

Mapping Guide

**DRAFT**

**A LEVEL**

# PSYCHOLOGY

**H569**

For first teaching in 2024

**Mapping the refreshed A Level Psychology  
specification H569 to the current specification H567**

# Introduction

We have updated our A Level after listening to teacher feedback and we are confident that updates make our qualification the best option for teachers and students.

We have created this mapping guide so you can easily see what we have changed and what we have kept the same.

# This mapping guide

In the tables that follow, you can see:

- component overviews
- how our refreshed components map to the current H567 qualification components that you may already know
- brief comments about the changes we've made and what we are keeping the same, including an overview of the studies we have added/removed
- a summary table of the new content
- a summary table of content we have removed.

# Mapping the refreshed specification against the current specification

## Component 1

Refreshed qualification		Current qualification		Comments
<b>Research methods</b>		<b>Research methods</b>		
<b>1.1 Research methods and techniques</b>	<b>Content</b>	<b>1.1 Research methods and techniques</b>	<b>Content</b>	
Experiment	<ul style="list-style-type: none"> <li>laboratory experiment</li> <li>field experiment</li> <li>quasi experiment</li> </ul>	Experiment	<ul style="list-style-type: none"> <li>laboratory experiment</li> <li>field experiment</li> <li>quasi experiment</li> </ul>	No change
Observation	<ul style="list-style-type: none"> <li>structured</li> <li>unstructured</li> <li>naturalistic</li> <li>controlled</li> <li>participant</li> <li>non-participant</li> <li>overt</li> <li>covert</li> </ul>	Observations	<ul style="list-style-type: none"> <li>structured</li> <li>unstructured</li> <li>naturalistic</li> <li>controlled</li> <li>participant</li> <li>non-participant</li> <li>overt</li> <li>covert</li> </ul>	No change
Self-report	<ul style="list-style-type: none"> <li>questionnaire</li> <li>interviews:                             <ul style="list-style-type: none"> <li>structured, semi-structured, unstructured</li> </ul> </li> </ul>	Self-report	<ul style="list-style-type: none"> <li>questionnaire</li> <li>interviews:                             <ul style="list-style-type: none"> <li>structured, semi-structured, unstructured</li> </ul> </li> </ul>	No change

1.1 continued on next page

Correlation	<ul style="list-style-type: none"> <li>obtaining data for correlational analysis</li> <li>positive correlation</li> <li>negative correlation</li> <li>no correlation</li> </ul>	Correlation	<ul style="list-style-type: none"> <li>obtaining data for correlational analysis</li> <li>positive correlation</li> <li>negative correlation</li> <li>no correlation</li> </ul>	No change
Case study	when and why a case study method would be used			<b>Change (addition):</b> In the refreshed qualification students are required to know about the features of a case study but are not required to conduct one as part of their own practical investigations.
<b>1.2 Planning and conducting research</b>	<b>Content</b>	<b>1.2 Planning and conducting research</b>	<b>Content</b>	
Aims and hypotheses and how to formulate	<ul style="list-style-type: none"> <li>research aim</li> <li>research question</li> <li>alternative hypotheses</li> <li>null hypotheses</li> <li>one-tailed (directional) hypotheses</li> <li>two-tailed (non-directional) hypotheses</li> </ul>	Aims and hypotheses and how to formulate	<ul style="list-style-type: none"> <li>research aim</li> <li>research question</li> <li>null hypotheses</li> <li>alternative hypotheses</li> <li>one-tailed (directional) hypotheses</li> <li>two-tailed (non-directional) hypotheses</li> </ul>	No change
Populations, samples and sampling techniques	<ul style="list-style-type: none"> <li>target population and sample</li> <li>random sampling</li> <li>snowball sampling</li> <li>opportunity sampling</li> <li>self-selected sampling</li> </ul>	Populations, samples and sampling techniques	<ul style="list-style-type: none"> <li>target population and sample</li> <li>random sampling</li> <li>snowball sampling</li> <li>opportunity sampling</li> <li>self-selected sampling</li> </ul>	No change
Experimental designs	<ul style="list-style-type: none"> <li>repeated measures design</li> <li>independent measures design</li> <li>matched participants design</li> </ul>	Experimental designs	<ul style="list-style-type: none"> <li>repeated measures design</li> <li>independent measures design</li> <li>matched participants design</li> </ul>	No change

1.2 continued on next page

Variables and how they are operationalised	<ul style="list-style-type: none"> <li>• independent variable (IV)</li> <li>• dependent variable (DV)</li> <li>• control of extraneous variables (researcher, situational and participant)</li> </ul>	Variables and how they are operationalised	<ul style="list-style-type: none"> <li>• independent variable (IV)</li> <li>• dependent variable (DV)</li> <li>• control of extraneous variables</li> </ul>	<b>Change (clarification):</b> In the refreshed qualification the focus is on the control of three main extraneous variables.
Designing observations	<ul style="list-style-type: none"> <li>• behavioural categories</li> <li>• time sampling</li> <li>• event sampling</li> </ul>	Designing observations	<ul style="list-style-type: none"> <li>• behavioural categories</li> <li>• coding frames</li> <li>• time sampling</li> <li>• event sampling</li> </ul>	<b>Change (removal):</b> Coding frames is no longer included.
Designing self-reports	<ul style="list-style-type: none"> <li>• open questions</li> <li>• closed questions</li> <li>• rating scales: <ul style="list-style-type: none"> <li>○ Numerical rating scale, Likert rating scale, Semantic differential rating scale</li> </ul> </li> </ul>	Designing self-reports	<ul style="list-style-type: none"> <li>• open questions</li> <li>• closed questions</li> <li>• rating scales: <ul style="list-style-type: none"> <li>○ Likert rating scale, Semantic differential rating scale</li> </ul> </li> </ul>	<b>Change (addition):</b> The refreshed qualification adds numerical rating scale to clarify which types of rating scales will be assessed in the exam.
<b>1.3 Data recording, analysis and presentation</b>	<b>Content</b>	<b>1.3 Data recording, analysis and presentation</b>	<b>Content</b>	
Raw data	<ul style="list-style-type: none"> <li>• design of raw data recording tables</li> <li>• use of raw data recording tables</li> <li>• standard and decimal form</li> <li>• significant figures</li> <li>• make estimations from data collected</li> </ul>	Raw data	<ul style="list-style-type: none"> <li>• design of raw data recording tables</li> <li>• use of raw data recording tables</li> <li>• standard and decimal form</li> <li>• significant figures</li> <li>• make estimations from data collected</li> </ul>	No change

1.3 continued on next page

Levels of data	<ul style="list-style-type: none"> <li>• nominal level data</li> <li>• ordinal level data</li> <li>• interval level data</li> </ul>	Levels and types of data	<ul style="list-style-type: none"> <li>• nominal level data</li> <li>• ordinal level data</li> <li>• interval level data</li> <li>• quantitative data</li> <li>• qualitative data</li> <li>• primary data</li> <li>• secondary data</li> </ul>	<p><b>Change (formatting only):</b> In the refreshed qualification levels and types of data are split into two separate categories. Candidates still need to know the <u>same</u> content for both <b>(content wise = no change)</b>.</p> <p><b>Change (formatting only):</b> In the refreshed qualification descriptive statistics and graphs are split into two separate categories. Candidates still need to know the <u>same</u> content for both <b>(content wise = no change)</b>.</p> <p><b>*Students will not be asked to draw graphs/charts with a high degree of precision.</b> For example, when sketching a pie chart, segments would only need to be roughly proportionate to calculated percentages.</p>
Types of data	<ul style="list-style-type: none"> <li>• quantitative data</li> <li>• qualitative data</li> <li>• primary data</li> <li>• secondary data</li> </ul>			
Descriptive statistics	<ul style="list-style-type: none"> <li>• measures of central tendency <ul style="list-style-type: none"> <li>○ mean, median, mode</li> </ul> </li> <li>• measures of dispersion <ul style="list-style-type: none"> <li>○ range, variance, standard deviation</li> </ul> </li> <li>• ratio</li> <li>• percentages</li> <li>• fractions</li> <li>• frequency tables (tally chart)</li> </ul>	Descriptive statistics	<ul style="list-style-type: none"> <li>• measures of central tendency <ul style="list-style-type: none"> <li>○ mode, median, mean</li> </ul> </li> <li>• measures of dispersion <ul style="list-style-type: none"> <li>○ variance, range, standard deviation</li> </ul> </li> <li>• ratio</li> <li>• percentages</li> <li>• fractions</li> <li>• frequency tables (tally chart)</li> </ul>	
Graphs*	<ul style="list-style-type: none"> <li>• line graphs</li> <li>• pie charts</li> <li>• bar charts</li> <li>• histograms</li> <li>• scatter diagram</li> </ul>		<ul style="list-style-type: none"> <li>• line graph</li> <li>• pie charts</li> <li>• bar charts</li> <li>• histograms <ul style="list-style-type: none"> <li>○ scatter diagram</li> </ul> </li> </ul>	

Inferential statistics	<ul style="list-style-type: none"> <li>• normal distribution curves</li> <li>• skewed distribution curves</li> <li>• probability</li> <li>• significance levels</li> <li>• criteria for using a parametric test</li> <li>• criteria for using a specific non-parametric inferential test (Mann-Whitney U test, Wilcoxon Signed Ranks test, Chi-square, Binomial Sign test and Spearman's Rho)</li> <li>• using statistical tables of critical values for all five named non-parametric inferential tests</li> <li>• write a significance statement including the calculated value, the critical value and significance level</li> <li>• calculate Chi-square</li> <li>• type 1 errors</li> <li>• type 2 errors</li> <li>• symbols: =, &lt;, &lt;&lt;, &gt;&gt;, &gt;, <math>\alpha</math>, ~, <math>\geq</math>, <math>\leq</math></li> </ul>	Inferential statistics	<ul style="list-style-type: none"> <li>• normal distribution curves</li> <li>• skewed distribution curves</li> <li>• probability</li> <li>• significance levels</li> <li>• using statistical tables of critical values</li> <li>• criteria for using a parametric test</li> <li>• criteria for using a specific non-parametric inferential test (Mann-Whitney U test, Wilcoxon Signed Ranks test, Chi-square, Binomial Sign test and Spearman's Rho)</li> <li>• understand the use of specific non-parametric inferential tests (MannWhitney U test, Wilcoxon Signed Ranks test, Chi-square, Binomial Sign test and Spearman's Rho)</li> <li>• type 1 errors</li> <li>• type 2 errors</li> <li>• symbols: symbols: =, &lt;, &lt;&lt;, &gt;&gt;, &gt;, <math>\alpha</math>, ~</li> </ul>	<p><b>Change (removal):</b> The refreshed specification does not require candidate's understanding of how to use specific non-parametric inferential statistical tests (in terms of calculations) except for <b>Chi-Square</b>. Therefore, candidates will be only required to calculate Chi-Square.</p> <p><b>Change (clarification):</b> the refreshed specification clarifies that candidates have to be able to write a significance statement including the calculated value, the critical value and significance level for any of the inferential stats tests.</p> <p><b>Change (addition):</b> The following symbols were added: <math>\geq</math>, and <math>\leq</math>.</p>
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Methodological issues	<ul style="list-style-type: none"> <li>• representativeness</li> <li>• generalisability</li> <li>• reliability: <ul style="list-style-type: none"> <li>○ internal, external, inter-rater, test-retest, split-half</li> </ul> </li> <li>• validity: <ul style="list-style-type: none"> <li>○ internal, face, construct, concurrent, predictive, external, population, ecological</li> </ul> </li> <li>• demand characteristics</li> <li>• social desirability</li> <li>• researcher/observer bias</li> <li>• researcher/observer effect(s)</li> <li>• ethical issues, including the British Psychological Society's Code of Ethics and Conduct: <ul style="list-style-type: none"> <li>○ Respect – informed consent, right to withdraw, confidentiality</li> <li>○ Competence</li> <li>○ Responsibility – protection of participant, debrief</li> <li>○ Integrity – deception</li> </ul> </li> </ul>	Methodological issues	<ul style="list-style-type: none"> <li>• representativeness</li> <li>• generalisability</li> <li>• reliability: <ul style="list-style-type: none"> <li>○ Internal, External, Inter-rater, Test-retest, Split-half</li> </ul> </li> <li>• validity: <ul style="list-style-type: none"> <li>○ Internal, Face, Construct, Concurrent, Criterion, External, Population, Ecological</li> </ul> </li> <li>• demand characteristics</li> <li>• social desirability</li> <li>• researcher/observer bias</li> <li>• researcher/observer effect(s)</li> <li>• ethical considerations, including the British Psychological Society's Code of Ethics and Conduct: <ul style="list-style-type: none"> <li>○ Respect – informed consent, right to withdraw, confidentiality</li> <li>○ Competence</li> <li>○ Responsibility – protection of participant, debrief</li> </ul> </li> <li>• Integrity – deception</li> </ul>	<p><b>Change (removal/addition):</b> <u>criterion</u> validity will no longer be assessed.</p> <p><u>Predictive</u> validity is a new addition.</p>
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1.4 Report writing	Content	1.4 Report writing	Content	
Sections and sub-sections of a practical report	<ul style="list-style-type: none"> <li>• abstract</li> <li>• introduction</li> <li>• method (design, sample, materials/ apparatus, procedure)</li> <li>• results</li> <li>• discussion</li> <li>• references</li> <li>• appendices</li> </ul>	Sections and sub-sections of a practical report	<ul style="list-style-type: none"> <li>• abstract</li> <li>• introduction</li> <li>• method (design, sample, materials/apparatus, procedure)</li> <li>• results</li> <li>• discussion</li> <li>• references</li> <li>• appendices</li> </ul>	No change
Citing academic references	a familiarity with citing academic research using the Harvard system of referencing, e.g. Milgram, S. (1963) Behavioral study of obedience. Journal of Abnormal and Social Psychology, 67, (4), 371–378	Citing academic references	a familiarity with citing academic research using the Harvard system of referencing, e.g. Milgram, S. (1963) Behavioral study of obedience. Journal of Abnormal and Social Psychology, 67, (4), 371–378	No change
Peer review	appreciate the role of the psychological community in validating new knowledge and ensuring integrity through the process of peer review	Peer review	appreciate the role of the psychological community in validating new knowledge and ensuring integrity through the process of peer review	No change

1.5 Practical investigations	Content	1.5 Practical activities	Content	Change (wording): candidates will now be assessed on their practical investigations.
	<p>Students should have undertaken the following practical investigations and be prepared to be assessed on them individually:</p> <ul style="list-style-type: none"> <li>• experiment</li> <li>• observation</li> <li>• self-report</li> <li>• correlation</li> </ul>		<p>Students should have experience of the following practical activities:</p> <ul style="list-style-type: none"> <li>• self-report</li> <li>• observation</li> <li>• experiment</li> <li>• correlation</li> </ul>	<p><b>Change (wording):</b> The refreshed specification now clarifies that each student needs to undertake <b>four</b> different practical investigations.</p> <p>The word 'experience' may have been ambiguous, and some students may have interpreted it as taking part in those pieces of research rather than carrying them out.</p>

1.6 Science in psychology		1.6 How science works		Change (wording).
	<p>Students should understand how society makes decisions about scientific issues and should be aware of the nature and principles of scientific enquiry through knowledge and understanding of the following concepts:</p> <ul style="list-style-type: none"> <li>• the study of cause-and-effect</li> <li>• falsification</li> <li>• replicability</li> <li>• objectivity</li> <li>• hypothesis testing</li> <li>• manipulation of variables</li> <li>• control and standardisation</li> <li>• quantifiable measurements</li> </ul>		<p>Students should understand how society makes decisions about scientific issues and how psychology contributes to the success of the economy and society</p> <p>Students should be aware of the nature and principles of scientific enquiry through knowledge and understanding of the following concepts:</p> <ul style="list-style-type: none"> <li>• the study of cause-and-effect</li> <li>• falsification</li> <li>• replicability</li> <li>• objectivity</li> <li>• induction</li> <li>• deduction</li> <li>• hypothesis testing</li> <li>• manipulation of variables</li> <li>• control and standardisation</li> <li>• quantifiable measurements</li> </ul>	<p><b>Change (removal):</b> Contribution of psychology to the success of the economy and society has been removed <u>from this subsection</u> of the specification.</p> <p><b>Change (removal):</b> The following features of science have been removed from the refreshed qualification: induction and deduction.</p>

## Component 2

Refreshed qualification	Current qualification	Comments
<b>Core studies in Psychology</b>  Section A: Core studies	<b>Psychological themes through core studies</b>  Section A: Core studies	<p><b>Change (wording):</b> title of Component 2 changed due to the removal of key themes.</p> <p><b>Main changes:</b></p> <p><b>Change (removal):</b> Candidates have to be familiar with <b>15 core studies rather than 20</b>. Within each area, students are required to examine three core studies (not four).</p> <p><b>Change (removal):</b> Candidates no longer have to compare the studies in relation to the key themes - these have been removed from refreshed specification. Studies are no longer divided into contemporary or classic.</p> <p><b>Change (addition):</b> The refreshed specification broadly specifies topics that should be focused on within each study.</p> <p><b>Change (clarification):</b> The refreshed specification makes it clear that students will need to refer to topics from Component 01 when analysing and evaluating core studies. Students should also be able to comment on the contribution of core studies to an understanding of individual, social and cultural diversity.</p>

Area	Refreshed qualification		Current qualification			Comments
	Study	Topic	Key theme	Classic	Contemporary	
<b>Social</b>	Milgram	Obedience to authority	Responses to people in authority	Milgram (1963)	Bocchiaro et al. (2012)	<b>Change (removal):</b> Bocchiaro will no longer be assessed.  Please also refer to the specification itself to see the main changes detailed.
	Piliavin et al.	Helping behaviour	Responses to people in need	Piliavin et al. (1969)	Levine et al. (2001)	
	Levine	Cross-cultural altruism				
<b>Cognitive</b>	Loftus and Palmer	Eyewitness testimony	Memory	Loftus and Palmer (1974)	Grant et al. (1998)	<b>Change (removal):</b> Moray will no longer be assessed.  Please also refer to the specification itself to see the main changes detailed.
	Grant et al.	Context-dependent memory	Attention	Moray (1959)	Simons and Chabris (1999)	
	Simons & Chabris	Visual inattention				
<b>Developmental</b>	Bandura et al.	Transmission of aggression	External influences on children's behaviour	Bandura et al. (1961)	Chaney et al. (2004)	<b>Change (removal):</b> Kohlberg will no longer be assessed.  Please also refer to the specification itself to see the main changes detailed.
	Chaney et al.	Adherence to medical regimes	Moral development	Kohlberg (1968)	Lee et al. (1997)	
	Lee et al.	Lying and truth telling				
<b>Biological</b>	Sperry	Lateralisation of function in the brain	Regions of the brain	Sperry (1968)	Casey et al. (2011)	<b>Change (removal):</b> Blakemore and Cooper will no longer be assessed.  Please also refer to the specification itself to see the main changes detailed.
	Casey et al.	Delayed gratification	Brain plasticity	Blakemore and Cooper (1970)	Maguire et al. (2000)	
	Maguire et al.	Brain plasticity				

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	Study	Topic	Key theme	Classic	Contemporary	
Individual differences	Freud	Phobias	Understanding disorders	Freud (1909)	Baron-Cohen et al. (1997)	<p><b>Change (removal):</b> Gould and Hancock will no longer be assessed.</p> <p><b>Change (addition):</b> Van Leeuwen will now be assessed on core studies paper rather than in Child Psychology.</p> <p>Please also refer to the specification itself to see the main changes detailed.</p>
Individual differences	Baron-Cohen et al.	Autism and theory of mind	Measuring differences	Gould (1982)	Hancock et al. (2011)	<p><b>Change (removal):</b> Gould and Hancock will no longer be assessed.</p> <p><b>Change (addition):</b> Van Leeuwen will now be assessed on core studies paper rather than in Child Psychology.</p> <p>Please also refer to the specification itself to see the main changes detailed.</p>
Individual differences	Van Leeuwen et al.	Intelligence				<p><b>Change (removal):</b> Gould and Hancock will no longer be assessed.</p> <p><b>Change (addition):</b> Van Leeuwen will now be assessed on core studies paper rather than in Child Psychology.</p> <p>Please also refer to the specification itself to see the main changes detailed.</p>

Section A: Core studies		Section A: Core studies		
Individual studies	<p>'Tell the story' of each core study in terms of:</p> <ul style="list-style-type: none"> <li>• aim</li> <li>• method <ul style="list-style-type: none"> <li>○ design</li> <li>○ sample</li> <li>○ materials/apparatus</li> <li>○ procedure</li> </ul> </li> <li>• findings/results</li> <li>• conclusions</li> <li>• how the study relates to the topic</li> <li>• how the study could be improved</li> </ul>	Individual studies	<p>'Tell the story' of each core study in terms of:</p> <ul style="list-style-type: none"> <li>• background</li> <li>• method <ul style="list-style-type: none"> <li>○ design</li> <li>○ sample</li> <li>○ materials/apparatus</li> <li>○ procedure</li> <li>○ results</li> <li>○ conclusions</li> </ul> </li> </ul>	<p><b>Change (replacement):</b> Candidates are required to understand the aim(s) of the study.</p> <p><b>Change (addition):</b> Candidates have to be able to examine how the study relates to the topic (as specified on the previous page) and how the study could be improved.</p>
Core studies in their area	<ul style="list-style-type: none"> <li>• Similarities between studies</li> <li>• Differences between studies</li> <li>• To what extent do studies contribute to our understanding of: <ul style="list-style-type: none"> <li>○ individual diversity</li> <li>○ social diversity</li> <li>○ cultural diversity</li> </ul> </li> <li>• Usefulness of studies</li> </ul>	Core studies in their pairs	<ul style="list-style-type: none"> <li>• How the two studies are similar</li> <li>• How the two studies are different</li> <li>• To what extent the contemporary study changes our understanding of the key theme</li> <li>• To what extent the contemporary study changes our understanding of individual, social and cultural diversity</li> </ul>	<p><b>Change:</b> Candidates have to be able to assess similarities and differences between all three studies within their area rather than in their themed pairs (since the key themes were removed).</p> <p><b>Change (addition):</b> Candidates need to assess the usefulness of each of the studies within this section.</p>

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Methodological issues	<ul style="list-style-type: none"> <li>• The strengths and weaknesses of the different research methods and techniques</li> <li>• The strengths and weaknesses of different types of data</li> <li>• Ethical issues</li> <li>• Validity</li> <li>• Reliability</li> <li>• Sampling bias</li> <li>• Ethnocentrism</li> </ul>	Methodological issues	<ul style="list-style-type: none"> <li>• The strengths and weaknesses of the different research methods and techniques</li> <li>• The strengths and weaknesses of different types of data</li> <li>• Ethical considerations</li> <li>• Validity</li> <li>• Reliability</li> <li>• Sampling bias</li> <li>• Ethnocentrism</li> </ul>	No change
		Key themes and areas of psychology	<ul style="list-style-type: none"> <li>• How each core study relates to its key theme</li> <li>• How each core study relates to the area of psychology it is placed within</li> </ul>	<b>Change (removal):</b> Key themes were removed from refreshed specification.



<b>Section B: Areas, perspectives, issues and debates</b>		<b>Section B: Areas, perspectives and debates</b>		<b>Change:</b> Some of the debates from the current specification will be now split into issues and debates.
<b>Areas</b> <ul style="list-style-type: none"> <li>• Social</li> <li>• Cognitive</li> <li>• Developmental</li> <li>• Biological</li> <li>• Individual Differences</li> </ul>	<ul style="list-style-type: none"> <li>• The defining principles and concepts of each area</li> <li>• Research to illustrate each area</li> <li>• Strengths and weaknesses of each area</li> <li>• Applications of each area</li> <li>• How each area is different from and similar to other areas/ perspectives</li> </ul>	<b>Areas</b> <ul style="list-style-type: none"> <li>• Social</li> <li>• Cognitive</li> <li>• Developmental</li> <li>• Biological</li> <li>• Individual Differences</li> </ul>	<ul style="list-style-type: none"> <li>• The defining principles and concepts of each area</li> <li>• Research to illustrate each area</li> <li>• Strengths and weaknesses of each area</li> <li>• Applications of each area</li> <li>• How each area is different from and similar to other areas</li> </ul>	<b>Change (addition):</b> In the refreshed qualification, candidates may be asked to compare areas to perspectives.
<b>Perspectives</b> <ul style="list-style-type: none"> <li>• Behaviourist</li> <li>• Psychodynamic</li> </ul>	<ul style="list-style-type: none"> <li>• The defining principles and concepts of each perspective</li> <li>• Research to illustrate each perspective</li> <li>• Strengths and weaknesses of each perspective</li> <li>• Applications of each perspective</li> <li>• How each perspective is different from and similar to the other perspective/areas</li> </ul>	<b>Perspectives</b> <ul style="list-style-type: none"> <li>• Behaviourist</li> <li>• Psychodynamic</li> </ul>	<ul style="list-style-type: none"> <li>• The defining principles and concepts of each perspective</li> <li>• Research to illustrate each perspective</li> <li>• Strengths and weaknesses of each perspective</li> <li>• Applications of each perspective</li> <li>• How each perspective is different from and similar to the other perspective</li> </ul>	<b>Change (addition):</b> In the refreshed qualification, candidates may be asked to compare perspectives to areas.

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<b>Issues</b> <ul style="list-style-type: none"> <li>• Ethical issues</li> <li>• Conducting socially sensitive research</li> <li>• Usefulness of research</li> </ul>	<ul style="list-style-type: none"> <li>• The defining principles and concepts of each issue</li> <li>• Research to illustrate the different issues</li> <li>• Strengths and weaknesses related to the different issues</li> </ul>	<b>Debates</b> <ul style="list-style-type: none"> <li>• Nature/nurture</li> <li>• Freewill/determinism</li> <li>• Reductionism/holism</li> <li>• Individual/situational explanations</li> <li>• Usefulness of research</li> <li>• Ethical considerations</li> <li>• Conducting socially sensitive research</li> <li>• Psychology as a science</li> </ul>		<ul style="list-style-type: none"> <li>• The defining principles and concepts of each debate</li> <li>• Different positions within each debate</li> <li>• Research to illustrate different positions within each debate</li> <li>• Applications of different positions within each debate</li> <li>• How each debate is different from and similar to other debates</li> </ul>	
<b>Debates</b> <ul style="list-style-type: none"> <li>• Nature/nurture</li> <li>• Freewill/determinism</li> <li>• Reductionism/holism</li> <li>• Individual/situational explanations</li> <li>• Psychology as a science</li> </ul>	<ul style="list-style-type: none"> <li>• The defining principles and concepts of each debate</li> <li>• Different positions within each debate</li> <li>• Research to illustrate different positions within each debate</li> <li>• Strengths and weaknesses of the different positions within each debate</li> </ul>				

Section C: Practical applications		Section C: Practical applications		
The practical applications of psychology	<ul style="list-style-type: none"> <li>• Identify and apply the psychological content in the source</li> <li>• Make evidence-based suggestions in relation to the source</li> <li>• Consider the strengths and weaknesses of the suggestion(s) made</li> </ul>	The practical applications of psychology	<ul style="list-style-type: none"> <li>• Recognise the psychological content in the source</li> <li>• Make evidence-based suggestions in relation to the source</li> <li>• Consider the strengths and weaknesses of the suggestion(s) they themselves are making</li> </ul>	<b>Change (addition):</b> Candidates will have to identify <u>and</u> apply the psychological content instead of just recognising it (as per wording of the current specification).

## Component 3

Refreshed qualification		Current qualification		Comments
<b>Applied Psychology</b>		<b>Applied Psychology</b>		<p><b>Main changes:</b></p> <p><b>Change (addition):</b> <b>Crime</b> will also be <b>compulsory</b> (alongside mental health).</p> <p><b>Change (addition/removal):</b> compulsory units will have four topics each, whereas optional unit will have three topics to learn (instead of current six).</p> <p><b>Change (removal):</b> Ethnocentrism will no longer be assessed in Component 3.</p> <p><b>Change (addition):</b> Candidates will now have to evaluate the contribution the key studies have made to the topic rather than simply to recognise it.</p> <p><b>Change (addition):</b> Candidates will now have to explain and exemplify the background in each topic.</p> <p><b>Change (addition):</b> Candidates will have to be able to suggest possible improvements to key studies.</p> <p><b>Change (removal):</b> Candidates will no longer be asked to consider ways in which different areas of psychology can inform our understanding of applied psychology. Nor will they have to explore social, moral or spiritual issues.</p> <p><b>Change (clarification):</b> Candidates will have to explain how compulsory units contribute to the success of the economy and society.</p>
<p><b>Issues</b></p> <ul style="list-style-type: none"> <li>Ethical issues</li> <li>Conducting socially sensitive research</li> <li>Usefulness of research</li> <li>Validity</li> <li>Reliability</li> <li>Sampling bias</li> </ul> <p><b>Debates</b></p> <ul style="list-style-type: none"> <li>Nature/nurture</li> <li>Freewill/determinism</li> <li>Reductionism/holism</li> <li>Individual/situational explanations</li> <li>Psychology as a science</li> </ul>	<ul style="list-style-type: none"> <li>Describe concepts, theories and studies as specified below</li> <li>Discuss and apply methodological issues and debates in psychology to the background and key studies</li> <li>Explain and exemplify the background in each topic</li> <li>Apply the background and key studies to novel situations.</li> <li>Evaluate the contribution the key studies have made to the topic</li> </ul>	<ul style="list-style-type: none"> <li>Nature/nurture</li> <li>Freewill/determinism</li> <li>Reductionism/holism</li> <li>Individual/situational explanations</li> <li>Usefulness of research</li> <li>Ethical considerations</li> <li>Conducting socially sensitive research</li> <li>Psychology as a science</li> <li>Ethnocentrism</li> <li>Validity</li> <li>Reliability</li> <li>Sampling bias</li> </ul>	<ul style="list-style-type: none"> <li>Description of concepts, theories and studies specified by the indicative content</li> <li>Application of methodological issues and debates in psychology</li> <li>Recognition of the contribution the key research has made to the topic</li> <li>Application of the background, key research and application to novel situations with which psychologists might be concerned</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Evaluate the contribution the key studies have made to the topic</li> <li>• Suggest possible improvements to key studies</li> <li>• Explain how psychology contributes to an understanding of individual, social and cultural diversity</li> <li>• Explain how research into mental health and criminal psychology contribute to the success of the economy and society</li> </ul>		<ul style="list-style-type: none"> <li>• Consideration of ways in which different areas of psychology can inform our understanding of applied psychology</li> <li>• Exploration of social, moral, cultural and spiritual issues where applicable</li> <li>• Recognition of how the key research contributes to an understanding of individual, social and cultural diversity</li> <li>• Recognition of how society makes decisions about scientific issues and how psychology contributes to the success of the economy and society</li> </ul>	
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## Section A: Mental Health

Section A: Mental Health		Section A: Issues in Mental Health		Main change: 4 compulsory topics to be assessed within this unit instead of 3.
What is mental health?	<b>Background:</b> Three historical views of mental illness: humoural, supernatural and hospital movement  Four definitions of abnormality: deviation from social norms, failure to function adequately, statistical infrequency, and deviation from ideal mental health  Categorising mental disorders using the ICD and DSM, including cultural biases in diagnosis	The historical context of mental health	<b>Background:</b> Historical views of mental illness  Defining abnormality  Categorising mental disorders	<b>Change (clarification):</b> Each section of the background is narrowed down in terms of what each candidate should know.
	<b>Key research:</b> Neighbors et al. (2003)  Racial differences in DSM diagnosis using a semi-structured instrument: the importance of clinical judgment in the diagnosis of African Americans		<b>Key research:</b> Rosenhan (1973) On being sane in insane places	<b>Change (replacement):</b> Rosenhan’s study will no longer be assessed in Component 3. It will be replaced with Neighbors et al.
	<b>Application:</b> Using definitions of abnormality to assess mental illness  Using the ICD and DSM to diagnose depression, phobias and schizophrenia		<b>Application:</b> Characteristics of an affective disorder, a psychotic disorder and an anxiety disorder	<b>Change (clarification):</b> Applications in the refreshed specification are more precise to avoid confusion among teachers, students and examiners alike. Disorders are specified and so are the ways of diagnosis and assessment.

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The medical model	<b>Background:</b> Medical explanations of general mental illness: <ul style="list-style-type: none"> <li>Biochemical explanation</li> <li>Genetic explanation</li> <li>Brain abnormality</li> </ul>	The historical context of mental health	<b>Background:</b> <ul style="list-style-type: none"> <li>The biochemical explanation of mental illness</li> <li>The genetic explanation of mental illness</li> <li>Brain abnormality as an explanation of mental illness</li> </ul>	No change
	<b>Key research:</b> Gottesman et al. (2010)  Mental disorders in offspring with two psychiatrically ill parents		<b>Key research:</b> Gottesman et al. (2010)  Disorders in offspring with two psychiatrically ill parents	No change
	<b>Application:</b> The use of drug treatment for one specific disorder (depression, phobias or schizophrenia)		<b>Application:</b> Biological treatment of one specific disorder	<b>Change (clarification):</b> Precise application – drug treatment. This can only be applied to one of the three disorders identified on the specification.
Alternatives to the medical model	<b>Background:</b> Non-medical explanations of general mental illness: <ul style="list-style-type: none"> <li>Behaviourist explanation</li> <li>Cognitive explanation</li> <li>Psychodynamic explanation</li> </ul>		<b>Background:</b> <ul style="list-style-type: none"> <li>The behaviourist explanation of mental illness</li> <li>The cognitive explanation of mental illness</li> </ul> <u>One from:</u> <ul style="list-style-type: none"> <li>the humanistic explanation of mental illness</li> <li>the psychodynamic explanation of mental illness</li> <li>the cognitive neuroscience explanation of mental illness</li> </ul>	<b>Change:</b> <u>Psychodynamic</u> is now a <u>compulsory</u> explanation to learn. Humanistic and cognitive neuroscience explanations are no longer an option on the refreshed specification.

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	<b>Key research:</b> Watson and Raynor (1920) Conditioned emotional reactions		<b>Key research:</b> Szasz (2011) The myth of mental illness: 50 years later		<b>Change (replacement):</b> Szasz' study will no longer be assessed in Component 3. It will be replaced with <b>Watson and Raynor</b> .
	<b>Application:</b> The use of CBT as a treatment for depression or schizophrenia The use of systematic desensitisation as a treatment for phobias		<b>Application:</b> Non-biological treatment of one specific disorder		<b>Change:</b> Precise applications linked to specific disorders to avoid any confusions as to what will be creditworthy in the exam.
Modern approaches to mental health	<b>Background:</b> The roles of psychologists and psychiatrists in diagnosing and treating mental illness The role of technology in supporting mental health The promotion of mental wellbeing				<b>Change (addition):</b> New topic added to reflect recent changes in mental health field.
	<b>Key research:</b> Fulmer et al. (2018) Using psychological artificial intelligence (Tess) to relieve symptoms of depression and anxiety: randomized controlled trial				
	<b>Application:</b> The use of artificial intelligence (AI) technology to support mental wellbeing				



## Section B: Criminal Psychology

Section B: Criminal Psychology		Section B: Criminal Psychology		Change: Section B – Criminal Psychology is also <b>compulsory</b> . 4 topics will be assessed.
Turning to crime	<b>Background:</b> One biological explanation of criminal behaviour  One social explanation of criminal behaviour  One cognitive explanation of criminal behaviour	What makes a criminal? (Biological)	<b>Background:</b> Physiological and non physiological explanations of criminal behaviour	<b>Change (clarification):</b> Three explanations of criminal behaviour (from different areas of psychology) will be assessed.
	<b>Key research:</b> Raine et al. (1997)  Brain abnormalities in murderers indicated by positron emission tomography		<b>Key research:</b> Raine et al. (1997)  Brain abnormalities in murderers indicated by positron emission tomography	No change
	<b>Application:</b> The use of zero-tolerance policing to prevent crime  The use of anger management to prevent violent crime		<b>Application:</b> At least one biological strategy for preventing criminal behaviour	<b>Change (removal/addition):</b> Application strategies required are now specified in each topic of applied psychology.

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Building a case	<b>Background:</b> Emotional context in the processing of forensic evidence  Cognitive biases in the processing of forensic evidence  Biases involved when working for the prosecution or defence in the processing of forensic evidence	The collection and processing of forensic evidence (Biological)		
	<b>Key research:</b> Hall and Player (2008)		<b>Key research:</b> Hall and Player (2008)	No change
	<b>Application:</b> How ACE-V can be used to reduce bias in the processing of forensic evidence		<b>Application:</b> At least one strategy for reducing bias in the collection and processing of forensic evidence	<b>Change (clarification):</b> One specific application to be covered as named on the refreshed specification
In the courtroom	<b>Background:</b> How juries can be persuaded by: <ul style="list-style-type: none"> <li>• Characteristics of witnesses and defendants (attractiveness, confidence and ethnicity)</li> <li>• Inadmissible evidence</li> <li>• Pre-trial publicity</li> </ul>	Psychology and the courtroom (Cognitive)	<b>Background:</b> How juries can be persuaded by the characteristics of witnesses and defendants	<b>Change (clarification/addition):</b> Candidates have to focus on three different characteristics of defendants and witnesses. They also have to consider the role of inadmissible evidence and pre-trial publicity
	<b>Key research:</b> Dixon et al. (2002)		<b>Key research:</b> Dixon et al. (2002)	No change
	<b>Application:</b> The use of expert witnesses to reduce external influences on jury decision-making  How the order of testimony in the courtroom can influence jury decision-making		<b>Application:</b> At least one strategy to influence jury decision making	<b>Change (clarification):</b> Two specific applications to be covered as named on the refreshed specification

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Managing offenders	<b>Background:</b> Imprisonment as a response to criminal behaviour  Non-custodial punishment as a response to criminal behaviour  Rehabilitation as a response to criminal behaviour	Effect of imprisonment (Social)	<b>Background:</b> Punishment and reform as responses to criminal behaviour	<b>Change (clarification):</b> Three specific responses to criminal behaviour to be covered.
	<b>Key research:</b> Haney, Banks and Zimbardo (1973)  A study of prisoners and guards in a simulated prison		<b>Key research:</b> Haney et al. (1973) Study of prisoners and guards in a simulated prison	
	<b>Application:</b> The use of restorative justice to reduce reoffending		<b>Application:</b> At least one strategy for reducing reoffending	
		Crime prevention (Social)	<b>Background:</b> How the features of neighbourhoods and a zero tolerance policy can influence crime	<b>Change (clarification):</b> One specific application to be covered as named on the refreshed specification.  <b>Change:</b> Zero tolerance policy is now assessed in topic 1 – turning to crime.  <b>Change (removal):</b> Topic 5 (with the exception of zero tolerance) will no longer be assessed.
			<b>Key research:</b> Wilson and Kelling (1982) The police and neighbourhood safety: Broken windows	
			<b>Application:</b> At least one strategy for crime prevention	

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		Collection of evidence (Cognitive)	<p><b>Background:</b> Collection and use of evidence from witnesses and suspects</p> <p><b>Key research:</b> Memon, A. and Higham, P. A. (1999) A review of the cognitive interview. Psychology, Crime and Law. 5, (1–2), 177–196</p> <p><b>Application:</b> At least one strategy for police interviews</p>	<b>Change (removal):</b> Topic 3 will no longer be assessed.
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## Section C: Child Psychology

Section C – Option 1 Child Psychology		Section B – Option 1 Child Psychology		Change: Child Psychology is now in Section C Options.
Pre-adult brain development	<b>Background:</b> How brain development impacts risk-taking behaviour	Pre-adult brain development	<b>Background:</b> Brain development and the impact of this on risk taking behaviour	No change
	<b>Key research:</b> Barkley-Levenson and Galván (2014)  Neural representation of expected value in the adolescent brain		<b>Key research:</b> Barkley-Levenson and Galván (2014)  Neural representation of expected value in the adolescent brain	No change
	<b>Application:</b> Two strategies to reduce risk-taking behaviours  Understanding how research in this topic can be undertaken		<b>Application:</b> At least one strategy to reduce risk taking behaviours using knowledge of brain development	<b>Change (addition):</b> Two strategies required instead of one.  <b>Change (addition):</b> Candidates have to understand how research could be undertaken within each optional topic.

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Perceptual development	<b>Background:</b> Perceptual development in children and animals	Perceptual development	<b>Background:</b> Perceptual development in children and how this can be studied in babies and animals	No change
	<b>Key research:</b> Gibson and Walk (1960)  The 'Visual Cliff'		<b>Key research:</b> Gibson and Walk (1960)  The 'Visual Cliff'	No change
	<b>Application:</b> Two strategies to develop perception in young children  Understanding how research in this topic can be undertaken		<b>Application:</b> At least one play strategy to develop perception in young children	<b>Change (addition):</b> Two strategies required instead of one.  <b>Change (addition):</b> Candidates have to understand how research could be undertaken within each optional topic.
The development of attachment	<b>Background:</b> The development of attachment in babies	Development of attachment (Social)	<b>Background:</b> The development of attachment in babies and the impact of failure to develop attachments	<b>Change (removal):</b> Candidates do not need to focus on the impact of failure to develop attachments.
	<b>Key research:</b> Ainsworth and Bell (1970)  Attachment, exploration and separation: Illustrated by the behaviour of one-year-olds in a strange situation		<b>Key research:</b> Ainsworth and Bell (1970)  Attachment, exploration and separation: Illustrated by the behaviour of one-year-olds in a strange situation	No change
	<b>Application:</b> Two strategies to develop an attachment friendly environment  Understanding of how research in this topic can be undertaken		<b>Application:</b> At least one strategy to develop an attachment friendly environment	<b>Change (addition):</b> Two strategies required instead of one.  <b>Change (addition):</b> Candidates have to understand how research could be undertaken within each optional topic.

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		Cognitive development and education (Cognitive)	<b>Background:</b> Cognitive development in children and the impact of this on education	<b>Change (removal):</b> Topic 1, 4 and 6 will no longer be assessed in Applied Psychology
			<b>Key research:</b> Wood et al. (1976) The role of tutoring in problem solving	
			<b>Application:</b> At least one cognitive strategy to improve revision or learning	
		Impact of advertising on children (Social)	<b>Background:</b> The influence of television advertising on children and the stereotyping in such advertising	
			<b>Key research:</b> Johnson and Young (2002) Gendered voices in children's advertising	
			<b>Application:</b> At least one strategy to reduce impact of advertising which is aimed at children	
		Intelligence (Biological)	<b>Background:</b> What psychologists mean by intelligence and what biological factors could affect intelligence	
			<b>Key research:</b> Van Leeuwen et al. (2008) A twin-family study of general IQ	
			<b>Application:</b> At least one method of assessing intelligence	

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## Section C: Environmental Psychology

Section C – Option 2 Environmental Psychology		Section B – Option 2 Environmental Psychology		Change: Environmental Psychology is now in Section C Options
Biological rhythms	<b>Background:</b> How disruption to biological rhythms affects behaviour	Biological rhythms	<b>Background:</b> Biological rhythms and the impact of their disruption on our behaviour	No change
	<b>Key research:</b> Czeisler et al. (1982)  Rotating shift work schedules that disrupt sleep are improved by applying circadian principles		<b>Key research:</b> Czeisler et al. (1982)  Rotating shift work schedules that disrupt sleep are improved by applying circadian principles	No change
	<b>Application:</b> Two strategies for reducing the effects of shift work  Understanding of how research in this topic can be undertaken		<b>Application:</b> At least one strategy for reducing effects of jetlag or shift work	<b>Change (addition):</b> Two strategies required instead of one – with focus on shift work.  <b>Change (addition):</b> Candidates have to understand how research could be undertaken within each optional topic.

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Recycling and other conservation behaviours	<b>Background:</b> The factors which influence the tendency to conserve or recycle	Recycling and other conservation behaviours	<b>Background:</b> Conservation behaviours and the factors which influence the tendency to conserve or recycle	<b>Change (removal):</b> Conservation behaviours are not explicitly listed on the refreshed specification.
	<b>Key research:</b> Lord (1994)  Motivating recycling behaviour: A quasi-experimental investigation of message and source strategies		<b>Key research:</b> Lord (1994)  Motivating recycling behaviour: A quasi-experimental investigation of message and source strategies	No change.
	<b>Application:</b> Two strategies to increase recycling  Understanding of how research in this topic can be undertaken		<b>Application:</b> At least one technique used to increase recycling or other conservation behaviour	<b>Change (addition):</b> Two strategies required instead of one with focus on recycling.  <b>Change (addition):</b> Candidates have to understand how research could be undertaken within each optional topic.

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Psychological effects of the built environment	<b>Background:</b> The impact of the built environment and urban renewal on our wellbeing	Psychological effects of built environment	<b>Background:</b> The impact of the built environment and urban renewal on our wellbeing	No change
	<b>Key research:</b> Ulrich (1984)  View through a window may influence recovery from surgery		<b>Key research:</b> Ulrich (1984)  View through a window may influence recovery from surgery	No change
	<b>Application:</b> Two examples of environmental design used to improve health and wellbeing  Understanding of how research in this topic can be undertaken		<b>Application:</b> At least one example of environmental design used to improve health/wellbeing	<b>Change (addition):</b> Two strategies required instead of one.  <b>Change (addition):</b> Candidates have to understand how research could be undertaken within each optional topic.
		Ergonomics – human factors (Cognitive)	<b>Background:</b> Cognitive overload and the impact of observation in the workplace environment <b>Key research:</b> Drews and Doig (2014) Evaluation of a configural vital sign display for intensive care unit nurses <b>Application:</b> At least one workplace design based on ergonomic research	<b>Change (removal):</b> Topic 1, 4 and 6 will no longer be assessed in Applied Psychology

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		Territory and personal space (Social)	<b>Background:</b> Territory and personal space in the workplace	
			<b>Key research:</b> Wells (2000) Office clutter or meaningful personal displays: The role of office personalization in employee and organisational well-being	
			<b>Application:</b> At least one office design strategy based on research into territory or personal space	
		Stressors in the environment (Biological)	<b>Background:</b> Environmental stressors and their impact on our biological responses	
			<b>Key research:</b> Black and Black (2007) Aircraft noise exposure and resident's stress and hypertension	
			<b>Application:</b> At least one strategy for managing environmental stress	

## Section C: Sport and exercise psychology

Section C – Option 3 Sport and exercise Psychology		Section B – Option 4 Sport and Exercise Psychology		Change: Sport and Exercise Psychology is now in Section C Options.
Exercise and mental health	<b>Background:</b> Benefits of exercise to mental health	Exercise and mental health	<b>Background:</b> Benefits of exercise to mental health	No change
	<b>Key research:</b> Lewis et al. (2014)  Mood changes following social dance sessions in people with Parkinson's Disease		<b>Key research:</b> Lewis et al. (2014)  Mood changes following social dance sessions in people with Parkinson's Disease	No change
	<b>Application:</b> Two exercise strategies to improve mental health  Understanding of how research in this topic can be undertaken		<b>Application:</b> At least one exercise strategy to improve mental health	<b>Change (addition):</b> Two strategies required instead of one.  <b>Change (addition):</b> Candidates have to understand how research could be undertaken within each optional topic.
Motivation	<b>Background:</b> How self-efficacy and sports confidence (including imagery and sports orientation) affects motivation	Motivation	<b>Background:</b> Self-efficacy and sports confidence, including imagery and sports orientation	No change
	<b>Key research:</b> Munroe-Chandler et al. (2008)  Playing with confidence: The relationship between imagery use and self-confidence and self-efficacy in youth soccer players		<b>Key research:</b> Munroe-Chandler et al. (2008)  Playing with confidence: The relationship between imagery use and self-confidence and self-efficacy in youth soccer players	No change
	<b>Application:</b> Two strategies for motivating athletes  Understanding of how research in this topic can be undertaken		<b>Application:</b> At least one strategy for motivating athletes	<b>Change (addition):</b> Two strategies required instead of one.  <b>Change (addition):</b> Candidates have to understand how research could be undertaken within each optional topic.

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Audience effects	<b>Background:</b> How an audience can facilitate or inhibit sports performance	Audience effects	<b>Background:</b> How an audience can facilitate or inhibit sports performance; home advantage	No change
	<b>Key research:</b> Wunderlich et al. (2021)  How does spectator presence affect football?		<b>Key research:</b> Zajonc et al. (1969)  Social enhancement and impairment of performance in the cockroach	No change
	<b>Application:</b> Two strategies for increasing performance in spectator sports  Understanding of how research in this topic can be undertaken		<b>Application:</b> At least one strategy for training for and playing spectator sports	<b>Change (addition):</b> Two strategies required instead of one.  <b>Change (addition):</b> Candidates have to understand how research could be undertaken within each optional topic.
		Personality (Cognitive)	<b>Background:</b> Personality, its measurement and its relationship to sport	<b>Change (removal):</b> Topic 1, 4 and 5 will no longer be assessed in Applied Psychology.
			<b>Key research:</b> Kroll and Crenshaw (1970) Multivariate personality profile analysis of four athletic groups	
			<b>Application:</b> At least one strategy for using knowledge of personality to improve sports performance	

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		Performing with others (Social)	<b>Background:</b> Teams, coaching and leadership	Change (removal): Topic 1, 4 and 5 will no longer be assessed in Applied Psychology.
			<b>Key research:</b> Smith et al. (1979) Coach effectiveness training: a cognitive-behavioural approach to enhancing relationship skills in youth sports coaches	
			<b>Application:</b> At least one strategy for improving team performance	
		Arousal and anxiety (Biological)	<b>Background:</b> Optimising arousal, controlling anxiety and measuring anxiety in sport	
			<b>Key research:</b> Fazey and Hardy (1988) The inverted-U hypothesis: A catastrophe for sport psychology	
			<b>Application:</b> At least one technique for managing arousal and anxiety in sport	

# Content new to our refreshed qualification (H569)

Component 1	
1.1 Research methods and techniques	Case study – when and why a case study would be used
1.2 Planning and conducting research Designing self-report	Numerical scale
1.3. Data recording, analysis and presentation Inferential statistics	The following symbols were added: $\geq$ , $\leq$
1.3. Data recording, analysis and presentation Methodological issues	Predictive validity
Component 2	
Section A: Core Studies	Van Leeuwen et al. (2008) A twin-family study of general IQ
Section A: Core Studies	Key topic – see specification
Section A: Core studies – Individual studies	Aim of the study
Section A: Core studies – Individual studies	Examine how the study relates to the topic (see page 11) and how the study could be improved.
Section B: Core studies – Areas/perspectives	Compare areas to perspectives
Section B: Core studies – Debates/issues	Strengths and weaknesses of debates/issues
Component 3	
Mental health What is mental health?	Key research: Neighbors et al. (2003) Racial differences in DSM diagnosis using a semi-structured instrument: the importance of clinical judgment in the diagnosis of African Americans
Mental health - Medical model	Drug treatment is now compulsory

Component 3	
Mental health	Psychodynamic explanation is now compulsory
Alternatives to the medical model	Key research: Watson and Raynor (1920) Conditioned emotional reactions CBT and systematic desensitisation are now compulsory
Mental health	The roles of psychologists and psychiatrists in diagnosing and treating mental illness
Modern approaches to mental health	The role of technology in supporting mental health The promotion of mental wellbeing
	Key research: Fulmer et al. (2018) Using psychological artificial intelligence (Tess) to relieve symptoms of depression and anxiety: randomized controlled trial
Criminal Psychology	The use of zero-tolerance policing to prevent crime
Turning to crime	The use of anger management to prevent violent crime
Criminal Psychology - Building a case	ACE-V
Criminal Psychology	Inadmissible evidence
In the courtroom	Pre-trial publicity Expert witness Order of testimony
Criminal psychology - Managing offenders	Restorative justice
Sport Psychology – Audience effects	Wunderlich et al. (2021) How does spectator presence affect football?



# Current content not in our refreshed qualification (H569)

<b>Component 1</b>	
1.2 Planning and conducting research Designing observations	Coding frames
1.3. Data recording, analysis and presentation Inferential statistics	Understanding of how to use Mann-Whitney U test, Wilcoxon Signed Ranks test, Chi-Binomial Sign test and Spearman's Rho
1.3. Data recording, analysis and presentation Methodological issues	Criterion validity
1.6. Science in psychology	Induction and deduction  Contribution of psychology to the success of the economy and society has been removed from this subsection of the specification
<b>Component 2</b>	
Section A: Core studies	Key themes  Contemporary vs classic study  6 studies: Bocchiaro, Moray, Kohlberg, Blakemore and Cooper, Gould and Hancock
Section A: Core studies – individual studies	Background to the study
Section B: Areas, perspectives, issues and debates	Applications of different positions within each debate  How each debate is different from and similar to other debates
<b>Component 3</b>	
Applied psychology: debates/issues	Ethnocentrism  Consideration of ways in which different areas of psychology can inform our understanding of applied psychology  Exploration of social, moral, cultural and spiritual issues where applicable

<b>Component 3</b>	
Mental health	<p>Rosenhan (1973) On being sane in insane places</p> <p>Humanistic and neuroscience explanation</p> <p>Szasz (2011) The myth of mental illness: 50 years later</p>
Criminal Psychology	<p>Topic 5 - Crime prevention (with the exception of zero tolerance policy)</p> <p>Topic 3 - Collection of evidence</p>
Child Psychology	<p>The impact of failure to develop attachments</p> <p>Topic 1 – Intelligence</p> <p>Topic 4 – Cognitive development and education</p> <p>Topic 6 – Impact of advertising on children</p>
Environmental psychology	<p>Topic 1 – Stressors in the environment</p> <p>Topic 4 – Ergonomics – human factors</p> <p>Topic 6 – Territory and personal space</p>
Sport and Exercise psychology – Audience effects	<p>Home advantage</p> <p>Zajonc et al. (1969) Social enhancement and impairment of performance in the cockroach</p>
Sport and Exercise psychology	<p>Topic 1 – Arousal and anxiety</p> <p>Topic 4 – Personality</p> <p>Topic 5 – Performing with others</p>

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