

## Developmental psychology – Attachment

	Revised specification with changes highlighted	Implications of the change	Pages affected:	Complete	Mini	Exam	Visual
Attachment	<ul style="list-style-type: none"><li>Explanations of attachment, including learning theory and <b>Bowlby's theory</b></li></ul>	Previously 'evolutionary perspective, including Bowlby', now no need to refer to evolutionary theory.	36	12	46-49	24-25	
	<ul style="list-style-type: none"><li>Types of attachment: <b>secure attachment, insecure-avoidant and insecure-resistant</b></li></ul>	Types of attachment now included rather than just 'secure' and 'insecure'.	41	13	50-51	26-27	
	<ul style="list-style-type: none"><li>Use of the <b>"Strange Situation"</b> in attachment research</li></ul>	'Strange Situation' now included and 'Ainsworth' removed.	40-43	13	50-51	26-27	
	<ul style="list-style-type: none"><li>Cultural variations in attachment</li></ul>	No change.					
	<ul style="list-style-type: none"><li>The effects of disruption of attachment, failure to form attachment (privation) and <b>institutional care</b></li></ul>	Change of term from 'institutionalisation' to 'institutional care'.	51	15	56-59	32-33	
Attachment in everyday life	<ul style="list-style-type: none"><li>The impact of different forms of day care on children's social development, including the effects on aggression and peer relations</li></ul>	No change.					
	<ul style="list-style-type: none"><li><b>Implications of</b> How research into attachment and day care has influenced child care practices</li></ul>	Reworded to remove 'implications', which has implications for question setting but little else.	56-57	18	64-67	36-37	

## Biological Psychology: Stress

Stress as a bodily response	<ul style="list-style-type: none"> <li>The body's response to stress, including the pituitary-adrenal system and the sympathomedullary pathway in outline</li> <li>Stress-related illness and the immune system</li> </ul>	No change.				
	<ul style="list-style-type: none"> <li>Life changes and daily hassles as sources of stress</li> </ul>					
	<ul style="list-style-type: none"> <li>Workplace stress <b>including the effects of workload and control</b></li> </ul>	Workload' and 'control' added; these are covered in the books.	128-129	34	80-81	74-75
	<ul style="list-style-type: none"> <li>Personality factors, including Type A <b>and Type B behaviour, hardiness</b></li> </ul>	'Type B' behaviour added – not covered in the book. 'Hardiness' added – this is already covered in the books.	130-131	35	82-85	76-77
	<ul style="list-style-type: none"> <li><del>Distinction between emotion focused and problem focused approaches to coping with stress</del></li> </ul>	Coping strategies deleted.	132-133	36	86-87	78-79
	<ul style="list-style-type: none"> <li>Psychological and <b>biological</b> methods of stress management, including <b>stress inoculation therapy</b> and drug therapy</li> </ul>	'Physiological' changed to 'biological'. 'Cognitive behavioural therapy' now specified as 'stress inoculation therapy'. Already covered in the books.	136-137	38	88-89	82-83

## Social Psychology: Social influence

Social influence	<ul style="list-style-type: none"> <li>Conformity (<b>majority influence</b>) and explanations of why people conform, including informational social influence and normative social influence</li> <li>Types of conformity, including internalisation and compliance</li> <li>Obedience to authority, including Milgram's work and explanations of why people obey</li> </ul>	Conformity tied specifically to majority influence, as covered in the books. Therefore minority influence no longer is credited as conformity, but useful to social change topic.	152-153	41		88-89
	<ul style="list-style-type: none"> <li>Explanations of independent behaviour, including <b>the influence of individual differences</b> locus of control, how people resist pressures to conform and resist pressures to obey authority</li> </ul>	Reworded. 'Individual differences' removed but 'locus of control' still included. Attributional style no longer required.	164-165	46	104-105	98-99
	<ul style="list-style-type: none"> <li><b>Implications</b> How social influence research helps us to understand social change; <b>the role of minority influence</b> in social change</li> </ul>	Reworded to remove 'implications'. 'Minority influence' specified.	166-167	47	106-107	100-101

The only change to the examination itself is that A2 questions will now be marked out of 24 (instead of 25). This consists of 8 marks AO1 and 16 marks AO2.

\*\*Note that, where there are specification changes, the end-of-chapter review may have erroneous material.

Changes highlighted in grey

### Biological rhythms and sleep

	Revised specification with changes highlighted	Implications of the change	Pages affected:	Complete	Mini
Biological rhythms	<ul style="list-style-type: none"> <li>Circadian, infradian, and ultradian rhythms, including the role of endogenous pacemakers and of exogenous zeitgebers <i>in the control of circadian rhythms</i></li> </ul>	Research on endogenous/exogenous control needs to only focus on circadian rhythms. Questions can still be set generally on infradian and ultradian rhythms (and related research).	6-7	9	
	<ul style="list-style-type: none"> <li><del>Consequences</del> Disruption of biological rhythms, for example shift work, jet lag</li> </ul>	'Consequences' removed, better for question setting because AO2 more feasible.	8-9	10	
Sleep	<ul style="list-style-type: none"> <li>The nature of sleep <i>including stages of sleep</i> and lifespan changes in sleep</li> <li>Functions of sleep, including evolutionary and restoration explanations</li> </ul>	Small change, covered in chapter.			
Disorders of sleep	<ul style="list-style-type: none"> <li>Explanations for sleep disorders, including insomnia, <i>including primary and secondary insomnia and factors influencing insomnia, for example, apnoea, personality</i>, sleep walking and narcolepsy</li> </ul>	No need to distinguish primary and second insomnia, though still creditworthy. Factors influencing insomnia no longer included but could be used as explanations (but make this clear in any exam answer).	16-17	14	

### Perception

Theories of perceptual organisation	<ul style="list-style-type: none"> <li>Gregory's top down/indirect theory of perception</li> <li>Gibson's bottom up/direct theory of perception</li> </ul>	No change.			
Development of perception	<ul style="list-style-type: none"> <li>The development of perceptual abilities, <i>including</i> depth/distance, visual constancies</li> <li>Perceptual development, including infant and cross-cultural research</li> </ul>	Removed			
	<ul style="list-style-type: none"> <li><del>The nature nurture debate in relation to explanations of perceptual development</del></li> </ul>				
Face recognition and visual agnosias	<ul style="list-style-type: none"> <li>Bruce and Young's theory of face recognition, including case studies and explanations of prosopagnosia</li> </ul>	No change.			

## Relationships

The formation, maintenance and breakdown of romantic relationships	<ul style="list-style-type: none"> <li>Theories of the formation, maintenance and breakdown of romantic relationships: for example, reward/need satisfaction, social exchange theory</li> </ul>	No change.		
Evolutionary explanations of human reproductive behaviour	<ul style="list-style-type: none"> <li>The relationship between sexual selection and human reproductive behaviour</li> <li><del>Evolutionary explanations of parental investment: for example,</del> Sex differences in parental investment, <del>parent-offspring conflict</del></li> </ul>	NEW SPREAD: This now focuses solely on sex differences. In the books we included parent-offspring conflict as example of parental investment. Parent-offspring conflict is not longer relevant.	50-51	29
Effects of early experience and culture on adult relationships	<ul style="list-style-type: none"> <li>The influence of childhood <del>and adolescent experiences</del> on adult relationships, <del>including parent-child relationships and interaction with peers</del></li> <li>The influence of culture on <del>romantic</del> relationships</li> </ul>	'Adolescent' removed but material still creditworthy as 'childhood' includes adolescence.	52-53	30
		Previously was 'The nature of relationships in different cultures' but material in books still appropriate, though must focus on romantic relationships.	54-55	31

## Aggression

Social psychological approaches to explaining aggression	<ul style="list-style-type: none"> <li>Social psychological theories of aggression, for example, social learning theory, deindividuation</li> <li><del>Explanations of</del> Institutional aggression</li> </ul>	No change.	62-63	34
		No need to be restricted to explanations.	64-65	35
Biological explanations of aggression	<ul style="list-style-type: none"> <li>Neural and hormonal mechanisms in aggression</li> <li>Genetic factors in aggressive behaviour</li> </ul>	No change.		
Evolution and human aggression <del>as an adaptive response</del>	<ul style="list-style-type: none"> <li>Evolutionary explanations of human aggression, including infidelity and jealousy</li> <li>Evolutionary explanations of group display in humans, for example sport and <del>lynch mobs</del> warfare</li> </ul>	Example changed to 'warfare', can still use lynch mobs and religious rituals (as covered in our books) as 'warfare' is only an example.	72-73	39

## Eating behaviour

Eating behaviour	<ul style="list-style-type: none"> <li>Factors influencing attitudes to food and eating behaviour, for example cultural influences, mood, health concerns</li> <li>Explanations for the success and failure of dieting</li> </ul>	No significant change.		
Biological explanations of eating behaviour	<ul style="list-style-type: none"> <li><del>The role of</del> Neural mechanisms involved in controlling eating</li> <li>Evolutionary explanations of food preference</li> </ul>			
Eating disorders	In relation to either anorexia nervosa or bulimia nervosa or obesity: <ul style="list-style-type: none"> <li>Psychological explanations</li> <li>Biological explanations, including neural and evolutionary explanations</li> </ul>			

## Gender

Psychological explanations of gender development	• Cognitive developmental theory, including Kohlberg	No change.	106-107	54
	• Gender schema theory			
	• <del>Explanations for psychological androgyny and gender dysphoria including relevant research</del>	Androgyny removed. Gender dysphoria moved to biological influence.		
Biological influences on gender	• The role of hormones and genes in gender development	No change.	106-107	54
	• Evolutionary explanations of gender			
	• The biosocial approach to gender development <i>including gender dysphoria</i>	NEW SPREAD: Gender dysphoria now moved to biological influence. The spread on gender dysphoria has been redone, to increase what is covered..		
Social influences on gender	• Social influences on gender for example, the influence of parents, peers, schools, media	No change.	110-111	56
	• <del>Cross-cultural studies</del> Cultural influences on gender role	Was 'cross-cultural studies', slight change of emphasis.		

## Intelligence and learning

Theories of intelligence	• Psychometric theories, <i>for example, Spearman, Cattell, Thurstone</i>	Examples added. We have covered Spearman and Cattell in our books.	116-117	58
	• Information processing theories, for example, <i>Sternberg</i> , Gardner	Sternberg now named but we have covered this in the books.	118-119	59
Animal learning and intelligence	• Simple learning (classical and operant conditioning) and its role in the behaviour of non-human animals	No change.		
	• <del>Evidence for</del> intelligence in non-human animals, for example, self-recognition, social learning, Machiavellian intelligence			
<del>Evolution of</del> human intelligence	• Evolutionary factors in the development of human intelligence, for example, ecological demands, social complexity, brain size			
	• Genetic and environmental factors associated with intelligence test performance, including the influence of culture			

## Cognition and development

Development of thinking	• Theories of cognitive development, including Piaget and Vygotsky <del>and Bruner</del>	Bruner removed.	144-145	71
	• Applications of cognitive development theories to education	Bruner can be relevant.	146-147	72
Development of moral understanding	• Kohlberg's theory of moral understanding <del>and/or prosocial reasoning (Eisenberg)</del>	Eisenberg removed.	150-151	74
Development of social cognition	• Development of the child's sense of self, including Theory of Mind <del>(Baron-Cohen)</del>	No significant change.		
	• Development of children's understanding of others, including perspective- taking <i>for example, Selman</i>			
	• Biological explanations of social cognition, including the role of the mirror neuron system			

**Section A Psychopathology (Schizophrenia, depression, phobic disorders, obsessive compulsive disorder)**

Only change is to remove 'anxiety disorders' and list phobic disorders and obsessive compulsive disorder separately, suggesting that there will be a separate question for each of these rather than just one on anxiety disorders.

**Media Psychology**

	Media influences on social behaviour	• Explanations of media influences on pro- and anti-social behaviour	No change.		
		• The <b>positive and negative effects</b> of computers and video games on <b>young people behaviour</b>	NEW SPREAD: to include positive and negative effects.	222-223	105
	<b>Persuasion, attitude and change</b>	• <b>Persuasion and attitude change, including</b> The application of Hovland-Yale and Elaboration Likelihood models <b>in explaining the persuasive effects of media</b>	NEW SPREAD: to focus on the application of the models.	224-225	106
	<b>Media and persuasion</b>	• <b>The influence of attitudes on decision making, including roles of cognitive consistency/dissonance and self-perception</b>	This topic is removed.	226-227	107
		• Explanations for the <b>effectiveness/persuasiveness</b> of television advertising	'Effectiveness' and 'persuasiveness' are slightly different so students should be careful in how they present their information.	228-229	108
	The psychology of 'celebrity'	• The attraction of 'celebrity', including social psychological and evolutionary explanations	No change.		
		• Research into intense fandom, <b>including</b> celebrity worship and <b>celebrity</b> stalking	These were examples and are now 'included'. Focus on celebrity stalking not just stalking.	232-233	110

**The psychology of addictive behaviour**

	Models of addictive behaviour	• Biological, cognitive and learning approaches to explaining initiation, maintenance and relapse, <b>and their applications</b> to smoking and gambling	The implication is that you now only need to consider addiction to smoking and gambling.	238-245	112-115
	<b>Factors affecting addictive behaviour</b>	• Risk factors in the development of addiction, including <b>self-esteem, attributions for addiction, social context of addiction</b> stress, peers, age and personality	NEW SPREAD: to include stress, peers, age and personality.	246-247	116
	Vulnerability to addiction	• <b>The role of the media</b> Media influences on addictive behaviour	No significant change.		
	Reducing addictive behaviour	• <b>Models of prevention, including theory of reasoned action and</b> theory of planned behaviour as a model for addiction prevention	NEW SPREAD: Theory of reasoned action removed. This spread has been redone to focus solely on the theory of planned behaviour and its application.	250-251	118
		• Types of intervention and their effectiveness, including biological, psychological and public health interventions <b>and legislation</b>	Legislation removed. Anti-smoking legislation (included in our books) can be included as a public health intervention.	252-253	119

## Anomalistic psychology

Theoretical and methodological issues in the study of anomalous experience	<ul style="list-style-type: none"> <li>Pseudoscience and <del>scientific fraud</del> <i>the scientific status of parapsychology</i></li> </ul>	Scientific fraud removed, scientific status added which is already covered in the books when considering the pseudoscientific status of parapsychology.	258-259	121
Factors underlying Explanations for anomalous experience	<ul style="list-style-type: none"> <li><del>Controversies relating to</del> <i>Methodological issues related to the study of paranormal cognition</i> (ESP, including Ganzfeld) and paranormal action (psychokinesis)</li> </ul>	Focus shifted to the methodological issues.	260-261	122
Belief in research into exceptional experience	<ul style="list-style-type: none"> <li><del>The psychology of deception and self-deception</del> The role of coincidence and <i>probability judgments</i> in anomalous experience</li> </ul>	NEW SPREAD: Deception and self-deception removed. Probability judgments added.	266-267	125
	<ul style="list-style-type: none"> <li>Explanations for superstitious behaviour and <i>magical thinking</i></li> </ul>	NEW SPREAD: to include magical thinking.		
	<ul style="list-style-type: none"> <li><del>Functions of paranormal and related beliefs, including their cultural significance</del></li> </ul>	Removed.	264-265	124
	<ul style="list-style-type: none"> <li><del>Cognitive, biological and</del> personality factors underlying anomalous experience</li> </ul>	NEW SPREAD: Cognitive and biological factors removed. This spread now focuses solely on personality factors.	262-263	123
Belief in research into exceptional experience	<ul style="list-style-type: none"> <li>Psychological research into and explanations for psychic healing, near death and out of body experiences, and psychic mediumship</li> </ul>	No change.		

## Psychological Research and the scientific method

The application of scientific method in psychology	<ul style="list-style-type: none"> <li>The major features of science, including replicability, objectivity, theory construction, hypothesis testing, the use of empirical methods, <del>generation of laws/principles (eg Popper, Kuhn)</del></li> </ul>	The 'scientific process' has been removed from the body of the specification but is still mentioned in the section heading (scientific method). Popper and Kuhn are still relevant.	276-279	129
	<ul style="list-style-type: none"> <li>Validating new knowledge and the role of peer review</li> </ul>	No change.		
Designing psychological investigations	<ul style="list-style-type: none"> <li>Selection and application of appropriate research methods</li> <li>Implications of sampling strategies, for example, bias and generalising</li> <li>Issues of reliability, including types of reliability, assessment of reliability, improving reliability</li> <li>Assessing and improving validity, including internal and external</li> <li>Ethical considerations in design and conduct of psychological research</li> </ul>	No change.		
Data analysis and reporting investigations	<ul style="list-style-type: none"> <li>Appropriate selection of graphical representations</li> <li>Probability and significance, including the interpretation of significance and Type 1/Type 2 errors</li> <li>Factors affecting choice of statistical test, including levels of measurement</li> <li>The use of inferential analysis, including Spearman's Rho, Mann-Whitney, Wilcoxon, Chi-Squared</li> <li>Analysis and interpretation of qualitative data</li> <li>Conventions of reporting on psychological investigations</li> </ul>	No change.		

