Syllabus

Cambridge International A & AS Level Psychology
Syllabus code 9698
For examination in June and November 2013

UNIVERSITY *of* **CAMBRIDGE**
International Examinations

Contents

Cambridge International A & AS Level Psychology
Syllabus code 9698

1. Introduction

1.1 Why choose Cambridge?

University of Cambridge International Examinations (CIE) is the world's largest provider of international qualifications. Around 1.5 million students from 150 countries enter Cambridge examinations every year. What makes educators around the world choose Cambridge?

Recognition

A Cambridge International A or AS Level is recognised around the world by schools, universities and employers. The qualifications are accepted as proof of academic ability for entry to universities worldwide, though some courses do require specific subjects. Cambridge International A Levels typically take two years to complete and offer a flexible course of study that gives students the freedom to select subjects that are right for them. Cambridge International AS Levels often represent the first half of an A Level course but may also be taken as a freestanding qualification. They are accepted in all UK universities and carry half the weighting of an A Level. University course credit and advanced standing is often available for Cambridge International A/AS Levels in countries such as the USA and Canada. Learn more at **www.cie.org.uk/recognition**.

Support

CIE provides a world-class support service for teachers and exams officers. We offer a wide range of teacher materials to Centres, plus teacher training (online and face-to-face) and student support materials. Exams officers can trust in reliable, efficient administration of exams entry and excellent, personal support from CIE Customer Services. Learn more at **www.cie.org.uk/teachers**.

Excellence in education

Cambridge qualifications develop successful students. They build not only understanding and knowledge required for progression, but also learning and thinking skills that help students become independent learners and equip them for life.

Not-for-profit, part of the University of Cambridge

CIE is part of Cambridge Assessment, a not-for-profit organisation and part of the University of Cambridge. The needs of teachers and learners are at the core of what we do. CIE invests constantly in improving its qualifications and services. We draw upon education research in developing our qualifications.

Cambridge International A & AS Level Psychology 9698. Examination in June and November 2013.

2

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1. Introduction

1.2 Why choose Cambridge International A & AS Level Psychology?

Cambridge International A & AS Level Psychology is accepted by universities and employers as proof of knowledge and ability.

This syllabus aims to encourage an interest in and appreciation of psychology through an exploration of the ways in which psychology is conducted. This exploration includes:

• a review of a number of important research studies

• an opportunity to look at the ways in which psychology has been applied.

The syllabus uses a wide variety of assessment techniques that will allow students to show what they know, understand and are able to do. The emphasis is on the development of psychological skills as well as the learning of psychological knowledge.

1.3 Cambridge Advanced International Certificate of Education (AICE)

Cambridge AICE is the group award of Cambridge International Advanced Supplementary Level and Advanced Level (AS Level and A Level).

Cambridge AICE involves the selection of subjects from three curriculum groups – Mathematics and Science; Languages; Arts and Humanities.

An A Level counts as a double-credit qualification and an AS Level as a single-credit qualification within the Cambridge AICE award framework.

To be considered for an AICE Diploma, a candidate must earn the equivalent of six credits by passing a combination of examinations at either double credit or single credit, with at least one course coming from each of the three curriculum areas.

The examinations are administered in May/June and October/November sessions each year.

Psychology (9698) falls into Group A, Mathematics and Sciences and Group C, Arts and Humanities.

Learn more about AICE at **http://www.cie.org.uk/qualifications/academic/uppersec/aice**.

Cambridge International A & AS Level Psychology 9698. Examination in June and November 2013.

3

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1. Introduction

1.4 How can I find out more?

If you are already a Cambridge Centre

You can make entries for this qualification through your usual channels, e.g. CIE Direct. If you have any queries, please contact us at **international@cie.org.uk**.

If you are not a Cambridge Centre

You can find out how your organisation can become a Cambridge Centre. Email us at **international@cie.org.uk**. Learn more about the benefits of becoming a Cambridge Centre at **www.cie.org.uk**.

Cambridge International A & AS Level Psychology 9698. Examination in June and November 2013.

4

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2. Assessment at a glance

Cambridge International A & AS Level Psychology Syllabus code 9698

For the Advanced Subsidiary qualification:
Candidates take Papers 1 and 2. Both papers must be taken at the same exam session.

For the Advanced Level qualification:
Candidates take Papers 1, 2 and 3. Papers 1 and 2 must be taken at the same exam session, but Paper 3 may be taken at a later exam session.

All three papers are available in both the June and November exam sessions.

Assessment structure	Marks	Weighting %	
		AS	A
Paper 1 **1 hour 30 mins** Short answer and structured essay questions, based on Core Studies *Section A:* 15 short answer questions (60 marks) *Section B:* 2 structured essay questions (20 marks) with a choice of one core study from a list of three in each question	80	50	25
Paper 2 **1 hour 30 mins** Structured essay questions *Section A:* 1 question on methodology with a named core study (25 marks) 1 question on approaches and perspectives, and issues and debates with a named core study (25 marks) *Section B:* 1 question on approaches, issues and debates (20 marks) related to a number of core studies from a choice of 2 questions	70	50	25
Paper 3 **3 hours** Short answer and structured essays Candidates study 2 specialist options from a choice of 5 For **each** option chosen there are 3 sections: *Section A:* short answer questions (6 marks) *Section B:* 1 structured essay: topic areas (20 marks) *Section C:* 1 structured essay: applying psychology (14 marks) from a choice of two questions	80	–	50

Cambridge International A & AS Level Psychology 9698. Examination in June and November 2013.

5

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2. Assessment at a glance

Availability

This syllabus is examined in the May/June examination session and the October/November examination session.

This syllabus is available to private candidates.

Centres in the UK that receive government funding are advised to consult the CIE website **www.cie.org.uk** for the latest information before beginning to teach this syllabus.

Combining this with other syllabuses

Candidates can combine this syllabus in an examination session with any other CIE syllabus, except:

• syllabuses with the same title at the same level

Cambridge International A & AS Level Psychology 9698. Examination in June and November 2013.

6

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3. Syllabus aims and objectives

3.1 Aims

The aims of the Advanced Subsidiary and Advanced Level syllabuses set out below are not listed in order of priority.

The aims are:

- to provide an introduction to psychological concepts, theories, research findings and applications
- to create an understanding of the range and limitations of psychological theory and practice
- to encourage candidates to explore and understand the relationship between psychological findings and everyday life
- to develop skills of analysis, interpretation, application and evaluation
- to promote an appreciation and understanding of individual, social and cultural diversity
- to develop an understanding of ethical issues in psychology, including the moral and ethical implications of psychological research
- to explore and understand the relationship between psychological findings and social, cultural and contemporary issues
- to study psychological principles, perspectives and applications
- to improve communication skills.

3.2 Assessment objectives

A. Knowledge and understanding

Candidates should be able to:

- demonstrate knowledge and understanding of psychological theories, terminology, concepts, studies and methods in the areas of cognitive, social, physiological and developmental psychology, and the psychology of individual differences
- express their knowledge and understanding in a clear and effective manner.

Demonstrating *knowledge* is a credit-worthy skill; *understanding* is the skill of interpreting what the knowledge means. For example, a description of the study by Bandura et al. which includes details of the experimental procedure and results, represents psychological *knowledge*. The meaning of these results, which refers to the imitation of aggressive behaviour and how this can be inferred from the results, represents *understanding*.

The skills of knowledge and understanding are allocated 50% of the available marks.

Cambridge International A & AS Level Psychology 9698. Examination in June and November 2013.

7

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3. Syllabus aims and objectives

B. Analysis, evaluation and application

Candidates should be able to:

- analyse and evaluate psychological theories, terminology, concepts, studies and methods in the areas of cognitive, social, physiological and developmental psychology, and the psychology of individual differences

- apply psychological theories, concepts and studies to practical situations, everyday life and to their own experience.

Analysis is the ability to express information and ideas in a clear and accurate style; the ability to identify key points in a study and see their relationship to other studies and theories; and the ability to make valid generalisations. In the example above, one of the key points is the passive nature of learning which can be related to Learning Theory/Social Learning Theory and Behaviourist models of people. Generalisations can be made about a person's control over their behaviour.

Evaluation skills can be identified in terms of the ability to point out methodological errors and consider their effect on the data; the ability to consider the quality of the data; the ability to consider the ethics of the study; and the ability to consider the scientific value of the outcome of the study. In the example above, the candidate can identify the unreal aspects of the laboratory situation that would have structured the behaviour of the children; they can further identify problems of observer reliability, of the ethics of distressing children and exposing them to aggressive role models, and finally of assessing the outcomes of the research.

Application skills, in the context of this syllabus, do not refer to giving descriptions of applied psychology. The skill of application is the ability to consider a psychological finding or theory and apply that information to some new situation or to everyday life. The skill of application can also be shown by the ability to consider a new research finding and apply it to existing psychological theory. In the example, application can be demonstrated by relating contemporary concern over the amount of violence on television to social learning theory.

The skills of analysis, evaluation and application are allocated 50% of the available marks.

Cambridge International A & AS Level Psychology 9698. Examination in June and November 2013.

8

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3. Syllabus aims and objectives

3.3 Scheme of assessment

Advanced Subsidiary qualification:
Candidates take Papers 1 and 2. Both papers must be taken at the same examination session.

Advanced Level qualification:
Candidates take Papers 1, 2 and 3. Papers 1 and 2 must be taken at the same examination session, but Paper 3 may be taken at a later examination session.

All three papers are available in both the June and November examination sessions.

Themes

The syllabus contains three themes that should inform all aspects of the candidate's progress on the course:

- the theme of **methodology** encourages the candidate to evaluate the psychology for the methods that are used
- the theme of **approaches and perspectives** encourages the candidate to look at how psychology informs our view about human experience and action
- the theme of **issues and debates** encourages the candidate to consider alternative points of view and debate explanations of human experience and action, particularly the impact of psychology on everyday life.

Cambridge International A & AS Level Psychology 9698. Examination in June and November 2013.

9

3. Syllabus aims and objectives

Overview of core content

Defining the core content of psychology is a topic that can stimulate endless debate. The growth of the subject over the last hundred years has continually widened the areas of interest and the body of knowledge. This means that candidates must either specialise before they have an overview of the subject, or else deal with all the areas in a superficial way. This syllabus deals with that problem by requiring the candidate to cover all the major areas of psychology, and to do this by sampling the research rather than overviewing it all. Therefore, the syllabus prescribes the studies that must be covered during the course. This design allows the subject to be studied in depth while retaining breadth and balance.

The core studies have been selected to reflect five key approaches in psychology:

* Cognitive psychology
* Social psychology
* Developmental psychology
* Physiological psychology
* The psychology of individual differences

There will be four studies in each section and they are listed in the Syllabus section. These studies will be replaced periodically, to maintain a freshness of material and approach. The syllabus document will indicate when a change has occurred.

The core studies have been chosen to allow candidates to demonstrate:

* *knowledge* and *understanding* of approaches to the solution of problems
* an ability to *analyse* and to *evaluate* some of the cultural, social and ethical implications of psychology
* an ability to *apply* psychological concepts to practical problems and to everyday life.

The studies illustrate a wide range of methodologies used in psychology, such as experiments, observations, self reports and case studies. By exploring the relationship between the content of the study and the methodology of the research, the candidate will gain an insight into how psychologists study human experience and action and the interconnections between different approaches, perspectives and topics in psychology.

All the studies have been chosen because they raise contemporary issues, even if the original work was conducted some time ago. For example, the work of Thigpen and Cleckley on multiple personality was published in 1954, yet the topic is still under discussion, and this original study illustrates all the issues in the continuing debate. Similarly, the study by Milgram on obedience to authority, published in 1963, never fails to challenge the way we think about ourselves and our behaviour. The range of studies is balanced to show how psychological theory and practice develop, how the past informs the present, and how the present is used to re-evaluate the past.

Cambridge International A & AS Level Psychology 9698. Examination in June and November 2013.

10

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3. Syllabus aims and objectives

Overview of specialist choices

A traditional approach in the study of psychology is to progress to greater and greater specialism and, in so doing, narrow the range of study. This syllabus is designed to increase the specialism of study yet retain a breadth of coverage. Over the past few years, a number of applied areas have developed in psychology that have sought to integrate the knowledge derived from a variety of psychological sources and apply it to specific problems. The syllabus takes this approach and encourages the candidate to look at how psychological theory has been applied. This involves the candidate in integrating the various areas of the subject, and seeing the connections and contrasts between them.

The chosen applied areas are:

- Education
- Health
- Environment
- Abnormality
- Organisations

These applied areas have been chosen because of the range of literature available for each, and because of the breadth of psychology that is relevant to each area. Within each chosen applied area, candidates will be required to look at the core approaches in psychology: cognitive psychology, social psychology, physiological psychology, developmental psychology and the psychology of individual differences. Candidates will also be required to apply the issues and debates from the AS component along with various methods.

Cambridge International A & AS Level Psychology 9698. Examination in June and November 2013.

11

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3. Syllabus aims and objectives

Paper 1: Core studies 1

This paper will consist of short answer and structured response questions and will be assessed by a 1½ hour examination. The examination paper will consist of two parts:

Section A: 15 compulsory short answer questions (75% of available marks)

Section B: 2 structured essays (25% of available marks)

Section A will examine candidates' knowledge and understanding of the core studies.

In particular candidates will be asked questions about:

- the context, or background, of each study
- the information in the studies, such as theories or reasons why the study was conducted
- the methods used in the studies (experiment, self report, case study, observations) including types of experiment (e.g. laboratory and field), self report and observations
- the participants in the study and the sampling technique used
- the design of the study (repeated measures, independent groups or matched pairs)
- the way the study was conducted, such as the procedure and apparatus used
- the type of data gathered (e.g. qualitative and/or quantitative), the way the results are analysed and presented
- the conclusions that can be drawn from the studies

Candidates can also be asked questions about themes: methods, approaches and perspectives, and issues and debates as they apply to each core study.

Section B will examine candidates' ability to make evaluative points about the studies and their ability to see the studies in the wider context of psychological themes. Both structured essay questions will have three named core studies from which candidates choose one study on which to write their answer.

Paper 2: Core studies 2

This paper will consist of structured essay questions and will be assessed by a 1½ hour examination. The examination paper will consist of three parts:

Section A

1 compulsory methodology question (36%) related to a named core study

1 compulsory approaches and perspectives, and issues and debates question (36%) related to a named core study

Section B

1 approaches and perspectives, and issues and debates question (28%) related to a number of named core studies from a choice of 2 questions.

Cambridge International A & AS Level Psychology 9698. Examination in June and November 2013.

12

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3. Syllabus aims and objectives

The paper will examine how well candidates can draw out and apply the themes of methods, approaches and perspectives, and issues and debates in the course to the core studies. Candidates will be asked to make comparisons and distinctions between a number of core studies as well as placing them within the broader context of general debates within psychology.

In particular candidates will be asked questions about:

Approaches:
- Cognitive psychology
- Social psychology
- Developmental psychology
- Physiological psychology
- The psychology of individual differences

Perspectives:
- The Behaviourist perspective
- The psychoanalytic perspective

Issues and debates:
- The application of psychology to everyday life (its *usefulness*)
- Ecological validity
- Ethics
- Ethnocentric bias
- Reliability and validity
- Individual and situational explanations
- Nature and nurture
- Psychometrics
- Quantitative and qualitative data
- Generalisations
- Snapshot and longitudinal data
- The use of children in psychological research
- The use of animals in psychological research
- Reductionism

Cambridge International A & AS Level Psychology 9698. Examination in June and November 2013.

13

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3. Syllabus aims and objectives

Paper 3: Specialist choices

This paper contains five specialist choice options and candidates are required to answer questions from the two options they have studied.

The paper will consist of short answer and structured essay questions and will be assessed by a 3 hour examination. The questions for **each** specialist choice option are divided into **three** sections:

Section A: Compulsory short answer questions on a particular topic area

Section B: 1 compulsory structured essay

Section C: 1 structured question on applying psychology from a choice of 2

Questions will require candidates to consider various themes in psychology: methods, approaches and perspectives, and issues and debates.

3.4 Weightings

Assessment Objective	Paper 1	Paper 2	Paper 3	Total
Knowledge and understanding	15%	10%	25%	50%
Analysis, evaluation and application	10%	15%	25%	50%
Weighting	25%	25%	50%	100%

Cambridge International A & AS Level Psychology 9698. Examination in June and November 2013.

14

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4. Syllabus content

4.1 Themes

Methodology
Candidates should: • be able to describe a range of psychological methods • be able to consider the strengths and weaknesses (evaluate) and compare and contrast the methods and consider their practical and theoretical implications • be able to discuss methodological issues such as design, sampling, control
Approaches and Perspectives
Candidates should: • be aware of the range and assumptions of approaches and perspectives in psychology: cognitive, social, physiological, developmental, the psychology of individual differences and the behaviourist and psychodynamic perspectives • be able to consider strengths and weaknesses (evaluate) and compare and contrast the approaches and perspectives
Issues and Debates
Candidates should: • be aware of the issues and debates that structure psychological research • be able to evaluate the issues and debates • be able to consider the moral and ethical implications of psychological research

Cambridge International A & AS Level Psychology 9698. Examination in June and November 2013.

15

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4. Syllabus content

4.2 Advanced Subsidiary

Cognitive psychology
The core studies:

Mann, S., Vrij, A. and Bull, R. (2002), Suspects, Lies, and Videotape: An Analysis of Authentic High-Stake Liars. *Law and Human Behavior. 26(3).* pp. 365–376

Loftus, E.F. and Pickrell, J.E. (1995), The formation of false memories. *Psychiatric Annals. 25.* December 1995. pp. 720–725

Baron-Cohen, S., Wheelwright, S., Hill, J., Raste, Y. and Plumb, I. (2001), The 'Reading the Mind in the eyes' test revised version: A study with normal adults, and adults with Asperger Syndrome or High-Functioning autism. *Journal of Child Psychology and Psychiatry. 42(2).* pp. 241–251

Held, R. and Hein, A. (1963), Movement-Produced Stimulation in the Development of Visually Guided Behavior. *Journal of Comparative and Physiological Psychology. 56(5).* pp. 872–876

Candidates should be able to:

- describe and evaluate the cognitive approach in psychology
- describe and evaluate the various methodologies used to study cognitive psychology
- describe and evaluate the various issues and debates appropriate to cognitive psychology
- describe the cognitive core studies in relation to methodology, approaches and perspectives, and issues and debates
- evaluate the cognitive core studies in relation to methodology, approaches and perspectives, and issues and debates

Cambridge International A & AS Level Psychology 9698. Examination in June and November 2013.

16

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4. Syllabus content

Social psychology
The core studies:
Milgram, S. (1963), Behavioral study of obedience. *Journal of Abnormal and Social Psychology. 67(4).* pp. 371–378
Haney, C., Banks, C. and Zimbardo, P. (1973), A study of prisoners and guards in a simulated prison. *Naval Research Reviews. 26(9).* pp. 1–17
Piliavin, I.M., Rodin, J. and Piliavin, J. (1969), Good Samaritanism: an underground phenomenon? *Journal of Personality and Social Psychology. 13(4).* pp. 289–299
Tajfel, H. (1970), Experiments in Intergroup Discrimination. *Scientific American. 223.* pp. 96–102

Candidates should be able to:

* describe and evaluate the social approach in psychology
* describe and evaluate the various methodologies used to study cognitive psychology
* describe and evaluate the various issues and debates appropriate to cognitive psychology
* describe the social core studies in relation to methodology, approaches and perspectives, and issues and debates
* evaluate the social core studies in relation to methodology, approaches and perspectives, and issues and debates

Cambridge International A & AS Level Psychology 9698. Examination in June and November 2013.

17

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4. Syllabus content

Developmental psychology

The core studies:

Bandura, A., Ross, D. and Ross, S.A. (1961), Transmission of aggression through imitation of aggressive models. *Journal of Abnormal and Social Psychology. 63(3).* pp. 575–582

Freud, S. (1909), Analysis of a phobia of a five-year old boy. *Pelican Freud Library. Vol. 8.* Case Histories 1

Langlois, J.H., Ritter, J.M., Roggman, L.A. and Vaughn, L.S. (1991), Facial Diversity and Infant Preferences for Attractive Faces. *Developmental Psychology. 27(1).* pp. 79–84

Nelson, S.A. (1980), Factors Influencing Young Children's Use of Motives and Outcomes as Moral Criteria. *Child Development. 51.* pp. 823–829

Candidates should be able to:

- describe and evaluate the developmental approach in psychology
- describe and evaluate the Psychodynamic perspective (Freud) and the Behaviourist perspective (Bandura)
- describe and evaluate the various methodologies used to study cognitive psychology
- describe and evaluate the various issues and debates appropriate to cognitive psychology
- describe the developmental core studies in relation to methodology, approaches and perspectives, and issues and debates
- evaluate the developmental core studies in relation to methodology, approaches and perspectives, and issues and debates

Cambridge International A & AS Level Psychology 9698. Examination in June and November 2013.

18

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4. Syllabus content

Physiological psychology
The core studies: Schachter, S. and Singer, J.E. (1962), Cognitive, social and physiological determinants of emotional state. *Psychological Review. 69(5).* pp. 379–399 Dement, W. and Kleitman, N. (1957), The relation of eye movements during sleep to dream activity. *Journal of Experimental Psychology. 53(5).* pp. 339–346 Maguire, E.A., Frackowiak, R.S.J. and Frith, C.D. (1997), Recalling Routes around London: Activation of the Right Hippocampus in Taxi Drivers. *Journal of Neuroscience. 17(18), September 15.* pp. 7103–7110 Demattè, M.L., Österbauer, R. and Spence, C. (2007), Olfactory cues modulate facial attractiveness. *Chemical Senses. 32(6).* pp. 603–610
Candidates should be able to: • describe and evaluate the physiological approach in psychology • describe and evaluate the various methodologies used to study cognitive psychology • describe and evaluate the various issues and debates appropriate to cognitive psychology • describe the physiological core studies in relation to methodology, approaches and perspectives, and issues and debates • evaluate the physiological core studies in relation to methodology, approaches and perspectives, and issues and debates

Cambridge International A & AS Level Psychology 9698. Examination in June and November 2013.

19

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4. Syllabus content

The psychology of individual differences

The core studies:

Rosenhan, D.L. (1973), On being sane in insane places. *Science. 179.* pp. 250–258

Thigpen, C.H. and Cleckley, H. (1954), A case of multiple personality. *Journal of Abnormal and Social Psychology. 49(1).* pp. 135–151

Billington, J., Baron-Cohen, S., and Wheelwright, S. (2007), Cognitive style predicts entry into physical sciences and humanities: Questionnaire and performance tests of empathy and systemizing. *Learning and Individual Differences. 17.* pp. 260–268

Veale, D. and Riley, S. (2001), Mirror, mirror on the wall, who is the ugliest of them all? The psychopathology of mirror gazing in body dysmorphic disorder. *Behaviour Research and Therapy. 39.* pp. 1381–1393

Candidates should be able to:

- describe and evaluate the individual differences approach in psychology
- describe and evaluate the various methodologies used to study cognitive psychology
- describe and evaluate the various issues and debates appropriate to cognitive psychology
- describe the individual differences core studies in relation to methodology, approaches and perspectives, and issues and debates
- evaluate the individual differences core studies in relation to methodology, approaches and perspectives, and issues and debates

Cambridge International A & AS Level Psychology 9698. Examination in June and November 2013.

20

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4. Syllabus content

4.3 Advanced Level

The specialist choice options build on the work in the first part of the course and explore how all five core areas of psychology have been applied in a range of contexts. Over the past few years, a number of areas have developed in psychology that have sought to integrate the knowledge derived from a variety of psychological sources and apply it to specific problems. The syllabus takes this approach and encourages the candidate to look at how psychological theory has been applied. This involves the candidate in integrating the various areas of the subject, and seeing the connections and contrasts between them.

Candidates are required to study how psychology is applied in **two** of the following areas:

- Psychology and education
- Psychology and health
- Psychology and environment
- Psychology and abnormality
- Psychology and organisations

These areas have been chosen because of their diverse nature. The education option has many theories and approaches which are then applied in schools. Every candidate studying this syllabus will have direct experience of a particular education system. The abnormality option considers the definitions, symptoms, causes and treatments of a variety of disorders, and hopefully no candidate will have any experience of these disorders! The environment option is more 'study' based, rather than theoretical, and applies to people living their everyday lives. The health option also applies to everyday lives, because most people will have visited a medical practitioner at some point in their lives, or at the very least have experienced pain or stress. The organisations option considers the world of work, something that most people will do for around forty years of their lives. Each option is balanced and is equivalent in content to any other.

In contrast to the first part of the course, which requires an in-depth look at core studies, this part of the course requires much less depth, but much more breadth. Rather than considering every aspect as for a core study, here candidates need only consider the essential elements of a study, for example the abstract of a study. More importantly, it is what a study illustrates that is important. For example, if the topic area is health psychology and the specific sub-section is the measurement of pain, and one specific aspect is the UAB pain observation scale, only a little knowledge of this is needed. It is more important to know: how this measure differs from other measures; that it is the observation method; that it gathers quantitative data; that the method is ethical; ecologically valid, and any other aspect of approaches, methods, issues and debates that are applicable. To consider the original published article for each sub-section of the two chosen options would be impossible to do. A much better approach is to consider textbooks which provide a brief summary of the study.

Underlying each option are the themes described in Section 4.1 and expanded in the AS component of the course. These are the approaches, perspectives, methods and the issues and debates. Candidates should bring forward from AS what they have learned about these themes and consider how they apply to the new subject matter of the specialist choice options.

Cambridge International A & AS Level Psychology 9698. Examination in June and November 2013.

21

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4. Syllabus content

Psychology and education

a) Perspectives on learning:

- behaviourist applications to learning
  Underlying theory (classical and operant conditioning); applications such as programmed learning and behaviour modification techniques (controlling disruptive behaviour)

- humanistic applications to learning
  Underlying theory (Rogers, 1951); applications such as co-operative learning, learning circles and the open classroom. Summerhill School

- cognitive applications to learning
  Underlying theory (e.g. Piaget); applications such as discovery learning (Bruner); expository teaching/reception learning (Ausubel); zone of proximal development (Vygotsky)

b) Special educational needs:

- definitions, types and assessment of special educational needs (including gifted children)
  Definitions of special educational need and giftedness; types of special educational need (e.g. dyslexia; attention deficit hyperactive disorder ADHD), autistic spectrum disorders and giftedness (e.g. Bridges, 1969)

- causes and effects of one specific learning difficulty or disability
  Most likely: dyslexia or attention deficit hyperactive disorder, autistic spectrum disorder or any other *need*

- strategies for educating children with special needs
  Integration versus segregation; for gifted: acceleration or enrichment (e.g. Renzulli, 1977). Dyslexia (e.g. Selikowitz, 1998)

c) Learning and teaching styles:

- learning styles and teaching styles
  Teaching styles: the onion model (Curry, 1983); Grasha's (1996) six styles of learning.
  Teaching styles: formal and informal styles (Bennett, 1976); high-initiative and low-initiative (Fontana, 1995)

- measuring learning styles and teaching styles
  Learning: Approaches to Study Inventory (ASI) (Entwistle, 1981). Teaching: teacher-centred and student-centred styles (Kyriacou and Williams, 1993); Kolb's (1976) learning styles

- improving learning effectiveness (study skills)
  The 4-mat system (McCarthy, 1990); PQRST method: learning from textbooks; Strategies for effective learning and thinking (SPELT) Mulcahy et al. (1986)

Cambridge International A & AS Level Psychology 9698. Examination in June and November 2013.

22

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d) Motivation and educational performance:

- definitions, types and theories of motivation
  Types such as extrinsic and intrinsic; theories: Behaviourist (e.g. Brophy, 1981); Humanistic (e.g. Maslow, 1970); Cognitive (e.g. McClelland,1953)

- improving motivation
  Behavioural: effective praise (e.g. Brophy, 1981); cognitive: McClelland (1953) need for achievement and need to avoid failure; cognitive-behavioural: self efficacy (Bandura, 1977)

- motivation issues: attribution theory and learned helplessness
  Attributing causes to behaviours (Weiner, 1984); learned helplessness (Dweck et al., 1978); changing attributions (e.g. Charms, 1972)

e) Disruptive behaviour in school:

- types, explanations and effects of disruptive behaviours
  Types: conduct (e.g. distracting, attention-seeking, calling out, out-of-seat); immaturity and verbal and physical aggression (bullying), attention deficit hyperactive disorder. Explanations and effects for one or more of above types. Poor teaching style

- causes and effects of one disruptive behaviour
  Any disruptive behaviour (e.g. one from above) but not attention deficit hyperactive disorder

- corrective and preventive strategies
  Preventive: effective preventive discipline (Cotton, 1990); effective classroom management behaviour (Kounin, 1990). Corrective: behaviour modification techniques (Presland, 1990); cognitive behaviour modification e.g. self instructional training (Meichenbaum, 1971)

f) Intelligence:

- concept, types and tests of intelligence
  Concept of intelligence and IQ; types of intelligence tests Stanford-Binet; Wechsler (WAIS & WISC; BAS). Reliability, validity and predictive validity. Intelligence and educational performance

- theories of intelligence
  Factor-analytic approach (Cattell, 1971); multiple intelligences (Gardner, 1983); triarchic theory (Sternberg, 1988)

- alternatives to intelligence
  Emotional intelligence (e.g. Goleman, 1995); creativity and unusual uses test (e.g. Guilford, 1950); problem solving: means-end analysis, planning strategies and backwards searching

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23

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4. Syllabus content

Psychology and health

a) The patient-practitioner relationship:
- practitioner and patient interpersonal skills
Non-verbal communications (e.g. McKinstry and Wang); Verbal communications (e.g. McKinlay, 1975; Ley, 1988)
- patient and practitioner diagnosis and style
Practitioner style: doctor and patient centred (Byrne and Long, 1976; Savage and Armstrong, 1990). Practitioner diagnosis: type I and type II errors. Disclosure of information (e.g. Robinson and West, 1992)
- mis-using health services
Delay in seeking treatment (e.g. Safer, 1979). Misuse: hypochondriasis (e.g. Barlow and Durand, 1995), Munchausen syndrome (e.g. Aleem and Ajarim, 1995)

b) Adherence to medical advice:
- types of non-adherence and reasons why patients don't adhere
Types and extent of non-adherence. Rational non-adherence (e.g. Bulpitt, 1988); customising treatment (e.g. Johnson and Bytheway, 2000)
- measuring adherence/non-adherence
Subjective: self reports (e.g. Riekart and Droter, 1999) objective: pill counting (e.g. Chung and Naya, 2000); biochemical tests (e.g. Roth, 1987); repeat prescriptions (e.g. Sherman, 2000)
- improving adherence
Improve practitioner style (e.g. Ley, 1988), provide information (e.g. Lewin, 1992), behavioural techniques (e.g. Burke et al., 1997)

c) Pain:
- types and theories of pain
Definitions of pain. Acute and chronic organic pain; psychogenic pain (e.g. phantom limb pain). Theories of pain: specificity theory, gate control theory (Melzack, 1965)
- measuring pain
Self report measures (e.g. clinical interview); psychometric measures and visual rating scales (e.g. MPQ, visual analogue scale), behavioural/observational (e.g. UAB). Pain measures for children (e.g. paediatric pain questionnaire, Varni and Thompson, 1976)
- managing and controlling pain
Medical techniques (e.g. surgical; chemical). Psychological techniques: cognitive strategies (e.g. attention diversion, non-pain imagery and cognitive redefinition); alternative techniques (e.g. acupuncture, stimulation therapy/tens)

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24

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d) Stress:

- causes/sources of stress
  Physiology of stress and effects on health. The Gas model (Selye). Causes of stress: lack of control (e.g. Geer and Maisel, 1972), work (e.g. Johansson, 1978), life events (Holmes and Rahe, 1967), personality (e.g. Friedman and Rosenman, 1974), daily hassles (e.g. Lazarus, 1981)

- measures of stress
  Physiological measures: recording devices and sample tests (e.g. Geer and Maisel, 1972; Johansson, 1978), self report questionnaires (Holmes and Rahe 1967, Friedman and Rosenman, 1974, Lazarus, 1981)

- management of stress
  Medical techniques (e.g. chemical). Psychological techniques: biofeedback (e.g. Budzynski et al., 1973) and imagery (e.g. Bridge, 1988). Preventing stress (e.g. Meichenbaum, 1985)

e) Health promotion:

- methods for promoting health
  Fear arousal (e.g. Janis and Feshbach, 1953; Leventhal et al., 1967). Yale model of communication. Providing information (e.g. Lewin, 1992)

- health promotion in schools, worksites and communities
  Schools (e.g. Walter, 1985; Tapper et al., 2003). Worksites (e.g. Gomel, 1983). Communities (e.g. three community study, Farquhar et al., 1977)

- promoting health of a specific problem
  Any problem can be chosen (e.g. cycle helmet safety: Dannenberg, 1993; self examination for breast/testicular cancer; obesity and diet: Tapper et al., 2003; smoking e.g. McVey and Stapleton, 2000)

f) Health and safety:

- definitions, causes and examples
  Definitions of accidents; causes: theory A and theory B (Reason, 2000); examples of individual and system errors (e.g. Three mile island, 1979; Chernobyl, 1986)

- accident proneness and personality
  Accident prone personality; personality factors e.g. age, personality type
  Human error (e.g. Riggio, 1990), illusion of invulnerability (e.g. The Titanic), cognitive overload (e.g. Barber, 1988)

- reducing accidents and promoting safety behaviours
  Reducing accidents at work: token economy (e.g. Fox et al., 1987); reorganising shift work; safety promotion campaigns (e.g. Cowpe, 1989)

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25

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4. Syllabus content

Psychology and environment

a) Noise:
- definitions and sources
  Definitions of noise (e.g. Kryter, 1970); transportation noise and occupational noise.
  Factors that make noise annoying

- negative effects on social behaviour in adults and performance in children
  Anti-social behaviour: (e.g. Geen and O'Neal, 1969; Donnerstein and Wilson, 1970).
  Pro-social Behaviour (e.g. lab: Mathews and Canon, 1975; field: Mathews and Canon, 1975)
  Performance: (e.g. Bronzaft, 1981; Haines et al., 2002)

- positive uses of sound (music)
  Consumer behaviour (e.g. North, 2003; North, 1999); stress reduction (e.g. Chafin, 2004);
  performance (e.g. Mozart effect)

b) Density and crowding:
- definitions, measurements and animal studies
  Social and spatial density; crowding. Animal studies (e.g. Dubos, 1965 lemmings; Christian,
  1960 deer; Calhoun, 1962 rats)

- effects on human health, pro-social behaviour and performance
  Pro-social behaviour (e.g. Dukes and Jorgenson, 1976; Bickman et al., 1973). Health
  (e.g. Lundberg, 1976). Performance (e.g. Mackintosh, 1975)

- preventing and coping with effects of crowding
  Preventing: modify architecture: visual escape (e.g. Baum et al., 1976) and other aspects.
  Coping: (e.g. Langer and Saegert, 1977; Karlin et al., 1979)

c) Natural disaster and technological catastrophe:
- definitions, characteristics and examples
  Natural disaster and technological catastrophe. Real life examples of both

- behaviours during events, and methodology
  Contagion (LeBon, 1895); scripts (Shank and Abelson, 1977). Laboratory experiments
  (e.g. Mintz, 1951), simulations and real life examples

- psychological intervention before and after events
  Before: preparedness (e.g. Sattler et al., 2000) evacuation plans (e.g. Loftus, 1972),
  After: treating PTSD: Herald of Free Enterprise – Belgium (Hodgkinson and Stewart, 1991).
  London Bombing (Rubin et al., 2005)

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26

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d) Personal space and territory:

- definitions, types and measures
Defining space (e.g. Hall, 1966) and territory (e.g. Altman, 1975). Alpha space and beta space.
Measuring space: simulation (e.g. Little, 1968); stop-distance; space invasions (see below)

- Invading space and territory
Invasions (e.g. Middlemist et al., 1976; Fisher and Byrne, 1975; Brodsky et al., 1999)

- defending territory and space
Defending primary territory (e.g. Newman, 1976) and public territory (e.g. Ruback, 1997)
territorial markers (e.g. Hoppe et al., 1972)

e) Architecture and behaviour: housing design and urban renewal:

- theories and effects of urban living on health and social behaviour
Theories: adaptation level, behaviour constraint, environmental stress and overload.
Effects on health (e.g. Soderberg et al., 1994) and social behaviour (e.g. Amato, 1983)

- urban renewal and housing design
Renewal and building design: (e.g. Pruitt-Igoe, 1954–1972); Newman (e.g. Clason Point and Five Oaks, 1994)

- community environmental design
Shopping mall atmospherics (e.g. Michon et al., 2003); casino environments (Finlay et al., 2006); public places (e.g. Whyte, 1980 or Brower, 1983)

f) Environmental cognition:

- definitions, measures, errors and individual differences in cognitive maps
Definitions, measures: sketch maps (Lynch, 1960); multidimensional scaling (e.g. Moar, 1987); errors and individual differences (e.g. Malinowski, 2001)

- Cognitive maps in animals
Cognitive maps in: squirrels (Jacobs and Linman, 1991); bees (Capaldi, 2000); pigeons and magnetite (Walcott, 1979)

- designing better maps; wayfinding
Map design (Levine, 1982); wayfinding (Maguire et al., 1997); virtual wayfinding (Janzen et al., 2001)

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27

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4. Syllabus content

Psychology and abnormality

a) Models of abnormality:

- definitions of abnormality
  Definitions: deviation from statistical norms, social norms, ideal mental health, failure to function adequately. Problems with defining and diagnosing abnormality

- models of abnormality
  Medical/biological, behavioural, psychodynamic, cognitive. Assumptions and applications of models

- treatments of abnormality
  Treatments derived from models: biological/medical; psychotherapies; cognitive-behavioural. Effectiveness and appropriateness of treatments.

b) Schizophrenia:

- types, symptoms and characteristics of schizophrenia.
  Types (e.g. catatonic, paranoid); characteristics; case studies/examples

- explanations of schizophrenia
  Genetic (e.g. Gottesman and Shields, 1972); biochemical (dopamine hypothesis); cognitive (e.g. Frith, 1992)

- treatments for schizophrenia
  Biochemical (antipsychotics and atypical antipsychotics); electro-convulsive therapy.
  Token economy (Paul and Lentz, 1977); cognitive-behaviour therapy (Sensky, 2000)

c) Abnormal affect:

- types, characteristics, examples of and sex differences
  Types: depression (unipolar) and mania (bipolar); causes and treatments for manic depression; sex differences in depression

- explanations of depression
  Biological: genetic and neurochemical; cognitive: Beck's cognitive theory; learned helplessness/attributional style (Seligman, 1979)

- treatments for depression
  Biological: chemical/drugs (MAO, SSRIs); electro-convulsive therapy. Cognitive restructuring (Beck, 1979); rational emotive therapy (Ellis, 1962)

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28

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4. Syllabus content

d) Addiction and impulse control disorders:

- definitions, types and characteristics of addictions
  Definitions (e.g. Griffiths, 1995); types e.g. alcoholism; impulse control (e.g. kleptomania, pyromania, compulsive gambling); physical and psychological dependence

- causes of addiction and impulse control disorders
  Genetic (alcohol): Schuckit, 1985; Peters and Preedy, 2002; Biochemical: dopamine; behavioural: positive reinforcement; cognitive/personality

- coping with and reducing addiction and impulse control disorders
  Behavioural e.g. token economy; aversion therapy (for alcoholism). Cognitive behaviour therapy (e.g. Kohn, 2000) for kleptomania

e) Anxiety disorders (phobias):

- definitions, types/examples (case studies) of phobias
  Types: e.g. agoraphobia, blood phobia, dog phobia

- explanations of phobias
  Behavioural (classical conditioning, e.g. Watson, 1920); Psychoanalytic (Freud, 1909); biomedical/genetic (e.g. Ost, 1992); cognitive (e.g. DiNardo et al., 1988)

- treating phobias
  Systematic desensitisation (Wolpe, 1958); flooding; applied tension (Ost et al., 1989); cognitive-behaviour therapy (Ost and Westling, 1995)

f) Anxiety disorders (obsessions and compulsions):

- definitions, measures and examples of obsessions and compulsions
  Defining obsessions and compulsions; case studies of/examples (e.g. 'Charles' by Rappaport, 1989); measures: e.g. Maudsley obsessive-compulsive inventory

- explanations of obsessive/compulsive disorder
  Biomedical; cognitive-behavioural; psychodynamic

- treatments for obsessive/compulsive disorder
  Drug therapy; cognitive-behaviour therapy; psychoanalytic therapy

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29

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4. Syllabus content

Psychology and organisations

a) The selection of people for work:

- selection of people for work
  Selection procedures: applications (e.g. weighted application blanks and biographical inventories i.e. a curriculum vitae). Selection interviews: structured and unstructured. Personnel selection decision making. Use of psychometric tests.

- personnel selection decisions and job analysis
  The selection of personnel: decision-making (e.g. multiple regression, multiple hurdle and multiple cut-off models). Biases in selection decisions and equal opportunities. Job descriptions and specifications. Job analysis techniques (e.g. FJA and PAQ).

- performance appraisal
  Performance appraisal: reasons for and performance appraisal techniques (e.g. rating scales, rankings, checklists). Appraisers, problems with appraisal and improving appraisals (e.g. effective feedback interviews).

b) Motivation to work:

- need theories of motivation
  Need theories: Needs-hierarchy (Maslow, 1970), ERG theory (Aldefer, 1972), achievement motivation (McClelland, 1965).

- motivation and goal-setting
  Theories: goal setting theory (Latham & Locke, 1984), setting effective goals. Cognitive/rational theories: VIE (expectancy) theory (Vroom, 1964). Managerial applications of expectancy theory.

- motivators at work
  Intrinsic and extrinsic motivation. Types of rewards systems: e.g. pay, bonuses, profit sharing. Performance-related pay. Non-monetary rewards: praise, respect, recognition, empowerment and a sense of belonging. Career structure and promotion prospects.

c) Leadership and management:

- theories of leadership
  Universalist: great person theory, charismatic and transformational leaders. Behavioural: Ohio state studies (initiating structure and consideration), University of Michigan studies (task and relationship oriented behaviours).

- leadership style and effectiveness
  Effectiveness: contingency theory (Fiedler, 1976); situational leadership (Hersey & Blanchard, 1988), Path-goal theory (House, 1979).
  Styles: permissive versus autocratic (e.g. Muczyk & Reimann, 1987).
  Leadership training and characteristics of effective leaders.

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30

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- leaders and followers
  Leader-member exchange model (e.g. Danserau, 1994). Normative decision theory (Vroom & Yetton, 1973).

d) Group behaviour in organisations:

- group dynamics, cohesiveness and teamwork
  Group development (e.g. Tuckman, 1965; Woodcock, 1979). Group cohesiveness, teambuilding and team performance. Characteristics of successful teams.

- decision-making
  The decision-making process (e.g. Wedley & Field, 1983). Decision style and individual differences in decision-making. Individual versus group decisions. Groupthink (e.g. Janis, 1972) and group polarisation. Strategies to avoid groupthink and training to avoid poor decisions (e.g. Bottger & Yetton, 1987)

- group conflict
  Major causes of group conflict: organisational and interpersonal. Positive and negative effects of conflict. Managing group conflict (e.g. Thomas, 1976).

e) Organisational work conditions:

- physical and psychological work conditions.
  Physical: Illumination, temperature, noise, motion (vibration), pollution, aesthetic factors. Psychological: feelings of privacy or crowding, excessive or absence of social interaction, sense of status or importance/anonymity or unimportance.

- temporal conditions of work environments
  Shiftwork: rapid rotation theory (e.g. metropolitan rota and continental rota); slow rotation theory. Compressed work weeks and flexitime.

- ergonomics
  Operator-machine systems: visual and auditory displays, controls. Errors and accidents in operator-machine systems. Reducing errors: theory A and theory B (Reason, 2000).

f) Satisfaction at work:

- job design
  Job characteristics (e.g. Hackman & Oldham, 1980). Job design: enrichment, rotation and enlargement. Designing jobs that motivate.

- measuring job satisfaction
  Rating scales and questionnaires: e.g. job description index, Minnesota satisfaction questionnaire. Critical incidents: e.g. critical incidents technique. Interviews.

- attitudes to work
  Theories of job satisfaction and dissatisfaction (e.g. Herzberg, 1959). Job withdrawal, absenteeism and sabotage. Organisational commitment. Promoting job satisfaction.

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31

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5. Appendix

5.1 Resources

The core studies

The core studies are the prescribed content for Papers 1 and 2, and it is recommended that teachers consider the original studies themselves (see below). Texts which summarise the studies are particularly useful in providing the necessary teaching material but no textbook covers all of the core studies:

Gross, R. (2007), *Key Studies in Psychology, 5th Edition,* Hodder Arnold (ISBN 9780340947395)
This book provides a comprehensive account of many of the required studies. Some are reproduced in full and others reduced to manageable proportions. The text also contains full evaluations and background notes, and is recommended as being made available to candidates for reference if it is not selected as a main reader for the course.

Banyard, P. and Grayson, A. (2007), *Introducing Psychological Research; seventy studies that shape psychology, 3rd Edition,* Palgrave (ISBN 9781403900388)
This book contains summaries and major details relating to many of the prescribed studies and suggests tasks arising from the findings. It is comprehensive in reference and accessible in style.

Banyard, P. and Flanagan, C. (2008), *OCR Psychology AS core studies, 2nd Edition,* Psychology Press (ISBN 1841697281)
This book is for a different syllabus, but covers many of the core studies in an interesting, chatty and colourful way.

Papers 1 and 2 are designed so that candidates do not need to wade through vast tomes of psychology research in order to seek evidence reinforcing or enlightening aspects of the core studies. The examination questions focus on the factual content of the core studies and the implications of the findings, so candidates need to be familiar with the studies and need to be able to evaluate them. Candidates and teachers often wish to read further around a topic and they may find some of the suggested readings below of use.

Gross, R. (2005), *Psychology: the Science of Mind and Behaviour, 6th Edition,* Hodder Arnold (ISBN 9781444108316)

Hill, G. (2009), *A level psychology through diagrams,* Oxford University Press (ISBN 9780199180943)

Clarke, D. (2008), *Psychology Core Studies,* Philip Allan Updates (ISBN 9780340959596) NB this is primarily for a different syllabus but has many similarities to the CIE syllabus.

Clarke, D. (2009), *Research Methods and Approaches in Psychology,* Philip Allan Updates (ISBN 9780340987933)

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32

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5. Appendix

Internet resources

Many of the original core studies can be downloaded from the internet. In addition, there are web sites that deal with the wider issues related to core studies. Also listed are internet sites for general resources. Note that web sites frequently change URL, and the listed sites are correct at the time of going to press. CIE cannot take responsibility for the content of these independent sites.

Cognitive psychology

Mann et al.: original study:
http://ruby.fgcu.edu/courses/cpacini/courses/common/highstake_liars.pdf

Loftus: original study: **http://users.ecs.soton.ac.uk/harnad/Papers/Py104/loftus.mem.html**
or **http://users.ecs.soton.ac.uk/harnad/Papers/Py104/loftusmem1.pdf**

Baron-Cohen: original study:
http://www.autismresearchcentre.com/docs/papers/2001_BCetal_adulteyes.pdf

For a download of the eyes test: **http://www.autismresearchcentre.com/tests/eyes_test_adult.asp**

For interest: **http://www.autismresearchcentre.com** and **http://www.nas.org.uk/**

Held and Hein: original study:
**http://wexler.free.fr/library/files/held%20(1963)%20movement-produced%20stimulation%20
in%20the%20development%20of%20visually%20guided%20behavior.pdf**

Social psychology

Milgram: **http://www.stanleymilgram.com/** and **http://www.psychblog.co.uk/as-study-
references-58.html**, then click on 'full text' next to the reference to Thigpen and Cleckley

Haney, Banks and Zimbardo: **http://www.lucifereffect.com** and **http://www.prisonexp.org/**

Piliavin, Rodin and Piliavin: original study: **http://www.holah.co.uk/files/piliavin1969.pdf**

Developmental psychology

Bandura, Ross and Ross: original study: **http://psychclassics.yorku.ca/Bandura/bobo.htm**
also at: **http://www.wadsworth.com/psychology_d/templates/student_resources/0155060678_
rathus/ps/ps11.html**

Freud: **http://www.holah.karoo.net/freud.htm**

Langlois et al.: original study:
http://homepage.psy.utexas.edu/HomePage/Group/LangloisLAB/PDFs/Langlois.DP.1991.pdf

Visit the Langlois social development lab:
http://homepage.psy.utexas.edu/homepage/group/langloislab/Publications.html

Cambridge International A & AS Level Psychology 9698. Examination in June and November 2013.

33

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5. Appendix

Physiological psychology

Schachter and Singer: original study: **http://www.slideshare.net/psychexchange.co.uk/psychexchangecouk-shared-resource-1061083?type=document**

Dement and Kleitman: original study: **http://www.slideshare.net/psychexchange.co.uk/psychexchangecouk-shared-resource-1055053?type=document**

Maguire et al.: original study: **http://www.jneurosci.org/cgi/content/full/17/18/7103**

DeMatte et al.: original study: **http://chemse.oxfordjournals.org/cgi/content/full/bjm030v1**

Individual differences

Rosenhan: original study **http://www.slideshare.net/psychexchange.co.uk/psychexchangecouk-shared-resource-1089854?type=document**

Billington, Baron-Cohen and Wheelwright. For copies of EQ and SQ visit:
http://www.autismresearchcentre.com

Veale: original study: **http://veale.co.uk/PDf/Mirror%20gazing%20in%20BDD.pdf**

For interest and BDD: **http://www.veale.co.uk/** and visit **http://www.thebddfoundation.com/**

General sites

www.wikipedia.org

http://bps-research-digest.blogspot.com/

http://www.psychexchange.co.uk/

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34

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5. Appendix

The specialist choices

NOTE It is not necessary to acquire every book on the list. A number of texts overlap options, so the whole list should be reviewed.

* Items marked with an asterisk are particularly recommended

Psychology and education

Banks, S.R. and Thompson, C.L. (1995), *Educational Psychology,* Wadsworth (ISBN 9780314044433)

Fontana, D. (1995), *Psychology for Teachers, 3rd Edition,* Palgrave (ISBN 9780333640661)

Lefrancois, G. (1999), *Psychology for Teaching, 10th Edition,* Wadsworth (ISBN 9780534574475)

*Stapleton, M. (2006), *Psychology in Practice: Education,* Reissue, Hodder Arnold (ISBN 9780340643297)

Psychology and health

*Banyard, P. (2006), *Psychology in Practice: Health,* Hodder Arnold (ISBN 9780340844960)

Brannon, L. and Feist, J. (2006), *Health Psychology, 6th Edition,* Wadsworth (ISBN 9780495130185)

*Sarafino, E. (2005), *Health Psychology: Biopsychosocial Interactions, 6th Edition,* Wiley (ISBN 9780470129166)

Sheridan, C.L. and Radmacher, S.A. (1992), *Health Psychology, Wiley* (ISBN 9780471508526)

Psychology and environment

*Bell, P.A., Fisher, J., Baum, A. and Greene, T. (2001), *Environmental Psychology, 5th Edition,* Wadsworth (ISBN 9780805860887)

Gifford, R. (2002), *Environmental Psychology, 3rd Edition,* Allyn and Bacon (ISBN 9780205327973)

*Russell, J. and Roberts, C. (2002), *Angles on Environmental Psychology,* Nelson Thornes (ISBN 9780748759781)

Veitch, R. and Arkkelin, D. (1994), *Environmental Psychology,* Prentice-Hall (ISBN 9780132823517)

Psychology and abnormality

Davison, G.C. (2009), *Abnormal Psychology, 11th Revised Edition,* Wiley (ISBN 9780470413340)

Gross, R. and Mcilveen, R. (1996), *Abnormal Psychology,* Hodder Arnold (ISBN 9780340679500)

*Jarvis, M., Putwain, D. and Dwyer, D. (2003), *Angles on Atypical Psychology.* Nelson Thornes (ISBN 9780748768127)

*Rosenhan, D.L. and Seligman, M.E. (2001), *Abnormal Psychology, 4th Edition,* Norton (ISBN 9780393944594)

Suinn, R.M. (1984), *Fundamentals of Abnormal Psychology, 2nd Edition,* Burnham (ISBN 9780830410712)

Cambridge International A & AS Level Psychology 9698. Examination in June and November 2013.

35

www.theallpapers.com

5. Appendix

Psychology and organisations

Coolican, H. (2001), *Psychology in Practice: Organisations,* Hodder Arnold (ISBN 0340804165)

*Greenberg, J. and Baron, R.A. (2002), *Behaviour in Organisations, 8th Edition,* Prentice-Hall (ISBN 013066491)

McKenna, E. (2006), *Business Psychology and Organisations, 4th Edition,* Psychology Press (ISBN 1841693928)

*Riggio, R. (2002), *Introduction to Industrial/Organisational Psychology, 4th Edition,* Scott Foresman & Co (ISBN 0130482358)

General Reading

Lintern, F. (2008), *OCR A2 psychology student book.* Heinemann (ISBN 9780435806934). This text is for a different syllabus, but includes many of the CIE options, such as health, education and sport.

Association for the Teaching of Psychology

Teachers might find more general support from teachers' organisations, most specifically the Association for the Teaching of Psychology (ATP). The ATP is mainly concerned with the teaching of psychology in schools and colleges. It arranges events for teachers and produces a range of helpful publications.

Association for the Teaching of Psychology

c/o The British Psychological Society

St Andrew's House, 48 Princess Road East

Leicester LE1 7DR

United Kingdom

www.theatp.org

Resources are also listed on CIE's public website at **www.cie.org.uk**. Please visit this site on a regular basis as the Resource lists are updated through the year.

Access to teachers' email discussion groups, suggested schemes of work and regularly updated resource lists may be found on the CIE Teacher Support website at **http://teachers.cie.org.uk**. This website is available to teachers at registered CIE Centres.

Cambridge International A & AS Level Psychology 9698. Examination in June and November 2013.

36

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6. Additional information

6.1 Guided learning hours

Advanced Level ('A Level') syllabuses are designed on the assumption that candidates have about 360 guided learning hours per subject over the duration of the course. Advanced Subsidiary Level ('AS Level') syllabuses are designed on the assumption that candidates have about 180 guided learning hours per subject over the duration of the course. ('Guided learning hours' include direct teaching and any other supervised or directed study time. They do not include private study by the candidate.)

However, these figures are for guidance only, and the number of hours required may vary according to local curricular practice and the candidates' prior experience of the subject.

6.2 Recommended prior learning

Candidates beginning this course are not expected to have studied Psychology previously.

6.3 Progression

Cambridge International A Level Psychology provides a suitable foundation for the study of Psychology or related courses in higher education. Equally it is suitable for candidates intending to pursue careers or further study in social sciences, or as part of a course of general education.

Cambridge International AS Level Psychology constitutes the first half of the Cambridge International A Level course in Psychology and therefore provides a suitable foundation for the study of Psychology at A Level and thence for related courses in higher education. Depending on local university entrance requirements, it may permit or assist progression directly to university courses in Psychology or some other subjects. It is also suitable for candidates intending to pursue any career in which an understanding of human nature is needed. The qualification is also suitable for any further study in social sciences, or as part of a course of general education.

6.4 Component codes

Because of local variations, in some cases component codes will be different in instructions about making entries for examinations and timetables from those printed in this syllabus, but the component names will be unchanged to make identification straightforward.

Cambridge International A & AS Level Psychology 9698. Examination in June and November 2013.

37

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6. Additional information

6.5 Grading and reporting

A Level results are shown by one of the grades A*, A, B, C, D or E indicating the standard achieved, Grade A* being the highest and Grade E the lowest. 'Ungraded' indicates that the candidate has failed to reach the standard required for a pass at either A Level or AS Level. 'Ungraded' will be reported on the statement of results but not on the certificate.

If a candidate takes an A Level and fails to achieve grade E or higher, an AS Level grade will be awarded if both of the following apply:

- the components taken for the A Level by the candidate in that session included all the components making up an AS Level
- the candidate's performance on these components was sufficient to merit the award of an AS Level grade.

For languages other than English, CIE also reports separate speaking endorsement grades (Distinction, Merit and Pass), for candidates who satisfy the conditions stated in the syllabus.

Percentage uniform marks are also provided on each candidate's statement of results to supplement their grade for a syllabus. They are determined in this way:

- A candidate who obtains…
    … the minimum mark necessary for a Grade A* obtains a percentage uniform mark of 90%.
    … the minimum mark necessary for a Grade A obtains a percentage uniform mark of 80%.
    … the minimum mark necessary for a Grade B obtains a percentage uniform mark of 70%.
    … the minimum mark necessary for a Grade C obtains a percentage uniform mark of 60%.
    … the minimum mark necessary for a Grade D obtains a percentage uniform mark of 50%.
    … the minimum mark necessary for a Grade E obtains a percentage uniform mark of 40%.
    … no marks receives a percentage uniform mark of 0%.

Candidates whose mark is none of the above receive a percentage mark in between those stated according to the position of their mark in relation to the grade 'thresholds' (i.e. the minimum mark for obtaining a grade). For example, a candidate whose mark is halfway between the minimum for a Grade C and the minimum for a Grade D (and whose grade is therefore D) receives a percentage uniform mark of 55%.

The uniform percentage mark is stated at syllabus level only. It is not the same as the 'raw' mark obtained by the candidate, since it depends on the position of the grade thresholds (which may vary from one session to another and from one subject to another) and it has been turned into a percentage.

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38

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6. Additional information

AS Level results are shown by one of the grades a, b, c, d or e indicating the standard achieved, Grade a being the highest and Grade e the lowest. 'Ungraded' indicates that the candidate has failed to reach the standard required for a pass at AS Level. 'Ungraded' will be reported on the statement of results but not on the certificate.

For languages other than English, CIE will also report separate speaking endorsement grades (Distinction, Merit and Pass) for candidates who satisfy the conditions stated in the syllabus.

The content and difficulty of an AS Level examination is equivalent to the first half of a corresponding A Level.

Percentage uniform marks are also provided on each candidate's statement of results to supplement their grade for a syllabus. They are determined in this way:

- A candidate who obtains…
  … the minimum mark necessary for a Grade a obtains a percentage uniform mark of 80%.
  … the minimum mark necessary for a Grade b obtains a percentage uniform mark of 70%.
  … the minimum mark necessary for a Grade c obtains a percentage uniform mark of 60%.
  … the minimum mark necessary for a Grade d obtains a percentage uniform mark of 50%.
  … the minimum mark necessary for a Grade e obtains a percentage uniform mark of 40%.
  … no marks receives a percentage uniform mark of 0%.

Candidates whose mark is none of the above receive a percentage mark in between those stated according to the position of their mark in relation to the grade 'thresholds' (i.e. the minimum mark for obtaining a grade). For example, a candidate whose mark is halfway between the minimum for a Grade c and the minimum for a Grade d (and whose grade is therefore d) receives a percentage uniform mark of 55%.

The uniform percentage mark is stated at syllabus level only. It is not the same as the 'raw' mark obtained by the candidate, since it depends on the position of the grade thresholds (which may vary from one session to another and from one subject to another) and it has been turned into a percentage.

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39

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6.6 Resources

Copies of syllabuses, the most recent question papers and Principal Examiners' reports for teachers are available on the Syllabus and Support Materials CD-ROM, which is sent to all CIE Centres.

Resources are also listed on CIE's public website at **www.cie.org.uk**. Please visit this site on a regular basis as the Resource lists are updated through the year.

Access to teachers' email discussion groups, suggested schemes of work and regularly updated resource lists may be found on the CIE Teacher Support website at **http://teachers.cie.org.uk**. This website is available to teachers at registered CIE Centres.

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40

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