and reasons why patients don't adhere               <ul style="list-style-type: none"> <li>– types of non-adherence (failure to follow treatment; failure to attend appointment) and problems caused by non-adherence</li> <li>– why patients don't adhere: rational non-adherence (Bulpitt, 1994)</li> <li>– the health belief model (Becker and Rosenstock, 1974)</li> </ul> </li> <li>• measuring non-adherence               <ul style="list-style-type: none"> <li>– subjective: self-reports (Riekart and Droter, 1999)</li> <li>– objective: pill counting (Chung and Naya, 2000)</li> <li>– biochemical tests (Roth and Caron, 1978)</li> <li>– repeat prescriptions (Sherman et al., 2000)</li> </ul> </li> <li>• improving adherence               <ul style="list-style-type: none"> <li>– improve practitioner style (Ley, 1988)</li> <li>– behavioural techniques (Yokley and Glenwick, 1984; Watt et al., 2003)</li> </ul> </li> </ul>				
Pain	<p>Describe and evaluate the following:</p> <ul style="list-style-type: none"> <li>• types and theories of pain               <ul style="list-style-type: none"> <li>– definitions of pain: acute and chronic organic pain; psychogenic pain (phantom limb pain)</li> <li>– theories of pain: specificity theory (Descartes, 1664), gate control theory (Melzack, 1965)</li> </ul> </li> <li>• measuring pain               <ul style="list-style-type: none"> <li>– self-report measures (clinical interview)</li> <li>– psychometric measures and visual rating scales (McGill pain questionnaire, visual analogue scale)</li> <li>– behavioural/observational measures (UAB pain behaviour scale)</li> <li>– pain measures for children (paediatric pain questionnaire, Varni and Thompson, 1976; Wong-Baker scale, 1987)</li> </ul> </li> </ul>				

Topic	You should be able to answer the following questions	R	A	G	Comments
	<ul style="list-style-type: none"> <li>• managing and controlling pain               <ul style="list-style-type: none"> <li>– medical techniques (biochemical)</li> <li>– psychological techniques: cognitive strategies (attention diversion, non-pain imagery and cognitive redefinition)</li> <li>– alternative techniques (acupuncture, stimulation therapy/TENS)</li> </ul> </li> </ul>				
Stress	<p>Describe and evaluate the following:</p> <ul style="list-style-type: none"> <li>• sources of stress               <ul style="list-style-type: none"> <li>– physiology of stress and effects on health: the GAS Model (Selye,1936)</li> <li>– causes of stress: work (Chandola et al., 2008), life events (Holmes and Rahe, 1967), personality (Friedman and Rosenman, 1974)</li> </ul> </li> <li>• measures of stress               <ul style="list-style-type: none"> <li>– physiological measures: recording devices and sample tests (Wang et al., 2005, Evans and Wener, 2007)</li> <li>– psychological measures: self-report questionnaires (Holmes and Rahe, 1967; Friedman and Rosenman, 1974)</li> </ul> </li> <li>• management of stress               <ul style="list-style-type: none"> <li>– medical techniques (biochemical)</li> <li>– psychological techniques: biofeedback (Budzynski et al., 1969) and imagery (Bridge et al., 1988)</li> <li>– preventing stress (Meichenbaum, 1985)</li> </ul> </li> </ul>				
Health promotion	<p>Describe and evaluate the following:</p> <ul style="list-style-type: none"> <li>• strategies for promoting health               <ul style="list-style-type: none"> <li>– fear arousal (Janis and Feshbach, 1953; Cowpe, 1989)</li> <li>– Yale model of communication</li> <li>– providing information (Lewin, 1992)</li> </ul> </li> <li>• health promotion in schools, worksites and communities               <ul style="list-style-type: none"> <li>– schools (Tapper et al., 2003)</li> <li>– worksites (Fox et al., 1987)</li> <li>– communities (five city project, Farquhar et al., 1985)</li> </ul> </li> <li>• individual factors in changing health beliefs               <ul style="list-style-type: none"> <li>– unrealistic optimism (Weinstein, 1980)</li> <li>– transtheoretical model (Prochaska et al., 1997)</li> <li>– health change in adolescents (Lau et al., 1990)</li> </ul> </li> </ul>				

Topic	You should be able to answer the following questions	R	A	G	Comments
Issues and debates	<p>Describe and apply to studies, the following issues and debates:</p> <ul style="list-style-type: none"> <li>• the application of psychology to everyday life</li> <li>• individual and situational explanations</li> <li>• nature versus nurture</li> <li>• the use of children in psychological research</li> <li>• The use of animals in psychological research</li> <li>• cultural bias</li> <li>• reductionism (versus holism)</li> <li>• psychometrics</li> <li>• determinism (versus free-will)</li> <li>• longitudinal research.</li> </ul>				

### Psychology and organisations

Topic	You should be able to answer the following questions	R	A	G	Comments
Motivation to work	<p>Describe and evaluate the following:</p> <ul style="list-style-type: none"> <li>• need theories <ul style="list-style-type: none"> <li>– hierarchy of needs (Maslow, 1970)</li> <li>– ERG theory (Alderfer, 1972)</li> <li>– achievement motivation (McClelland, 1965)</li> </ul> </li> <li>• cognitive theories <ul style="list-style-type: none"> <li>– goal-setting theory (Latham and Locke, 1984)</li> <li>– VIE (expectancy) theory (Vroom, 1964)</li> <li>– equity theory (Adams, 1963)</li> </ul> </li> </ul>				

Topic	You should be able to answer the following questions	R	A	G	Comments
	<ul style="list-style-type: none"> <li>• motivators at work               <ul style="list-style-type: none"> <li>– intrinsic and extrinsic motivation</li> <li>– types of rewards systems: pay, bonuses, profit-sharing, performance-related pay</li> <li>– non-monetary rewards: praise, respect, recognition, empowerment and a sense of belonging</li> </ul> </li> </ul>				
Leadership and management	<p>Describe and evaluate the following:</p> <ul style="list-style-type: none"> <li>• traditional and modern theories of leadership               <ul style="list-style-type: none"> <li>– universalist and behavioural theories</li> <li>– adaptive leadership (Heifetz, 1997)</li> <li>– three levels of leadership (Scouller, 2011)</li> </ul> </li> <li>• leadership style               <ul style="list-style-type: none"> <li>– effectiveness: contingency theory (Fiedler, 1967)</li> <li>– situational leadership (Hersey and Blanchard, 1988)</li> <li>– styles of leader behaviour (Muczyk and Reimann, 1987)</li> </ul> </li> <li>• leaders and followers               <ul style="list-style-type: none"> <li>– leader-member exchange model (Dansereau, 1994) and individualised leadership model (Dansereau, 1995)</li> <li>– followership: qualities of and types (Kelley, 1988)</li> <li>– measuring leadership: Leadership Practices Inventory (Kouzes and Posner, 1987)</li> </ul> </li> </ul>				
Group behaviour in organisations	<p>Describe and evaluate the following:</p> <ul style="list-style-type: none"> <li>• group development and roles               <ul style="list-style-type: none"> <li>– group development (Tuckman, 1965)</li> <li>– team roles (Belbin, 1981)</li> <li>– measuring team roles: Belbin team inventory</li> </ul> </li> <li>• decision-making               <ul style="list-style-type: none"> <li>– the decision-making process (Wedley and Field, 1984)</li> <li>– groupthink (Janis, 1971) and strategies to avoid groupthink</li> <li>– cognitive limitations and errors (Forsyth, 2006)</li> </ul> </li> <li>• group conflict               <ul style="list-style-type: none"> <li>– levels and causes of group conflict: organisational to interpersonal</li> <li>– positive and negative effects of conflict</li> <li>– managing group conflict (Thomas, 1976)</li> </ul> </li> </ul>				

Topic	You should be able to answer the following questions	R	A	G	Comments
Organisational work conditions	<p>Describe and evaluate the following:</p> <ul style="list-style-type: none"> <li>• physical and psychological work conditions <ul style="list-style-type: none"> <li>– physical: The Hawthorne studies (Wikstrom and Bendix, 2000)</li> <li>– psychological: bullying at work (Einarsen, 1999)</li> <li>– open plan offices (Oldham and Brass, 1979)</li> </ul> </li> <li>• temporal conditions of work environments <ul style="list-style-type: none"> <li>– shift-work: rapid rotation theory (metropolitan rota and continental rota); slow rotation theory (Pheasant, 1991)</li> <li>– effects of shiftwork on health (Knutsson, 2003)</li> <li>– shiftwork and accidents (Gold et al., 1992)</li> </ul> </li> <li>• health and safety <ul style="list-style-type: none"> <li>– accidents at work: errors and accidents in operator-machine systems</li> <li>– reducing accidents at work: token economy (Fox et al., 1987)</li> <li>– safety promotion campaigns (Cowpe, 1989)</li> </ul> </li> </ul>				
Satisfaction at work	<p>Describe and evaluate the following:</p> <ul style="list-style-type: none"> <li>• theories of job satisfaction <ul style="list-style-type: none"> <li>– two factor theory (Herzberg, 1959)</li> <li>– job characteristics theory (Hackman and Oldham, 1976)</li> <li>– techniques of job design: enrichment, rotation and enlargement</li> </ul> </li> <li>• measuring job satisfaction <ul style="list-style-type: none"> <li>– rating scales and questionnaires: job descriptive index (Smith et al., 1969)</li> <li>– Minnesota satisfaction questionnaire (Weiss et al., 1967)</li> <li>– quality of working life (QWL) questionnaire (Walton, 1974)</li> </ul> </li> <li>• attitudes to work <ul style="list-style-type: none"> <li>– workplace sabotage (Giacalone and Rosenfeld, 1987)</li> <li>– absenteeism (Blau and Boal, 1987)</li> <li>– measuring organisational commitment (Mowday et al., 1979)</li> </ul> </li> </ul>				
Issues and debates	<p>Describe and apply to studies, the following issues and debates:</p> <ul style="list-style-type: none"> <li>• the application of psychology to everyday life</li> <li>• individual and situational explanations</li> <li>• nature versus nurture</li> </ul>				

Topic	You should be able to answer the following questions	R	A	G	Comments
	<ul style="list-style-type: none"> <li>• the use of children in psychological research</li> <li>• the use of animals in psychological research</li> <li>• cultural bias</li> <li>• reductionism (versus holism)</li> <li>• psychometrics</li> <li>• determinism (versus free-will)</li> <li>• longitudinal research.</li> </ul>				

**For all options**

Topic	You should be able to answer the following questions	R	A	G	Comments
Research Methods	All of the content from Paper 2				



---

## Section 6: Useful websites

---

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

### Cambridge International AS and A Level Psychology Coursebook

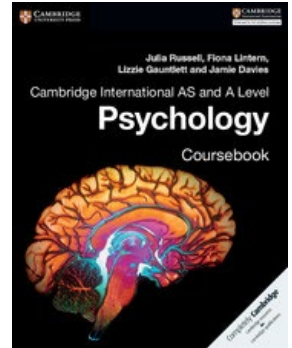
**Publisher:** Cambridge University Press

**Author:** Russell, J, Lintern, F, Gauntlett, L and Davies, J

**ISBN:** 9781316605691

**Published:** 2016

**Website:** [www.cambridge.org/education](http://www.cambridge.org/education)



This is a detailed resource with a particularly strong Research Methods section. The core studies are presented accurately and comprehensively with good evaluation sections and consideration of issues and debates. There is a summary and exam-style questions at the end of each chapter and self-assessment questions are provided throughout.

Cambridge Assessment International Education  
The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA, United Kingdom  
t: +44 1223 553554  
e: [info@cambridgeinternational.org](mailto:info@cambridgeinternational.org) [www.cambridgeinternational.org](http://www.cambridgeinternational.org)

Copyright © UCLES June 2020