GCE AS

eduqas
Part of WJEC

# WJEC Eduqas GCE AS in PSYCHOLOGY

ACCREDITED BY OFQUAL

# SPECIFICATION

Teaching from 2015
For award from 2016

Version 2 January 2019

wjec
cbac

This Ofqual regulated qualification is not available for candidates in maintained schools and colleges in Wales.

# SUMMARY OF AMENDMENTS

| Version | Description | Page number |
|---|---|---|
| 2 | 'Making entries' section has been amended to clarify resit rules. | 13 |

# WJEC Eduqas GCE AS in PSYCHOLOGY

## For teaching from 2015
## For award from 2016

# AS PSYCHOLOGY

## SUMMARY OF ASSESSMENT

| Component 1: Psychology: Past to Present<br>Written examination: 1 hour 45 minutes<br>50% of qualification 80 marks |
|---|
| A range of compulsory questions on five psychological approaches, classic pieces of evidence and a contemporary debate. |
| **Component 2: Psychology: Investigating Behaviour**<br>**Written examination: 1 hour 45 minutes**<br>**50% of qualification 80 marks** |
| **Principles of research**<br>Compulsory questions on how psychological investigations are carried out (including social and developmental psychology).<br><br>**Novel scenarios**<br>Compulsory questions requiring a response to a piece of research previously unseen. |

This linear qualification will be available in the summer series each year. It will be awarded for the first time in summer 2016.

**Qualification Accreditation Number: 601/6045/7**

# AS PSYCHOLOGY

# 1 INTRODUCTION

## 1.1 Aims and objectives

This WJEC Eduqas AS Psychology specification largely contains classical and recognisable content, whilst also including opportunities for modern concepts. The content has been chosen to allow for co-teachability with the WJEC Eduqas A Level Psychology specification.

There are opportunities for the learners to study:

- a variety of psychological approaches including evolutionary, positive and psychodynamic
- significant pieces of research covering a variety of perspectives and topics
- how psychological data is collected (through own research).

The content and assessments encourage learners to:

- develop essential knowledge and understanding of different areas of psychology and how they relate to each other
- develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods in psychology
- develop competence and confidence in a variety of practical, mathematical and problem solving skills
- develop their interest in, and enthusiasm for psychology, including developing an interest in further study and careers associated with the subject
- understand how society makes decisions about psychological issues and how psychology contributes to the success of the economy and society.

## 1.2 Prior learning and progression

There are no prior learning requirements. Any requirements set for entry to a course following this specification are at the discretion of centres. It is reasonable to assume that many learners will have achieved qualifications equivalent to Level 2 at KS4. Skills in Science, Numeracy/Mathematics, Literacy/English and Information Communication Technology will provide a sound basis for progression to this qualification.

Mathematical requirements are specified in the subject criteria and included in Appendix A of this specification.

Some learners will have already gained knowledge, understanding and skills through their study of psychology at GCSE, and this course will give an opportunity to build on this without being essential for success.

This specification provides a suitable foundation for the study of psychology at A Level. In addition, the specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject.

This specification is not age specific and, as such, provides opportunities for candidates to extend their life-long learning.

## 1.3 Equality and fair assessment

This specification may be followed by any learner, irrespective of gender or ethnic, religious or cultural background. It has been designed to avoid, where possible, features that could, without justification, make it more difficult for a learner to achieve because they have a particular protected characteristic.

The protected characteristics under the Equality Act 2010 are age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The specification has been discussed with groups who represent the interests of a diverse range of learners, and the specification will be kept under review.

Reasonable adjustments are made for certain learners in order to enable them to access the assessments (e.g. candidates are allowed access to a Sign Language Interpreter, using British Sign Language). Information on reasonable adjustments is found in the following document from the Joint Council for Qualifications (JCQ): *Access Arrangements and Reasonable Adjustments: General and Vocational Qualifications.*

This document is available on the JCQ website (www.jcq.org.uk). As a consequence of provision for reasonable adjustments, very few learners will have a complete barrier to any part of the assessment.

# 2 SUBJECT CONTENT

This specification is intended to ensure that learners gain an appropriate introduction to the nature of psychology and psychological enquiry. Through the specification learners will become familiar with historical and current psychological approaches and consider how these are applied to explain the formation of relationships. Learners are given an opportunity to explore classic and contemporary pieces of research as well as a range of debates arising from psychological concepts.

Learners will also study a variety of methods used by psychologists when investigating human and animal behaviour and will carry out their own investigation. Consideration of the ethical issues and implications of psychological endeavours are emphasised in all aspects of the specification.

The content is stimulating, relevant and accessible to a wide range of learners, ensuring a suitable overview of the study of psychology.

## 2.1 Component 1

**Psychology: Past to Present**
Written examination: 1 hour 45 minutes
50% of qualification

The purpose of this component is to give a foundation in some of the basic core aspects of psychology. The intention therefore is to allow the learner, through the study of classic evidence spanning the last hundred years, to gain an appreciation that psychology continues to evolve and contains a variety of approaches. The early ideas should not be dismissed but rather studied in context with consideration of the advances made in more recent years. Learners will be asked to consider contemporary debates using their knowledge and understanding of the approaches. The five approaches are biological, psychodynamic, behaviourist, cognitive and positive; through these approaches learners will also gain an appreciation of the fields of social and developmental psychology.

For each of the five psychological approaches it will be necessary for learners to:

- know and understand the assumptions
- know and understand why a relationship is formed (one type per approach: a different or the same type of relationship can be used for each approach)
- know and understand how the approach can be applied to therapy (one therapy per approach)
- know and understand the main components of the therapy
- evaluate the therapy (including its effectiveness and ethical considerations)
- evaluate the approach (including strengths, weaknesses and comparison with the four other approaches)
- know, understand and make judgements on a classic piece of evidence (including methodology, procedures, findings and conclusions)
- explore both sides of the contemporary debate from a psychological perspective (including the ethical, social and economical implications and consideration of social and cultural diversity).

**Component 1: Content to be taught**

| Approach | Assumptions and behaviour to be explained (including) | Therapy (one per approach) | Classic research | Contemporary debate |
|---|---|---|---|---|
| **Biological** | • evolutionary influences<br>• localisation of brain function<br>• neurotransmitters<br>• formation of relationships (e.g. siblings) | drug therapy<br><br>OR<br><br>psychosurgery | Raine, A., Buchsbaum, M. and LaCasse, L. (1997) *Brain abnormalities in murderers indicated by positron emission tomography.* Biological Psychiatry, 42(6), 495-508 | the ethics of neuroscience |
| | | | | |
| **Psychodynamic** | • influence of childhood experiences<br>• the unconscious mind<br>• tripartite personality<br>• formation of relationships (e.g. mother and child) | dream analysis<br><br>OR<br><br>psychodrama | Bowlby, J. (1944) *Forty-four juvenile thieves: Their characters and home-life*. International Journal of Psychoanalysis, 25(19-52), 107-127 | the mother as primary care-giver of an infant |
| | | | | |
| **Behaviourist** | • blank slate<br>• behaviour learnt through conditioning<br>• humans and animals learn in similar ways<br>• formation of relationships (e.g. pet and owner) | aversion therapy<br><br>OR<br><br>systematic desensitisation | Watson, J.B. and Rayner, R. (1920) *Conditioned emotional reactions*. Journal of Experimental Psychology, 3(1), 1-14 | using conditioning techniques to control the behaviour of children |
| | | | | |
| **Cognitive** | • computer analogy<br>• internal mental processes<br>• schemas<br>• formation of relationships (e.g. romantic) | cognitive behavioural therapy<br><br>OR<br><br>rational emotive behaviour therapy | 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 | reliability of eye-witness testimony |
| | | | | |
| **Positive** | • acknowledgement of free will<br>• authenticity of goodness and excellence<br>• focus on 'the good life'<br>• formation of relationships (e.g. friends) | mindfulness<br><br>OR<br><br>quality of life therapy | Myers, D.G. and Diener, E. (1995) *Who is happy?* Psychological Science, 6(1) 10-17 | relevance of positive psychology in today's society |

# 2.2 Component 2

**Psychology: Investigating Behaviour**
Written examination: 1 hour 45 minutes
50% of qualification

The central aspect for this component is that of psychological research, from the initial planning stages through to the final stage of analysis and evaluation. It is designed to introduce learners to the methodologies used by psychologists and to gain an appreciation of the impact of choices made on the outcomes of the work and consequently the possible applications. To give an appropriate context for the teaching, two pieces of research from the work of social and developmental psychologists should be studied.

**Principles of research**
Learners should appreciate the limitations of scientific research and when dealing with the complexities of humans as test material, there are several issues which need to be considered. To encourage this appreciation, learners are encouraged to carry out appropriately supervised, ethical investigations.

**Novel scenarios**
The second aspect of this component is for learners to apply their knowledge and understanding of research methods to novel research scenarios, making judgements on the details of psychological research.

| **Component 2: Content to be taught**<br><br>**Learners will be expected to demonstrate:** |
|---|
| knowledge, understanding and evaluation of:<br><br>**Social Psychology:**<br><br>Milgram, S. (1963). Behavioural study of Obedience. Journal of Abnormal and Social Psychology, 67, 371-8<br><br>**Developmental Psychology:**<br><br>Kohlberg, L. (1968). The child as a moral philosopher. Psychology Today, 2, 25-30 |
| **Deciding on a research question**<br><br>knowledge and understanding of:<br>• aim of the research<br>• research hypotheses<br>• alternative (or experimental) hypotheses<br>• directional and non-directional hypotheses<br>• null hypotheses<br>• independent variables<br>• dependant variables<br>• co-variables<br>• operationalisation of variables<br>• confounding variables<br>• extraneous variables |

**Methodologies**

knowledge, understanding and evaluation of:

- experiments
- quasi-experiments
- participant observations
- non-participant observations
- content analysis
- structured interviews / questionnaires
- semi-structured interviews
- correlational studies
- case studies
- self-reports
- longitudinal research

Both quantitative data and qualitative data should be included.

Both primary and secondary sources should be included.

**Location of research**

knowledge, understanding and evaluation of:

- conducting research in a laboratory environment
- conducting research in the field
- conducting research on-line

**Participants**

knowledge, understanding and evaluation of:

- target populations
- sampling frames
- random sampling
- opportunity sampling
- systematic sampling
- stratified sampling
- quota sampling
- self-selected sampling
- snowball sampling
- observational sampling techniques (including event sampling, time sampling)

**Experimental design**

knowledge, understanding and evaluation of:

- independent groups
- repeated measures
- matched pairs

**Levels of measurement**

knowledge and understanding of:

- nominal data
- ordinal data
- interval data
- ratio data

**Graphical representation**

knowledge, construction and interpretation of:

- frequency tables
- graphical representation (including line graphs, histograms, bar charts, pie charts, scatter diagrams)
- distribution curves (including normal, positive and negative skewed distribution)

**Descriptive statistics**

knowledge, understanding, interpretation and evaluation of:

- measures of central tendency (including mean, median and mode)
- measures of dispersion (including range and standard deviation)

**Inferential statistics**

knowledge, appropriate application and interpretation of:

- Chi Squared test
- Mann Whitney U test
- Sign test
- Spearman's rank order correlation coefficient
- Wilcoxon matched pairs signed ranks test
- probability values
- significance levels
- observed (calculated) values
- critical values from tables
- appropriate symbols (= , ≤ ,< , > ,≥)

**Reliability**

knowledge, understanding and application of:

- internal reliability
- external reliability
- ways of dealing with issues of reliability
- assessing reliability (including inter-rater reliability, test-retest reliability, split-half reliability)

**Validity**

knowledge and understanding of the following:

- issues of internal validity
- issues of external validity
- specific validity issues (including researcher bias, demand characteristics, social desirability)
- ways of dealing with issues of validity
- assessing validity (including concurrent, predictive, face, content and construct validity)

**Ethics**

knowledge, understanding and application of:

- confidentiality
- deception
- risk of stress, anxiety, humiliation or pain
- risk to the participants' values, beliefs, relationships, status or privacy
- valid consent
- working with vulnerable individuals (including children)
- working with animals
- managing the risk posed by ethical issues (including ethics committees and ethical guidelines)

**The role of the scientific community in validating new knowledge**

knowledge, understanding and application of:

- peer review
- format for reporting psychological investigations

You should also refer to Appendix A for full list of required mathematical skills.

# 3 ASSESSMENT

## 3.1 Assessment objectives and weightings

Below are the assessment objectives for this specification. Learners must:

**AO1**
Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures

**AO2**
Apply knowledge and understanding of scientific ideas, processes, techniques and procedures:

- in a theoretical context
- in a practical context
- when handling qualitative data
- when handling quantitative data

**AO3**
Analyse, interpret and evaluate a range of scientific information, ideas and evidence, including in relation to issues, to:

- make judgements and reach conclusions
- develop and refine practical design and procedures

The table below shows the weighting of each assessment objective for each component and for the qualification as a whole.

| | **weighting** | **AO1** | **AO2** | **AO3** |
|---|---|---|---|---|
| **Component 1** | 50**%** | 25% | 6.25% | 18.75% |
| **Component 2** | 50% | 12.5% | 25% | 12.5% |
| **Total** | **100%** | **37.5%** | **31.25%** | **31.25%** |

# 4 TECHNICAL INFORMATION

## 4.1 Making entries

This is a linear qualification in which all assessments must be taken at the end of the course. Assessment opportunities will be available in the summer series each year, until the end of the life of this specification. Summer 2016 will be the first assessment opportunity.

A qualification may be taken more than once. Candidates must resit all examination components in the same series.

The entry code appears below.

WJEC Eduqas AS Psychology: B290QS

The current edition of WJEC's *Entry Procedures and Coding Information* gives up-to-date entry procedures.

## 4.2 Grading, awarding and reporting

AS qualifications are reported as a grade on the scale from A to E. Results not attaining the minimum standard for the award will be reported as U (unclassified).

AS qualifications are free-standing and are awarded in their own right. Assessments at AS cannot contribute to an A level grade.

# APPENDIX A

## MATHEMATICAL REQUIREMENTS AND EXEMPLIFICATION

| **Mathematical skills** | **Exemplification of mathematical skills in the context of AS Psychology (assessment is not limited to the examples given below)** |
|---|---|
| **Arithmetic and numerical computation** | |
| Recognise and use expressions in decimal and standard form | Converting data in standard form from a results table into decimal form in order to construct a pie chart |
| Use ratios, fractions and percentages | Calculating the percentages of cases that fall into different categories in an observation study |
| Estimate results | Commenting on the spread of scores for a set of data, which would require estimating the range |
| **Handling data** | |
| Use an appropriate number of significant figures | Expressing a correlation coefficient to two or three significant figures |
| Find arithmetic means | Calculating the means for two conditions using raw data from a class experiment |
| Construct and interpret frequency tables and diagrams, bar charts and histograms | Selecting and sketching an appropriate form of data display for a given set of data |
| Understand simple probability | Explaining the difference between the 0.05 and 0.01 levels of significance |
| Understand the principles of sampling as applied to scientific data | Explaining how a random or stratified sample could be obtained from a target population |
| Understand the terms mean, median and mode | Explaining the differences between the mean, median and mode and selecting which measure of central tendency is most appropriate for a given set of data |
| Use a scatter diagram to identify a correlation between two variables | Plotting two variables from an investigation on a scatter diagram and identifying the pattern as a positive correlation, a negative correlation or no correlation |
| Use a statistical test | Calculating a non-parametric test of differences using data from a class experiment |

| | |
|---|---|
| Make order of magnitude calculations | Estimating the mean test score for a large number of participants on the basis of the total overall score |
| Know the characteristics of a normal and skewed distributions | Being presented with a set of scores from an experiment showing a normal distribution and being asked to indicate the position of the mean (or median, or mode) |
| Understand measures of dispersion, including standard deviation and range | Explaining why the standard deviation might be a more useful measure of dispersion for a given set of scores e.g. where there is an outlying score |
| Understand the differences between qualitative and quantitative data | Explaining how a given qualitative measure (for example, an interview transcript) might be converted into quantitative data |
| Understand the difference between primary and secondary data | Stating whether data collected by a researcher dealing directly with participants is primary or secondary data |
| **Algebra** | |
| Understand and use the symbols: =, <, ≤, ≥, >, ∝, ≈ | Expressing the outcome of an inferential test in the conventional form by stating the level of significance at the 0.05 level or 0.01 level by using symbols appropriately |
| **Graphs** | |
| Translate information between graphical, numerical and algebraic forms | Using a set of numerical data (a set of scores) from a record sheet to construct a bar graph |
| Plot two variables from experimental or other data | Sketching a scatter diagram using two sets of data from a correlational investigation |