



**GCE A LEVEL
PSYCHOLOGY
A290QS**

Summer 2022 examinations

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

Advance Information

General information for students and teachers

This advance information provides the focus of the content of the summer 2022 examination papers.

It does not apply to any other examination series.

It is intended to support revision.

It may be used at any time from the date of release.

It must not be taken into the examination.

Version 2: This advance information has been updated. In Component 3, Section A, the application of **stress** has been amended so that the examples within the second bullet point read: *hardiness, self-efficacy; type A, type B personalities.* (07 February 2022)

Subject information for students and teachers

A guidance document on advance information has been produced by The Joint Council for Qualifications (JCQ) on behalf of all awarding organisations. It can be found [here](#).

This advance information covers Component 1, Component 2 and Component 3.

The following areas of content are suggested as key areas of focus for revision and final preparation, in relation to the Summer 2022 examinations.

The aim should still be to cover all specification content in teaching and learning.

Some questions may be answerable using more than one area of specified content, including ones not listed.

Students will be expected to draw on knowledge, skills and understanding from across the specification when responding to synoptic questions.

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.

Due to the nature of questions in Component 2, advance information identifies only whether the focus of some questions is social psychology and/or developmental psychology.

Due to the nature of questions in Component 3, advance information identifies only the subtopics from which Section A questions will be drawn.

Component 1

The assessment will display a variety of questions about the assumptions, therapies, classic research, approaches, and contemporary debates, drawn from across all five approaches.

The focus of assessment will be drawn from the following areas of content:

From the **Biological** approach:

- **Assumptions:** know and understand the assumptions of the biological approach (evolutionary influences; localisation of brain function; neurotransmitters); apply the assumptions to explain a variety of behaviours.
- **Therapy:** know and understand how the biological approach can be used in therapy (drug therapy OR psychosurgery); know and understand the main components of the therapy (drug therapy OR psychosurgery); evaluate the therapy (drug therapy OR psychosurgery), including its effectiveness and ethical considerations.
- **Classic Research:** know, understand and make judgements on Raine, A., Buchsbaum, M. and LaCasse, L. (1997) *Brain abnormalities in murderers indicated by positron emission tomography*. *Biological Psychiatry*, 42(6), 495-508 (including methodology, procedures, findings, conclusions, ethical issues and social implications).

From the **Psychodynamic** approach:

- **Assumptions:** know and understand the assumptions of the psychodynamic approach (influence of childhood experiences; the unconscious mind; tripartite personality); apply the assumptions to explain a variety of behaviours.
- **Classic Research:** know, understand and make judgements on Bowlby, J. (1944) *Forty-four juvenile thieves: Their characters and home-life*. *International Journal of Psychoanalysis*, 25 (19-52), 107-127 (including methodology, procedures, findings, conclusions, ethical issues and social implications).
- **Contemporary Debate:** explore both sides of 'the mother as primary caregiver of an infant' debate from a psychological perspective (including the ethical, social and economical implications).

From the **Behaviourist** approach:

- **Assumptions:** know and understand the assumptions of the behaviourist approach (blank slate; behaviour learnt through conditioning; humans and animals learn in similar ways); apply the assumptions to explain a variety of behaviours.
- **Approach:** evaluate the behaviourist approach (including strengths, weaknesses and comparison with the four other approaches).
- **Classic Research:** know, understand and make judgements on Watson, J.B. and Rayner, R. (1920) *Conditioned emotional reactions*. *Journal of Experimental Psychology*, 3 (1), 1-14 (including methodology, procedures, findings, conclusions, ethical issues and social implications).

From the **Cognitive** approach:

- **Therapy:** know and understand how the cognitive approach can be used in therapy (cognitive behavioural therapy OR rational emotive behaviour therapy); know and understand the main components of the therapy (cognitive behavioural therapy OR rational emotive behaviour therapy); evaluate the therapy (cognitive behavioural therapy OR rational emotive behaviour therapy), including its effectiveness and ethical considerations.
- **Classic Research:** know, understand and make judgements on Loftus, E. and Palmer, J.C. (1974) *Reconstruction of automobile destruction: an example of the interaction between language and memory*. *Journal of Verbal Learning and Verbal Behaviour*, 13, 585-589 (including methodology, procedures, findings, conclusions, ethical issues and social implications).
- **Contemporary Debate:** explore both sides of the 'reliability of eye-witness testimony' debate from a psychological perspective (including the ethical, social and economical implications).

From the **Positive** approach:

- **Approach:** evaluate the positive approach (including strengths, weaknesses and comparison with the four other approaches).
- **Contemporary Debate:** explore both sides of the 'relevance of positive psychology in today's society' debate from a psychological perspective (including the ethical, social and economical implications).

Component 2

A proportion of assessment will be drawn from the following area of content:

Knowledge, understanding and evaluation of:

Social Psychology

Milgram, S. (1963) Behavioural study of Obedience. *Journal of Abnormal and Social Psychology*, 67, 371-8.

Information regarding the remainder of the content of Component 2 examination is not included in this advance information.

Component 3

Section A: Applications – Learners choose to study three from six nominated applications.

For **Addictive behaviours**, the focus of assessment will be drawn from the following areas of content:

- know the characteristics of addictive behaviours.
- know and understand and evaluate at least two social psychological explanations of addictive behaviours, for example, co-morbidity with mental illness; peer pressure; role of the media. Apply the explanations to methods of modifying the behaviours.
- know and understand and evaluate the methods of modifying addictive behaviours (including agonist and antagonist substitution and aversion therapy), including their effectiveness, ethical implications and social implications.

For **Autistic spectrum behaviours**, the focus of assessment will be drawn from the following areas of content:

- know the characteristics of autistic spectrum behaviours.
- know and understand and evaluate at least two individual differences explanations of autistic spectrum behaviours, for example, gender differences; theory of mind; weak central coherence theory. Apply the explanations to methods of modifying the behaviours.
- know and understand and evaluate the methods of modifying autistic spectrum behaviours (including Picture Exchange Communication System (PECS) and Relationship Development Intervention), including their effectiveness, ethical implications and social implications.

For **Bullying behaviours**, the focus of assessment will be drawn from the following areas of content:

- know the characteristics of bullying behaviours.
- know and understand and evaluate at least two social psychological explanations of bullying behaviours, for example, cultural differences; in-group / out-group; moral disengagement. Apply the explanations to methods of modifying the behaviours.
- know and understand and evaluate the methods of modifying bullying behaviours (including Creating A Peaceful School Learning Environment (CAPSLE) and Olweus Bullying Prevention Programme), including their effectiveness, ethical implications and social implications.

For **Criminal behaviours**, the focus of assessment will be drawn from the following areas of content:

- know the characteristics of criminal behaviours.
- know and understand and evaluate at least two biological explanations of criminal behaviours, for example, disinhibition hypothesis; inherited criminality; role of the amygdala. Apply the explanations to methods of modifying the behaviours.
- know and understand and evaluate the methods of modifying criminal behaviours (including anger management and restorative justice), including their effectiveness, ethical implications and social implications.

For **Schizophrenia**, the focus of assessment will be drawn from the following areas of content:

- know the characteristics of schizophrenia.
- know and understand and evaluate at least two social psychological explanations of schizophrenia, for example, cultural norms; dysfunctional families; expressed emotion. Apply the explanations to methods of modifying the behaviours.
- know and understand and evaluate the methods of modifying schizophrenia (including antipsychotic drugs and cognitive behavioral therapy), including their effectiveness, ethical implications and social implications.

For **Stress**, the focus of assessment will be drawn from the following areas of content:

- know the characteristics of stress.
- know and understand and evaluate at least two individual differences explanations of stress, for example, hardiness, self-efficacy; type A, type B personalities. Apply the explanations to methods of modifying the behaviours.
- know and understand and evaluate the methods of modifying stress (including beta blockers and stress inoculation training), including their effectiveness, ethical implications and social implications.

Section B: Controversies – Information regarding the content of this section of the Component 3 examination is not included in this advance information.

End of advance information