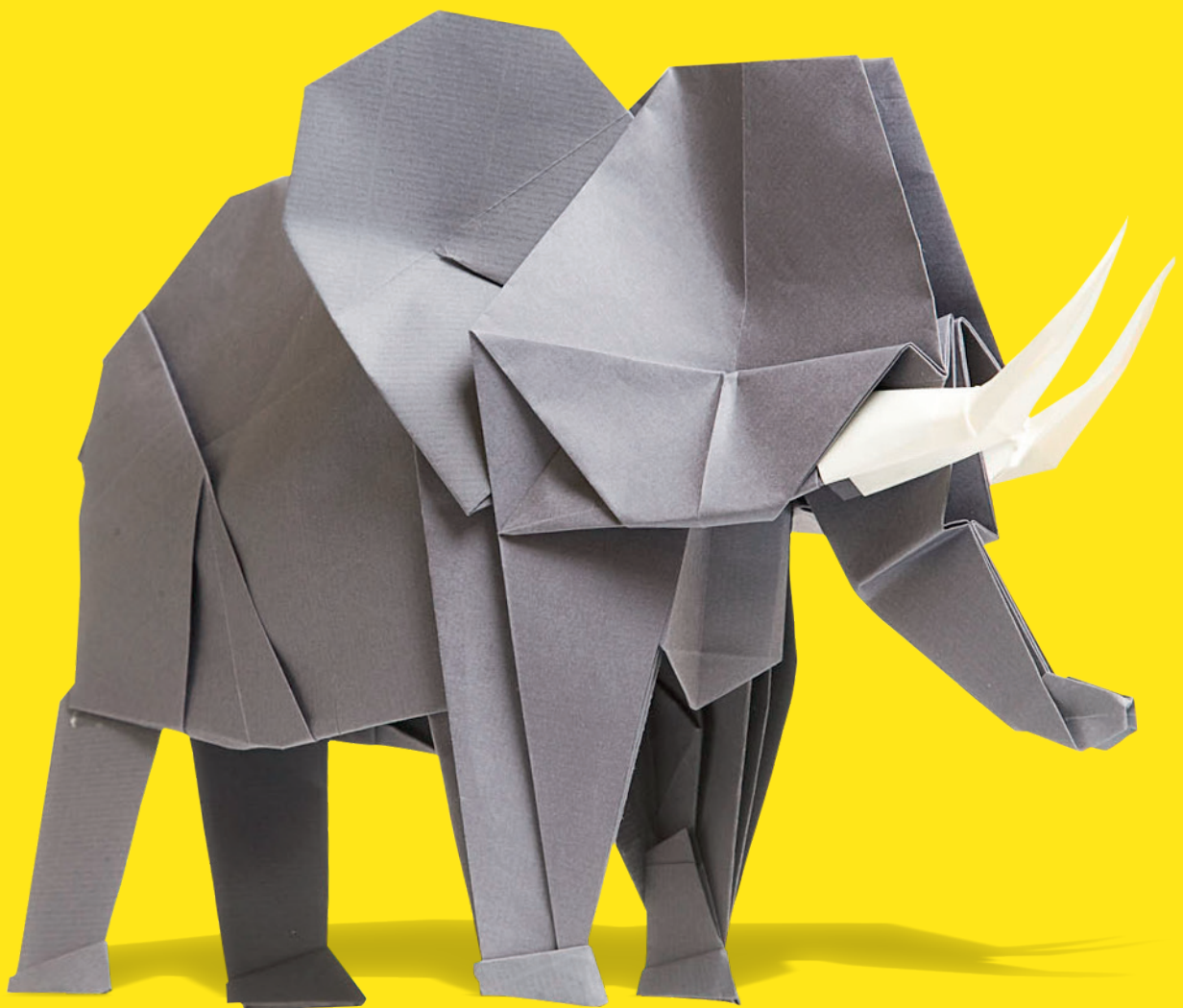


# GCSE (9-1) Psychology



## Specification

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**Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Psychology (1PS0)**

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*First teaching from September 2017*

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*First certification from June 2019*

Issue 1



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# 1 Introduction

## Why choose the Edexcel GCSE in Psychology?

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We've listened to feedback from all parts of the psychology subject community, including higher education. We've used this opportunity of curriculum change to redesign qualifications that will engage students as they explore human behaviour, get an understanding of themselves and others, and gain skills that will support progression to further study of psychology and a wide range of other subjects.

**A wide range of optional topics** – we're offering the full range of optional topics to make sure that you can meet the specific needs and interests of your students as they develop their understanding of human behaviour.

**Engaging and contemporary selection of studies** – we've carefully selected contemporary and engaging studies relevant to today's student, and highlighted those which are suited to be carried out practically in a classroom setting.

**Structured around key questions** – we've listened to your feedback and will retain the approach you've told us you like from our current specification: Topics will be structured around key questions, providing a hook for teachers and students.

**Support with new content** – to help you plan for 2017 with confidence, we'll provide all the support you need to become familiar with new subject content, research methods and maths skills.

**Differentiation from A Level** – we've considered the progression from GCSE to A Level and have differentiated the content where possible to maintain interest in the subject as students progress.

## Supporting you in planning and implementing this qualification

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### Planning

- Our **Getting Started** guide gives you an overview of the new GCSE Psychology qualification to help you to get to grips with the changes to content and assessment and to help you understand what these changes mean for you and your students.
- We will give you an editable **course planner** and **scheme of work** that you can adapt to suit your department.
- **Our mapping documents** highlight the key differences between the new and the 2009 qualification.

### Teaching and learning

There will be lots of free teaching and learning support to help you deliver the new qualification, including:

- topic guides for each of the compulsory and optional topics
- a guide to support using maths skills as part of research methods
- a student and parent guide to GCSE Psychology.

### Preparing for exams

We will also provide a range of resources to help you prepare your students for the assessments, including:

- additional assessment materials to support formative assessments and mock exams
- marked exemplars of student work with examiner commentaries.

### ResultsPlus

ResultsPlus provides the most detailed analysis available of your students' exam performance. It can help you identify the topics and skills where further learning would benefit your students.

### Get help and support

Our subject advisor service, led by Julius Edwards, and online community will ensure that you receive help and guidance from us and that you can share ideas and information with other teachers. You can keep up to date with qualification updates and product and service news by signing up to receive e-newsletters from Julius. Email:

TeachingSciences@pearson.com

Learn more at [qualifications.pearson.com](http://qualifications.pearson.com)

## Qualification at a glance

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### Content and assessment overview

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Psychology consists of two externally-examined papers.

Students must complete all assessment in May/June in any single year.

|   |
|---|
| <b>Paper 1 (*Paper code: 1PS0/01)</b>   |
| <b>Written examination: 1 hour and 45 minutes</b><br><b>55% of the qualification</b><br><b>98 marks</b>   |
| <b>Content overview</b><br>These topics are in Section A of the content. This paper may also draw on knowledge and understanding of investigations from Section C. <ul style="list-style-type: none"><li>• Topic 1: Development – How did you develop?</li><li>• Topic 2: Memory – How does your memory work?</li><li>• Topic 3: Psychological problems – How would psychological problems affect you?</li><li>• Topic 4: The brain and neuropsychology – How does your brain affect you?</li><li>• Topic 5: Social influence – How do others affect you?</li></ul> |
| <b>Assessment overview</b> <ul style="list-style-type: none"><li>• This is a written examination in which all questions must be answered.</li><li>• The paper consists of six sections. The first five sections each cover one of the topics listed above. These sections will include multiple-choice, short-open and open-response questions.</li><li>• The sixth section will contain two extended open-response questions. These questions will focus on debates within psychology and the interrelationships between the core areas of psychology.</li></ul>   |

\*See *Appendix 5: Codes* for a description of this code and all other codes relevant to this qualification.

**Paper 2 (Paper code: 1PS0/02)**

**Written examination: 1 hour and 20 minutes**

**45% of the qualification**

**79 marks**

**Content overview**

Topics 6 to 10 are optional; students must study **two** of them. Topic 11 is compulsory.

- Topic 6: Criminal psychology – Why do people become criminals?
- Topic 7: The self – What makes you who you are?
- Topic 8: Perception – How do you interpret the world around you?
- Topic 9: Sleep and dreaming – Why do you need to sleep and dream?
- Topic 10: Language, thought and communication – How do you communicate with others?
- Topic 11: Research methods – How do you carry out psychological research?

**Assessment overview**

Students must answer:

All questions from Section A.

All questions from **two** sections – B to F.

**Section A: Research methods – How do you carry out psychological research?**

This section will focus primarily on Topic 11: Research methods – How do you carry out psychological research?, although it can draw on material from Topics 1 to 5 from Paper 1. It will contain question types that include calculations, multiple-choice, short-open and open-response questions, and one extended open-response question.

**Sections B to F: Optional topics**

Each of these sections covers one of the optional Topics 6 to 10. These sections will include multiple-choice, short-open and open-response questions, and one extended open-response question.

Calculators may be used in the examination. Information on the use of calculators during the examinations for this qualification can be found in *Appendix 2: Calculators*.

## 2 Subject content

### Qualification aims and objectives

The aims and objectives of this qualification are to enable students to:

- use specialist vocabulary, psychological concepts, terminology and convention to engage in the process of psychological enquiry
- acquire knowledge and understanding of psychology, developing an understanding of self and others, and how psychological understanding can help to explain everyday social phenomena
- understand how psychological research is conducted, including the role of scientific method and data analysis
- present information, develop arguments and draw conclusions through a critical approach to psychological evidence, developing as reflective thinkers
- develop an understanding of the relationship between psychology and personal, moral, social and cultural issues, and develop an understanding of ethical issues in psychology
- develop an understanding of psychological issues, the contribution of psychology to individual, social and cultural diversity, and how psychology contributes to society.

### Knowledge and understanding

Students will gain knowledge and understanding of key features of the following core areas of psychology through the study of the compulsory and optional topics in this specification, including research methods:

- biological – an understanding of biological concepts in psychology, including neuroscience and genetics as contributors to behaviour
- cognitive – an understanding of thought, information and mental processing as contributors to behaviour
- social – an understanding of the social area of psychology, the impact of social and environmental factors on behaviour and the influence of groups
- developmental – an understanding of how individuals change throughout their lives, with a particular focus on childhood and how both nature and nurture can affect individuals
- individual differences – an understanding of the complex nature of human behaviour and experiences and why and how people are different.

Students will also gain knowledge and understanding of:

- debates in psychology, including 'reductionism/holism' and 'nature/nurture'
- how psychological knowledge and ideas change over time and how they inform our understanding of behaviour
- the contribution of psychology to an understanding of individual, social and cultural diversity
- the interrelationships of the core areas of psychology
- how the studies for topics relate to the associated theory
- research methods.



## Content

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Students are expected to demonstrate and apply the knowledge, understanding and skills described in the content.

To demonstrate their knowledge, students should undertake a range of activities, including the ability to recall, describe and define, as appropriate.

To demonstrate their understanding, students should explain ideas and use their knowledge to apply, analyse, interpret and evaluate, as appropriate.

Students will be expected to demonstrate their understanding of the interrelationships between the core areas of psychology and issues and debates within them.

Students may be asked to consider the following issues when evaluating studies:

- validity
- reliability
- generalisability
- ethics
- objectivity
- subjectivity.

The content contains three sections:

### **Section A: Compulsory topics**

Students must study all topics in this section. These topics will be examined in Paper 1. The contexts in these topics will also be used in Paper 2 for research methods (Topic 11: Research methods – How do you carry out psychological research?).

### **Section B: Optional topics**

Students must study two of the topics in this section. These topics will be examined in Paper 2.

### **Section C: Research methods**

Students must study the topic in this section. The knowledge and understanding of research methods will be assessed in both papers.

Paper 1: Students may be asked to apply their knowledge and understanding of research methods and how studies are conducted in new contexts. Any detail students need to know about a study will be detailed in the question.

Paper 2: Students' knowledge and understanding of research methods will be assessed in depth in this section. The contexts used in question papers for this topic will draw on the contexts used in the compulsory topics for Paper 1.

In the examination, students could be asked to design a research study and/or evaluate how a study has been carried out from stimulus material, drawing on any of the terms in 11.1.

### **Opportunities for practical activities**

Students should gain hands-on experience of carrying out ethical, investigative activities to aid their understanding of this subject. To help centres identify opportunities for carrying out these activities, studies that can be replicated have been marked with an asterisk. Practical activities should also be used to deliver Section C. For example, students could produce their own questionnaires to help them understand sampling methods.

Although students will not be directly assessed on these activities, the experience they gain will give them a better understanding of this subject and may enhance their examination performance.

### **Mathematical requirements**

Psychology requires the use of mathematical skills for handling data in investigations. The mathematical skills required for this qualification are set out in Section 11.2 of Topic 11: Research methods – How do you carry out psychological research?

## Section A: Compulsory topics

Students must study **all** the topics in this section. These topics will be examined in Paper 1. The contexts in these topics will also be used in Paper 2 for research methods (Topic 11: Research methods – How do you carry out psychological research?).

### Topic 1: Development – How did you develop?

| Subject content            | What students need to learn:  |
|----------------------------|---|
| <b>1.1<br/>Development</b> | 1.1.1 Understand early brain development, including the development of: <ul style="list-style-type: none"><li>a. forebrain</li><li>b. midbrain</li><li>c. hindbrain</li><li>d. cerebellum</li><li>e. medulla</li></ul>  |
|                            | 1.1.2 Understand the role of education and intelligence, including Piaget's Theory of Cognitive Development, and the four stages of cognitive development, including strengths and weaknesses of the theory: <ul style="list-style-type: none"><li>a. sensorimotor</li><li>b. pre-operational</li><li>c. concrete operational</li><li>d. formal operational</li><li>e. schemata/schemas</li><li>f. assimilation</li><li>g. accommodation</li><li>h. equilibrium</li></ul> |
|                            | 1.1.3 Understand the effects of learning on development using Carol Dweck's mindset theory, including strengths and weaknesses of the theory: <ul style="list-style-type: none"><li>a. fixed mindset</li><li>b. growth mindset</li><li>c. ability and effort</li></ul>  |

| Subject content               | What students need to learn:  |
|-------------------------------|---|
|                               | <p>1.1.4 Understand the effects of learning on development using Daniel Willingham’s learning theory, including strengths and weaknesses of the theory:</p> <ul style="list-style-type: none"> <li>a. factual knowledge precedes skill</li> <li>b. the importance of practice and effort</li> <li>c. strategies to support cognitive development</li> <li>d. strategies to support physical development</li> <li>e. strategies to support social development</li> </ul> |
| <b>1.2 Studies</b>            | <p>Understand the aims, procedures and findings (results and conclusions), strengths and weaknesses of:</p> <p>1.2.1 Piaget and Inhelder (1956) Three mountains task</p> <p>1.2.2 Gunderson et al. (2013) Parent Praise to 1-to 3-Year-Olds Predicts Children's Motivational Frameworks 5 Years Later</p>   |
| <b>1.3 Issues and debates</b> | <p>1.3.1 Understand morality issues in psychology and the individual, including:</p> <ul style="list-style-type: none"> <li>a. the terms ‘morality’ and ‘moral(s)’</li> <li>b. pre-conventional, conventional and post-conventional stages of morality</li> <li>c. the use of content, theories and research drawn from cognitive development to explain development of morality</li> </ul>   |

## Topic 2: Memory – How does your memory work?

| Subject content   | What students need to learn:  |
|-------------------|---|
| <b>2.1 Memory</b> | 2.1.1 Know the structure and process of memory and information processing: <ol style="list-style-type: none"> <li>a. input</li> <li>b. processing</li> <li>c. output</li> <li>d. encoding</li> <li>e. storage</li> <li>f. retrieval</li> </ol>  |
|                   | 2.1.2 Understand the features of short-term and long-term memory, including: <ol style="list-style-type: none"> <li>a. duration</li> <li>b. capacity</li> </ol>   |
|                   | 2.1.3 Understand retrograde and anterograde amnesia, including: <ol style="list-style-type: none"> <li>a. the term 'retrograde amnesia'</li> <li>b. the term 'anterograde amnesia'</li> <li>c. the symptoms of retrograde amnesia</li> <li>d. the symptoms of anterograde amnesia</li> </ol>  |
|                   | 2.1.4 Understand the active process of memory through the Theory of Reconstructive Memory (Bartlett, 1932), including strengths and weaknesses of the theory: <ol style="list-style-type: none"> <li>a. how schemas are formed</li> <li>b. how schemas influence memory</li> </ol>  |
|                   | 2.1.5 Understand the structure and process of memory through the Multi-store Model of Memory (Atkinson and Shiffrin, 1968), including strengths and weaknesses of the theory: <ol style="list-style-type: none"> <li>a. sensory register</li> <li>b. the capacity of short-term memory</li> <li>c. the duration of short-term memory</li> <li>d. the capacity of long-term memory</li> <li>e. the duration of long-term memory</li> <li>f. role of attention in memory</li> <li>g. role of rehearsal in memory</li> </ol> |

| Subject content               | What students need to learn:   |
|-------------------------------|--|
| <b>2.2 Studies</b>            | Understand the aims, procedures, and findings (results and conclusions), strengths and weaknesses of:<br>*2.2.1 Bartlett (1932) War of the Ghosts<br>*2.2.2 Peterson and Peterson (1959) Short-term Retention of Individual Verbal Items   |
| <b>2.3 Issues and debates</b> | 2.3.1 Understand the reductionism and holism debate, including: <ol style="list-style-type: none"> <li>a. the terms 'reductionism' and 'reductionist'</li> <li>b. the terms 'holism' and 'holistic'</li> <li>c. the use of content, theories and research drawn from human memory to explain the reductionism and holism debate</li> </ol> |

\*This study can be replicated and therefore provides an opportunity for students to carry out an ethical, investigative practical activity to aid their understanding of the study.

### Topic 3: Psychological problems – How would psychological problems affect you?

| Subject content                   | What students need to learn:   |
|-----------------------------------|--|
| <b>3.1 Psychological problems</b> | Understand the two mental health problems unipolar depression and addiction, including: <ul style="list-style-type: none"> <li>3.1.1 the symptoms and features according to the International Classification of Diseases (ICD) of               <ul style="list-style-type: none"> <li>a. depression</li> <li>b. addiction</li> </ul> </li> <li>3.1.2 how the incidence of mental health problems changes over time</li> <li>3.1.3 how mental health problems affect individuals and society</li> <li>3.1.4 the influence of genes as an explanation, including strengths and weaknesses of each explanation               <ul style="list-style-type: none"> <li>a. depression</li> <li>b. addiction</li> </ul> </li> <li>3.1.5 the use of cognitive theory as an explanation of depression, including strengths and weaknesses of the explanation</li> <li>3.1.6 the use of learning theory as an explanation of addiction, including strengths and weaknesses of the explanation</li> <li>3.1.7 the use of cognitive behavioural therapy (CBT) as a treatment, including strengths and weaknesses of each therapy               <ul style="list-style-type: none"> <li>a. depression</li> <li>b. addiction</li> </ul> </li> <li>3.1.8 the use of drugs as a treatment, including strengths and weaknesses of each treatment               <ul style="list-style-type: none"> <li>a. depression</li> <li>b. addiction</li> </ul> </li> </ul> |
| <b>3.2 Studies</b>                | Understand the aims, procedures, and findings (results and conclusions), strengths and weaknesses of the following studies: <p><b>Depression</b></p> <ul style="list-style-type: none"> <li>3.2.1 Caspi et al. (2003) Influence of Life Stress on Depression: Moderation by a Polymorphism in the 5-HTT Gene</li> </ul> <p><b>Addiction</b></p> <ul style="list-style-type: none"> <li>3.2.2 Young (2007) Cognitive Behavior Therapy with Internet Addicts: Treatment Outcomes and Implications</li> </ul>   |
| <b>3.3 Issues and debates</b>     | <ul style="list-style-type: none"> <li>3.3.1 Understand the nature and nurture debate, including:               <ul style="list-style-type: none"> <li>a. the term 'nature'</li> <li>b. the term 'nurture'</li> <li>c. the use of content, theories, and research drawn from psychological problems to explain the nature and nurture debate</li> </ul> </li> </ul>  |

## Topic 4: The brain and neuropsychology – How does your brain affect you?

| Subject content                          | What students need to learn:  |
|--|---|
| <b>4.1 The brain and neuropsychology</b> | 4.1.1 Know the structure and function of the brain, including: <ol style="list-style-type: none"> <li>temporal</li> <li>occipital</li> <li>frontal</li> <li>parietal lobes</li> <li>cerebellum</li> </ol>   |
|  | 4.1.2 Understand the lateralisation of function in the hemispheres, including: <ol style="list-style-type: none"> <li>asymmetrical function</li> <li>role of the left hemispheres</li> <li>role of the right hemispheres</li> <li>role of the corpus callosum</li> <li>strengths and weaknesses of lateralisation as an explanation of sex differences between males and females</li> </ol> |
|  | 4.1.3 Know what neurons and synapses are, including: <ol style="list-style-type: none"> <li>function of neurotransmitters</li> <li>synaptic functioning</li> <li>how neurons and synapses interact</li> <li>understand the role of the central nervous system</li> </ol>  |
|  | 4.1.4 Understand the impact of neurological damage on cognitions and behaviour, including: <ol style="list-style-type: none"> <li>the term 'visual agnosia'</li> <li>the term 'prosopagnosia'</li> <li>the symptoms of visual agnosia</li> <li>the symptoms of prosopagnosia</li> <li>the impact of damage to the pre-frontal cortex</li> </ol>   |
| <b>4.2 Studies</b>                       | Understand the aims, procedures and findings (results and conclusions), strengths and weaknesses of: <ol style="list-style-type: none"> <li>4.2.1 Damasio et al (1994) The Return of Phineas Gage: Clues About the Brain from the Skull of a Famous Patient</li> <li>4.2.2 Sperry (1968) Hemisphere Deconnection and Unity in Conscious Awareness</li> </ol>                                |
| <b>4.3 Issues and debates</b>            | 4.3.1 Understand how psychology has changed over time, including: <ul style="list-style-type: none"> <li>the use of content, theories, and research drawn from studying the brain to explain how psychology has changed over time</li> </ul>  |



## Topic 5: Social influence – How do others affect you?

| Subject content               | What students need to learn:   |
|-------------------------------|--|
| <b>5.1 Social influence</b>   | 5.1.1 Know the terms: <ol style="list-style-type: none"> <li>a. obedience</li> <li>b. conformity</li> <li>c. deindividuation</li> <li>d. bystander effect</li> </ol>   |
|                               | 5.1.2 Understand factors affecting bystander intervention, including: <ol style="list-style-type: none"> <li>a. personal factors</li> <li>b. situational factors</li> </ol>  |
|                               | 5.1.3 Understand conformity to majority influence and factors affecting conformity to majority influence, including: <ol style="list-style-type: none"> <li>a. personality</li> <li>b. the situation</li> </ol>  |
|                               | 5.1.4 Understand obedience to authority and factors affecting obedience to authority figures, including: <ol style="list-style-type: none"> <li>a. personality</li> <li>b. the situation</li> </ol>  |
|                               | 5.1.5 Understand the behaviour of crowds and the individuals within them and the effect of collective behaviour, including <ol style="list-style-type: none"> <li>a. pro- and anti-social behaviour</li> </ol>   |
|                               | 5.1.6 Understand possible ways to prevent blind obedience to authority figures   |
| <b>5.2 Studies</b>            | Understand the aims, procedures, and findings (results and conclusions), strengths and weaknesses of:<br>5.2.1 Piliavin et al (1969) Good Samaritanism: An Underground Phenomenon?<br>5.2.2 Haney, Banks, and Zimbardo (1973) A Study of Prisoners and Guards in a Simulated Prison  |
| <b>5.3 Issues and debates</b> | 5.3.1 Understand social and cultural issues in psychology, including: <ol style="list-style-type: none"> <li>a. know the terms 'society' and 'social issues'</li> <li>b. know the term 'culture'</li> <li>c. the use of content, theories, and research drawn from social influence to explain social and cultural issues in psychology</li> </ol> |

## Section B: Optional topics

Students must study **two** of the topics in this section. These topics will be examined in Paper 2.

### Topic 6: Criminal psychology – Why do people become criminals?

| Subject content                | What students need to learn:  |
|--------------------------------|---|
| <b>6.1 Criminal psychology</b> | <p>6.1.1 Understand learning theories as an explanation of criminality, including strengths and weaknesses of each theory:</p> <ul style="list-style-type: none"><li>• Operant Conditioning (Skinner, 1948), to include<ul style="list-style-type: none"><li>a. positive reinforcement</li><li>b. negative reinforcement</li><li>c. positive punishment</li><li>d. negative punishment</li><li>e. primary reinforcers</li><li>f. secondary reinforcers</li></ul></li><li>• Social Learning Theory (Bandura, 1977), to include<ul style="list-style-type: none"><li>g. role models</li><li>h. modelling</li><li>i. identification</li><li>j. observational learning</li><li>k. vicarious reinforcement</li></ul></li></ul> |
|                                | <p>6.1.2 Understand biological explanations of criminality, including personality types (Eysenck, 1964), to include strengths and weaknesses of the theory:</p> <ul style="list-style-type: none"><li>a. extraversion</li><li>b. introversion</li><li>c. neuroticism</li><li>d. psychoticism</li></ul>  |
|                                | <p>6.1.3 Understand the effects of punishments on recidivism, including strengths and weaknesses of each punishment:</p> <ul style="list-style-type: none"><li>a. prison</li><li>b. community sentencing</li><li>c. restorative justice</li></ul>   |

| Subject content    | What students need to learn:  |
|--------------------|---|
|                    | <p>6.1.4 Understand <b>two</b> treatments to rehabilitate and reduce criminal and antisocial behaviour and increase pro-social behaviour, including strengths and weaknesses of each treatment:</p> <ul style="list-style-type: none"> <li>a. token economy programmes</li> <li>b. anger-management programmes</li> </ul>   |
| <b>6.2 Studies</b> | <p>Understand the aims, procedures and findings (results and conclusions), strengths and weaknesses of:</p> <p>6.2.1 Bandura, Ross and Ross (1961) Transmission of Aggression through Imitation of Aggressive Models</p> <p>6.2.2 Charlton et al (2000) Children’s Playground Behaviour Across Five Years of Broadcast Television: A Naturalistic Study in a Remote Community</p> |

## Topic 7: The self – What makes you who you are?

| Subject content     | What students need to learn:  |
|---------------------|---|
| <b>7.1 The self</b> | <p>7.1.1 Understand the concepts of the self and self-concept, including:</p> <p>Lewis (1990)</p> <ul style="list-style-type: none"> <li>a. existential self</li> <li>b. categorical self</li> </ul> <p>Rogers (1959)</p> <ul style="list-style-type: none"> <li>c. self-image</li> <li>d. self-esteem</li> <li>e. ideal self</li> <li>f. self-actualisation</li> <li>g. congruence</li> <li>h. incongruence</li> </ul>   |
|                     | <p>7.1.2 Understand the role of identity and free will in the development of self, including strengths and weaknesses of each theory:</p> <ul style="list-style-type: none"> <li>a. Erikson (1959) the eight stages of identity development</li> <li>b. Baumeister (2008) the consequence of belief in free will</li> </ul>   |
|                     | <p>7.1.3 Understand the Humanistic Theory of Self, including strengths and weaknesses of each theory:</p> <ul style="list-style-type: none"> <li>a. humanistic explanations of the development of self-esteem</li> <li>b. humanistic explanations of the development of personality</li> </ul> <p>Rogers (1951)</p> <ul style="list-style-type: none"> <li>c. conditional positive regard</li> <li>d. unconditional positive regard</li> <li>e. conditions of worth</li> <li>f. congruence</li> <li>g. incongruence</li> <li>h. Maslow (1943) hierarchy of needs</li> </ul> |
|                     | <p>7.1.4 Understand the role of internal and external influences on the self and self-esteem, including:</p> <ul style="list-style-type: none"> <li>a. temperament</li> <li>b. experience</li> </ul>  |

| Subject content    | What students need to learn:   |
|--------------------|--|
|                    | 7.1.5 Understand how personality can be measured, including: <ul style="list-style-type: none"> <li>a. personality scales</li> <li>b. personality types</li> </ul>   |
|                    | 7.1.6 Understand the use of trait theory as a measure of personality, including strengths and weaknesses of trait theory: <ul style="list-style-type: none"> <li>a. Allport (1936) cardinal, central and secondary personality traits</li> <li>b. Cattell (1946) 16PF personality factor assessment</li> </ul>   |
| <b>7.2 Studies</b> | Understand the aims, procedures and findings (results and conclusions), strengths and weaknesses of: <ul style="list-style-type: none"> <li>7.2.1 Vohs and Schooler (2008) The Value of Believing in Free Will: Encouraging a Belief in Determinism Increases Cheating</li> <li>7.2.2 Van Houtte and Jarvis (1995) The Role of Pets in Preadolescent Psychosocial Development</li> </ul> |

## Topic 8: Perception – How do you interpret the world around you?

| Subject content       | What students need to learn:   |
|-----------------------|--|
| <b>8.1 Perception</b> | <p>8.1.1 Understand examples of, and the reasons for, monocular and binocular depth cues:</p> <p>visual cues, to include:</p> <ul style="list-style-type: none"> <li>a. superimposition</li> <li>b. relative size</li> <li>c. linear perspective</li> <li>d. stereopsis</li> <li>e. texture gradient</li> <li>f. height in the plane</li> </ul> <p>visual illusions, to include:</p> <ul style="list-style-type: none"> <li>g. fictions</li> <li>h. ambiguous figures</li> <li>i. distortions</li> </ul> <p>visual constancies, to include:</p> <ul style="list-style-type: none"> <li>j. shape</li> <li>k. colour</li> <li>l. size</li> </ul> |
|                       | <p>8.1.2 Understand the Direct Theory of Perception (Gibson, 1996) as an explanation of sensation and perception, including strengths and weaknesses of the theory:</p> <ul style="list-style-type: none"> <li>a. sensory input</li> <li>b. optic flow</li> <li>c. invariants</li> <li>d. affordances</li> </ul>   |
|                       | <p>8.1.3 Understand the Constructivist Theory of Perception (Gregory, 1970) as an explanation of sensation and perception, including strengths and weaknesses of the theory:</p> <ul style="list-style-type: none"> <li>a. sensory input</li> <li>b. perceptual hypothesis</li> <li>c. inferences</li> <li>d. prior knowledge</li> </ul>   |

| Subject content    | What students need to learn:   |
|--------------------|--|
|                    | <p>8.1.4 Understand the effects of the following on perceptual set:</p> <ul style="list-style-type: none"> <li>a. motivation</li> <li>b. expectation</li> <li>c. emotion</li> <li>d. culture</li> </ul>  |
| <b>8.2 Studies</b> | <p>Understand the aims, procedures and findings (results and conclusions), strengths and weaknesses of:</p> <ul style="list-style-type: none"> <li>*8.2.1 Haber and Levin (2001) The Independence of Size Perception and Distance Perception</li> <li>*8.2.2 Carmichael, Hogan and Walter (1932) An Experimental Study on the Effect of Language on the Reproduction of Visually Perceived Form</li> </ul> |

\*This study can be replicated and therefore provides an opportunity for students to carry out an ethical, investigative practical activity to aid their understanding of the study.

## Topic 9: Sleep and dreaming – Why do you need to sleep and dream?

| Subject content               | What students need to learn:  |
|-------------------------------|---|
| <b>9.1 Sleep and dreaming</b> | 9.1.1 Understand the functions, features and benefits of sleep, including: <ol style="list-style-type: none"> <li>a. the four sleep stages</li> <li>b. REM</li> <li>c. the sleep cycle</li> </ol>   |
|                               | 9.1.2 Understand the internal and external influences on sleep, including strengths and weaknesses of each explanation: <ol style="list-style-type: none"> <li>a. bodily rhythms, to include               <ol style="list-style-type: none"> <li>(i) circadian rhythms</li> <li>(ii) ultradian rhythms</li> </ol> </li> <li>b. hormones, to include               <ol style="list-style-type: none"> <li>(i) pineal gland</li> <li>(ii) melatonin</li> </ol> </li> <li>c. zeitgebers, to include               <ol style="list-style-type: none"> <li>(i) light</li> </ol> </li> </ol> |
|                               | 9.1.3 Understand symptoms and explanations of sleep disorders, including: <ol style="list-style-type: none"> <li>a. insomnia</li> <li>b. narcolepsy</li> </ol>  |
|                               | 9.1.4 Understand Freudian theory of dreaming (Freud, 1900), including strengths and weaknesses of the theory: <ol style="list-style-type: none"> <li>a. manifest content</li> <li>b. latent content</li> <li>c. dreamwork</li> </ol>  |
|                               | 9.1.5 Understand Activation Synthesis Theory (Hobson and McCarley, 1977), including strengths and weaknesses of the theory: <ol style="list-style-type: none"> <li>a. random activation</li> <li>b. sensory blockade</li> <li>c. movement inhibition</li> </ol>   |
| <b>9.2 Studies</b>            | Understand the aims, procedures and findings (results and conclusions), strengths and weaknesses of: <ol style="list-style-type: none"> <li>9.2.1 Freud (1909) Little Hans, analysis of a phobia in a five-year-old boy</li> <li>9.2.2 Siffre (1975) Six months alone in a cave</li> </ol>  |



## Topic 10: Language, thought and communication – How do you communicate with others?

| Subject content                                 | What students need to learn:   |
|---|--|
| <b>10.1 Language, thought and communication</b> | 10.1.1 Understand the possible relationship between language and thought, including strengths and weaknesses of each theory: <ul style="list-style-type: none"> <li>a. Piaget’s (1950) explanation that representational thinking precedes language</li> <li>b. Vygotsky’s (1981) explanation that language and thinking are separate; to include</li> <li>c. pre-linguistic thought</li> <li>d. pre-intellectual language</li> </ul>  |
|   | 10.1.2 Understand how thought and language structures affect views of the world, including strengths and weaknesses of each theory: <ul style="list-style-type: none"> <li>a. linguistic relativism</li> <li>b. linguistic determinism</li> </ul>  |
|   | 10.1.3 Understand how communication is different in humans to animals, including: <ul style="list-style-type: none"> <li>a. Aitchison (1983) criteria of language features</li> <li>b. similarities and differences between humans and animal communication</li> </ul>   |
|   | 10.1.4 Understand examples of non-verbal communication, including: <ul style="list-style-type: none"> <li>a. facial expressions</li> <li>b. eye contact</li> <li>c. body language, to include               <ul style="list-style-type: none"> <li>(i) postures</li> <li>(ii) gestures</li> </ul> </li> <li>d. personal space, to include               <ul style="list-style-type: none"> <li>(i) proxemics</li> <li>(ii) cultural differences in non-verbal communication</li> </ul> </li> </ul> |
|   | 10.1.5 Understand explanations of non-verbal communication, including Darwin’s (1872) theory of evolution  |

| Subject content     | What students need to learn:   |
|---------------------|--|
| <b>10.2 Studies</b> | <p>Understand the aims, procedures, and findings (results and conclusions), strengths and weaknesses of:</p> <p>*10.2.1 Yuki et al. (2007) Are the windows to the soul the same in the East and West? Cultural differences in using the eyes and mouth as cues to recognize emotions in Japan and the United States</p> <p>10.2.2 Boroditsky (2001) Does Language Shape Thought?: Mandarin and English Speakers' Conceptions of Time</p> |

\*This study can be replicated and therefore provides an opportunity for students to carry out an ethical, investigative practical activity to aid their understanding of the study.

## Section C: Research methods

Students must study the topic in this section. The knowledge and understanding of research methods will be assessed in both papers.

Paper 1: students may be asked to apply their knowledge and understanding of research methods and how studies are conducted in new contexts. Any detail students need to know about a study will be detailed in the question.

Paper 2: students knowledge and understanding of research methods will be assessed in depth in this section. The contexts used in question papers for this topic will draw on the contexts used in the compulsory topics for Paper 1.

In the examination, students could be asked to design a research study and/or evaluate how a study has been carried out from stimulus material, drawing on any of the terms in 11.1.

### Opportunities for practical activities

Students should gain hands-on experience of carrying out ethical, investigative activities to aid their understanding of this subject. To help centres identify opportunities for carrying out these activities, studies that can be replicated have been marked with an asterisk. Practical activities should also be used to deliver Section C. For example, students could produce their own questionnaires to help them understand sampling methods.

Although students will not be directly assessed on these activities, the experience they gain will give them a better understanding of this subject and may enhance their examination performance.

### Mathematical requirements

Psychology requires the use of mathematical skills for handling data in investigations. The mathematical skills that are required for this qualification are set out in Section 11.2 of Topic 11: Research methods – How do you carry out psychological research?

## Topic 11: Research methods – How do you carry out psychological research?

| Subject content                              | What students need to learn:   |
|--|--|
| <b>11.1 Designing psychological research</b> | 11.1.1 Be able to identify: <ol style="list-style-type: none"> <li>a. an independent variable (IV)</li> <li>b. a dependent variable (DV)</li> <li>c. extraneous variables, including               <ol style="list-style-type: none"> <li>(i) situational variables</li> <li>(ii) participant variables</li> </ol> </li> </ol>       |
|  | 11.1.2 Understand the influence of extraneous variables and suggest possible ways to control for them, including: <ol style="list-style-type: none"> <li>a. use of standardised procedures</li> <li>b. counterbalancing</li> <li>c. randomisation</li> <li>d. single-blind techniques</li> <li>e. double-blind techniques</li> </ol> |
|  | 11.1.3 Be able to write a null hypothesis  |
|  | 11.1.4 Be able to write an alternative hypothesis  |
|  | 11.1.5 Methods of sampling, including strengths and weaknesses of each sampling method: <ol style="list-style-type: none"> <li>a. understand target population samples</li> <li>b. understand random sampling</li> <li>c. stratified sampling</li> <li>d. volunteer sampling</li> <li>e. opportunity sampling</li> </ol>             |
|  | 11.1.6 Understand experimental and research designs, including strengths and weaknesses: <ol style="list-style-type: none"> <li>a. independent measures</li> <li>b. repeated measures</li> <li>c. matched pairs</li> </ol>   |

| Subject content | What students need to learn:  |
|-----------------|---|
|                 | <p>11.1.7 Understand the reliability and validity of the following when analysing the planning and conducting of research procedures:</p> <ul style="list-style-type: none"> <li>a. sampling methods</li> <li>b. experimental designs</li> <li>c. quantitative methods</li> <li>d. qualitative methods</li> </ul> |
|                 | <p>11.1.8 Understand ethical issues in psychological research and how to deal with ethical issues, including:</p> <ul style="list-style-type: none"> <li>a. informed consent</li> <li>b. deception</li> <li>c. confidentiality</li> <li>d. right to withdraw</li> <li>e. protection of participants</li> </ul>    |

| Subject content   | What students need to learn:   |
|---|--|
| <p><b>11.1 Designing psychological research</b></p> <p><i>continued</i></p> | <p>Understand research methods, including the features, strengths and weaknesses of the following, and the types of research for which they are suitable:</p> <p>11.1.9 laboratory experiment</p> <p>11.1.10 field experiment</p> <p>11.1.11 natural experiment</p> <p>11.1.12 interview, including</p> <ul style="list-style-type: none"> <li>a. structured</li> <li>b. semi-structured</li> <li>c. unstructured</li> </ul> <p>11.1.13 questionnaire, including</p> <ul style="list-style-type: none"> <li>a. closed-ended questions to elicit quantitative data</li> <li>b. open-ended questions to elicit qualitative data</li> </ul> <p>11.1.14 correlation</p> <p>11.1.15 case study</p> <p>11.1.16 observation</p> |
| <p><b>11.2 Data analysis</b></p>  | <p>11.2.1 Arithmetic and numerical computation:</p> <ul style="list-style-type: none"> <li>a. recognise and use expressions in decimal and standard form</li> <li>b. estimate results</li> <li>c. use an appropriate number of significant figures</li> </ul> <p>11.2.2 Be able to understand and use, including calculations:</p> <ul style="list-style-type: none"> <li>a. mean, and finding arithmetic means</li> <li>b. median</li> <li>c. mode</li> <li>d. ratios</li> <li>e. fractions</li> <li>f. percentages</li> <li>g. range as a measure of dispersion</li> <li>h. know the characteristics of normal distributions</li> </ul>  |

| Subject content                | What students need to learn:  |
|--------------------------------|---|
|                                | <p>11.2.3 Be able to:</p> <ul style="list-style-type: none"> <li>a. construct and interpret frequency tables and diagrams</li> <li>b. construct and interpret bar charts</li> <li>c. construct and interpret histograms</li> <li>d. construct a scatter diagram</li> <li>e. use a scatter diagram to identify a correlation between two variables</li> <li>f. translate information between graphical and numerical forms</li> <li>g. plot two variables from experimental or other data and interpret graphs</li> </ul> <p>11.2.4 Understand, and know the difference between:</p> <ul style="list-style-type: none"> <li>a. primary data</li> <li>b. secondary data</li> </ul> <p>11.2.5 Understand, and know the difference between:</p> <ul style="list-style-type: none"> <li>a. qualitative data</li> <li>b. quantitative data</li> </ul> |
| <b>11.3 Issues and debates</b> | <p>11.3.1 Understand ethical issues in psychological research, including:</p> <ul style="list-style-type: none"> <li>a. know the term 'ethical issue(s)'</li> <li>b. use content, theories, and research drawn from the compulsory topics (Topics 1, 2, 3, 4, 5) to explain ethical issues in psychological research</li> </ul>   |

### 3 Assessment information

**Paper 1 (Paper code: 1PS0/01)**

- First assessment: May/June 2019.
- The assessment is 1 hour and 45 minutes.
- The assessment is out of 98 marks.
- The paper consists of six sections. Students must answer all questions in each section.
- The first five sections will contain multiple-choice, short-open and open-response questions.
- The sixth section will contain two extended open-response questions. These questions will focus on debates within psychology and the interrelationships between the core areas of psychology.

**Content assessed**

These topics are in Section A of the content. This paper may also draw on knowledge and understanding of investigations from Section C.

- Topic 1: Development – How did you develop?
- Topic 2: Memory – How does your memory work?
- Topic 3: Psychological problems – How would psychological problems affect you?
- Topic 4: The brain and neuropsychology – How does your brain affect you?
- Topic 5: Social influence – How do others affect you?



**Paper 2 (Paper code: 1PS0/02)**

- First assessment: May/June 2019.
- The assessment is 1 hour and 20 minutes.
- The assessment is out of 79 marks.
- This paper contains six sections.
- The paper will include calculations, multiple-choice, short-open, open-response and extended-writing questions.
- The paper will include questions that target mathematics at Key Stage 3.
- Calculators may be used in the examination. Information on the use of calculators during the examinations for this qualification can be found in *Appendix 2: Calculators*.

**Assessment overview**

Students must answer:

All questions from Section A.

All questions from **two** sections – B to F.

**Section A: How do you carry out psychological research?**

This section will focus primarily on Topic 11: Research methods – How do you carry out psychological research?, although it can draw on material from Topics 1 to 5 from Paper 1. It will contain question types that include calculations, multiple-choice, short-open and open-response questions, and one extended open-response question.

**Sections B to F: Optional topics**

Each of these sections covers one of the optional Topics 6 to 10. These sections will include multiple-choice, short-open and open-response questions, and one extended open-response question.

**Content assessed**

- Topic 6: Criminal psychology – Why do people become criminals?
- Topic 7: The self – What makes you who you are?
- Topic 8: Perception – How do you interpret the world around you?
- Topic 9: Sleep and dreaming – Why do you need to sleep and dream?
- Topic 10: Language, thought and communication – How do you communicate with others?
- Topic 11: Research methods – How do you carry out psychological research?

## Assessment Objectives

| Students must: |   | % in GCSE   |
|----------------|---|-------------|
| <b>AO1</b>     | Demonstrate knowledge and understanding of psychological ideas, processes and procedures                                | 35          |
| <b>AO2</b>     | Apply knowledge and understanding of psychological ideas, processes and procedures                                      | 35          |
| <b>AO3</b>     | Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions | 30          |
| <b>Total</b>   |   | <b>100%</b> |

## Breakdown of Assessment Objectives

| Paper                 | Assessment Objectives |            |            | Total for all Assessment Objectives |
|-----------------------|-----------------------|------------|------------|-------------------------------------|
|                       | AO1 %                 | AO2 %      | AO3 %      |                                     |
| Paper 1               | 20.3                  | 14.6       | 20.3       | 55%                                 |
| Paper 2               | 14.2                  | 20.3       | 10.1       | 45%                                 |
| <b>Total for GCSE</b> | <b>35%</b>            | <b>35%</b> | <b>30%</b> | <b>100%</b>                         |

NB Totals have been rounded either up or down.

Please see *Appendix 1* for a description of the command words used in the examination.

## Synoptic

Synoptic assessment requires students to work across different parts of a qualification and to show their accumulated knowledge and understanding of a topic or subject area.

Synoptic assessment enables students to show their ability in combining their skills, knowledge and understanding with breadth and depth of the subject.

Synopticity will be assessed in some extended-response questions where learners must draw on at least two different areas of psychology.

## Sample assessment materials

Sample papers and mark schemes can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Psychology Sample Assessment Materials (SAMs)* document.

## 4 Administration and general information

### Entries

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Details of how to enter students for the examinations for this qualification can be found in our *UK Information Manual*. A copy is made available to all examinations officers and is available on our website: [qualifications.pearson.com](http://qualifications.pearson.com)

### Discount code and performance tables

Centres should be aware that students who enter for more than one GCSE, or other Level 2 qualifications with the same discount code, will have only the grade for their 'first entry' counted for the purpose of the school and college performance tables (please see *Appendix 5: Codes*). For further information about what constitutes 'first entry' and full details of how this policy is applied, please refer to the DfE website: [www.gov.uk/government/organisations/department-for-education](http://www.gov.uk/government/organisations/department-for-education)

Students should be advised that if they take two GCSEs with the same discount code, the schools and colleges to which they wish to progress are likely to take the view that this achievement is equivalent to only one GCSE. The same view may be taken if students take two GCSEs or other Level 2 qualifications that have different discount codes but which have significant overlap of content. Before embarking on their programmes, students or their advisers who have any doubts about their subject combinations should check with the institution to which they wish to progress.

### Access arrangements, reasonable adjustments, special consideration and malpractice

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Equality and fairness are central to our work. Our equality policy requires all students to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

### Language of assessment

Assessment of this qualification will be available in English. All student work must be in English.

## Access arrangements

Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual student with a disability, without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Access arrangements should always be processed at the start of the course. Students will then know what is available and have the access arrangement(s) in place for assessment.

## Reasonable adjustments

The Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a person with a disability would be at a substantial disadvantage in undertaking an assessment. The awarding organisation is required to take reasonable steps to overcome that disadvantage.

A reasonable adjustment for a particular person may be unique to that individual and therefore might not be in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, including:

- the needs of the student with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the student with the disability and other students.

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation, or affects timeframes or the security or integrity of the assessment. This is because the adjustment is not 'reasonable'.

## Special consideration

Special consideration is a post-examination adjustment to a student's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate their level of attainment in an assessment.

## Further information

Please see our website for further information about how to apply for access arrangements and special consideration.

For further information about access arrangements, reasonable adjustments and special consideration, please refer to the JCQ website: [www.jcq.org.uk](http://www.jcq.org.uk)

## Malpractice

### Candidate malpractice

Candidate malpractice refers to any act by a candidate that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Candidate malpractice in examinations **must** be reported to Pearson using a *JCQ Form M1* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)). The form can be emailed to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com) or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

### Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with candidate malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration **must** be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ Form M2(a)* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)). The form, supporting documentation and as much information as possible can be emailed to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com) or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More detailed guidance on malpractice can be found in the latest version of the document *General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments Policies and Procedures*, available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)

### Awarding and reporting

This qualification will be graded, awarded and certificated to comply with the requirements of Ofqual's General Conditions of Recognition.

This GCSE qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total subject mark where 9 is the highest grade. Individual papers are not graded.

Students whose level of achievement is below the minimum judged by Pearson to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

The first certification opportunity for this qualification will be 2019.

## Student recruitment and progression

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Pearson follows the JCQ policy concerning recruitment to our qualifications in that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

### Prior learning and other requirements

There are no prior learning or other requirements for this qualification.

### Progression

Students can progress from this qualification to Level 3 qualifications by:

- using specialist vocabulary, psychological concepts, terminology and convention to engage in the process of psychological enquiry
- acquiring knowledge and understanding of psychology, developing an understanding of self and others, and how psychological understanding can help to explain everyday social phenomena
- understanding how psychological research is conducted, including the role of scientific method and data analysis
- presenting information, developing arguments and drawing conclusions through a critical approach to psychological evidence, developing as reflective thinkers
- developing an understanding of the relationship between psychology and personal, moral, social and cultural issues, and developing an understanding of ethical issues in psychology
- developing an understanding of psychological issues, the contribution of psychology to individual, social and cultural diversity, and how psychology contributes to society.

Students may progress from this qualification to:

- GCEs, for example in psychology, biology and geography
- Level 3 vocational qualifications, for example the BTEC Level 3 in Health and Social Care, Applied Science and Children's Care, Learning and Development
- employment in a wide range of careers (with further training), for example product management and general management, or a science-based apprenticeship.

## Appendices

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## Appendix 1: Command words used in examination papers

The table below lists the command words used in the external assessments.

| Command verb      | Definition   |
|-------------------|--|
| Assess            | Give careful consideration to all the factors or events that apply, and identify which are the most important or relevant. Make a judgement on the importance of something, and come to a conclusion where needed.   |
| Calculate         | Obtain a numerical answer, showing relevant working. If the answer has a unit, this must be included.  |
| Compare           | Looking for the similarities and differences of two (or more) things. This should not require the drawing of a conclusion. The answer must relate to both (or all) things mentioned in the question. The answer must include at least one similarity and one difference. |
| Complete          | To fill in/write all the details asked for.  |
| Define            | Provide a definition of something.   |
| Describe          | To give an account of something. Statements in the response need to be developed as they are often linked but do not need to include a justification or reason.  |
| Draw              | Produce an output, either by freehand or using a ruler (e.g. graph).   |
| Evaluate          | Review information then bring it together to form a conclusion, drawing on evidence including strengths, weaknesses, alternative actions, relevant data or information. Come to a supported judgement of a subject's qualities and relation to its context.              |
| Explain           | An explanation that requires a justification/exemplification of a point. The answer must contain some element of reasoning/justification. This can include mathematical explanations.  |
| Give, State, Name | Generally involves the recall of one or more pieces of information; when used in relation to a context, it is used to determine a candidate's grasp of the factual information presented.  |
| Identify          | Usually requires some key information to be selected from a given stimulus/resource.   |

Please refer to the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Psychology Sample Assessment Materials (SAMs)* document for the application of these command verbs.

## Appendix 2: Calculators

Students may use a calculator in assessments for this qualification. Centres are responsible for making sure that calculators used by their students meet the requirements given in the table below.

Students must be familiar with the requirements before their assessments for this qualification.

|   |   |
|---|---|
| <p><b>Calculators must be:</b></p> <ul style="list-style-type: none"> <li>• of a size suitable for use on a desk</li> <li>• either battery or solar powered</li> <li>• free of lids, cases and covers that contain printed instructions or formulae.</li> </ul> | <p><b>Calculators must not:</b></p> <ul style="list-style-type: none"> <li>• be designed or adapted to offer any of these facilities:             <ul style="list-style-type: none"> <li>○ language translators</li> <li>○ symbolic algebraic manipulation</li> <li>○ symbolic differentiation or integration</li> <li>○ communication with other machines or the internet</li> </ul> </li> <li>• be borrowed from another candidate during an examination for any reason*</li> <li>• have retrievable information stored in them. This includes:             <ul style="list-style-type: none"> <li>○ databanks</li> <li>○ dictionaries</li> <li>○ mathematical formulae</li> <li>○ text.</li> </ul> </li> </ul> |
| <p><b>The candidate is responsible for the following:</b></p> <ul style="list-style-type: none"> <li>• the calculator's power supply</li> <li>• the calculator's working condition</li> <li>• clearing anything stored in the calculator.</li> </ul>            |   |

\*An invigilator may give a student a calculator.

Further information can be found in the JCQ documents *Instructions for conducting examinations* and *Information for candidates for written examinations*, available at [www.jcq.org.uk/exams-office](http://www.jcq.org.uk/exams-office).

## Appendix 3: The context for the development of this qualification

All our qualifications are designed to meet our World Class Qualification Principles<sup>[1]</sup> and our ambition to put the student at the heart of everything we do.

We have developed and designed this qualification by:

- reviewing other curricula and qualifications to ensure that it is comparable with those taken in high-performing jurisdictions overseas
- consulting with key stakeholders on content and assessment, including learned bodies, subject associations, higher-education academics and teachers to ensure this qualification is suitable for a UK context
- reviewing the legacy qualification and building on its positive attributes.

This qualification has also been developed to meet criteria stipulated by Ofqual in their documents *GCSE (9 to 1)/GCE Qualification Level Conditions and Requirements* and *GCSE/GCE Subject Level Conditions and Requirements for Psychology*, published in April 2014.

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<sup>[1]</sup> Pearson's World Class Qualification Principles ensure that our qualifications are:

- **demanding**, through internationally benchmarked standards, encouraging deep learning and measuring higher-order skills
- **rigorous**, through setting and maintaining standards over time, developing reliable and valid assessment tasks and processes, and generating confidence in end users of the knowledge, skills and competencies of certified students
- **inclusive**, through conceptualising learning as continuous, recognising that students develop at different rates and have different learning needs, and focusing on progression
- **empowering**, through promoting the development of transferable skills, see *Appendix 4*.

## From Pearson's Expert Panel for World Class Qualifications

"The reform of the qualifications system in England is a profoundly important change to the education system. Teachers need to know that the new qualifications will assist them in helping their learners make progress in their lives.

When these changes were first proposed we were approached by Pearson to join an 'Expert Panel' that would advise them on the development of the new qualifications.

We were chosen, either because of our expertise in the UK education system, or because of our experience in reforming qualifications in other systems around the world as diverse as Singapore, Hong Kong, Australia and a number of countries across Europe.

We have guided Pearson through what we judge to be a rigorous qualification development process that has included:

- establishing External Subject Advisory Groups, drawing on independent subject-specific expertise to challenge and validate our qualifications
- subjecting the final qualifications to scrutiny against the DfE content and Ofqual accreditation criteria in advance of submission.

Importantly, we have worked to ensure that the content and learning is future oriented. The design has been guided by what is called an 'Efficacy Framework', meaning learner outcomes have been at the heart of this development throughout.

We understand that ultimately it is excellent teaching that is the key factor to a learner's success in education. As a result of our work as a panel we are confident that we have supported the development of qualifications that are outstanding for their coherence, thoroughness and attention to detail and can be regarded as representing world-class best practice."

**Sir Michael Barber (Chair)**

Chief Education Advisor, Pearson plc

**Professor Lee Sing Kong**

Director, National Institute of Education, Singapore

**Bahram Bekhradnia**

President, Higher Education Policy Institute

**Professor Jonathan Osborne**

Stanford University

**Dame Sally Coates**

Principal, Burlington Danes Academy

**Professor Dr Ursula Renold**

Federal Institute of Technology, Switzerland

**Professor Robin Coningham**

Pro-Vice Chancellor, University of Durham

**Professor Bob Schwartz**

Harvard Graduate School of Education

**Dr Peter Hill**

Former Chief Executive ACARA

## Appendix 4: Transferable skills

### The need for transferable skills

In recent years, higher education institutions and employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as 'the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning.'<sup>[1]</sup>

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council's (NRC) framework as the most evidence-based and robust skills framework. We adapted the framework slightly to include the Program for International Student Assessment (PISA) ICT Literacy and Collaborative Problem Solving (CPS) Skills.

The adapted National Research Council's framework of skills involves:<sup>[2]</sup>

### Cognitive skills

- **Non-routine problem solving** – expert thinking, metacognition, creativity.
- **Systems thinking** – decision making and reasoning.
- **Critical thinking** – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.
- **ICT literacy** – access, manage, integrate, evaluate, construct and communicate.<sup>[3]</sup>

### Interpersonal skills

- **Communication** – active listening, oral communication, written communication, assertive communication and non-verbal communication.
- **Relationship-building skills** – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.
- **Collaborative problem solving** – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.

### Intrapersonal skills

- **Adaptability** – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments.
- **Self-management and self-development** – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.

Transferable skills enable young people to face the demands of further and higher education, as well as the demands of the workplace, and are important in the teaching and learning of this qualification. We will provide teaching and learning materials, developed with stakeholders, to support our qualifications.

<sup>[1]</sup> OECD – *Better Skills, Better Jobs, Better Lives* (OECD Publishing, 2012)

<sup>[2]</sup> Koenig J A, National Research Council – *Assessing 21st Century Skills: Summary of a Workshop* (National Academies Press, 2011)

<sup>[3]</sup> PISA – *The PISA Framework for Assessment of ICT Literacy* (2011)

## Appendix 5: Codes

| Type of code                                   | Use of code   | Code  |
|--|---|---|
| Discount codes                                 | <p>Every qualification eligible for performance tables is assigned a discount code indicating the subject area to which it belongs.</p> <p>Discount codes are published by the DfE in the RAISEonline library (<a href="http://www.raiseonline.org">www.raiseonline.org</a>)</p>  | PK1   |
| Regulated Qualifications Framework (RQF) codes | <p>Each qualification title is allocated an Ofqual Regulated Qualifications Framework (RQF) code.</p> <p>The NQF code is known as a Qualification Number (QN). This is the code that features in the DfE Section 96 and on the LARA as being eligible for 16–18 and 19+ funding, and is to be used for all qualification funding purposes. The QN will appear on students' final certification documentation.</p> | <p>The QN for this qualification is:<br/>603/0890/4</p> |
| Subject codes                                  | The subject code is used by centres to enter students for a qualification. Centres will need to use the entry codes only when claiming students' qualifications.  | GCSE – 1PS0   |
| Paper codes                                    | These codes are provided for reference purposes. Students do not need to be entered for individual papers.  | <p>Paper 1: 1PS0/01<br/>Paper 2: 1PS0/02</p>            |

**Edexcel, BTEC and LCCI qualifications**

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