

GCE A LEVEL



WJEC Eduqas GCE A LEVEL in PSYCHOLOGY

New centre welcome pack



Welcome to Eduqas A Level Psychology

Thank you for choosing to offer Eduqas A Level Psychology in your centre. The purpose of this welcome booklet is to introduce you to the course and guide you through the requirements as well as letting you know what support we have on offer for you.

Assessment Objectives

Our A Level course covers three different assessment objectives. These are the skills that students need to develop for each component:

AO1

Demonstrate a knowledge and understanding of scientific ideas, processes, techniques and procedures.

AO2

Apply knowledge and understanding of specific ideas, processes, techniques and procedures:

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

AO3

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

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

Broadly speaking, AO1 requires students to tell the examiner what they know. It is, essentially, recalling and stating knowledge that they have gained from the course, and is considered to be the simplest of the three objectives.

Students tend to find AO2 is the trickiest of the three objectives. It requires students to use the knowledge that they have in a new way. These questions are harder to prepare for in advance, as sometimes students have to apply their knowledge to a quote or scenario.

AO3, on the other hand, refers to evaluation. This is about giving the pros and cons of an idea, a piece of research, therapy, theory or explanation.

It's a good idea to introduce your students to the assessment objectives as you go through the course. This allows them to understand how they will be assessed in each exam paper.

We have developed two interactive tools that you can use with your students to introduce them to these assessment objectives:

Our [Understanding assessment objectives](#) resource explores the difference between the three assessment objectives in psychology. Students can drag and drop the appropriate description of the

AO into the box and check whether they have got it right. It is designed so that teachers can use it with groups with the use of a data projector and interactive whiteboard. It is also possible for learners to use the resource for self-study and revision.

Assessment objective match-up > Match the definitions

Match the assessment objective to the correct term in the left column by dragging the text to the column on the right.

You scored 0 out of 3.

AO1	
AO2	
AO3	

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

Check ✓ Reset ↻ Next ➔

When the students are feeling more confident with the assessment objectives you can introduce them to our [Match the question to the assessment objective](#) resource. This interactive resource will explore how to spot the three assessment objectives in exam questions. Past exam questions will appear and the students need to drop them into the appropriate assessment objective. Again, you can use it with groups with the use of a data projector and interactive whiteboard. It is also possible for learners to use the resource for self-study and revision:

Psychology

Match the question to the assessment objective.

Reset ↻ Check ✓

8/10 Move some of the statements around to see if you can improve your score.

AO1	AO2	AO3
Identify the three moral levels that Kohlberg used to assess his participants in his research 'The child as a moral philosopher' (1968). ✓	Draw one conclusion from your calculations in part (d) (i). ✓	Evaluate cognitive behavioural therapy (CBT) OR rational emotive behaviour therapy (REBT). ✓
Explain how one other sampling technique could have been used by Milgram to select his participants. ✘	Explain how the research above could be refined to use a different sampling technique. ✘	Critically evaluate Raine, Buchsbaum and LaCasse's (1997) research 'Brain abnormalities in murderers indicated by positron emission tomography'. ✓
Describe the main components of psychosurgery OR drug therapy. ✓	Write an appropriate null hypothesis for the above research. ✓	Compare and contrast the cognitive and psychodynamic approaches in terms of their similarities and differences. ✓
What is meant by the term 'co-variables'? ✓		

Let's now go through the course component by component.

Component 1: Psychology: Past to Present

You might like to start by giving your students our [Psychology checklist](#) for component 1. We have produced a checklist for each component of the course. These checklists can be used by students as dividers for their psychology files. The checklist enables them to, not only ensure they learn the whole course, but allows them to assess their own level of understanding and skill. The checklists also encourage students to make connections between different aspects of the course:

Psychology Component 1 - Psychology: Past to Present eduqas

[The Biological Approach
(Human behaviour is a result of our genetics and physiology)]

Content	Covered in class	Not sure	Getting there	Got it 😊	Links to
Evolutionary influences assumption <i>(How evolution has been used to explain how human behaviour has adapted. Have an example from psychology that illustrates this.)</i>					
Localisation of brain function assumption <i>(Certain areas of the brain are responsible for different functions. Have an example from psychology that illustrates this.)</i>					
Neurotransmitters assumption <i>(One way that messages are sent to the brain. Have an example from psychology that illustrates this.)</i>					
Apply the assumptions to explain a variety of behaviours. Behaviours: <i>(How the assumptions would explain these behaviours.)</i>					
Know and understand how the biological approach can be used in therapy. <i>(This approach assumes that psychological disorders have a physical cause.)</i>					
Know and understand the main components of drug therapy/psychosurgery. <i>(The techniques used by the therapist.)</i>					

Page 6 of our specification provides you with a table that demonstrates the content that needs to be taught for this component:

Component 1: Content to be taught

Approach	Assumptions (including)	Therapy (one per approach)	Classic research	Contemporary debate
Biological	<ul style="list-style-type: none"> evolutionary influences localisation of brain function neurotransmitters 	drug therapy OR psychosurgery	Raine, A., Buchsbaum, M. and LaCasse, L. (1997) <i>Brain abnormalities in murderers indicated by positron emission tomography</i> . <i>Biological Psychiatry</i> , 42(6), 495-508	the ethics of neuroscience
Psychodynamic	<ul style="list-style-type: none"> influence of childhood experiences the unconscious mind tripartite personality 	dream analysis OR psychodrama	Bowlby, J. (1944) <i>Forty-four juvenile thieves: Their characters and home-life</i> . <i>International Journal of Psychoanalysis</i> , 25 (19-52), 107-127	the mother as primary caregiver of an infant
Behaviourist	<ul style="list-style-type: none"> blank slate behaviour learnt through conditioning humans and animals learn in similar ways 	aversion therapy OR systematic desensitisation	Watson, J.B. and Rayner, R. (1920) <i>Conditioned emotional reactions</i> . <i>Journal of Experimental Psychology</i> , 3(1), 1-14	using conditioning techniques to control the behaviour of children
Cognitive	<ul style="list-style-type: none"> computer analogy internal mental processes schemas 	cognitive behavioural therapy OR rational emotive behaviour therapy	Loftus, E. and Palmer, J.C. (1974) <i>Reconstruction of automobile destruction: an example of the interaction between language and memory</i> . <i>Journal of Verbal Learning and Verbal Behaviour</i> , 13, 585-589	reliability of eye-witness testimony
Positive	<ul style="list-style-type: none"> acknowledgement of free will authenticity of goodness and excellence focus on 'the good life' 	mindfulness OR quality of life therapy	Myers, D.G. and Diener, E. (1995) <i>Who is happy?</i> <i>Psychological Science</i> , 6(1), 10-17	relevance of positive psychology in today's society

As you will see each of the five approaches follows the same pattern of content to be taught. Page 5 of the specification then gives you a bit more detail of what the students need to know. It is worth noting the anything that follows the word 'including' needs to be taught as it may feature in an exam question.

To improve terminology for each approach we have created Word Clouds for each approach which can be found under 'Resources for Teachers' on [our website](#).

Know and understanding the assumptions

- You need to teach each of the three assumptions listed in the specification, although you are welcome to teach more.
- Exam questions could include named assumptions or could allow students to select which ones they want to discuss.
- There is no set mark allocation for assumptions questions. This is because some assumptions allow students to write more than for others. We will decide on an appropriate mark allocation depending on which assumptions are selected.
- We often ask students to use an example from psychology in their answers. Students should be encouraged to use the assumption to explain a particular behaviour or use theories and research from other parts of the course to illustrate it. It is worth noting that therapies, classic evidence and theories of relationships would be appropriate, and given the specification requires these to be covered anyway these could be used as examples rather than candidates having to learn lots of extra content.
- Students need to explain how the example links to the assumption.

Apply the assumptions to explain a variety of behaviours

- Students should know how to apply each assumption to at least two different behaviours.
- If you teach our AS psychology course as well, you may wish to use 'relationship formation' as one of the two behaviours.
- You may wish to choose one specific behaviour for all approaches, or different behaviours for different approaches. This second option could be useful, particularly when it comes to the positive approach. Whilst most approaches lend themselves to describing abnormal behaviours such as phobias, depression, schizophrenia, etc., the positive approach is more suited to pro-social behaviours. As such, considering a behaviour like 'giving money to charity', or behaviours such as volunteering, will be simpler to explain using the positive assumptions of free will, goodness and excellence and the good life.

Know and understand how the approach can be used in therapy

- For each approach you will only need to teach **one** of the two therapies listed in the specification.
- An example question for this part of the specification is: *Explain why a psychologist following the biological approach would consider drug therapy OR psychosurgery as a suitable therapy.*
- This is not about describing the therapy. It is about why a psychologist would use it linked to the assumptions of the approach.
- To understand why a psychologist might choose a particular therapy you have to appreciate the causes for abnormal behaviour from the perspective of the assumptions of that approach:

- N** What are the **causes of NORMAL behaviour** according to the assumptions of approach?
- A** What **causes the** types of **ABNORMAL** behaviours that would need to be treated with a therapy? (Use Examples)
- A** How would the **therapy AIM** to make the abnormal behaviour normal again?
- N** How would the **processes involved in the therapy create NORMAL behaviour** again?

Know and understand the main components of the therapy

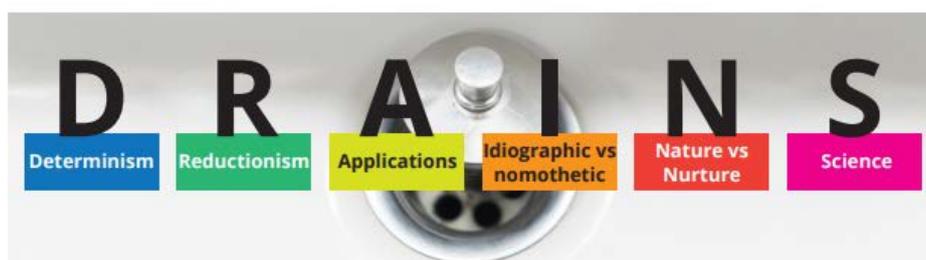
- As mentioned above for each approach you will only need to teach **one** of the two therapies listed in the specification.
- You could teach the aim of the therapy and the process/relationship between the client and the therapist, e.g. what happens when they first attend a session? What do the sessions hope to achieve.
- Students should be able to describe the specific tasks/steps that are completed during the therapy. There will usually be 3 or 4 steps/aspects that students can explain in detail, with examples of when or how they would be used to treat psychological disorders.
- Specific terminology, linked to the therapy, really helps to improve students' answers.

Evaluate the therapy (including its effectiveness and ethical considerations)

- As well as teaching general evaluation points for each therapy you must ensure that student can evaluate the effectiveness and ethical considerations of each therapy.
- Questions could be general but could also focus on these specific areas.
- Good student answers use relevant research to support arguments. This can include dealing with conflicting findings from research evidence, going beyond simply reporting the findings of the studies and explaining what this meant in terms of the overall effectiveness of each therapy.

Evaluate the approach (including strengths, weaknesses and comparison with the four other approaches)

- Students need to be able to evaluate each approach individually in terms of strengths and weaknesses as well as being able to 'compare and contrast' an approach to one or more others.
- It is useful for students to be able to use studies or concepts from the approach in their evaluation. This will allow them to explain why they are a strength or a weakness.
- Some centres find it useful to use acronyms such as DRAINS:



Students can take this approach to select **relevant** themes to expand upon to create evaluation paragraphs.

Know, understand and make judgements on a classic piece of evidence (including methodology, procedures, findings, conclusions and ethical issues and social implications).

- Each approach features one piece of classic evidence.
- For each piece of classic evidence students will need to understand the methodology, procedures, findings, conclusions and ethical issues and social implications.
- We encourage teachers to refer to the [original research studies](#) that can be found on our website.
- We have produced a set of summary documents, under the headings of methodology, procedures, findings, conclusions. These have been taken from the original studies and can be given to students. These can be found in the 2016-2017 CPD materials Zip File on the [training materials](#) section of our website.
- We appreciate the cross-over between methodology and procedures. Therefore, we see methodology as the ingredients to make a cake. It lists everything that you need and includes how much of each ingredient to use. This is like the methodology of a study, which includes the number of participants, their gender, occupations, etc. It also includes where the research was held, what equipment was used and using which methodology, e.g. was it an experiment or a case study? If the methodology is the ingredients list to bake your cake, the procedures are the step-by-step guide to what to do, or how to make it (the recipe!). In each study, this is a detailed account of what happened at each point of the study, in the order that they happened.
- Following our 2016 CPD we have produced mind-maps for the social implications of each classic piece of evidence which can be found under 'Resources for Teachers' on [our website](#).
- Students are able to present procedures in bullet points and findings in tables.
- AO1 marks are awarded in these questions for accuracy of information. Accuracy is measured against the ORIGINAL study, as published by the psychologist at the time. Any newer or additional information is not considered creditworthy and not all textbooks report the study accurately. For example, Loftus completed lots of extra research into eye-witness testimony, but it is not relevant in an AO1 classic research question.
- We often find that students state findings rather than conclusions. Therefore, it is important they can distinguish between them.
- It is important to note that only conclusions from original research could be credited.
- When evaluating the studies students must be careful when applying research methods that they are appropriate to the study they are evaluating. Some students also waste time describing the study, which is not necessary in evaluation questions.

Explore both sides of the contemporary debate from a psychological perspective (including the ethical, social and economical implications)

- The five contemporary debates provide an opportunity for students to undertake independent research into areas that psychology has influenced.
- Both sides of the debate should be considered from a psychological perspective.

- Learners are asked to explore the debates using their knowledge and understanding of the five approaches.
- For each debate students need to: understand what is at the core of the debate, refer to psychological studies and theories and explore both sides of the contemporary debate from a psychological perspective (including the ethical, economic and social implications).

The five debates are:

The debates
The ethics of neuroscience
The mother as primary care-giver of an infant
Using conditioning techniques to control the behaviour of children
Reliability of eye-witness testimony
Relevance of positive psychology in today's society

- Centres are encouraged to ensure that candidates understand the purpose of each debate and address the question put before them rather than providing a stock answer.
- Each debate question will always be marked using two Assessment Objectives: AO1 – a range of well-chosen examples that are accurate and detailed. Technical terminology will be used; AO3 – a thorough discussion that uses evaluative comments and considers both sides of the debate in a logical structure. There will also be a conclusion.
- It is important that: evidence selected by students is accurate and relevant; evidence is linked explicitly to the debate to create two sides of an argument; a conclusion is included that adds new information or uses the evidence to make a new statement and/or mini conclusions are used throughout.
- Students often get worried about the use of conclusions so we have included a handout on [our website](#), under 'Resources for Teachers' entitled 'Conclusions'.
- We focused a lot on debates in our 2016-2017 CPD materials. There is a useful exercise with 'Research cards for Mother as Primary Care Giver' that you can find in the 2016-2017 CPD materials Zip File on the [training materials](#) section of our website.
- Writing style makes a considerable difference to the quality of argument provided in the debates answers. Consequently, we have developed our [What makes a good essay](#) resource. This set of resources are designed to develop essay writing skills in A Level Psychology students by providing teaching and learning resources to be used online and offline independently and in the classroom. The resources are based on the idea of breaking down the components of a good Psychology essay and then considering how each of these elements can be achieved. The examples are all taken from Contemporary Debates written by students either under exam questions or for homework.

The Component 1 Exam

Candidates have 2 hours and 15 minutes for 100 marks. That means that candidates have just over 1 minute per mark in the exam plus reading and planning time. This is important to note as examiners will always consider how long a candidate has had to write each of their answers in the examination. It is also important for candidates to note as there is no point spending 10 minutes on a 4 mark answer, for example, as they will run out of time on other answers.

Another thing to note is the split of assessment objectives across the paper. 40 marks will be awarded for AO1, knowledge and understanding. 20 marks will be awarded for AO2, the application of knowledge and understanding. And 40 marks will be awarded for AO3, analysing and evaluating. This is particularly important when candidates answer AO2 questions as there will be a need to apply their answer to the quote, statement or scenario in the question.

Marking the exam

Although the questions will vary every year for this component it is worth looking at the set structure of the marking scheme grids we use. These marking schemes will give you an idea of what is expected in the examination. The exact nature of the marking schemes may change depending on the question and also if the question is only worth a small number of marks. However, there are some key aspects that will remain that are useful to consider before you mark any sample questions.

The first thing to note is that our marking bands feature 4 key descriptors:

	Detail and accuracy	Depth and Range	Terminology	Structure
Band 4	Description and level of accuracy is thorough	Depth and range included	Effective use of terminology	Logical structure
Band 3	Description and level of accuracy is reasonable	Depth and range, but not in equal measure	Good use of terminology	Mostly logical structure
Band 2	Description and level of accuracy is basic	Depth or range	Some use of appropriate terminology	Reasonable structure
Band 1	Description and level of accuracy is superficial		Very little use of appropriate terminology	Answer lacks structure
0	Inappropriate answer given No response attempted			

Our examiners often use these in the first instance to decide which band the candidate's answer fits into. Once the band has been decided the examiner will look at how many of the features of the assessment objective are present in the candidate's answer. For example, using the AO1 grid above the examiner will look at detail and accuracy, depth and range, terminology and structure.

We use a best fit approach to marking. Therefore, if the candidate's response fulfils most of the band but is missing one aspect, the candidate can receive the top band but will be placed at the bottom of it.

Each assessment objective features different aspects. This is the AO2 grid:

Marks	Discussion and Analysis	Content	Depth and Range	Structure	Quote/ Stimulus (if appropriate)	Conclusion
Band 4	Thorough discussion/ analysis	Exemplars used are well-chosen	Depth and range of material	Structure is logical	Clear references to the quote/ stimulus	An appropriate conclusion is reached based on evidence presented
Band 3	Reasonable discussion/ analysis	Appropriate exemplars are used	Depth and range of material, but not in equal measure	Structure is mostly logical	Reasonable references to the quote/ stimulus	A reasonable conclusion is reached based on evidence presented
Band 2	Basic discussion/ analysis	Exemplars not always made relevant	Depth or range only in material used	Structure is reasonable	References to the quote/ stimulus are basic and / or superficial	A basic conclusion is reached
Band 1	Superficial discussion/ analysis	Exemplars identified but not made relevant		Answer lacks structure	No reference to the quote/ stimulus	No conclusion
0	Inappropriate answer given No response attempted					

This can be subject to change depending on the mark allocation of the question or if the question features a quote/statement or scenario.

And this is the AO3 grid:

Marks	Content/Arguments	Context	Structure	Depth and Range	Conclusion
Band 4	Thorough discussion with well-developed and balanced arguments.	Evaluative comments are evidently relevant to the context	Structure is logical	Depth and range included	An appropriate conclusion is reached based on evidence presented
Band 3	Reasonable discussion with well-developed and balanced arguments.	Evaluative comments show some relevance to the context	Structure is mostly logical	Depth and range, but not in equal measure	A reasonable conclusion is reached based on evidence presented
Band 2	Basic discussion with well-developed and balanced arguments. OR a reasonable discussion of only one side of the argument	Evaluative comments are generic and not appropriately contextualised	Structure is reasonable	Depth or range	A basic conclusion is reached
Band 1	Superficial discussion.	Evaluative comments are superficial	Answer lacks structure		No conclusion
0	Inappropriate answer given No response attempted				

You can find a copy of our generic marking schemes grids in the 2016-2017 CPD materials Zip File on the [training materials](#) section of our website. A lot of teachers use this as front sheets for marking students' work to demonstrate what aspects of the marking scheme they have achieved and what needs to be improved.

To fully explore how we mark our component 1 exams you can use our [Mark Like an Examiner video - Component 1](#). This video explores how the 2017 component 1 paper was marked by our examiners. In order to get the most from this resource you will need to download the sample papers pack and the mark scheme pack from the website.

Component 2 - Psychology: Using Psychological Concepts

You might like to start by giving your students our [Psychology checklist](#) for component 2.

A lot of teachers start with this component, teaching the research methods section first, before going to component 1.

Milgram & Kohlberg

- The inclusion of Milgram and Kohlberg in component two is to introduce candidates to the methodologies used by psychologists in working scientifically and to gain an appreciation of the impact of choices made on the outcomes of the work and consequently the possible applications.
- Exam questions will be different to those from the classic evidence in component 1. The specification does not list methodology, procedures, findings, etc. instead students are expected to relate their knowledge of research methods from this component, to these studies.
- To help students assess how much of the research methods concepts are relevant to the work of Milgram and Kohlberg you can find question generator sheets. These can be found in the 2016-2017 CPD materials Zip File on the [training materials](#) section of our website.

Personal Investigations

- You can find the titles of the personal investigations for each year in Appendix B of the specification on our [website](#).
- Both investigations will be assessed in the examination paper but not necessarily with equal weighting.
- Learners can collect data as individuals, pairs or groups. A lot of teachers undertake one investigation as a class before allowing their students to plan their own investigation for the second title.
- [The British Psychological Society's Code of Ethics and Conduct \(2009\)](#) needs to be followed.
- For each investigation, no matter what methodology, students will be expected to apply their knowledge of research methods to each investigation, including the following aspects: hypotheses; variables; methodology (including experimental design if appropriate); sampling; descriptive statistics; graphical representations; inferential statistics; reliability; validity; ethics.
- Planning is vital in ensuring that personal investigations cover all aspects listed above. We have developed a [Planning your personal investigation](#) booklet to help students undertake this planning. This exemplar document can be used by students to consider the planning that needs to be undertaken before they start to undertake their research. This document will help students to ensure that they have covered the key areas stated within the specification for this work. We will not be producing a new planning document each year but we have uploaded a word version of the document for teachers to adapt to the appropriate investigation titles provided for each annual assessment.
- In order to help students prepare for the examination we produced a personal investigations logbook that you can find in the 2016-2017 CPD materials Zip File on the [training materials](#) section of our website.
- When answering the questions in the examination students must always refer back to the research they have undertaken. If their answers are generic, and could potentially apply to any investigation, they will lose marks.

Application of research methods

- It's important with each section, to read the instructions above the bullet points. Some sections only ask for knowledge and understanding (e.g. Deciding on a research question), some ask for knowledge, understanding and evaluation (e.g. Methodologies) and others ask for knowledge, evaluation, interpretation, estimation and calculation (e.g. Descriptive statistics).
- If a standard deviation question appears on the exam paper, we will provide students with the formula.
- Appendix A in the specification provides you with some exemplification of the mathematical skills required in A Level Psychology.
- We have developed a [research methods resource](#) that students can access in order to understand the terminology in the specification. The first section of this resource introduces students to the key terms, with the second section allowing them to test themselves on these terms.
- The component 2 paper includes questions where students need to apply their research methods knowledge to novel research scenarios. There are a couple of resources you may find useful for this section. Our [Applying research methods terminology](#) resource demonstrates how students can use research methods terminology effectively in their written answers. The resource guides students through improving sample examination responses by using their knowledge of research methods as well as understanding how to link their answers back to the research scenario. We have also produced a bank of [Psychology scenarios](#) from past papers that allow teachers to devise and add their own questions to test students' knowledge and application skills.
- It is really important that students demonstrate contextualisation in the research scenario questions, otherwise they won't be able to access the full marks that are on offer. It is also important that they can use research methods terminology appropriately with confidence.
- It is important to note that the specification states that students need to have 'knowledge, appropriate application and interpretation of' a list of statistical tests. The specification does not include the word 'calculation' in this section. However, we would expect students to undertake a statistical test as part of each personal investigation.
- Previous exam series have highlighted areas of research methods that students find difficult. Therefore, we have provided some teaching activities for these areas on our website:

Area of specification	Where to find
Content analysis	In the 2017-2018 CPD materials Zip File on the training materials section of our website.
Inferential statistics	In the 2017-2018 CPD materials Zip File on the training materials section of our website.
Operationalisation	In the 2017-2018 CPD materials Zip File on the training materials section of our website.
Reliability & Validity	In the 2017-2018 CPD materials Zip File on the training materials section of our website.
Standard deviation	On our website , under 'Resources for Teachers'
Which Inferential Test to Use	On our website , under 'Resources for Teachers'

- We have worked with Cardiff University to develop a resource entitled [The Daily Dose](#). This is a series of simple, engaging activities to support research methods teaching. Each edition of 'The Daily Dose' aims to foster a basic understanding of how health news and health scares arise in the media, and what simple signs to look for to decide if they are based on strong evidence. The content is based on Cardiff University's research into exaggerations in health news. The activities help students to identify clues in real examples of news stories to uncover whether there is good evidence to back up what the news is claiming. At the same time, they help students understand key aspects of research methods: variables, correlation, experiments, confounds.

The Component 2 Exam

Just like A level Component 1, A level component 2 has 100 marks and candidates have two and a quarter hours to complete it. What does differ is how the 100 marks are divided across the three assessment objectives. 20 marks will be awarded for AO1, knowledge and understanding. 50 marks will be awarded for AO2, the application of knowledge and understanding. And 30 marks will be awarded for AO3, analysing and evaluating. Therefore, half of the marks awarded on Component 2 are for AO2. Therefore, although AO1 and AO3 skills are still important, being able to demonstrate AO2 effectively is essential to a good performance on this component.

Marking the exam

To fully explore how we mark our component 2 exams you can use our [Mark Like an Examiner video - Component 2](#). This video explores how the 2018 component 2 paper was marked by our examiners. In order to get the most from this resource you will need to download the sample papers pack and the mark scheme pack from the website.

Component 3 – Psychology: Implications in the real world

The study of behaviours

Students need to study **three** from six nominated behaviours:

- Addictive behaviours
- Autistic spectrum behaviours
- Bullying behaviours
- Criminal behaviours
- Schizophrenia
- Stress

Component 3 in many ways builds on the knowledge base gained by component 1 and 2. Students should by the start of this component have developed skills of description, evaluation, and be able to draw conclusions about causes of behaviour. From component 2 students should have learnt the intricacies of research methods, their relative benefits and draw backs adding a further dimension to critical analysis expected in component 3.

You might like to start by giving your students our [Psychology checklist](#) for component 3. You would only need to print-out the checklists for the behaviours you have chosen to teach.

For each of the behaviours, students need to know the following:

Know the characteristics of the behaviour

- Not all behaviours have DSM characteristics. In this instance it is absolutely fine to link it to definitions or research that discusses characteristics such as Olweus's (1993) definition of bullying or Griffith's (2005) suggestion of the six criteria that need to be met for a behaviour to be considered an addiction.
- It is important that students look at the characteristics of the behaviour rather than just types of the behaviour. Students often find this difficult with criminal behaviours. To illustrate how you could focus on the different types of criminals and their different characteristics we introduced teachers to an exercise based on an accessible journal article entitled 'Personality Characteristics and Criminal Behaviour' that you can find in the 2018-2019 CPD materials Zip File on the [training materials](#) section of our website.

Know and understand biological, individual differences and social psychological explanations for the behaviour

- For each of the biological, individual differences and social psychological explanations for each behaviour, the specification gives examples. However, teachers can choose any **two** or more explanations to teach their students. For example, the specification gives the following examples for schizophrenia:
 - cannabis influence on brain chemistry
 - dopamine hypothesis
 - enlarged ventricles

However, some teachers chose to teach genetics and structural brain abnormalities.

- When choosing which explanation to teach it might be useful to consider our definitions for each explanation:

Explanation	Definition
Biological	Examining the biological underpinnings of our experience and behaviour.
Individual differences	Examining the difference in behaviour between individuals.
Social Psychological	Examining the nature and causes of individual behaviour in social situations.

- Also be careful that your two explanations are not too similar as some examination questions may well ask for two explanations and there may be a danger that the answer would not distinguish between the two and sound like a discussion of one explanation. It is good practice in this situation for students to structure their essays to make this clear to the examiner:

The first biological explanation of ... is ... This is a biological explanation because ... The second biological explanation of ... is ... This is a biological explanation because ...

- As we do not know what explanations have been chosen by teachers, we will not name them in examination questions.

Evaluate the biological, individual differences and social psychological explanations of the behaviour

- To evaluate the explanations, students will need to understand strengths and weaknesses of the explanations. They can do this by using supporting/refuting studies for each explanation and/or using the alternative explanations as refuting evidence. They can also evaluate the explanations of behaviour by considering links to methods of modification, and or social and ethical implications of the explanation.

Know and understand the methods of modifying the behaviour

- For each behaviour the specification lists two methods of modifying. You need to teach each both.
- The method of modification can be named directly in an examination question.

Apply the explanations to methods of modifying the behaviour

- This should be viewed as applying the whole explanation (e.g. Biological) as a way of explaining the rationale behind the method.
- You may find that some specific examples, such as the dopamine hypothesis, would lend itself well to applying this to antipsychotic drugs. However, as each explanation is only offered as an example in the specification this does not mean that candidates are specifically required to know how each example applies to the method.
- You can find a useful worksheet named 'Applying MOM Table' in the 2019-2020 CPD materials Zip File on the [training materials](#) section of our website.

Evaluate the methods of modifying the behaviour (including their effectiveness, ethical implications and social implications).

- For each of the named methods of modifying for each behaviour students need to be able to evaluate how well they work for that behaviour.
- Examples of themes for evaluation of the methods of modification include:
 - Effectiveness (academic support) – two/three specific examples.
 - Ethical implications – risks to people who undergo the method of modification.
 - Social and economic implications – potential to improve society by removing the behaviour or costs of the method, either financial or in terms of implications for society if they are ineffective.
- Examination questions could specifically ask students to focus on effectiveness and/or ethical implications and/or social implications

AO2 questions, just like all other papers, stem from scenarios or statements. We have developed a resource entitled [Using empirical evidence for the study of behaviours](#) that helps students to engage with empirical evidence linked to the study of behaviours. By exploring brief descriptions of relevant research studies students will be able to start to explore a number of ways to question empirical evidence as well as considering how to use the evidence in their essays.

Controversies

- The controversies of psychology are fundamental to an overall appreciation of psychological endeavours. There should be an awareness of them throughout the studying of the specification.
- Care should be taken not to simplistically recycle without ensuring absolute relevance and appropriateness to the context of the question.
- For each controversy students will need to:
 - understand the issue and why it is controversial
 - apply knowledge and understanding to controversies in psychology
 - present both sides of the debate / argument
 - make judgements and come to conclusions about the controversies from a psychological perspective.
- In the examination learners must answer **one** from two questions from this section. Some centres chose to teach four out of the five controversies but this could result in students having no choice of question in the examination.
- The examination questions could cover the whole controversy or focus on specific bullet points as given in the specification. We have developed guidance on how to link each of the bullet points together to avoid students planning an essay answer for each separate bullet point. These can be found in the 2018-2019 CPD materials Zip File on the [training materials](#) section of our website.
- Two different controversies will be covered by the questions in each examination.
- These questions will always be out of 25 (10 AO2 and 15 AO3)

- Component 3 and Unit 3 (WJEC) are nearly identical on both specifications. It might be useful to look at both sets of past papers and OERs.

The Component 3 Exam

Each behaviour will be allocated questions that add up to 25 marks split between section a and b. These will be made up of 10 AO1 (knowledge and understanding), 5 AO2 (application of knowledge) and 10 AO3 marks (analyse, interpret and evaluate).

The make-up of the questions could vary. For example:

AO1 only question:

- (a) Outline **two** biological explanations for addictive behaviours. [10]

AO1 and AO2 question:

- (a) A young mother has recently started spending more money than she can afford on expensive clothes for her child. Every day she goes to the shops and buys many items. However, when she goes home she does not use them to dress her child but rather keeps them in a special wardrobe to keep them clean.

Explain how a psychologist could modify this shopping addiction in the young mother. [15]

AO2 only question:

- (i) Briefly explain how social psychological explanations could be applied to modifying autistic spectrum behaviours. [5]

AO2 and AO3 question:

- b) Some psychologists would suggest that individual differences explanations do not explain addictive behaviours as well as the biological and social psychological explanations.

With reference to this statement, evaluate individual differences explanations of addictive behaviours. [15]

AO3 only question:

- (b) Compare and contrast the strengths and weaknesses of **two** explanations of addictive behaviours. [10]

Candidates have 2 hours and 30 minutes for 100 marks. The split of assessment objectives across the paper are: 30 marks for AO1, knowledge and understanding, 25 marks for AO2, the application of knowledge and understanding, and 45 marks will be awarded for AO3, analysing and evaluating.

Marking the exam

You can explore how we mark our Component 3 exams by using our Eduqas [Mark Like an Examiner video - A Level Component 3](#). This set of videos explores how the 2017 component 3 paper was marked by our examiners. In order to get the most from this resource you will need to download the sample papers pack and the mark scheme pack from the website. As you won't be teaching all the component 3 behaviours, we have produced separate videos for each.

Further Support

Past Papers and Marking Schemes

A collection of our past papers and marking schemes can be found on our [website](#). Papers and marking schemes from the previous summer are kept on our [secure website](#) until the 1st March when they move to our public website.

Examiner Reports

Each year we produce an examiners' report that is published on [our website](#) on results day. This contains a review of each question that was asked in the summer examination papers.

Secure website

Our [secure website](#) gives you access to a number of extra resources for psychology. This includes the Exam Results Analysis which allows you to compare your students' performance on each question with that of the candidature overall, letting you see where they have done well and where there might be room for improvement. Your examinations officer will be able to provide you with log-in details for your centre.

Online exam Review (OER)

Our OER is a collection of interactive components that bring together a number of elements including general data, exam questions, their marking schemes and examiner comments, which will lead you through a review of exam questions. You can access the [psychology OERs](#) from our website, which date back to the start of the specification. You can see clean copies of actual student work as well as annotated versions.

Most new internet browsers have a pdf reader preinstalled; however, they do not support the more interactive content of the OER Units. We recommend that you change the default pdf reader of your browser to Adobe Acrobat DC. A free download of this software can be found at <https://get.adobe.com/uk/reader/> (remember to un-tick the optional offer).

A complete set of instructions on how to change the default pdf reader for all browsers can be [downloaded here](#).

Question Bank

Our [psychology question bank](#) is a free tool which allows you to create practice question papers from WJEC past paper questions. Find the questions you need, add them to your paper and export your paper with accompanying mark scheme and examiner's comments as a PDF ready to use in the classroom.

Online Teacher Network

Our [psychology Facebook page](#) is the official network for teachers delivering WJEC or WJEC Eduqas AS/A level Psychology. The group is monitored by the WJEC Psychology Subject Officer from 9am – 5pm. We encourage teachers to share resources, advice, and subject-related news to help fellow group members. Please note, content uploaded is not endorsed by WJEC and is the responsibility of the group member.

Each month the Subject officer collates all the shared links into a shared links document to make finding articles a little bit easier.

Textbooks

We have three endorsed textbooks for the course:

[The Complete Companions for WJEC: Year 1 and AS Psychology Student Book](#)

[The Complete Companions: Eduqas and WJEC Year 2 Psychology Student Book](#)

A Level Psychology - Skills Builder - This book has been written specifically for the WJEC and Eduqas AS and A Level Psychology courses. This resource is suitable for students of all abilities and covers the skills students will need to develop as they progress through the course. If you wish to purchase a copy of this book please complete and return this [order form](#).

Open evening materials

We have created an open evening flyer and PowerPoint presentation that you can download from [our website](#), under 'Resources for Students'.

Training courses

Each year we provide professional learning courses for our teachers. You can view up and coming dates [here](#).

Get in touch

Any further questions we are here to help: ✉ Psychology@eduqas.co.uk, ☎ 029 2240 4284