



# INTERNATIONAL AS AND A-LEVEL PSYCHOLOGY [6035]

## Contents

<b>Background to LRN</b>	<b>Page 03</b>
<b>Introduction</b>	<b>Page 04</b>
<b>Objective</b>	<b>Page 04</b>
<b>Mode of Delivery</b>	<b>Page 04</b>
<b>Progression</b>	<b>Page 04</b>
<b>Qualification Overview</b>	<b>Page 05</b>
<b>Assessment</b>	<b>Page 06</b>
<b>Guided Learning Hours</b>	<b>Page 07</b>
<b>Entries Codes</b>	<b>Page 07</b>
<b>Private Candidates</b>	<b>Page 07</b>
<b>Grading</b>	<b>Page 07</b>
<b>Results</b>	<b>Page 07</b>
<b>Re-takes</b>	<b>Page 07</b>
<b>Customer Service Statement</b>	<b>Page 08</b>
<b>Diversity and Equality</b>	<b>Page 08</b>
<b>Subject Content</b>	<b>Page 09</b>

## BACKGROUND TO LRN

Learning Resource Network (LRN) is a recognised Awarding Organisation that offers a range of qualifications to candidates, educational institutes, training providers, schools and employers.

LRN is recognised for its high quality qualifications that enable candidates to progress to other areas of study and employment in their designated fields.

In producing its qualifications, LRN uses the experience and expertise of academics, professionals working in the pertinent industries and assessment practitioners with a wealth of best practice and knowledge of validation, verification, delivery and assessment.

## ACCOLADES

### Queen's Award

In April 2020, LRN received the Queen's Award for Enterprise for International Trade. LRN is one of 220 organisations in the UK to be recognised with this prestigious accolade. This was in recognition of the expansion LRN brought to the overseas qualification market.

## MANAGEMENT SYSTEMS

LRN has been awarded international accreditation as part of its quality controls, policies, systems and overall approach to its management systems. These awards are externally validated by the British Assessment Bureau. LRN has achieved accreditation in the form of ISO 9001: Quality Management Systems, ISO 14001: Environment Management Systems and ISO 27001: Information Security Management Systems.

## CUSTOMER SERVICE EXCELLENCE

LRN has achieved the prestigious award of Customer Service Excellence. This is in recognition of its customer service practices, approach to managing and dealing with UK and Overseas customer needs, including the diverse needs of its centres.

LRN was the first UK Awarding Organisation to achieve Customer Service Excellence. Following reaccreditation in 2019, LRN received an award for Customer Service Excellence: Compliance Plus, demonstrating that LRN went above and beyond the delivery of its customer service principles.



## INTRODUCTION

This specification provides an overview to the LRN International AS & A Level Psychology<sup>1</sup>. This document is suitable for various users, including candidates, centres, administrators, employers, parents/guardians, teachers (and other educational based staff) and examiners. The specification outlines the key features and administrative procedures required for this international qualification.

## OBJECTIVE

The LRN International AS & A Level Psychology is designed to enable international candidates to demonstrate their ability, in theoretical terms across a range of: an introduction to the various methods of investigating the psychology of human behaviour, an introduction to significant psychological approaches and research findings, an appreciation of the scope and boundaries of psychological investigation, transferrable skills of analysis, evaluation and interpretation of data, psychological insight into individual, social and cultural diversity and the ability to communicate with other psychologists.

## MODE OF DELIVERY

This qualification has been constructed to be delivered within centres. Centres will need to demonstrate to LRN, through the centre recognition processes, that they have the resources, facilities and competence to deliver. However, centres must be able to demonstrate, in line with LRN's criteria, that they have the means, capability, capacity and resources (including suitably qualified centre staff) to deliver by the method chosen by the centre.

## PROGRESSION

The LRN International AS & A Level Psychology has been designed to reflect the wide variation in candidates' origins, levels of education and career aims. Progression opportunities may, therefore, take a variety of paths. Depending on the level of qualification achieved, it may be appropriate for the candidate to progress to:

1. Similar level 3 qualification in Psychology;
2. LRN Level 3 Diploma in Pre-U Foundation Studies;
3. A higher level of any qualification – e.g.; HNC/HND or Degree'
4. Vocationally Related Qualifications

---

<sup>1</sup> LRN International AS/A Level are globally recognised qualifications designed specifically for international candidates and are available outside the United Kingdom. Candidates based in England refer to the Ofqual register.

# QUALIFICATION OVERVIEW

Number	Subject Content	LRN International AS Level	LRN International A Level	AO	Exam
1	Approaches and questions in psychology	✓	✓	1, 2 and 3	<p>Combination of written exam papers (externally set and marked).</p> <p><b>AS Level</b></p> <p><b>Paper 1:</b> Essay based questions.</p> <p>Duration: 1 hour 30 minutes</p> <p>Weighting: 50%</p> <p><b>Paper 2:</b> Short answer questions, designed based research questions and Scenario based questions.</p> <p>Duration: 1 hour 40 minutes</p> <p>Weighting: 50%</p> <p><b>A Level</b></p> <p><b>Paper 1:</b> Essay based questions.</p> <p>Duration: 1 hour 30 minutes</p> <p>Weighting: 25%</p> <p><b>Paper 2:</b> Short answer questions, designed based research questions and Scenario based questions.</p> <p>Duration: 1 hour 40 minutes</p> <p>Weighting: 25%</p> <p><b>Paper 3:</b></p>
2	Psychological investigation	✓	✓	1, 2 and 3	
3	Atypical psychology: Schizophrenia and related psychosis and anxiety disorders.	-	✓	1, 2 and 3	
4	Applied psychology: Workplace and consumer behaviour.	-	✓	1, 2 and 3	

					Short answer questions and Essay based questions Duration: 1 hour 15 minutes Weighting: 25%  <b>Paper 4:</b>  Short answer questions, designed based research questions and Scenario based questions.  Duration: 1 hour 40 minutes  Weighting: 25%
--	--	--	--	--	--

## BREAKDOWN OF ASSESSMENT OBJECTIVES

### AO1 - demonstrate knowledge and understanding of:

- the biological, behaviourist/learning, cognitive, psychodynamic and humanist approaches to understanding human behaviour.
- recurrent themes in psychology.
- terminology used in psychology.
- methods used to study psychology.
- relevant psychological research.

### AO2 – apply knowledge and understanding:

- applying knowledge and understanding of psychology as a science, its processes, techniques and procedures.
- applying knowledge to different situations and context.
- to explain behaviour in theoretical contexts and contexts with high ecological validity.
- apply appropriate legal principles and rules to predict outcomes of legal disputes

### AO3 – using psychological knowledge to:

- appropriately analyse and evaluate theories, research and research conclusions.
- suggest and evaluate methods of obtaining data and evaluate their usefulness.
- assess and suggest strategies and interventions based on psychological approaches.

## ASSESSMENT

The assessment for this qualification consists of (i) written exam papers, set and marked by the LRN.

Assessment objectives (AOs)	Weighting			
	Paper 1	Paper 2	Paper 3	Paper 4
AO1	60%	20%	55%	0%
AO2	10%	50%	0%	35%
AO3	30%	30%	45%	65%



## GUIDED LEARNING HOURS (GLH)

The LRN International AS Level guided learning hours (GLH) are 180 and 360 guided learning hours for LRN International A Level. Please note the hours stated are indicative.

## ENTRIES CODES

One entry per qualification is sufficient and will cover all the question papers including certification.

## PRIVATE CANDIDATES

Centres are advised that private candidates are only to be enrolled with prior agreement and confirmation from LRN.

## GRADING

The LRN International A Level will be graded on a six-point scale: A\*, A, B, C, D and E and LRN International AS Level will be graded on a five-point scale: A, B, C, D and E. Candidates who fail to reach the minimum standard for grade E will be recorded as U (unclassified) and will not receive a qualification certificate.

## RESULTS

Exam series are in:

- January (results released in March)
- June (results released in August)
- November (results released in January)

## RE-TAKES

Whereas candidates can re-take each paper as often as they wish, within the shelf-life of the specification.

## CUSTOMER SERVICE STATEMENT

Learning Resource Network (LRN) is committed to ensuring all customers are dealt with promptly and in a professional and helpful manner. In order to guarantee this, we commit to ensuring the following in our day-to-day interactions with candidates, assessment centres and our stakeholder network:

- All customers will be treated equally and with respect.
- All customer information will only be used in a way which has been agreed in advance, unless we are informed of something that places them or others at risk of harm.
- All customers will be treated by staff in a professional manner.

LRN has arrangements in place to provide a telephone and e-mail helpdesk which will be staffed from 09:00 to 17:00 from Monday to Friday. Furthermore, it will respond to each e-mail, letter, or telephone message it receives regarding feedback on its qualifications, centre approvals process or other matters relating to its products and/or services. The timetable for responding is as follows:

- E-mail: 5 working days
- Letter: 5 working days
- Telephone message: 5 working days

## DIVERSITY AND EQUALITY

Learning Resource Network (LRN) is committed to ensuring fair and equal access to its qualifications, examinations and support materials. Our Diversity and Equality policy seeks to eliminate unjustifiable discrimination, harassment and/or victimisation and to advance equality of opportunity, thereby ensuring all candidates are treated fairly, in accordance with the protected characteristics of the Equality Act 2010. Specifically, we comply fully with the requirements laid out in the Equality Act 2010. In addition, and within the constraints of this policy, LRN will have due regard for the General data Protection Regulations (GDPR) in the retention of information which is unnecessary.



1	Approaches and questions in psychology.		
Aim			
Learners should be able to explain behaviour in terms of a range of different psychological approaches using appropriate terminology.			
Learning Outcomes - The learner will:		Assessment Criteria - The learner can:	
1	Know and understand what is meant by “psychology” as the scientific study of behaviour and the mind.	1.1	<b>Explain</b> what is meant by ‘behaviour’, ‘the mind’ and ‘experience’.
		1.2	<b>Evaluate</b> whether psychology is a scientific discipline.
		1.3	<b>Explain</b> the difference between psychology and sociology or anthropology.
		1.4	<b>Examine</b> the links between psychology with other disciplines.
2	Know and understand the basic psychological approaches	2.1	<b>Explain</b> the principal features the biological, behavioural, cognitive, psychodynamic and humanist psychological approaches.
		2.2	<b>Evaluate</b> the strengths and weaknesses of the different approaches as an explanation for human behaviour.
		2.3	<b>Explain</b> how each approach can be applied to aspects of everyday human behaviour.
		2.4	<b>Evaluate</b> whether key studies illustrate or support each approach.
		2.7	<b>Explain</b> the principal methods used to investigate each approach.
		2.8	<b>Examine</b> when and why studying and/or combining different approaches is useful in understanding behaviour.
3	Know and understand the biological bases of behaviour	3.1	<b>Explain</b> what the various components of the human brain and central nervous system are.
		3.2	<b>Explain</b> how the central nervous system and endocrine system operate in the human body.
		3.3	<b>Evaluate</b> the nature and function of endorphins, serotonin, dopamine, adrenaline, testosterone and oestrogen in the human body.

		3.4	<b>Explain</b> what is meant by transduction and how it applies to human perception.
4	Understand issues and debates in psychology	4.1	<b>Examine</b> the nature/nurture debate in psychology.
		4.2	<b>Explain</b> what are idiographic and nomothetic approaches in psychology.
		4.3	<b>Evaluate</b> the extent to which each approach may be described as deterministic or allow for free will.
		4.4	<b>Evaluate</b> how successful psychologists have been in avoiding cultural or gender bias.
		4.5	<b>Examine</b> the extent to which each approach may be described as reductionist.

2	Psychological investigation		
Aim			
Learners should be able to describe and evaluate various methods of collecting and analysing data and apply that knowledge to a novel research situation			
Learning Outcomes - The learner will:		Assessment Criteria - The learner can:	
1	Understand and apply the key methods used in psychological research (see Appendix Two)	1.1	<b>Explain</b> the main features of each research method
		1.2	<b>Explain</b> the difference between internal validity and external validity and generalisability.
		1.3	<b>Explain</b> what is meant by test-retest reliability, inter-observer reliability and inter-rater reliability.
		1.4	<b>Evaluate</b> the extent to which each method is reliable and/or valid.
		1.5	<b>Explain</b> the difference between quantitative and qualitative data.
		1.6	<b>Evaluate</b> the contribution of each method to the body of psychological knowledge.
2	Know, understand and apply primary aspects of the experimental method	2.1	<b>Evaluate</b> different types of experimental design (independent measures, matched pairs and repeated measures)
		2.2	<b>Explain</b> when the use of an experimental design might be appropriate.
		2.3	<b>Explain</b> the difference between independent variables, dependent variables and extraneous variables.
		2.4	<b>Examine</b> what the different kinds of variables in a particular experimental design are.
		2.5	<b>Explain</b> what is meant by operationalisation in respect of independent and dependent variables.
		2.6	<b>Explain</b> what is meant by controlling variables, uncontrolled variables, participant variables and situational variables.

		2.7	<b>Evaluate</b> when and how to use directional (one-tail), non-directional (two-tail) and null hypotheses.
		2.8	<b>Examine</b> what would be an appropriate hypothesis for a given situation.
3	Know, understand and apply sampling and data analysis	3.1	<b>Explain</b> the difference between samples and populations.
		3.2	<b>Evaluate</b> the nature and strengths of opportunity sampling, random sampling and self-selection (volunteer sampling)
		3.3	<b>Explain</b> the terms 'measure of central tendency' and 'measure of spread.'
		3.4	<b>Evaluate</b> the mean, mode, median and range for a given set of data.
		3.5	<b>Examine</b> what the <i>standard deviation</i> and <i>normal distribution</i> in a set of data are.
		3.6	<b>Examine</b> how to find the data contained in bar charts, histograms and scattergrams.
4	Understand the ethical considerations that apply in psychological research	4.1	<b>Explain</b> the core ethical considerations that apply when working with humans and animals.
		4.2	<b>Evaluate</b> how far psychological studies have complied with ethical guidelines.

3	Atypical psychology: Schizophrenia and related psychosis.		
Aim			
Learners should be able to describe the characteristics of certain atypical psychological conditions, evaluate the relative value of certain explanations for those conditions and explain possible interventions to manage those conditions.			
Learning Outcomes - The learner will:		Assessment Criteria - The learner can:	
1	Know and understand the nature, explanations for and management of schizophrenia and related psychotic disorders.	1.1	Explain the characteristics of schizophrenia and psychotic disorders.
		1.2	Explain the difference between schizophrenia and delusional disorder.
		1.3	Examine how Freeman, 2008's VR symptom assessment procedure is used to study schizophrenia.
		1.4	Evaluate the evidence for a genetic component to schizophrenia.
		1.5	Examine how schizophrenia may have biochemical sources (dopamine hypothesis, vitamin D deficiency, cannabis use)
		1.6	Evaluate cognitive (Frith, 1992) and psychodynamic (Laing, e.g., 1960) accounts of schizophrenia.
		1.7	Examine how CBT, ECT, biochemical interventions and conditioning (token economies) can be used in the treatment and management of schizophrenia.
2	Know and understand the nature, explanations for and management of anxiety disorders.	2.1	Explain the characteristics of generalised anxiety disorders and phobias.
		2.2	Explain the difference between agoraphobia and specific phobias (e.g., hemophobia, claustrophobia, arachnophobia).
		2.3	Evaluate classical and operant conditioning explanations for phobias.
		2.4	Evaluate psychodynamic explanations of phobias (e.g., Freud, 1909).
		2.5	Evaluate cognitive explanations of phobias (e.g., DiNardo et al, 1988)

		2.6	<b>Evaluate</b> biomedical/genetic explanations of phobias
		2.7	<b>Examine</b> how systematic desensitization, CBT and applied tension can be used in the treatment and management of phobias.

4	Applied psychology: Workplace and consumer behaviour		
Aim			
Learners should be able to examine and evaluate various psychological theories surrounding organizations, management and buyer behaviour and apply that knowledge to a novel situation.			
Learning Outcomes - The learner will:		Assessment Criteria - The learner can:	
1	Know and understand why people work	1.1	<b>Explain</b> intrinsic and extrinsic motivation
		1.2	<b>Evaluate</b> traditional (behaviourist) remuneration systems: pay, bonuses, performance-related pay and profit sharing.
		1.3	<b>Evaluate</b> non-monetary rewards: praise, respect, recognition, empowerment and a sense of belonging.
		1.4	<b>Examine</b> need theories of motivation: Maslow's hierarchy of needs, ERG (Alderfer, 1972) and McClelland's achievement motivation theory.
		1.5	<b>Examine</b> cognitive theories of motivation: goal-setting theory, VIE (expectancy) theory and equity theory.
		1.6	<b>Evaluate</b> job satisfaction as a motivator: Herzberg's two-factor theory, Hackman & Oldham's jobs characteristics model
2	Know and understand how job satisfaction is measured and enhanced.	2.1	<b>Evaluate</b> methods of measuring job satisfaction: job descriptive index, QWL questionnaire and Minnesota satisfaction questionnaire.
		2.2	<b>Examine</b> what research into absenteeism, workplace sabotage and commitment suggest about job satisfaction
		2.3	<b>Explain</b> how enrichment, rotation and enlargement can enhance job design and thereby job satisfaction.
		2.4	<b>Explain</b> the effect of manipulating physical work conditions, including open plan offices, and temporal conditions, such as shift work.



		2.5	<b>Examine</b> the impact of psychological changes in the workplace: additional attention and bullying interventions.
3	Know and understand ideas of leadership and group conflict	3.1	<b>Explain</b> the levels and causes of organisational and interpersonal conflict.
		3.2	<b>Evaluate</b> Belbin's theories on team roles (including the team role inventory)
		3.3	<b>Explain</b> the differences between authoritarian, participative, delegative, transactional and transformational leadership styles.
		3.4	<b>Explain</b> the relationship between leaders and followers ((Dansereau,1994, 1996 Kelley, 1988)
4	Know and understand buyer behaviour	4.1	<b>Evaluate</b> the utility theory, satisficing (Simon, 1956), and prospect theory (Kahneman and Tversky, 1979) models of decision-making.
		4.2	<b>Evaluate</b> the black box stimulus-response (Kotler, 1997), the EBK consumer decision model (Engel, Blackwell, and Kollat, 1968) and the theory of planned behaviour (Ajzen, 1991)
		4.3	<b>Examine</b> the significance of product colour (Grossman & Wisenbit (1999)
		4.4	<b>Examine</b> the environmental influences on consumers: cognitive maps of retail locations (Mackay and Olshavsky, 1975), crowding (Machleit et al., 2000) and patterns of shopper movements (Gil et al., 2009)
		4.5	<b>Examine</b> the significance of sound, lighting, odours and colour in stores (Guéguen et al., 2007, Kutlu et al., 2013, Chebat & Michon, 2003).

