

Mapping Guide

DRAFT

A LEVEL

PSYCHOLOGY

H569

For first teaching in 2026

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

Introduction

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

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

This mapping guide

In the tables that follow, you can see:

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

Mapping the refreshed specification against the current specification

Component 1

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

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| Correlation | <ul style="list-style-type: none"> obtaining data for correlational analysis correlational coefficients positive correlation negative correlation no correlation | Correlation | <ul style="list-style-type: none"> obtaining data for correlational analysis positive correlation negative correlation no correlation | No change |
| Case study | obtaining data for a case study | | | Change (addition): In the refreshed qualification students are required to know about the features of a case study but are not required to conduct one as part of their own practical investigations. |
| Content analysis | how a content analysis is performed | | | Change (addition): In the refreshed qualification students are required to know about content analysis but are not required to conduct one as part of their own practical investigations. |
| 1.2 Planning and conducting research | Content | 1.2 Planning and conducting research | Content | |
| Aims and hypotheses and how to formulate | <ul style="list-style-type: none"> research aim research question alternative hypotheses null hypotheses one-tailed (directional) hypotheses two-tailed (non-directional) hypotheses | Aims and hypotheses and how to formulate | <ul style="list-style-type: none"> research aim research question null hypotheses alternative hypotheses one-tailed (directional) hypotheses two-tailed (non-directional) hypotheses | No change |
| Populations, samples and sampling techniques | <ul style="list-style-type: none"> target population and sample random sampling snowball sampling opportunity sampling self-selected sampling | Populations, samples and sampling techniques | <ul style="list-style-type: none"> target population and sample random sampling snowball sampling opportunity sampling self-selected sampling | No change |

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|--|---|--|---|---|
| Correlation | <ul style="list-style-type: none"> obtaining data for correlational analysis correlational coefficients positive correlation negative correlation no correlation | Correlation | <ul style="list-style-type: none"> obtaining data for correlational analysis positive correlation negative correlation no correlation | No change |
| Experimental designs | <ul style="list-style-type: none"> repeated measures design independent measures design matched participants design | Experimental designs | <ul style="list-style-type: none"> repeated measures design independent measures design matched participants design | No change |
| Research designs | <ul style="list-style-type: none"> longitudinal research cross-sectional research | | | |
| Variables and how they are operationalised | <ul style="list-style-type: none"> independent variable (IV) dependent variable (DV) control of extraneous variables (researcher, situational and participant) | Variables and how they are operationalised | <ul style="list-style-type: none"> independent variable (IV) dependent variable (DV) control of extraneous variables | Change (clarification): In the refreshed qualification the focus is on the control of three main extraneous variables. |
| Designing observations | <ul style="list-style-type: none"> behavioural categories time sampling event sampling | Designing observations | <ul style="list-style-type: none"> behavioural categories coding frames time sampling event sampling | Change (removal): Coding frames is no longer included. |
| Designing self-reports | <ul style="list-style-type: none"> open questions closed questions rating scales: <ul style="list-style-type: none"> Numerical rating scale, Likert rating scale, Semantic differential rating scale | Designing self-reports | <ul style="list-style-type: none"> open questions closed questions rating scales: <ul style="list-style-type: none"> Likert rating scale, Semantic differential rating scale | Change (addition): The refreshed qualification adds numerical rating scale to clarify which types of rating scales will be assessed in the exam. |

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| 1.3 Data recording, analysis and presentation | Content | 1.3 Data recording, analysis and presentation | Content | |
|---|---|---|---|---|
| Raw data | <ul style="list-style-type: none"> • design of raw data recording tables • use of raw data recording tables • standard and decimal form • significant figures • make estimations from data collected | Raw data | <ul style="list-style-type: none"> • design of raw data recording tables • use of raw data recording tables • standard and decimal form • significant figures • make estimations from data collected | No change |
| Types of data | <ul style="list-style-type: none"> • quantitative data • qualitative data • primary data • secondary data • strengths and weaknesses of each type of data | Levels and types of data | <ul style="list-style-type: none"> • nominal level data • ordinal level data • interval level data • quantitative data • qualitative data • primary data • secondary data | <p>Change (clarification): In the refreshed qualification levels and types of data are split into two separate categories. Candidates still need to know the <u>same</u> content for both but the addition of strengths and weaknesses has been added for clarity.</p> |
| Levels of data | <ul style="list-style-type: none"> • nominal level data • ordinal level data • interval level data • strengths and weaknesses of each level of data | | | |
| Analysis of qualitative data | <ul style="list-style-type: none"> • converting qualitative to quantitative data | | | <p>Change (addition): In this refreshed qualification students are required to understand the process of converting qualitative data to quantitative data.</p> |

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| Descriptive statistics | <ul style="list-style-type: none"> • measures of central tendency <ul style="list-style-type: none"> ○ mean, median, mode • measures of dispersion <ul style="list-style-type: none"> ○ range, variance, standard deviation • ratio • percentages • fractions • frequency tables (tally chart) |
| Graphs | <ul style="list-style-type: none"> • line graphs • pie charts • bar charts • histograms • scatter diagram |

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|------------------------|---|
| Descriptive statistics | <ul style="list-style-type: none"> • measures of central tendency <ul style="list-style-type: none"> ○ mode, median, mean • measures of dispersion <ul style="list-style-type: none"> ○ variance, range, standard deviation • ratio • percentages • fractions • frequency tables (tally chart) • line graph • pie charts • bar charts • histograms <ul style="list-style-type: none"> ○ scatter diagram |
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Change (formatting only): In the refreshed qualification descriptive statistics and graphs are split into two separate categories. Candidates still need to know the same content for both (**content wise = no change**).

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| Inferential statistics | <ul style="list-style-type: none"> • normal and skewed distributions • probability • significance levels • criteria for using a parametric test • criteria for using a specific non-parametric inferential test <ul style="list-style-type: none"> ○ Mann-Whitney U ○ Wilcoxon Signed Ranks ○ Chi-square ○ Binomial Sign ○ Spearman's Rho • using statistical tables of critical values for all five named non-parametric inferential tests • write a significance statement including the calculated value, the and significance level, accept or reject the null hypothesis • calculate Chi-square • type 1 errors • type 2 errors • symbols: =, <, <<, >>, >, α, ~, \geq, \leq | Inferential statistics | <ul style="list-style-type: none"> • normal distribution curves • skewed distribution curves • probability • significance levels • using statistical tables of critical values • criteria for using a parametric test • criteria for using a specific non-parametric inferential test (Mann-Whitney U test, Wilcoxon Signed Ranks test, Chi-square, Binomial Sign test and Spearman's Rho) • understand the use of specific non-parametric inferential tests (MannWhitney U test, Wilcoxon Signed Ranks test, Chi-square, Binomial Sign test and Spearman's Rho) • type 1 errors • type 2 errors • symbols: symbols: =, <, <<, >>, >, α, ~ | <p>Change (removal): The refreshed specification does not require candidate's understanding of how to use specific non-parametric inferential statistical tests (in terms of calculations) except for Chi-Square. Therefore, candidates will be only required to calculate Chi-Square.</p> <p>Change (clarification): the refreshed specification clarifies that candidates have to be able to write a significance statement including the calculated the critical value, significance level, and whether to accept or reject the null hypothesis.</p> <p>Change (addition): The following symbols were added: \geq, and \leq.</p> |
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| Methodological issues | <ul style="list-style-type: none"> • representativeness • generalisability • reliability: <ul style="list-style-type: none"> ○ internal, external, inter-rater, test-retest, split-half • validity: <ul style="list-style-type: none"> ○ internal, face, construct, concurrent, predictive, external, population, ecological • demand characteristics • social desirability • researcher/observer bias • researcher/observer effect(s) • ethical issues in the treatment of humans, other organisms and the environment, including: <ul style="list-style-type: none"> ○ the British Psychological Society's Code of Ethics and Conduct <ul style="list-style-type: none"> • Respect – informed consent, right to withdraw, confidentiality • Competence • Responsibility – protection of participant, debrief • Integrity – deception ○ Animal ethics and the three R's: <ul style="list-style-type: none"> • Replacement • Reduction • Refinement |
| Methodological issues | <ul style="list-style-type: none"> • representativeness • generalisability • reliability: • Internal, External, Inter-rater, Test-retest, Split-half • validity: <ul style="list-style-type: none"> ○ Internal, Face, Construct, Concurrent, Criterion, External, Population, Ecological • demand characteristics • social desirability • researcher/observer bias • researcher/observer effect(s) • ethical considerations, including the British Psychological Society's Code of Ethics and Conduct: <ul style="list-style-type: none"> ○ Respect – informed consent, right to withdraw, confidentiality ○ Competence ○ Responsibility – protection of participant, debrief • Integrity – deception |
| <p>Change (removal/addition): criterion validity will no longer be assessed, but predictive validity is a new addition.</p> <p>Change (addition): ethical issues in the treatment of humans, other organism and the environment. Including animal ethics and the three R's.</p> | |

| 1.4 Report writing | Content | 1.4 Report writing | Content | |
|---|---|---|--|--|
| Sections and sub-sections of a practical report | <ul style="list-style-type: none"> • abstract • introduction • method (design, sample, materials/ apparatus, procedure) • results • discussion • references • appendices | Sections and sub-sections of a practical report | <ul style="list-style-type: none"> • abstract • introduction • method (design, sample, materials/apparatus, procedure) • results • discussion • references • appendices | No change |
| Citing academic references | a familiarity with citing academic research using the Harvard system of referencing, e.g. Milgram, S. (1963) Behavioral study of obedience. Journal of Abnormal and Social Psychology, 67, (4), 371–378 | Citing academic references | a familiarity with citing academic research using the Harvard system of referencing, e.g. Milgram, S. (1963) Behavioral study of obedience. Journal of Abnormal and Social Psychology, 67, (4), 371–378 | No change |
| Peer review | evaluate the role of the psychological community in validating new knowledge and ensuring integrity through the process of peer review | Peer review | appreciate the role of the psychological community in validating new knowledge and ensuring integrity through the process of peer review | Change (clarification): The word evaluate has replaced appreciate |

| 1.5 Science in psychology | | 1.6 How science works | | Change (wording). |
|---------------------------|--|-----------------------|--|--|
| | <p>Students should understand how society makes decisions about scientific issues and how psychology contributes to the success of the economy and society. Students should be aware of the nature and principles of scientific enquiry through knowledge and understanding of the following concepts:</p> <ul style="list-style-type: none"> • the study of cause-and-effect • falsification • replicability • objectivity • hypothesis testing • manipulation of variables • control and standardisation • quantifiable measurements | | <p>Students should understand how society makes decisions about scientific issues and how psychology contributes to the success of the economy and society</p> <p>Students should be aware of the nature and principles of scientific enquiry through knowledge and understanding of the following concepts:</p> <ul style="list-style-type: none"> • the study of cause-and-effect • falsification • replicability • objectivity • induction • deduction • hypothesis testing • manipulation of variables • control and standardisation • quantifiable measurements | <p>Change (removal): The following features of science have been removed from the refreshed qualification: induction and deduction.</p> |

| 1.6 Practical investigations | Content | 1.5 Practical activities | Content | Change (wording): candidates will now be assessed on their practical investigations. |
|------------------------------|--|--------------------------|---|--|
| | <p>Students should have undertaken the following practical investigations and be prepared to be assessed on them individually:</p> <ul style="list-style-type: none"> • experiment • observation • self-report • correlation | | <p>Students should have experience of the following practical activities:</p> <ul style="list-style-type: none"> • self-report • observation • experiment • correlation | <p>Change (wording): The refreshed specification now clarifies that each student needs to undertake four different practical investigations.</p> <p>The word 'experience' may have been ambiguous, and some students may have interpreted it as taking part in those pieces of research rather than carrying them out.</p> |

Component 2

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

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

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

| Section A: Core studies | |
|----------------------------|---|
| Individual studies | <p>'Tell the story' of each core study in terms of:</p> <ul style="list-style-type: none"> • aim • method <ul style="list-style-type: none"> ○ design ○ sample ○ materials/apparatus ○ procedure • findings/results • conclusions • how the study relates to the topic • how the methodology of the study could be improved |
| Core studies in their area | <ul style="list-style-type: none"> • How each core study relates to the area it is in • Similarities between studies • Differences between studies • To what extent do studies contribute to our current understanding of: <ul style="list-style-type: none"> ○ individual diversity ○ social diversity ○ cultural diversity • Usefulness of studies • Current relevance of studies |

| Section A: Core studies | |
|-----------------------------|--|
| Individual studies | <p>'Tell the story' of each core study in terms of:</p> <ul style="list-style-type: none"> • background • method <ul style="list-style-type: none"> ○ design ○ sample ○ materials/apparatus ○ procedure ○ results ○ conclusions |
| Core studies in their pairs | <ul style="list-style-type: none"> • How the two studies are similar • How the two studies are different • To what extent the contemporary study changes our understanding of the key theme • To what extent the contemporary study changes our understanding of individual, social and cultural diversity |

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| <p>Change (replacement): Candidates are required to understand the aim(s) of the study.</p> <p>Change (addition): Candidates have to be able to examine how the study relates to the topic (as specified on the previous page) and how the study could be improved.</p> <p>Change (removal): Students are no longer required to describe the background to a core study in an assessment</p> |
| <p>Change (clarification): the refreshed qualification clarifies that students are required to know how each core study relates to the area.</p> <p>Change: Candidates have to be able to assess similarities and differences between all three studies within their area rather than in their themed pairs (since the key themes were removed).</p> <p>Change (addition): Candidates need to assess the usefulness and current relevance of each of the studies within this section.</p> |

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| Methodological issues | <ul style="list-style-type: none"> • The strengths and weaknesses of the different research methods and techniques • The strengths and weaknesses of different types of data • Representativeness and generalisability • Ethical issues • Validity • Reliability • Sampling bias • Ethnocentrism | Methodological issues | <ul style="list-style-type: none"> • The strengths and weaknesses of the different research methods and techniques • The strengths and weaknesses of different types of data • Ethical considerations • Validity • Reliability • Sampling bias • Ethnocentrism | Change (clarification): this refreshed specification clarifies the need for students to be able to understand the issues of representativeness and generalisability |
| | | Key themes and areas of psychology | <ul style="list-style-type: none"> • How each core study relates to its key theme • How each core study relates to the area of psychology it is placed within | Change (removal): Key themes were removed from refreshed specification. |

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| Section B: Areas, perspectives, issues and debates | | Section B: Areas, perspectives and debates | | |
| Areas <ul style="list-style-type: none"> • Social • Cognitive • Developmental • Biological • Individual Differences | <ul style="list-style-type: none"> • The key principles of each area and how they explain behaviour • How core studies illustrate each area • Strengths and weaknesses of each area and their explanations of behaviour • Practical applications including strategies to change/improve behaviour based on the key principles of each area • How each area is different from and similar to other areas/ perspectives. | Areas <ul style="list-style-type: none"> • Social • Cognitive • Developmental • Biological • Individual Differences | <ul style="list-style-type: none"> • The defining principles and concepts of each area • Research to illustrate each area • Strengths and weaknesses of each area • Applications of each area • How each area is different from and similar to other areas | <p>Change (addition): In the refreshed qualification, candidates may be asked to compare areas to perspectives.</p> <p>Change (clarification): the refreshed qualification has amended the wording of this section to help with clarity over what to teach.</p> |

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| Section B: Areas, perspectives, issues and debates | | Section B: Areas, perspectives and debates | | |
| Perspectives <ul style="list-style-type: none"> • Behaviourist • Psychodynamic | <ul style="list-style-type: none"> • The key principles of each perspective and how they explain behaviour • How core studies illustrate each perspective • Strengths and weaknesses of each perspective and their explanations of behaviour • Practical applications including strategies to change/improve behaviour based on the key principles of each perspective • How each perspective is different from and similar to the other perspective/areas. | Perspectives <ul style="list-style-type: none"> • Behaviourist • Psychodynamic | <ul style="list-style-type: none"> • The defining principles and concepts of each perspective • Research to illustrate each perspective • Strengths and weaknesses of each perspective • Applications of each perspective • How each perspective is different from and similar to the other perspective | <p>Change (addition): In the refreshed qualification, candidates may be asked to compare perspectives to areas.</p> <p>Change (clarification): the refreshed qualification has amended the wording of this section to help with clarity over what to teach.</p> |

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| Issues <ul style="list-style-type: none"> • Ethical issues • Conducting socially sensitive research • Usefulness of research | <ul style="list-style-type: none"> • The key features of each issue • How core studies illustrate the different issues • Strengths and weaknesses related to the different issues. | Debates <ul style="list-style-type: none"> • Nature/nurture • Freewill/determinism • Reductionism/holism • Individual/situational explanations • Usefulness of research • Ethical considerations • Conducting socially sensitive research • Psychology as a science | <ul style="list-style-type: none"> • The defining principles and concepts of each debate • Different positions within each debate • Research to illustrate different positions within each debate • Applications of different positions within each debate • How each debate is different from and similar to other debates | <p>Change (formatting): In the refreshed qualification, the debates section has now been split into issues and debates.</p> <p>Change (removal): the refreshed qualification no longer requires students to know applications of different positions within the debate or to compare debates.</p> <p>Change (clarification): as well as wording changes for clarification, the refreshed qualification now specifies that students must know strengths and weaknesses of the issues and different positions within each debate</p> |
| Debates <ul style="list-style-type: none"> • Nature/nurture • Freewill/determinism • Reductionism/holism • Individual/situational explanations • Psychology as a science | <ul style="list-style-type: none"> • Different positions within each debate • How core studies illustrate different positions within each debate • Strengths and weaknesses of the different positions within each debate. | | | |

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| Section C: Practical applications | | Section C: Practical applications | | |
| The practical applications of psychology | <ul style="list-style-type: none"> Identify, apply and evaluate the psychological content in the source(s) | The practical applications of psychology | <ul style="list-style-type: none"> Recognise the psychological content in the source Make evidence-based suggestions in relation to the source Consider the strengths and weaknesses of the suggestion(s) they themselves are making | <p>Change (addition): Candidates will have to identify, apply and evaluate the psychological content instead of just recognising it (as per wording of the current specification).</p> <p>Change (removal): The refreshed qualification no longer requires students to make or evaluate their own suggestions.</p> |

Component 3

| Refreshed qualification | Current qualification | Comments |
|--|---|---|
| <p>Applied Psychology</p> <ul style="list-style-type: none"> Describe concepts, theories, studies and practical applications as specified below Discuss and apply methodological issues and debates in psychology to each topic Explain the background in each topic outline strengths and weaknesses in relation to the topic – including the background, key study and practical applications Evaluate the contribution the key studies have made to the topic Suggest possible methodological improvements to key studies Apply the background, key studies and practical applications to novel situations Explain how psychology contributes to current understanding of individual, social and cultural diversity Explain how research into mental health and criminal psychology contribute to the success of the economy and society today. | <p>Applied Psychology</p> <ul style="list-style-type: none"> Description of concepts, theories and studies specified by the indicative content Application of methodological issues and debates in psychology Recognition of the contribution the key research has made to the topic Application of the background, key research and application to novel situations with which psychologists might be concerned Consideration of ways in which different areas of psychology can inform our understanding of applied psychology Exploration of social, moral, cultural and spiritual issues where applicable Recognition of how the key research contributes to an understanding of individual, social and cultural diversity Recognition of how society makes decisions about scientific issues and how psychology contributes to the success of the economy and society | <p>Main changes:</p> <p>Change (addition): Crime will also be compulsory (alongside mental health).</p> <p>Change (addition/removal): compulsory units will have four topics each, whereas optional units will have three topics to learn (instead of current six).</p> <p>Change (clarification): Candidates have to evaluate the contribution the key studies have made to the topic.</p> <p>Change (addition): Candidates will now have to explain the background in each topic.</p> <p>Change (addition): Candidates will have to be able to suggest possible improvements to key studies.</p> <p>Change (removal): Candidates will no longer be asked to consider ways in which different areas of psychology can inform our understanding of applied psychology. Nor will they have to explore social, moral or spiritual issues.</p> <p>Change (clarification): Candidates will have to explain how compulsory units contribute to the success of the economy and society.</p> |

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Issues

- Ethical issues
- Conducting socially sensitive research
- Usefulness of research
- Reliability
- Validity
- Sampling bias
- Generalisability

Debates

- Nature/nurture
- Freewill/determinism
- Reductionism/holism
- Individual/situational explanations of behaviour
- Psychology as a science

- Nature/nurture
- Freewill/determinism
- Reductionism/holism
- Individual/situational explanations
- Usefulness of research
- Ethical considerations
- Conducting socially sensitive research
- Psychology as a science
- Ethnocentrism
- Validity
- Reliability
- Sampling bias

Change (format): The methodological issues and debates section has now been split into separate issues and debates sections.

Change (removal): Ethnocentrism and sampling bias will no longer be assessed in component 3.

Change (addition): Generalisability has been added as an issue for component 3.

Section A: Mental Health

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

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| | <p>Key study: Watson and Raynor (1920) Conditioned emotional reactions</p> <p>Practical applications:</p> <ul style="list-style-type: none"> • The use of CBT as a treatment for mental illness • The use of psychoanalysis as a treatment for mental illness • The use of systematic desensitisation as a treatment for phobias | | <p>Key research: Szasz (2011) The myth of mental illness: 50 years later</p> <p>Application: Non-biological treatment of one specific disorder</p> | <p>Change (replacement): Szasz' study will no longer be assessed in Component 3. It will be replaced with Watson and Raynor.</p> <p>Change (clarification): Precise applications are provided to avoid any confusion</p> |
| Modern approaches to mental health | <p>Background: The roles of psychologists and psychiatrists in diagnosing and treating mental illness</p> <p>The role of technology in supporting mental health</p> <p>The promotion of mental wellbeing</p> <p>Key study: Fulmer et al. (2018)</p> <p>Using psychological artificial intelligence (Tess) to relieve symptoms of depression and anxiety: randomized controlled trial</p> <p>Practical applications:</p> <ul style="list-style-type: none"> • The use of artificial intelligence (AI) technology to support mental health and wellbeing. • The use of digital media to promote mental health and wellbeing | | | <p>Change (addition): New topic added to reflect recent changes in mental health field.</p> |

Section B: Criminal Psychology

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

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|-----------------|---|---|--|--|
| Building a case | Background: Emotional context in the processing of forensic evidence Cognitive biases in the processing of forensic evidence Biases associated with working for the prosecution or defence in the processing of forensic evidence | The collection and processing of forensic evidence (Biological) | | |
| | Key study: Hall and Player (2008) Will the introduction of an emotional context affect fingerprint analysis and decision-making? | | Key research: Hall and Player (2008) Will the introduction of an emotional context affect fingerprint analysis and decision-making? | No change |
| | Practical applications: The use of ACE-V to reduce bias in the processing of forensic evidence. The use of Linear Sequential Unmasking (LSU) to reduce bias in the processing of forensic evidence. | | Application: At least one strategy for reducing bias in the collection and processing of forensic evidence | Change (clarification): Two specific applications to be covered as named on the refreshed specification |

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|------------------|--|--|---|--|
| In the courtroom | Background: How juries can be persuaded by: <ul style="list-style-type: none"> • Characteristics of witnesses and defendants (attractiveness, confidence and ethnicity) • Inadmissible evidence • Pre-trial publicity | Psychology and the courtroom (Cognitive) | Background: How juries can be persuaded by the characteristics of witnesses and defendants | Change (clarification/addition): Candidates have to focus on three different characteristics of defendants and witnesses. They also have to consider the role of inadmissible evidence and pre-trial publicity |
| | Key study: Dixon et al. (2002) Effects of regional accent, race, and crime type on attributions of guilt. | | Key research: Dixon et al. (2002) Effects of regional accent, race, and crime type on attributions of guilt. | No change |
| | Practical applications: The use of restorative justice to reduce reoffending The use of education and ex-offender employment programmes to reduce reoffending | | Application: At least one strategy to influence jury decision making | Change (clarification): Two specific applications to be covered as named on the refreshed specification |

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

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

| Section C – Option 1 Child Psychology | | Section B – Option 1 Child Psychology | | Change: Child Psychology is now in Section C Options. |
|---------------------------------------|--|---------------------------------------|---|---|
| Pre-adult brain development | Background: How brain development can impact risk-taking behaviour (substance misuse, unprotected sex, dangerous driving). The role of different brain areas on risk taking behaviour (pre-frontal cortex, ventral striatum, amygdala) The role of dopamine on risk taking behaviour | Pre-adult brain development | Background: Brain development and the impact of this on risk taking behaviour | Change (clarification): Three specific aspects of background are now given to provide clarity for teaching |
| | Key study: Barkley-Levenson and Galván (2014) Neural representation of expected value in the adolescent brain | | Key research: Barkley-Levenson and Galván (2014) Neural representation of expected value in the adolescent brain | No change |
| | Practical applications: The use of graduated driver schemes to help reduce risk taking behaviour in adolescents The use of education to help reduce risk taking behaviour in adolescents. | | Application: At least one strategy to reduce risk taking behaviours using knowledge of brain development | Change (clarification): Two specific applications to be covered as named on the refreshed specification. |

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|------------------------|---|------------------------|---|--|
| Perceptual development | <p>Background:</p> <p>How perception can be studied in children and animals</p> <p>The development of depth perception</p> <p>The development of shape/size constancy and colour perception.</p> | Perceptual development | <p>Background:</p> <p>Perceptual development in children and how this can be studied in babies and animals</p> | <p>Change (clarification): Three specific aspects of background are now given to provide clarity for teaching</p> |
| | <p>Key study:</p> <p>Gibson and Walk (1960)</p> <p>The 'Visual Cliff'</p> | | <p>Key research:</p> <p>Gibson and Walk (1960)</p> <p>The 'Visual Cliff'</p> | |
| | <p>Practical applications:</p> <p>The use of Sensory Integration Therapy (SIT) to support children's perceptual development</p> <p>The use of play strategies to support young children to develop shape/size constancy and colour perception.</p> | | <p>Application:</p> <p>At least one play strategy to develop perception in young children</p> | |
| | | | | <p>Change (clarification): Two specific applications to be covered as named on the refreshed specification.</p> |

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|-------------------------------|--|------------------------------------|--|--|
| The development of attachment | <p>Background:</p> <p>Bowlby's evolutionary theory of attachment</p> <p>Learning theory of attachment</p> <p>The effects of privation and deprivation.</p> | Development of attachment (Social) | <p>Background:</p> <p>The development of attachment in babies and the impact of failure to develop attachments</p> | <p>Change (clarification): Three specific aspects of background are now given to provide clarity for teaching</p> |
| | <p>Key study:</p> <p>Ainsworth and Bell (1970)</p> <p>Attachment, exploration and separation: Illustrated by the behaviour of one-year-olds in a strange situation</p> | | <p>Key research:</p> <p>Ainsworth and Bell (1970)</p> <p>Attachment, exploration and separation: Illustrated by the behaviour of one-year-olds in a strange situation</p> | No change |
| | <p>Practical applications:</p> <p>The use of a key worker to reduce the effects of separation from an attachment figure</p> <p>The use of familiarisation of the new environment and care givers to reduce the effects of separation from an attachment figure.</p> | | <p>Application:</p> <p>At least one strategy to develop an attachment friendly environment</p> | <p>Change (clarification): Two specific applications to be covered as named on the refreshed specification.</p> |

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

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Section C: Environmental Psychology

| Section C – Option 2 Environmental Psychology | | Section B – Option 2 Environmental Psychology | | Change: Environmental Psychology is now in Section C Options |
|--|--|--|--|---|
| Biological rhythms | Background: Biological rhythms including circadian and ultradian rhythms Endogenous pacemakers and exogenous zeitgebers The impact of disrupted biological rhythms. | Biological rhythms | Background: Biological rhythms and the impact of their disruption on our behaviour | Change (clarification): Three specific aspects of background are now given to provide clarity for teaching |
| | Key study: Czeisler et al. (1982) Rotating shift work schedules that disrupt sleep are improved by applying circadian principles | | Key research: Czeisler et al. (1982) Rotating shift work schedules that disrupt sleep are improved by applying circadian principles | No change |
| | Practical applications: The use of melatonin to reduce the effect of disrupted biological rhythms. The use of phototherapy can reduce the effect of disrupted biological rhythms. | | Application: At least one strategy for reducing effects of jetlag or shift work | Change (clarification): Two specific applications to be covered as named on the refreshed specification. |

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| Recycling behaviour | <p>Background:</p> <p>The factors which influence the tendency to recycle</p> <p>Light green and dark green environmentalists</p> <p>How the theory of planned behaviour explains recycling behaviour.</p> | Recycling and other conservation behaviours | <p>Background:</p> <p>Conservation behaviours and the factors which influence the tendency to conserve or recycle</p> | <p>Change (clarification): Three specific aspects of background are now given to provide clarity for teaching</p> |
| | <p>Key study:</p> <p>Lord (1994)</p> <p>Motivating recycling behaviour: A quasi-experimental investigation of message and source strategies</p> | | <p>Key research:</p> <p>Lord (1994)</p> <p>Motivating recycling behaviour: A quasi-experimental investigation of message and source strategies</p> | |
| | <p>Practical applications:</p> <p>The use of prompts to increase recycling behaviour</p> <p>The use of the Yale Model of Persuasion can be used to increase recycling behaviour.</p> | | <p>Application:</p> <p>At least one technique used to increase recycling or other conservation behaviour</p> | |

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| Psychological effects of the built environment | Background: The effect of noise on wellbeing The effect of overcrowding on wellbeing The effect of green spaces on wellbeing. | Psychological effects of built environment | Background: The impact of the built environment and urban renewal on our wellbeing | Change (clarification): Three specific aspects of background are now given to provide clarity for teaching Change (replacement): Ulrich will no longer be assessed in Component 3. It will be replaced with Elsadek et al. Change (clarification): Two specific applications to be covered as named on the refreshed specification. Change (addition): Candidates have to understand how research could be undertaken within each optional topic. Change (removal): Topic 1, 4 and 6 will no longer be assessed in Applied Psychology |
| | Key study: Elsadek et al. (2020) Window view and relaxation: Viewing green space from a high-rise estate improves urban dwellers' wellbeing. | | Key research: Ulrich (1984) View through a window may influence recovery from surgery | |
| | Practical applications: The use of town planning to improve walkability The use of defensible space to improve wellbeing. | | Application: At least one example of environmental design used to improve health/wellbeing | |
| | | Ergonomics – human factors (Cognitive) | Background: Cognitive overload and the impact of observation in the workplace environment Key research: Drews and Doig (2014) Evaluation of a configural vital sign display for intensive care unit nurses Application: At least one workplace design based on ergonomic research | |

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

Section C: Sport and exercise psychology

| Section C – Option 3 Sport and exercise Psychology | | Section B – Option 4 Sport and Exercise Psychology | | Change: Sport and Exercise Psychology is now in Section C Options. |
|--|---|--|--|---|
| Exercise and mental health | Background: The endorphin hypothesis Brain-derived neurotrophic factor The social and cognitive impacts of exercise. | Exercise and mental health | Background: Benefits of exercise to mental health | Change (clarification): Three specific aspects of background are now given to provide clarity for teaching |
| | Key study: Lewis et al. (2014) Mood changes following social dance sessions in people with Parkinson's Disease | | Key research: Lewis et al. (2014) Mood changes following social dance sessions in people with Parkinson's Disease | No change |
| | Practical applications: The use of regular group exercise classes to improve mental health The use of green exercise to improve mental health. | | Application: At least one exercise strategy to improve mental health | Change (clarification): Two specific applications to be covered as named on the refreshed specification. |

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| Section C – Option 3 Sport and exercise Psychology | | Section B – Option 4 Sport and Exercise Psychology | | Change: Sport and Exercise Psychology is now in Section C Options. |
|--|---|--|--|---|
| Motivation | Background: How self-efficacy can affect motivation How sports confidence can affect motivation How The sport orientation questionnaire (SOQ) measures sports motivation. | Motivation | Background: Self-efficacy and sports confidence, including imagery and sports orientation | Change (clarification): Three specific aspects of background are now given to provide clarity for teaching |
| | Key study: Munroe-Chandler et al. (2008) Playing with confidence: The relationship between imagery use and self-confidence and self-efficacy in youth soccer players | | Key research: Munroe-Chandler et al. (2008) Playing with confidence: The relationship between imagery use and self-confidence and self-efficacy in youth soccer players | No change |
| | Practical applications: The use of positive self-talk to improve sports performance The use of PETTLEP to improve sports performance. | | Application: At least one strategy for motivating athletes | Change (clarification): Two specific applications to be covered as named on the refreshed specification. |

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| Audience effects | Background: How social facilitation can affect sports performance How social inhibition can affect sports performance How drive theory can affect sports performance. | Audience effects | Background: How an audience can facilitate or inhibit sports performance; home advantage | Change (clarification): Three specific aspects of background are now given to provide clarity for teaching |
| | Key study: Wunderlich et al. (2021) How does spectator presence affect football? | | Key research: Zajonc et al. (1969) Social enhancement and impairment of performance in the cockroach | |
| | Practical applications: The use of selective attention training to reduce the arousal of spectator presence The use of biofeedback to reduce the arousal of spectator presence. | | Application: At least one strategy for training for and playing spectator sports | |
| | | Personality (Cognitive) | Background: Personality, its measurement and its relationship to sport | Change (removal): Topic 1, 4 and 5 will no longer be assessed in Applied Psychology. |
| | | | Key research: Kroll and Crenshaw (1970) Multivariate personality profile analysis of four athletic groups | |
| | | | Application: At least one strategy for using knowledge of personality to improve sports performance | |

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

Content new to our refreshed qualification (H569)

| Component 1 | |
|--|---|
| 1.1 Research methods and techniques | <p>Correlation coefficients</p> <p>Case study - obtaining data for a case study</p> <p>Content analysis - how a content analysis is performed</p> |
| 1.2 Planning and conducting research Research designs | Longitudinal research and cross-sectional research |
| 1.2 Planning and conducting research Designing self-report | Numerical rating scale |
| 1.3. Data recording, analysis and presentation Types of data | Strengths and weaknesses of each type of data |
| 1.3. Data recording, analysis and presentation Levels of data | Strengths and weaknesses of each level of data |
| 1.3. Data recording, analysis and presentation Inferential statistics | <p>Skewed distributions</p> <p>The following symbols were added: \geq, \leq</p> |
| 1.3. Data recording, analysis and presentation Methodological issues | <p>Predictive validity</p> <p>Animal ethics and the 3Rs</p> |

| Component 2 | |
|---|---|
| Section A: Core Studies | Van Leeuwen et al. (2008) A twin-family study of general IQ |
| Section A: Core studies – Individual studies | <p>Aim of the study</p> <p>How the study relates to the topic</p> <p>How the methodology of the study could be improved</p> |
| Section A: Core studies in their area. | <p>How each core study relates to the area it is in</p> <p>Usefulness of studies</p> <p>Current relevance of studies</p> |
| Section A: Core studies - Methodological issues | Representativeness and generalisability |
| Section B: Core studies – Areas/perspectives | Compare areas to perspectives |
| Section B: Core studies – Debates/issues | Strengths and weaknesses of issues/debates |

| Component 3 | |
|---|---|
| Mental health What is mental health? | <p>Categorising mental disorders using the latest version of The DSM, including cultural biases in diagnosis.</p> <p>Using the latest version of the DSM to diagnose depression, phobias and schizophrenia.</p> <p>Key study: Neighbors et al. (2003)</p> <p>Racial differences in DSM diagnosis using a semi-structured instrument: the importance of clinical judgment in the diagnosis of African Americans</p> |
| Applied psychology | <p>Outline strengths and weaknesses in relation to the topic</p> <p>Suggest possible improvements to key studies</p> <p>Generalisability</p> |
| Mental health - Medical model | Drug treatments are now specified |
| Mental health Alternatives to the medical model | <p>Psychodynamic explanation is now compulsory</p> <p>Key study: Watson and Raynor (1920)</p> <p>Conditioned emotional reactions</p> <p>CBT, psychoanalysis and systematic desensitisation are now compulsory.</p> |
| Mental health Modern approached to mental health | <p>The roles of psychologists and psychiatrists in treating mental illness</p> <p>The role of technology in supporting mental health</p> <p>The promotion of mental wellbeing</p> <p>Key study: Fulmer et al. (2018)</p> <p>Using psychological artificial intelligence (Tess) to relieve symptoms of depression and anxiety: randomized controlled trial</p> <p>The use of artificial intelligence (AI) technology to support mental health and wellbeing</p> <p>The use of digital media to promote mental health and wellbeing</p> |
| Criminal Psychology Turning to crime | <p>The 'MAOA gene', differential association and rational choice theory are now specified</p> <p>The use of zero-tolerance policing to prevent crime</p> <p>The use of anger management to prevent violent crime</p> |

| Component 3 | |
|---|--|
| Criminal Psychology - Building a case | Emotional context, cognitive biases and biases associated with working for the prosecution or defence are now specified. ACE-V and LSU |
| Criminal Psychology In the courtroom | Inadmissible evidence Pre-trial publicity Expert witness Order of testimony |
| Criminal psychology - Managing offenders | The use of restorative justice, education and ex-offender employment programmes. |
| Child psychology - Pre-adult brain development. | The role of dopamine on risk taking behaviour Graduate driver schemes and the use of education are specified. |
| Child psychology - Perceptual development | The development of shape/size constancy and colour perception Sensory Integration Therapy (SIT) and play strategies are now specified |
| Child psychology - The development of attachment | Bowlby's evolutionary theory and Learning theory of attachment The effects of privation and deprivation. The use of a key worker and familiarisation are now specified. |
| Environmental psychology - Biological rhythms | Endogenous pacemakers and exogenous zeitgebers The use of melatonin and phototherapy are now specified. |
| Environmental psychology - Recycling behaviour | Light green and dark green environmentalists Theory of planned behaviour The use of prompts and the Yale Model of Persuasion are not specified. |
| Environmental psychology - Psychological effects of the built environment | The effect of noise, overcrowding and green spaces on wellbeing Key study: Elsadek et al. (2020) Window view and relaxation: Viewing green space from a high-rise estate improves urban dwellers' wellbeing. The use of town planning and defensible space are now specified. |

Component 3

| | |
|---|--|
| Sport and exercise psychology - Exercise and mental health. | <p>The endorphin hypothesis, brain-derived neurotrophic factor and the social and cognitive impacts of exercise.</p> <p>The use of regular group exercise classes and green exercise are now specified.</p> |
| Sport and exercise psychology - Motivation | <p>The Sport Orientation Questionnaire (SOQ)</p> <p>The use of positive self-talk and PETTLEP are now specified</p> |
| Sport Psychology – Audience effects | <p>Social facilitation, social inhibition and drive theory</p> <p>Key study: Wunderlich et al. (2021)</p> <p>How does spectator presence affect football?</p> <p>The use of selective attention training and biofeedback are now specified</p> |

Current content not in our refreshed qualification (H569)

| Component 1 | |
|--|--|
| 1.2 Planning and conducting research Designing observations | Coding frames |
| 1.3. Data recording, analysis and presentation Inferential statistics | Understanding of how to use Mann-Whitney U test, Wilcoxon Signed Ranks test, Binomial Sign test and Spearman's Rho |
| 1.3. Data recording, analysis and presentation Methodological issues | Criterion validity |
| 1.6. Science in psychology | Induction and deduction |
| Component 2 | |
| Section A: Core studies | Key themes Contemporary vs classic study 6 studies: Bocchiaro, Moray, Kohlberg, Blakemore and Cooper, Gould and Hancock |
| Section A: Core studies – individual studies | Background to the study |
| Section B: Areas, perspectives, issues and debates | Applications of different positions within each debate How each debate is different from and similar to other debates |
| Section C: Practical applications | Make evidence-based suggestions in relation to the source Consider the strengths and weaknesses of the suggestion(s) they themselves are making |
| Component 3 | |
| Applied psychology: debates/issues | Ethnocentrism and sampling bias Consideration of ways in which different areas of psychology can inform our understanding of applied psychology Exploration of social, moral, cultural and spiritual issues where applicable |

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

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