



# EDUQAS A-Level Psychology – Advance Information

## Summer 2022

### **Exam dates**

Component 1 Psychology: Past to Present Tuesday, 24 May 2022

Component 2 Psychology: Investigating Behaviour Wednesday, 8 June 2022

Component 3 Psychology: Implications in The Real-World Thursday, 16 June 2022

Because of the ongoing impacts of the Coronavirus (COVID-19) pandemic, the exam board are providing advance information on the focus of Summer 2022 exams to help students revise.

This advance information provides the focus of the content of the Summer 2022 examination papers. To maintain the validity of certain high tariff questions, there may be some content listed in this advance information that does not appear within the Summer 2022 examinations.

The following areas of content are suggested as key areas of focus for revision and final preparation based on guidance from the exam board.

### **Component One**

#### **Biological Approach**

##### Assumptions

- Evolutionary influences
- Localisation of brain function
- Neurotransmitters

##### Therapy (psychosurgery)

- Main components
- Evaluation
  - Effectiveness
  - Ethical considerations

##### Classic evidence (Raine)

- Methodology
- Procedures
- Findings
- Conclusions
- Evaluation
  - Methodology & procedures
  - Alternative evidence
  - Ethical issues & social implications

For the Biological Approach – you do **not** need to know the contemporary debate or evaluation of the approach.

#### **Psychodynamic Approach**

##### Assumptions

- Influence of childhood experiences
- Unconscious mind
- Tripartite personality



Classic evidence (Bowlby)

- Methodology
- Procedures
- Findings
- Conclusions
- Evaluation
  - Methodology & procedures
  - Alternative evidence
  - Ethical issues & social implications

Contemporary debate – the mother as the primary caregiver of an infant.

For the Psychodynamic Approach – you do **not** need to know the therapy (dream analysis) or evaluation of the approach.

**Behaviourist Approach**

Assumptions

- Blank slate
- Behaviour is learned through conditioning
- Humans and animals learn in similar ways

Classic evidence (Watson and Rayner)

- Methodology
- Procedures
- Findings
- Conclusions
- Evaluation
  - Methodology & procedures
  - Alternative evidence
  - Ethical issues & social implications

Evaluation of the approach.

For the Behaviourist Approach, you do **not** need to know the therapy (Systematic Desensitisation) or the contemporary debate (using conditioning techniques to control the behaviour of children).

**Cognitive Approach**

Therapy (CBT):

- Main components
- Evaluation
  - Effectiveness
  - Ethical considerations

Classic evidence (Loftus and Palmer)

- Methodology
- Procedures
- Findings
- Conclusions
- Evaluation
  - Methodology & procedures
  - Alternative evidence



- Ethical issues & social implications

Contemporary debate – the reliability of eyewitness testimony.

For the Cognitive Approach, you do **not** need to know the assumptions or evaluation of the approach.

### Positive Approach

Evaluation of the approach.

Contemporary debate – the relevance of positive psychology in today's society.

For the Positive Approach, you do **not** need to know the assumptions, the classic evidence (Myers and Diener) or the therapy (Mindfulness).

## Component Two

For Component Two, you do **not** need to know Kohlberg.

All other content on Component Two can be assessed.

### Investigating behaviour

Social Psychology

- Milgram

Deciding on a research question:

- Aim of the research
- Research hypotheses
- Alternative (experimental) hypotheses
- Directional and non-directional hypotheses
- Null hypotheses
- Independent variables
- Dependent variables
- Co-variables
- Operationalisation of variables
- Confounding variables
- Extraneous variables

Methodologies:

- Experiments
- Quasi experiments
- Participant observations
- Non-participant observations
- Content analysis
- Structured interviews/questionnaires
- Semi-structured interviews
- Correlational studies
- Case studies
- Brain scans
- Longitudinal studies



- Cross-sectional studies
- Self-reports
- Quantitative and qualitative data
- Primary and secondary data

Location of research:

- Conducting research in a laboratory environment
- Conducting research in the field
- Conducting research online

Participants:

- Target populations
- Sampling frames
- Random sampling
- Opportunity sampling
- Systematic sampling
- Stratified sampling
- Quota sampling
- Self-selected (volunteer) sampling
- Snowball sampling
- Observational sampling techniques (event sampling & time sampling)

Experimental design:

- Independent groups
- Repeated measures
- Matched pairs

Levels of measurement:

- Nominal data
- Ordinal data
- Interval data
- Ratio data

Graphical representation:

- Frequency tables
- Graphical representation (line graphs, histograms, bar charts, pie charts, scatter diagrams)
- Distribution curves (normal and positively & negatively skewed distributions)

Descriptive statistics:

- Measures of central tendency (mean, median & mode)
- Measures of dispersion (range & standard deviation)

Inferential statistics:

- Chi square test
- Mann Whitney U test
- Sign test
- Spearman's rank correlation coefficient
- Wilcoxon matched pairs signed ranks
- Probability values
- Significance levels
- Observed (calculated) values
- Critical values from tables
- Appropriate symbols ( $=$ ,  $\leq$ ,  $<$ ,  $>$ ,  $\geq$ )

Reliability:

- Internal reliability
- External reliability
- Ways of dealing with issues of reliability



- Assessing reliability (including inter-rater, test-retest and split-half)
Validity: <ul style="list-style-type: none"> <li>- Internal validity</li> <li>- External validity</li> <li>- Specific validity issues (including researcher bias, demand characteristics, social desirability)</li> <li>- Ways of dealing with issues of validity</li> <li>- Assessing validity (including concurrent, predictive, face, content and construct)</li> </ul>
Ethics: <ul style="list-style-type: none"> <li>- Confidentiality</li> <li>- Deception</li> <li>- Risk of stress, anxiety, humiliation or pain</li> <li>- Risk to participants' values, beliefs, relationships, status or privacy</li> <li>- Valid consent</li> <li>- Working with vulnerable individuals (including children)</li> <li>- Working with animals</li> <li>- Managing the risk posed by ethical issues (including the use of ethics committees and ethical guidelines)</li> </ul>
The role of the scientific community in validating new knowledge: <ul style="list-style-type: none"> <li>- Peer review</li> <li>- Format for reporting psychological investigations</li> </ul>

### Component Three

<b>Criminal behaviours</b>
Characteristics of criminal behaviours
<b>Biological explanations</b> of criminal behaviours: <ul style="list-style-type: none"> <li>- Inherited criminality</li> <li>- Evaluation of inherited criminality</li> <li>- The role of the amygdala</li> <li>- Evaluation of the role of the amygdala</li> </ul>
Methods of modifying criminal behaviours: <ul style="list-style-type: none"> <li>- Anger management</li> <li>- Evaluation of anger management</li> <li>- Restorative justice</li> <li>- Evaluation of restorative justice</li> </ul>

For criminal behaviours, you do **not** need to know individual differences or social-psychological explanations.

<b>Schizophrenia</b>
Characteristics of schizophrenia
<b>Social-psychological explanations</b> of schizophrenia: <ul style="list-style-type: none"> <li>- Double-bind theory (dysfunctional families)</li> <li>- Evaluation of double-bind theory</li> <li>- Expressed emotion</li> <li>- Evaluation of expressed emotion</li> </ul>
Methods of modifying schizophrenia: <ul style="list-style-type: none"> <li>- Antipsychotic drugs</li> <li>- Evaluation of antipsychotic drugs</li> <li>- Cognitive behavioural therapy</li> <li>- Evaluation of cognitive behavioural therapy</li> </ul>



For schizophrenia, you do **not** need to know biological or individual differences explanations.

<b>Addictive behaviours</b>
Characteristics of addictive behaviours
<b>Social-psychological explanations</b> of addictive behaviours: <ul style="list-style-type: none"><li>- Peer influences</li><li>- Evaluation of peer influences</li><li>- The role of the media</li><li>- Evaluation of the role of the media</li></ul>
Methods of modifying addictive behaviours: <ul style="list-style-type: none"><li>- Agonist and antagonist substitution</li><li>- Evaluation of agonist and antagonist substitution</li><li>- Aversion therapy</li><li>- Evaluation of aversion therapy</li></ul>

For addictive behaviours, you do **not** need to know biological or individual differences explanations.

<b>Controversies</b>
Sexism in psychological research
Cultural bias in psychological research
Ethical costs of conducting research
Scientific status