
OCR AS GCE in Psychology (3876)

OCR Advanced GCE in Psychology (7876)

Approved Specifications – Revised Edition

First Advanced Subsidiary GCE certification was 2001

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Foreword to the Revised Edition

This Revised Edition has been produced to consolidate earlier revisions to these specifications and any changes contained within have previously been detailed in notices to centres. **There is no change to the structure or teaching content of the specification and most differences are cosmetic.** Sidelining will be used to indicate any significant changes.

The main changes are:

Re-sits of Units – The restrictions on re-sitting units have been removed, enabling candidates to re-take units more than once (for details see page 19).

Foreword

This booklet contains OCR's Advanced Subsidiary GCE (AS) and Advanced GCE (A level) Psychology specifications for teaching from September 2004.

The AS GCE is assessed at a standard appropriate for candidates who have completed the first year of study of a two year Advanced GCE course, i.e. between GCSE and Advanced GCE. It forms the first half of the Advanced GCE course in terms of teaching time and content. When combined with the second half of the Advanced GCE course, known as 'A2', the AS forms 50% of the assessment of the total Advanced GCE. However, the AS can be taken as a 'stand-alone' qualification. A2 is weighted at 50% of the total assessment of the Advanced GCE.

In these specifications the term **module** is used to describe specific teaching and learning requirements. The term **unit** describes a unit of assessment.

Each teaching and learning module is assessed by its associated unit of assessment.

These specifications meet the requirements of the Common Criteria (Qualifications and Curriculum Authority, 1999), the GCE AS and Advanced Level Qualification-Specific Criteria (QCA, 1999) and the relevant Subject Criteria (QCA, 1999).

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Specification Summary

Outline

These specifications aim to encourage an interest in and appreciation of psychology through an exploration of the ways in which psychology is conducted. This exploration includes:

- a review of a number of important research studies;
- practical exercises that encourage an appreciation of the methods of psychology;
- additionally for Advanced GCE, an opportunity to look at the ways in which psychology has been applied.

The specifications use a wide variety of assessment techniques that allow the candidate to show what they know, understand and are able to do. The emphasis is on the development of psychological skills as well as the learning of psychological knowledge.

These new specifications build on the strengths of the previous OCR specification. The assessment load on teachers is reduced, the specification requirements are made as clear as possible, and the practical work components have been revised to make them more active and less repetitive.

Specification Content

The AS content is focused on a series of research studies that are chosen to represent the range of psychological research methods and a range of research interests. The studies are categorised under the five core areas of psychology: cognitive psychology, developmental psychology, physiological psychology, social psychology and the psychology of individual differences. Candidates are required to use these studies as a starting point for their exploration of psychological theory and evidence. Candidates are required to consider the context of these studies and also to consider these studies within the general themes of the five core areas of psychology.

The A2 content builds on the work of the AS and focuses mainly on the ways that psychology has been applied. Candidates study two of the following six applied areas:

Psychology and Education; Psychology and Health; Psychology and Organisations; Psychology and Environment; Psychology and Sport and Psychology and Crime.

The material in each of these applied areas is closely linked to the five core areas of psychology: cognitive psychology; developmental psychology; physiological psychology; social psychology and the psychology of individual differences.

Scheme of Assessment

The AS GCE forms 50% of the assessment weighting of the full Advanced GCE. The AS GCE is assessed at a standard between GCSE and Advanced GCE and can be taken as a stand-alone course or as the first part of the full Advanced GCE course.

Assessment is by means of **3 units of assessment** for AS GCE and **6 units of assessment** for Advanced GCE.

AS GCE Candidates take Units 2540, 2541 and 2542.

Advanced GCE Candidates take Units 2540, 2541, 2542, 2543 and any **two** from Units 2544 - 2549.

Units of Assessment

Unit	Level	Unit Title	Duration	Weighting	
				AS	Advanced GCE
2540	AS	Core Studies 1	1 hour	33.3%	16.7%
2541	AS	Core Studies 2	1 hour	33.3%	16.7%
2542	AS	Psychological Investigations	1 hour	33.3%	16.7%
2543	A2	Psychology Research Report	Coursework	-	16.7%
2544	A2	Psychology and Education	1 hour 30 mins	-	16.7%
2545	A2	Psychology and Health	1 hour 30 mins	-	16.7%
2546	A2	Psychology and Organisations	1 hour 30 mins	-	16.7%
2547	A2	Psychology and Environment	1 hour 30 mins	-	16.7%
2548	A2	Psychology and Sport	1 hour 30 mins	-	16.7%
2549	A2	Psychology and Crime	1 hour 30 mins	-	16.7%

All units are assessed by a written examination except Unit 2543.

Question paper requirements

Unit 2540 contains short answer questions.

Unit 2541 contains structured essays.

Unit 2542 contains questions based on practical work activities.

Units 2544 – 2549 contain short answer questions and structured essays.

Practical Work

The aim of practical work is to allow candidates to experience a range of data collection techniques and to develop an awareness of data and how it can be analysed. A further aim of practical work is to encourage candidates to draw conclusions from data and to develop an understanding of the strengths and weaknesses of psychological methods.

The practical work for the AS course requires candidates to conduct four data collecting tasks. These tasks expose the candidate to the major techniques of data collection in psychology. The candidates are required to write up the method and results of these exercises in a practical work folder. The rationale for this style of practical work is that candidates will experience the methods of science and develop the skills of conducting psychological research. Data collection and methodological awareness are assessed in Unit 2542 and externally marked by OCR.

Coursework Requirements

In A2 the candidates build on the skills they developed in the AS course. They carry out one psychological investigation and produce a written assignment that applies psychology to an everyday event. This work for Unit 2543 is externally marked by OCR.

Overlap with other qualifications

OCR Advanced GCE Physical Education overlaps with OCR Advanced GCE Psychology module 2548 Psychology and Sport. There is no significant overlap with any other OCR specification.

1 Introduction

These specifications aim to encourage an interest in and appreciation of psychology through an exploration of the ways in which psychology is conducted. The specifications use a wide variety of assessment techniques that allow candidates to show what they know, understand and are able to do. The emphasis is on the development of psychological skills as well as the learning of psychological knowledge.

Themes

The specifications contain three themes that should inform all aspects of the candidates' progress on the course. The theme of *methodology* encourages the candidate to evaluate the psychology for the methods that are used. The theme of *perspectives and issues* encourages the candidate to look at how psychology informs our view about human experience and action. The theme of *ethics* encourages the candidate to look at the impact of psychology on the participants of psychological studies, and the impact of psychology on everyday life.

AS Content

Defining the core content of psychology is a topic that can stimulate endless debate. The growth of the subject over the last hundred years has continually widened the areas of interest and the body of knowledge associated with these areas. This means that candidates must either specialise before they have an overview of the subject, or else deal with all the areas in a superficial way. The AS GCE specification deals with this problem by requiring candidates to cover all the major areas of psychology, and to do this by sampling the research rather than over-viewing it all. Therefore, the specification prescribes the studies that must be covered. This design allows the subject to be studied in depth while retaining breadth and balance. Candidates use the studies as a starting point for their exploration of psychological theories and evidence. Candidates are required to explore the context of the studies and to be able to use the studies to illustrate the major assumptions in the five core areas of psychology.

The Core Studies have been selected to reflect the five core areas defined in the Subject Criteria for Psychology. The studies are arranged under the headings of:

- Cognitive Psychology;
- Social Psychology;
- Physiological Psychology;
- Developmental Psychology;
- The Psychology of Individual Differences.

There are four studies in each section, and they are defined in the Specification Content (see Section 5).

The Core Studies have been chosen to allow candidates to demonstrate:

- knowledge and understanding of the key assumptions underlying the five core areas of psychology;
- knowledge and understanding of the range of methods in psychology;
- an ability to analyse and evaluate the approaches of the five core areas of psychology;
- an appreciation of the strengths and weaknesses of psychological evidence;
- an ability to consider some of the cultural, social and ethical implications of psychology;
- an ability to apply psychological concepts to practical problems and to everyday life.

The studies illustrate a wide range of methodologies used in psychology. By exploring the relationship between the content of the study and the methodology of the research the candidate gains an insight into the interconnections between different fields, areas and topics in psychology. Some of the studies are relatively contemporary though many are classics in their field. All the studies have been chosen because they raise contemporary issues even if the original work was conducted some time ago. For example, the work of Thigpen and Cleckley on multiple personality was published in 1954 yet the topic is still under discussion, and this original study illustrates all the issues in the continuing debate. Likewise, the study by Milgram on obedience to authority, published in 1963, continues to challenge the way we think about ourselves and our behaviour. The range of studies is balanced to show how psychological theory and practice develop, how the past informs the present and how the present is used to re-evaluate the past. The studies have also been chosen to show the widest possible range of methods used in psychology.

The studies have been chosen on the basis of the opportunity which they present for candidates to explore the full range of issues in psychology, including research design, ethics, the rationale for research, and the application of findings. It is hoped that they will be seen as relevant to contemporary society and will provoke stimulating debate.

A2 Content

Over the past few years a number of applied areas have developed in psychology that have sought to integrate the knowledge derived from a variety of psychological sources and apply it to specific problems. The A2 part of this Advanced GCE specification takes this approach and encourages the candidate to look at how psychological theory has been applied. This involves the candidate in integrating the various areas of the subject, and seeing the connections and contrasts between them.

The chosen applied areas are Education, Health, Organisations, Environment, Sport and Crime. These applied areas have been chosen because of the range of literature available for each, and because of the breadth of psychology that is relevant to each area. Within each chosen applied area, candidates are required to look at the core areas of psychology: cognitive psychology, developmental psychology, physiological psychology, social psychology and the psychology of individual differences.

In contrast to the AS course which prescribes precisely which studies must be looked at, the A2 course only prescribes the issues. It is expected that candidates will study specific examples of work in their chosen areas though this need not be an overall coverage of the contemporary literature. Candidates are encouraged to study sufficient psychological research to be able to illustrate the issues in the specification and evaluate them.

Practical work

The aim of practical work is to allow candidates to experience a range of data collection techniques and to develop an awareness of data and how it can be analysed. A further aim of practical work is to encourage candidates to draw conclusions from data and to develop an understanding of the strengths and weaknesses of psychological methods.

The practical work for the AS course requires candidates to conduct four data collecting tasks. These tasks expose the candidate to the major techniques of data collection in the subject. The candidate is required to write up the method and results of these exercises in a practical work folder. The rationale for this style of practical work is that candidates experience the methods of science and develop the skills of conducting psychological research. Data collection and methodological awareness are examined in Unit 2542 and externally marked by OCR.

The practical work for the A2 course requires the candidate to build on the skills developed in the AS course, and carry out one psychological investigation which must be written up. They are also required to write a brief assignment that relates psychological theory and evidence to a real-life event. The A2 practical work is supervised and conducted at the Centre and externally assessed by OCR as Unit 2543.

Recommended prior knowledge

Candidates should have a good general level of performance at GCSE or equivalent before they commence this course. In particular candidates should have GCSE grade C or above (or some equivalent) in mathematics and English. It is not necessary to have taken GCSE Psychology, though it is important that candidates have the communication skills to deal with the examinations and coursework and the numeracy skills to deal with the practical work.

The course is appropriate for candidates who wish to follow an academic path in psychology or some other subject. It is also appropriate for candidates who wish to explore psychology in an academic context with a view to furthering their understanding of psychological processes. This exploration might be appropriate to people either with a professional interest or a lay person's interest in psychology.

These specifications can play a key role in lifelong learning as the subject spans knowledge and skills applicable to both art and science disciplines. It is possible for these specifications to be studied by mature students, perhaps on a part-time basis and over a number of years.

1.1 Certification Title

These specifications will be shown on a certificate as:

- OCR Advanced Subsidiary GCE in Psychology.
- OCR Advanced GCE in Psychology.

1.2 Language

These specifications and associated assessment materials are written in English only.

1.3 Overlap with other qualifications

OCR Advanced GCE Physical Education overlaps with OCR Advanced GCE Psychology Module 2548 Psychology and Sport. There is no significant overlap with any other OCR specification.

1.4 Exclusions

Candidates who enter for this AS GCE specification may **not** also enter for any other AS GCE specification with the certification title Psychology in the same examination session.

Candidates who enter for this Advanced GCE specification may **not** also enter for any other Advanced GCE specification with the certification title Psychology in the same examination session.

Every specification is assigned to a national classification code indicating the subject area to which it belongs.

Centres should be aware that candidates who enter for more than one GCE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

The classification code for these specifications is 4850.

1.5 Code of Practice requirements

These specifications will comply in all respects with the 2004 revised Code of Practice.

2 Specification Aims

This AS GCE specification in Psychology encourages candidates to:

- study psychological theories, research, terminology, concepts, studies and methods;
- develop skills of analysis, interpretation and evaluation;
- develop an understanding of different areas of psychology;
- design and report psychological investigations, and analyse and interpret data;
- develop an understanding of ethical issues in psychology, including the ethical implications of psychological research;
- promote an appreciation and understanding of individual, social and cultural diversity.

In addition, the Advanced GCE specification:

- includes the study of psychological principles, perspectives and applications;
- enables candidates to explore and understand the relationship between psychological knowledge, theories and methodology and their relationship to social, cultural, scientific and contemporary issues;
- enables the study of cognitive psychology, developmental psychology, physiological psychology, social psychology and the psychology of individual differences;
- enables the development of critical and evaluative skills in relation to theory, empirical studies and methods of research in psychology;
- enables candidates to have an understanding and critical appreciation of the breadth of theoretical and methodological approaches in psychology.

2.1 Spiritual, Moral, Ethical, Social and Cultural Issues

Psychology lends itself to a consideration of spiritual, moral, ethical, social and cultural issues. These specifications encourage candidates to consider the nature of humanity, and a number of the Core Studies 1 and 2 in the AS content make specific reference to ideas about personality and self. The specifications also encourage candidates to consider human behaviour and experience in a reflective way that enhances an understanding of their own behaviour and experience. Parts of the course also encourage candidates to be aware of the wide diversity of human behaviour and of the need for tolerance and sensitivity in dealing with others.

A consideration of moral issues forms a necessary part of any psychology course. In particular, in the Core Studies 1 and 2 (2540 and 2541) and in the coursework module 2543, candidates are required to consider the ethics of psychological investigations, and to consider whether the outcome of psychological investigations can justify the methods used to achieve that outcome. Candidates are also required to consider how psychology can be used to enhance human welfare and enrich the lives of every citizen. Issues of morality underpin all parts of the course, as candidates work towards an understanding of the factors which initiate and motivate behaviours, both social and individual.

Cultural issues form another important part of these specifications. We recognise that Western psychology tends to look at Western culture and ignore the behaviour and experience of other peoples. A particular example of this is the failure to address the experience of Black people, though there is now a growing body of knowledge on Black Psychology. Some of the Core Studies make explicit reference to a few of these issues. The general theme of cultural diversity is one that informs an understanding of the whole course.

2.2 Environmental Education

There is an option to study environmental psychology, Module 2547, which requires a consideration of how people interact with their environment and how the environment can have a substantial affect on our behaviour.

2.3 Health and Safety Issues

The course offers the opportunity for candidates to look at the concerns of health psychology, Module 2545, and this requires a consideration of issues that contribute to health education. For example, there are topics on lifestyle choices such as diet, and addictive behaviours such as smoking.

2.4 European Dimension

Candidates should develop an understanding of issues related to the European Dimension which is particularly relevant to the Core Studies which are drawn from a variety of international sources as well as Psychology and the Environment in Module 2547 and Psychology and Sport Module 2548.

2.5 Avoidance of Bias

OCR has taken great care in the preparation of these specifications and assessment material to avoid bias of any kind.

3 Assessment Objectives

Candidates should demonstrate the following assessment objectives in the context of the prescribed content and skills of these AS GCE and Advanced GCE specifications:

AO1 Knowledge and Understanding

- Knowledge and understanding of psychological theories, terminology, concepts, studies and methods in at least two of the areas of psychology (cognitive psychology, developmental psychology, physiological psychology, social psychology and the psychology of individual differences), and communicate their knowledge and understanding of psychology in a clear and effective manner.

In addition, Advanced GCE candidates should be able to:

- show knowledge and understanding of psychological principles, perspectives and applications in knowledge and understanding of the areas of cognitive psychology, developmental psychology, physiological psychology, social psychology and the psychology of individual differences not covered in the AS specification

AO2 Analysis, Evaluation and Application

Analyse and evaluate psychological theories, concepts, studies and methods in at least two of the areas of psychology (cognitive psychology, developmental psychology, physiological psychology, social psychology and the psychology of individual differences), and communicate their knowledge and understanding of psychology in a clear and effective manner.

In addition, Advanced GCE candidates should be able to:

- analyse and evaluate psychology principles, perspectives and applications in the areas of cognitive psychology, developmental psychology, physiological psychology, social psychology and the psychology of individual differences.

AO3 Research Skills and Methodological Awareness

Design, conduct and report psychological investigations choosing from a range of methods, and taking into account the issues of reliability, validity and ethics, and collect and draw conclusions from data.

3.1 Rationale for Assessment Objectives

The specifications identify appropriate creditworthy skills, and allocate appropriate proportions of the marks to the three assessment objectives.

3.1.1 *AO1: Knowledge and Understanding*

Knowledge of psychology is an essential outcome of a psychology course, and it is a creditworthy skill to be able to demonstrate that knowledge.

Understanding is the skill of interpreting what the knowledge means. For example, a description of the study by Bandura et al that includes details of the experimental procedure and the results represents psychological knowledge. On the other hand, the meaning of these results, which refers to the imitation of aggressive behaviour and how this can be inferred from the results, represents understanding.

3.1.2 *AO2: Analysis, Evaluation and Application*

Analysis is the ability to express information and ideas in a clear and accurate style. It is also the ability to identify key points in a study and see their relationship to other studies and theories, and the ability to make valid generalisations. In the study by Bandura et al, one of the key points is the passive nature of learning which can be related to Learning Theory/Social Learning Theory and behaviourist models of people. Generalisations can be made about a person's control over their behaviour.

Evaluation skills can be identified in terms of the ability to point out methodological errors and consider their effect on the data, the ability to consider the quality of the data, the ability to consider the ethics of the study, and the ability to consider the scientific value of the outcome of the study. In the study by Bandura et al, the candidate can identify the unreal aspects of the laboratory situation that would have structured the behaviour of the children, they can further identify problems of observer reliability, of the ethics of distressing children and exposing them to aggressive role models, and finally assess the outcomes of the research.

Application skills, in the context of these specifications, do not refer to giving descriptions of applied psychology. The skill of application is the ability to consider a psychological finding or theory and apply that information to some new situation or to everyday life. The skill of application can also be shown by the ability to consider a new research finding and apply it to existing psychological theory. In the example, application can be demonstrated by relating contemporary concern over the amount of violence on television to social learning theory.

3.1.3 *AO3: Research Skills and Methodological Awareness*

The skills of research and methodological awareness that are assessed on this course are: the ability to plan and carry out psychological investigations, the ability to report psychological investigations, the ability to present data, the ability to analyse data, the ability to consider the reliability, validity and ethics of psychological evidence, and an awareness of the limitations and strengths of psychological methodology.

3.1.4 The assessment objectives are weighted as follows.

	AS GCE	A2	Advanced GCE
AO1	45%	35%	40%
AO2	40%	50%	45%
AO3	15%	15%	15%

3.2 Specification Grid

The relationship between the assessment objectives and the units of assessment is shown in the following grid:

Unit	Level	Unit Title	Percentage of Advanced GCE			
			AO1	AO2	AO3	Total
2540	AS	Core Studies 1	8.3	8.3	-	16.7
2541	AS	Core Studies 2	7.5	9.2	-	16.7
2542	AS	Practical Work Examination	6.7	2.5	7.5	16.7
2543	A2	Coursework	4.2	5.0	7.5	16.7
Each of 2544-2549	A2	Two chosen from six options	6.7	10.0	-	16.7
			6.7	10.0		16.7
Total			40.0	45.0	15.0	100

3.3 Quality of Written Communication

All units require some responses in continuous prose, and therefore include the assessment of quality of written communication, covering clarity of expression, structure of arguments, presentation of ideas, grammar, punctuation and spelling.

Unit Availability

There are two assessment sessions each year, in January and June. The availability of units is shown below.

Unit	Level	Unit title	Jan 2005	June 2005
2540	AS	Core Studies 1	✓	✓
2541	AS	Core Studies 2	✓	✓
2542	AS	Psychological Investigations	✓	✓
2543	A2	Psychological Research Report	—	✓
2544	A2	Psychology and Education	✓	✓
2545	A2	Psychology and Health	✓	✓
2546	A2	Psychology and Organisations	✓	✓
2547	A2	Psychology and Environment	✓	✓
2548	A2	Psychology and Sport	✓	✓
2549	A2	Psychology and Crime	✓	✓

The availability shown for 2005 will be the same in subsequent years.

Sequence of Units

The normal sequence in which the units could be taken is Units 2540, 2541 and 2542 in the first year of a course of study, leading to an AS GCE award, then Unit 2543 and any two of Units 2544 - 2549 in the second year, together leading to the Advanced GCE award. However, the units may be taken in other sequences.

Alternatively, candidates may take all units at the end of their AS GCE or Advanced GCE course in a 'linear' fashion.

Synoptic Assessment

Synoptic assessment is taken to mean candidates having an understanding and critical appreciation of the breadth of theoretical and methodological approaches in psychology. In particular this means:

- links between different approaches and perspectives in psychology, and/or psychological applications;
- appreciation of the appropriateness of different methodologies in psychology to the investigation of issues and problems.

Synoptic assessment is addressed in the A2 units as follows:

Unit 2543: Psychology Research Report requires candidates to produce (a) a written assignment that relates psychology to an everyday event, and (b) a practical report that includes a consideration of methodological issues including a justification for the choice of method in the practical work. Approximately 16/40 marks are synoptic in the assignment and 8/40 marks in the practical report (30% of the total marks for this unit).

Each of Units 2544 - 2549 requires candidates to consider how a range of psychological approaches can be applied to practical problems. The teaching Modules 2544-2549 build on the work in the AS part of the course by further considering the five core areas and also by exploring how different approaches and perspectives apply in real-life, applied situations. The associated A2 units also require candidates to explore psychological methods further and consider how they are applied.

Candidates are required in Modules 2544-2549 to explore perspectives, methodologies and issues both in greater depth and greater breadth. For example, in the Psychology and Education option candidates are required to apply behaviourist, humanist and cognitive perspectives to education. For Psychology and Sport they are required, for example, to consider how personality and competitive anxiety are measured. The issue of determinism is examined in greater depth and breadth when candidates consider both architectural and climatological determinism for Psychology and Environment. Other options similarly embody perspectives, methodologies and issues as fundamental components.

Psychological assessment is specifically examined in question papers for Units 2544-2549. In Section A, candidates are required to consider ways in which an aspect of psychology is measured. They are also required to consider either strengths, weaknesses or both. To answer these questions they must draw on what they have learned throughout the course using material from the chosen option as illustrations.

In Section B, candidates are required to describe an aspect of the course in part (i) and evaluate it in part (ii). This is done through 'evaluation issues' which candidates select for themselves in relation to the topic in question. Such issues relate to perspectives, methodology and issues. Candidates are required not only to outline the issue but also to present two or more pieces of evidence related to that issue and then to compare and/or contrast the evidence depending on whether it supports or rejects the issue in question. For question part (ii) candidates repeat the process for three (or more) different issues. This demands that candidates are able to link different perspectives and approaches, compare methodologies and appreciate issues raised throughout the course. In addition, question part (iii) specifically requires candidates to use their knowledge and understanding to suggest how a novel problem may be resolved. They could be asked, for example, how children could be encouraged to eat in healthier ways (Psychology and Health). This is unlikely to have been taught as the subject content refers to health promotion and so candidates are required to use their psychological knowledge and understanding to suggest ways in which psychology can make a contribution.

In Section A 10/16 marks are explicitly allocated to synoptic issues, and in Section B 10/16 (part ii) and 4/8 (part iii) marks are allocated to these issues.

The proportion of synoptic marks in the A2 Units is 30% in Unit 2543, and 48% in Units 2544 - 2549. The total synoptic marks are therefore 42% for A2 and 21% for the Advanced GCE.

NOTE: it is no longer a requirement to take synoptic units at the end of the course.

Certification

Candidates may enter for:

- AS GCE certification;
- AS GCE certification, bank the result, and complete the A2 assessment at a later date;
- Advanced GCE certification.

Candidates must enter the appropriate AS and A2 units to qualify for the full Advanced GCE award.

Individual unit results, prior to the certification of the qualification, have a shelf-life limited only by that of the qualification.

Re-sits of Units

The restrictions on re-sitting units have been removed, enabling candidates to re-take units more than once. Upon making an entry for certification, the best attempt will be counted towards the final award. This change applies to all candidates, including those who have already been entered for any units or full qualifications.

Re-sits of AS GCE and Advanced GCE

Candidates may still enter for the full qualification an unlimited number of times.

4.1 Question Papers

4.1.1 AS

Unit 2540: Core Studies 1 (1 hour)



C3.1a, C3.1b, C3.2, C3.3.

WO3.1, WO3.2, WO3.3; LP3.1, LP3.2, LP3.3.

This unit examines the candidates' **knowledge and understanding** of the Core Studies. It also examines their ability to make evaluative points about the studies and their ability to see the studies in the wider perspective of psychological concepts and methods.

In particular candidates are asked questions about:

- the information in the studies;
- the methods used in the studies;
- the way the results are analysed and presented;
- the conclusions that can be drawn from the studies;
- the context of the studies;
- the general psychological issues illustrated by the studies;
- evaluations of all of the above;

The examination paper is made up of one section comprising:

16-20 compulsory short answer questions (100%);

Unit 2541: Core Studies 2 (1 hour)



C3.1a, C3.1b, C3.2, C3.3.

WO3.1, WO3.2; LP3.1, LP3.2.

This unit examines how well candidates can draw out and apply methods, the themes and perspectives in the course to the Core Studies. Candidates are asked to make comparisons and distinctions between a number of Core Studies as well as placing them within the broader context of general debates within psychology.

A summary of the themes and perspectives relevant to this unit are given in the list below.

The examination paper is made up of two sections:

Section A: Choice of one from two structured essays. Questions relate to methods, themes and perspectives applied to ONE Core Study (52%).

Section B: Choice of one from two structured essays. Questions relate to methods, themes and perspectives raised by Core Studies (48%).

Themes, perspectives and methods

application of psychology to everyday life;

determinism;

ecological validity;

ethics;

ethnocentric bias;

individual and situational explanations;

nature and nurture;

psychometrics;

qualitative and quantitative measures;

reductionism;

reliability and validity;

usefulness of psychological research;

experimental method;

laboratory experiments/apparatus;

controls;

samples/sampling;

case studies;

observation studies;

self report measures;

longitudinal studies;

snapshot studies;

generalisations

Approaches in psychology:

- cognitive;
- developmental/ children;
- physiological;
- social;
- individual differences/ abnormality.

Unit 2542: Psychological Investigations (1 hour)

C3.1a, C3.1b, C3.2, C3.3; N3.1, N3.2, N3.3; IT3.2.

WO3.1, WO3.2; LP3.1, LP3.2; PS3.1, PS3.2, PS3.3.

The examination requires candidates to answer questions on work conducted during practical activities. Candidates should complete a practical folder. The folder should contain notes about four specified practical activities. The examination contains questions about all of these practical activities as well as questions about general issues of methodology.

The question paper will consist of 10-12 compulsory questions.

4.1.2 A2**Units 2544-2549 Applications of Psychology (each 1 hour 30 mins)**

C3.1a, C3.1b, C3.2, C3.3.

WO3.1, WO3.2; LP3.1, LP3.2.

Unit 2544: Psychology and Education

Unit 2545: Psychology and Health

Unit 2546: Psychology and Organisation

Unit 2547: Psychology and Environment

Unit 2548: Psychology and Sport

Unit 2549: Psychology and Crime

Candidates are required to choose **two** applied areas of psychology, from the list of six. The examinations for each unit are divided into two sections,

Section A requires candidates to answer four short answer questions on a particular topic area. There is a choice of two of these topic areas.

Section B requires candidates to answer one structured essay from a choice of two.

4.2 Coursework

4.2.1 AS GCE

There is no coursework in the AS GCE.

4.2.2 A2

Unit 2543: Psychology Research Report



C3.1a, C3.1b, C3.2, C3.3; N3.1, N3.2, N3.3; IT3.1, IT3.2, IT3.3.

WO3.1, WO3.2; LP3.1, LP3.2, LP3.3; PS3.1, PS3.2, PS3.3.

Candidates are required to produce two pieces of work, a practical project and an assignment.

The Practical Project

Candidates conduct and report on a piece of practical work that follows the traditional style of empirical investigation in psychology. The report must be written up in the standard format that includes a consideration of the theoretical context, the chosen method, the results of the investigation and an evaluation of the investigation. The report should be no more than 1400 words.

The Assignment

Candidates produce a written assignment that relates psychological theory and evidence to a real-life event. The assignment should be no more than 1000 words.

Teachers should ensure, wherever possible, that coursework does not contravene ethical guidelines.

Both pieces of work will be marked by OCR according to a published mark scheme.

OCR reserves the right to decline to mark any work that is grossly unethical or is racially or sexually offensive.

4.2.3 Minimum Coursework Requirements

If a candidate submits no work for Unit 2543, then the candidate should be indicated as being absent from that unit. If a candidate completes any work at all for the coursework unit then the work will be assessed according to the markscheme and the appropriate mark awarded, which may be 0 (zero).

4.2.4 Authentication

Candidates are required to verify that the work submitted is their own work. Authentication is required from the centre that the candidates' work was conducted under the required conditions, as laid down in the specification.

4.3 Special Arrangements

For candidates who are unable to complete the full assessment or whose performance may be adversely affected through no fault of their own, teachers should consult the *Inter-Board Regulations and Guidance Booklet for Special Arrangements and Special Consideration*. In such cases advice should be sought from OCR as early as possible during the course.

4.4 Differentiation

In the question papers, differentiation is achieved by setting questions which are designed to assess candidates at their appropriate levels of ability and which are intended to allow all candidates to demonstrate what they know, understand and can do.

In coursework, differentiation is by task and by outcome. Candidates undertake assignments which enable them to display positive achievement.

4.5 Awarding of Grades

The AS has a weighting of 50% when used in the Advanced GCE award. An Advanced GCE award is based on the certification of the weighted AS (50%) and A2 (50%) marks.

Both AS GCE and Advanced GCE results are awarded on the scale A-E or U (unclassified).

4.6 Grade Descriptions

Advanced GCE

The following grade descriptions indicate the level of attainment characteristic of the given grade at Advanced GCE. They give a general indication of the required learning outcomes at each specified grade. The descriptions should be interpreted in relation to the content outlined in the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

Grade A

Candidates demonstrate and communicate clearly relevant, accurate and detailed knowledge and critical understanding of a range of psychological concepts, theories, studies, research and applications and the links between them. They show effective analysis and evaluation when considering psychological concepts, theories, studies, research and applications. If required, they demonstrate that they are able to use these attributes by applying them appropriately to unfamiliar situations. Candidates demonstrate an ability to design and report on psychological investigations

using and explaining the methodology selected in an effective manner and come to balanced conclusions as a result of well constructed discussion.

Grade C


Candidates demonstrate and communicate clearly relevant knowledge and understanding of a limited range of psychological concepts, theories, studies, research and applications and links between them. They analyse and attempt to evaluate when considering a range of psychological concepts, theories, studies, research and applications. They make appropriate use of psychological terminology. Candidates demonstrate an ability to design and report on psychological investigations using an appropriate methodology and come to some conclusions as a result of their discussions.

Grade E

Candidates demonstrate and communicate some knowledge and understanding of appropriate psychological concepts, theories, studies, research and applications and may identify links between them or they may demonstrate a limited combination of the above knowledge and understanding and analysis or evaluation. They make some appropriate use of psychological terminology. Candidates demonstrate that they have designed psychological investigations and have come to simple conclusions.

5 Specification Content

These specifications are set out in the form of teaching modules (see sections 5.2-5). Each teaching module is assessed by its associated unit of assessment.

Throughout this section the symbol  is used in the margin to highlight where Key Skills development opportunities are signposted. For more information on Key Skills coverage please refer to Appendix A.

5.1 Themes

The specifications contain three themes that should inform all aspects of the candidates' progress on the course. The theme of **methodology** encourages the candidate to evaluate the psychology with regard to the methods that are used. The theme of **perspectives** encourages the candidate to look at how psychology informs our view about human experience and action. The theme of **ethics** encourages the candidate to look at the impact of psychology on the participants of psychological studies, and the impact of psychology on everyday life.

5.1.1 *Methodology*

Candidates should:

- be aware of the range of psychological methods;
- be able to evaluate the methods in terms of their practical and theoretical implications;
- be aware of the problems of operationalising concepts in psychology including the issues of reliability and validity, and the value of qualitative and quantitative measures;
- be aware of issues of design, sampling, control.

5.1.2 *Perspectives*

Candidates should:

- be aware of the range of approaches in psychology; cognitive, developmental, physiological and social psychology, and the psychology of individual differences;
- be aware of the issues surrounding reductionism, determinism, the nature - nurture debate, applying psychology to everyday life, ecological validity, ethnocentrism, psychometrics, reinforcement, social control, and the usefulness of psychological research;
- be able to consider the social, moral and cultural context of psychology.

5.1.3 *Ethics*

Candidates should:

- be aware of the ethical guidelines that should structure psychological research;
- be able to evaluate the application of these guidelines;
- be able to consider the moral and ethical implications of psychological research.

5.2 Modules 2540 and 2541: Core Studies 1 and 2



C3.1a, C3.1b, C3.2, C3.3

WO3.1, WO3.2; LP3.1, 3.2.

Modules 2540 and 2541 are assessed by Units 2540 and 2541.

The Core Studies are easily accessible examples of psychological investigations. Candidates are encouraged to explore the core content through a detailed study of the background, content and, where appropriate, methodology of these investigations. It is anticipated that the selection of studies will be adjusted for future years of the course. Any changes will be indicated in the yearly specification publication and will always be published two years before the examination.

The studies have been selected to represent the five core areas of psychology. Any group of psychologists would arrive at different lists of important studies, and it is not proposed that the chosen studies are the most important studies, or the best studies or even the most influential studies. They are all significant studies, and together, they represent a balanced sample of the research interests and methods employed by psychologists. Some of the studies are historical, for example Freud's case study of 'Little Hans', and help to place the development of psychological concepts in a cultural and historical context. Other studies, such as the study of family relationships by Hodges and Tizard are very contemporary. This range is balanced to show how psychological theory and practice develop, and how the past informs the present, and how the present is used to re-evaluate the past. The studies have also been chosen to show the widest possible range of methods used in psychology.

Cognitive Psychology

Candidates should:

- be able to describe and evaluate the cognitive approach in psychology;
- consider the issues around memorising material, and the problems of eyewitness testimony;
- consider the explanations of cultural differences in cognitive performance;
- understand the central issues in the area of autism and the theory of mind;
- understand of the basic characteristics of language;
- be able to evaluate the usefulness of applying the results of animal research to people;
- understand of the role of reinforcement in learning;
- consider the implications of research in cognitive psychology.

Loftus, E. & Palmer, J. (1974) Reconstruction of automobile destruction. *Journal of Verbal Learning & Verbal Behaviour*. 13. 585-589

Deregowski, J. (1972) Pictorial perception and culture. *Scientific American*. 227. 82-88

Baron-Cohen, S., Leslie, L.M. & Frith, U (1985) Does the autistic child have a theory of mind? *Cognition* 21. 37-46

Gardner, R. & Gardner, B. (1969) Teaching Sign Language to a Chimpanzee. *Science*. 165. 664-672

Developmental Psychology

Candidates should:

- be able to describe and evaluate the developmental approach in psychology;
- demonstrate knowledge and understanding of structuralist, psychoanalytic and behavioural theories of development;
- consider the criticisms of child development research and of the conclusions that have been drawn from such research;
- understand the implications of the research for child care practices;
- consider the concept of attachment;
- be able to evaluate the research on the effects of early childhood experience;
- consider the implications of research in developmental psychology.

SAMUEL, J. & BRYANT, P. (1984) Asking only one question in the conservation experiment. *Journal of Child Psychology and Psychiatry*. 25. 315-318

BANDURA, A., ROSS, D. & ROSS, S. (1961) Transmission of aggression through imitation of aggressive models. *Journal of Abnormal and Social Psychology*. 63. 575-582

HODGES, J. & TIZARD, B. (1989) Social & family relationships of ex-institutional adolescents. *Journal of Child Psychology and Psychiatry*. 30(1). 77-97

FREUD, S. (1909) Analysis of a phobia of a five-year old boy. *Pelican Freud Library*. Vol. 8. Case Histories 1

Physiological Psychology

Candidates should;

- be able to describe and evaluate the physiological approach in psychology;
- demonstrate an understanding of attempts to explain emotional experience using both physiological and alternative approaches;
- be able to describe some of the findings that have arisen from research into sleep states;
- be aware of the basic structure and function of the nervous system;
- be able to evaluate the attempt to explain behaviour and experience in terms of physiological changes;
- consider some of the issues around the concept of localisation of function;
- consider some of the ways that psychologists can investigate the functions of the brain;
- consider the implications of research in physiological psychology.

SCHACHTER, S. & SINGER, J. (1962) Cognitive, social and physiological determinants of emotional state. *Psychological Review*. 69. 379-399

DEMENT, W. & KLEITMAN, N. (1957) The relation of eye movements during sleep to dream activity. *Journal of Experimental Psychology*. 53(5). 339-346

SPERRY, R. (1968) Hemisphere disconnection and unity in consciousness. *American Psychologist*. 23. 723-733

RAINE, A., BUCHSBAUM, M. & LACASSE, L. (1997) Brain abnormalities in murderers indicated by positron emission tomography. *Biological Psychiatry*. 42 (6). 495-508

Social Psychology

Candidates should:

- be able to describe and evaluate the social approach in psychology;
- be able to evaluate studies of social interaction in the light of their social and cultural context;
- consider the concepts of conformity, obedience, and affiliation;
- consider the ways in which behaviour is structured by social roles and other situational variables;
- understand the effects of inter-group discrimination;
- be able to discuss the issues around ethnocentrism;
- consider the implications of research in social psychology.

MILGRAM, S. (1963) Behavioural study of obedience. *Journal of Abnormal and Social Psychology*. 67. 371-378

HANEY, C., BANKS, C. & ZIMBARDO, P. (1973) A study of prisoners and guards in a simulated prison. *Naval Research Reviews*. 30. 9. 4-17

PILIAVIN, I., RODIN, J. & PILIAVIN, J. (1969) Good Samaritanism; an underground phenomenon? *Journal of Personality and Social Psychology*. 13(4). 289-299

TAJFEL, H. (1970) Experiments in Intergroup Discrimination. *Scientific American*. 223. 96-102

The Psychology of Individual Differences

Candidates should:

- be able to describe and evaluate the individual differences approach in psychology;
- demonstrate a knowledge of some cultural variations in behaviour and experience;
- be able to evaluate the psychometric approach;
- consider the issues involved in the construction and application of psychometric tests;
- consider the ethnocentric nature of Western psychology;
- understand the difficulties involved in defining abnormality and normality;
- consider the practical, theoretical and ethical consequences of applying definitions of abnormality;
- understand that explanations of mental disturbance have arisen from more than one perspective;
- be able to evaluate attempts to gather empirical evidence on cases of mental and behavioural disturbance;
- consider the implications of research in the psychology of individual differences.

GOULD, S. J. (1982) A Nation of Morons. *New Scientist* (06/05/1982). 349-352

HRABA, J. & GRANT, G. (1970) Black is beautiful; A re-examination of racial preference and identification. *Journal of Personality and Social Psychology*. 16. 398-402

ROSENHAN, D. (1973) On being sane in insane places. *Science*. 179. 250-258

THIGPEN, C. & CLECKLEY, H. (1954) A case of multiple personality. *Journal of Abnormal and Social Psychology*. 49. 135-151

5.3 Module 2542: Psychological Investigations



C3.1a, C3.1b, C3.2, C3.3; N3.1, N3.2, N3.3; IT3.2.

WO3.1, WO3.2; LP3.1, LP3.2; PS3.1, PS3.2, PS3.3.

Module 2542 is assessed by Unit 2542. The unit is designed to assess the candidates' practical experience of psychology and their understanding of research methods without the need for repetition of report writing. It is envisaged that candidates engage individually or in groups in practical activities.

Practical work must always be conducted according to health and safety regulations and must be ethical. Ethical guidance can be obtained from the Association for the Teaching of Psychology and from the British Psychological Society. Further guidance will be provided by OCR.

The practical activities should be recorded in a practical folder that is taken into the examination to act as an 'aide-mémoire' to the assessment. It should be noted that answers will require understanding of research methods concepts as well as the understanding of information from the practical folder.

Activities have been selected so that they can either be taught in conjunction with the core studies or independently in practical classes.

For each activity candidates must be able, where appropriate, to:

- state the research aim or hypothesis, the null hypothesis, the variables;
- describe the population, the type of sample, and sampling method;
- describe the selection and preparation of materials;
- summarise the procedure for collecting data;
- present data using tables, visual displays and verbal summaries;
- calculate measures of central tendency and dispersion of the data;
- use inferential statistics;
- make statements of significance relating to the hypotheses.

Notes from each activity should be recorded in the practical folder.

Candidates must also know about, but not record:

- ethical issues;
- the validity and reliability of the measurements;
- alternative ways of measuring the variables;
- the weaknesses in the methodology and ways of reducing them;
- the advantages and disadvantages of each methodology or design.

5.3.1 *The practical work activities*

Activity A: Questions, self reports and questionnaires

Candidates must be able to:

- give examples of the questions used;
- describe the rating scale used.

Notes on the above can be recorded in the practical folder.

Activity B: An observation

Candidates must be able to:

- describe the categories of behaviour and the rating or coding system (notes on which can be recorded in the practical folder);
- consider the alternative ways of sampling the behaviour

Notes on the above must **NOT** be recorded in the practical folder.

Activity C: Collection of data to investigate the difference between two conditions

Candidates must have carried out:

- an appropriate inferential test on the data collected, most likely a Mann-Whitney U, or a Wilcoxon signed ranks test

A record of the calculation or a computer print out should be kept in the practical folder.

Activity D: Collection of data involving two independent measures and analysis using a test of correlation.

Candidates must have carried out:

- an appropriate correlational test on the collected data, most likely Spearman's Rho

A record of the calculation or a computer print out should be kept in the practical folder.

The Practical Folder will be supplied by OCR, and the Centre will retain all folders after the examination. OCR will require a selected sample of Unit 2542 scripts to be accompanied by the candidate's Practical Folder. The notes in the Practical Folder must not extend beyond the guidelines for each activity outlined in this section.

Further guidance will be provided by OCR.

5.4 Module 2543: Psychology Research Report



C3.1a, C3.1b, C3.2, C3.3; N3.1, N3.2, N3.3; IT3.1, IT3.2, IT3.3.

WO3.1, WO3.2; LP3.1, LP3.2; PS3.1, PS3.2, PS3.3.

Module 2543 allows the candidate to develop the use of skills and an understanding of concepts gained in the AS level of the course, by applying psychological methods and concepts to individual practical investigations and everyday situations. Candidates are required to produce **one** practical project and **one** assignment.

As part of the practical work in Module 2543, candidates are required to be able to describe and evaluate the following concepts in methodology:

Methods of Collecting Information

The observational method, case studies, surveys, simulations, content analysis, the experimental method.

Advantages and disadvantages of each method, issues surrounding the location of studies, and the reactivity of the subject with the method.

Design

Sampling, the use of controls, operationalisation of concepts, developing hypotheses, categorising behaviour, issues of experimental design.

Data Analysis

Appropriate visual presentation of data, probability and significance, the normal distribution. Where appropriate, the candidate should also demonstrate some experience of using statistical tests for two-condition studies. Appropriate tests to consider might be Spearman's Rho, the Mann-Whitney U test, the Wilcoxon signed ranks test, and the Chi Squared test. (It is **not** necessary to cover a full range of tests.)

The Practical Project

The practical project involves a simple investigation which allows the candidate to: develop a research question, choose an appropriate method, define and operationalise variables, develop hypotheses, design the study, collect and analyse the data and report on the project.

To facilitate the collection of data in the practical project, pairs or groups of up to three candidates may work together but they should investigate different hypotheses and all analysis, interpretation and presentation of the work must be individual.

The practical project must be presented in the standard format of a psychological report. It should be no more than 1400 words. This limit does **not** include References, Appendices and Tables. Candidates are required to state the number of words used on the front of the practical project.

Notes on the style of presentation are included in Appendix B.

Approval of Practical Project Proposals

Practical work must always be conducted according to health and safety regulations and must be ethical. Ethical guidance can be obtained from the Association for the Teaching of Psychology and from the British Psychological Society. Further guidance is available from OCR.

In order to ensure that the practical project is both ethical and safe each candidate must submit a summary of the work proposed on a Proposal Form to OCR. The proposals will be approved, approved with modifications or rejected. Approval of the proposal indicates that examiners consider that the work is capable of being developed to the standard normally expected at A2. OCR reserves the right to reject proposals which appear to be ill-judged in any way. In cases of rejection a brief explanation will be given. Further details can be obtained from OCR.

The Assignment

The assignment should be no more than 1000 words. This limit does **not** include references. Candidates are required to state the number of words on the front of the assignment.

Marks are awarded for the accurate description of psychological knowledge, understanding (what the knowledge means), and application (applying psychological information to a new situation, and relating research findings to existing theories).

Each candidate must select his/her own individual source in discussion with the teacher. The source must be one that can be described and evaluated within a psychological context. It must be identified and a copy of the source must be included with each piece of work. It is recommended that selected sources should be less than two years old.

Appropriate sources are unlikely to exceed two pages of a tabloid newspaper, or three sides of A4 of normal size font (12), from internet sites. The candidate should identify the source (title, publication, date). The candidate should then address the following three issues:

- 1) What are the underlying psychological assumptions in or the issues raised by the source?
- 2) Describe and relate some psychological evidence to the source;
- 3) How can psychological evidence be used to affect the issues raised in the source?

Further guidance is available from OCR.

The assignment is marked by OCR.

Guidance on the style of presentation, suggestions for practical work and suggestions for teaching strategies is available from OCR.

5.5 Modules 2544 – 2549: The Specialist Choices



C3.1a, C3.1b, C3.2, C3.3.

WO3.1, WO3.2; LP3.1, LP3.2.

The specialist choices build on the work in the AS part of the course and explore how all five core areas of psychology have been applied in a range of contexts. Over the past few years a number of areas have developed in psychology that have sought to integrate the knowledge derived from a variety of psychological sources and apply it to specific problems. The specification takes this approach and encourages the candidate to look at how psychological theory has been applied. This involves the candidate in integrating the various areas of the subject, and seeing the connections and contrasts between them.

The areas chosen are Education, Health, Organisations, Environment, Sport and Crime. These areas have been chosen because of the range of literature available for each, and because each area draws on the five core areas of psychology.

In contrast to the AS specification, which prescribes precisely which studies must be looked at, the A2 module specifications only prescribe the issues. It is expected that candidates will study specific examples of work in their chosen areas though this need not be an overall coverage of the contemporary literature. It is also expected that, wherever possible, candidates will apply the core studies to the chosen specialist area. Candidates are encouraged to study sufficient psychological research to be able to illustrate the issues in the specification and evaluate them.

Candidates are required to study how psychology is applied in **two** of the following areas;

Psychology and Education;

Psychology and Health;

Psychology and Organisations;

Psychology and Environment;

Psychology and Sport;

Psychology and Crime.

5.5.1 Module 2544: Psychology and Education

Candidates should:

- be able to describe and evaluate the areas below in the light of psychological theories, studies and evidence;
- always seek to apply psychological methods, perspectives and issues;
- actively seek to apply theory and evidence to the improvement of real-life events and situations;
- explore social, moral, cultural and spiritual issues where applicable;
- consider ways in which the core areas of psychology (cognitive psychology, developmental psychology, physiological psychology, social psychology and the psychology of individual differences), studied in the AS course, can inform our understanding of psychology and education.

Content**a) Assessing educational performance:**

- (i) types and limitations of psychometric tests;
- (ii) types of performance assessments at different ages;
- (iii) implications of assessment and categorisation.

b) Individual differences in educational performance: cultural diversity and gender issues:

- (i) differences in educational performance;
- (ii) explanations for differential educational performance;
- (iii) strategies for improving educational performance.

c) Special educational needs:

- (i) definitions, types and assessment of special educational needs (including gifted children);
- (ii) causes and effects of one specific learning difficulty or disability;
- (iii) strategies for educating children with special needs.

d) Perspectives on learning:

- (i) behaviourist applications to learning;
- (ii) humanistic applications to learning;
- (iii) cognitive applications to learning.

e) Learning and teaching styles:

- (i) definitions, theories and measurement of learning and teaching styles;
- (ii) individual differences in learning and teaching styles;
- (iii) improving learning effectiveness (study skills).

f) Motivation and educational performance:

- (i) definitions, types and theories of motivation;
- (ii) improving motivation;
- (iii) imotivation issues: attribution theory and learned helplessness.

g) Disruptive behaviour in school:

- (i) types, explanations and effects of disruptive behaviours;
- (ii) causes and effects of one disruptive behaviour;
- (iii) corrective and preventive strategies.

h) Design and layout of educational environments:

- (i) physical features of learning environments;
- (ii) effects of physical features on performance and feelings;
- (iii) creating better environmental conditions for learning.

5.5.2 **Module 2545: Psychology and Health**

Candidates should:

- be able to describe and evaluate the areas below in the light of psychological theories, studies and evidence;
- always seek to apply psychological methods, perspectives and issues;
- actively seek to apply theory and evidence to the improvement of real-life events and situations;
- explore social, moral, cultural and spiritual issues where applicable;
- consider ways in which the core areas of psychology (cognitive psychology, developmental psychology, physiological psychology, social psychology and the psychology of individual differences), studied in the AS course, can inform our understanding of psychology and health.

Content

a) The patient-practitioner relationship:

- (i) practitioner and patient interpersonal skills;
- (ii) patient and practitioner diagnosis and style;
- (iii) using and mis-using health services.

b) Adherence to medical advice:

- (i) examples of and reasons why patients do not adhere;
- (ii) measuring adherence/non-adherence;
- (iii) improving adherence.

c) Pain:

- (i) types and theories of pain;
- (ii) measuring pain;
- (iii) managing and controlling pain.

d) Stress:

- (i) causes/sources of stress;
- (ii) measures of stress;
- (iii) management of stress.

e) Substance use and abuse:

- (i) defining substance use and abuse;
- (ii) theories of substance abuse (only one substance);
- (iii) preventing and quitting substance abuse (only one substance).

f) Health promotion:

- (i) methods for promoting health;
- (ii) health promotion in schools, worksites and communities;
- (iii) promoting health of a specific problem.

g) Lifestyles and health behaviour:

- (i) determinants of health-enhancing behaviours;
- (ii) health belief models;
- (iii) developmental, cultural and gender differences in health behaviours.

h) Health and safety:

- (i) definitions, causes and factors affecting accidents;
- (ii) personality and accident proneness;
- (iii) reducing accidents and promoting safety behaviours.

5.5.3 Module 2546: Psychology and Organisations

Candidates should:

- be able to describe and evaluate the areas below in the light of psychological theories, studies and evidence;
- always seek to apply psychological methods, perspectives and issues;
- actively seek to apply theory and evidence to the improvement of real-life events and situations;
- explore social, moral, cultural and spiritual issues where applicable;
- consider ways in which the core areas of psychology (cognitive psychology, developmental psychology, physiological psychology, social psychology and the psychology of individual differences), studied in the AS course, can inform our understanding of psychology and organisations.

Content**a) Selection of people for work:**

- (i) personnel screening and psychometric testing;
- (ii) types and pitfalls of selection interviews;
- (iii) personnel selection decisions.

b) Human resource practices:

- (i) job analysis and job analysis techniques;
- (ii) performance appraisal: techniques, administration and problems;
- (iii) reward systems.

c) Group behaviour in organisations:

- (i) group decision-making strategies and pitfalls;
- (ii) team roles and team building;
- (iii) sources and management of group conflict.

d) Interpersonal communication systems:

- (i) types of communication channel and influences on it;
- (ii) communication networks and cycles;
- (iii) improving communication flow.

e) Leadership and management:

- (i) theories of leadership;
- (ii) leadership/management styles;
- (iii) leader-worker interaction and satisfaction.

f) Motivation to work:

- (i) theories of motivation;
- (ii) improving motivation;
- (iii) imotivation and performance.

g) The quality of working life:

- (i) work stress: causes and effects;
- (ii) measuring job satisfaction;
- (iii) increasing job satisfaction and quality of working life.

h) Organisational work conditions:

- (i) physical and psychological conditions of work environments;
- (ii) temporal conditions of work environments;
- (iii) reducing negative effects of work environments for individuals.

5.5.4 **Module 2547: Psychology and Environment**

Candidates should:

- be able to describe and evaluate the areas below in the light of psychological theories, studies and evidence;
- always seek to apply psychological methods, perspectives and issues;
- actively seek to apply theory and evidence to the improvement of real-life events and situations;
- explore social, moral, cultural and spiritual issues where applicable;
- consider ways in which the core areas of psychology (cognitive psychology, developmental psychology, physiological psychology, social psychology and the psychology of individual differences), studied in the AS course, can inform our understanding of psychology and environment.

Content

a) Environmental stress, noise:

- (i) definitions and sources;
- (ii) negative effects on performance, social behaviour and health;
- (iii) positive uses of sound (music).

b) Climate and weather:

- (i) definitions; types; climatological determinism ;
- (ii) effects on performance and social behaviour (one aspect of climate/weather only);
- (iii) effects on health such as seasonal affective disorder.

c) Density and crowding:

- (i) definitions, measurements and animal studies;
- (ii) effects on human health, social behaviour and performance;
- (iii) preventing and coping with effects of crowding.

d) Crowds/collective behaviour:

- (i) definitions and types of crowds;
- (ii) crowd behaviour; crowds in emergency situations;
- (iii) controlling crowds and preventing problems.

- e) Environmental disaster and technological catastrophe:**
 - (i) definitions, characteristics and causes;
 - (ii) examples of, behaviours during, and effects on individuals;
 - (iii) psychological intervention before and after events.

- f) Personal space and territory:**
 - (i) definitions, types and measures;
 - (ii) effects and consequences of invasion;
 - (iii) defending territory and space.

- g) Architecture and behaviour: housing design and urban renewal:**
 - (i) theories and effects of urban living on health and social behaviour;
 - (ii) urban renewal and building design;
 - (iii) community environmental design.

- h) Environmental cognition:**
 - (i) definitions, measures, errors and individual differences in cognitive maps;
 - (ii) designing better maps; wayfinding;
 - (iii) the scenic environment.

5.5.5 Module 2548: Psychology and Sport

Candidates should:

- be able to describe and evaluate the areas below in the light of psychological theories, studies and evidence;
- always seek to apply psychological methods, perspectives and issues;
- actively seek to apply theory and evidence to the improvement of real-life events and situations;
- explore social, moral, cultural and spiritual issues where applicable;
- consider ways in which the core areas of psychology (cognitive psychology, developmental psychology, physiological psychology, social psychology and the psychology of individual differences), studied in the AS course, can inform our understanding of psychology and sport.

Content

- a) Personality and sport;**
 - (i) theories of personality;
 - (ii) measurement of personality;
 - (iii) personality and sport performance;
- b) Aggression in sport:**
 - (i) definitions, types and measures of aggression;
 - (ii) theories of aggression;
 - (iii) reducing aggression.
- c) Motivation and self confidence in sport:**
 - (i) definitions and models of motivation;
 - (ii) models of self confidence;
 - (iii) improving motivation and self confidence.
- d) Arousal and anxiety in sport:**
 - (i) theories of arousal;
 - (ii) types and measures of anxiety;
 - (iii) reducing anxiety and optimising arousal.
- e) Attitudes to exercise and sport:**
 - (i) theories of attribution and sport;
 - (ii) exercise, health and mental health;
 - (iii) burnout and withdrawal from sport.
- f) Social influence in sport:**
 - (i) group cohesion and performance;
 - (ii) effects of audience on performers;
 - (iii) home advantage and audience characteristics.
- g) Leadership and coaching:**
 - (i) theories of leadership;
 - (ii) leadership styles and coaching styles;
 - (iii) coach-performer compatibility.
- h) Attention and imagery in sport:**
 - (i) definitions and types of attention and imagery;
 - (ii) attention: measures, styles and strategies;
 - (iii) imagery and mental practice.

5.5.6 **Module 2549: Psychology and Crime**

Candidates should:

- be able to describe and evaluate the areas below in the light of psychological theories, studies and evidence;
- always seek to apply psychological methods, perspectives and issues;
- actively seek to apply theory and evidence to the improvement of real-life events and situations;
- explore social, moral, cultural and spiritual issues where applicable;
- consider ways in which the core areas of psychology (cognitive psychology, developmental psychology, physiological psychology, social psychology and the psychology of individual differences), studied in the AS course, can inform our understanding of psychology and crime.

Content

a) Explanations of criminal behaviour:

- (i) theories of criminal behaviour;
- (ii) individual and cultural differences in criminal behaviour;
- (iii) social psychology of the criminal.

b) Criminal thinking patterns:

- (i) morality and crime;
- (ii) social cognition and crime;
- (iii) rationality and choice.

c) Crime-victim interaction:

- (i) who are victims; fear of crime;
- (ii) victim responses;
- (iii) crime reporting and intervention.

d) Offender profiling:

- (i) definitions, approaches and developing a profile;
- (ii) biases and pitfalls in profiling;
- (iii) applied profiling (one case study only).

e) The police and crime:

- (i) policing; the police personality;
- (ii) determining and processing suspects;
- (iii) interviewing and negotiation techniques.

f) Psychology of testimony:

- (i) cognitive processes and testimony;
- (ii) variables influencing accurate identification of suspect/event;
- (iii) aids to recall/recognition: identikit and identity parades.

g) Psychology of the courtroom:

- (i) trial procedures and persuasion techniques;
- (ii) jury selection and decision-making;
- (iii) children as witnesses.

h) Offender punishments and treatments and preventing crime

- (i) types and effectiveness of punishments;
- (ii) offender treatment programmes;
- (iii) environmental crime prevention.

6 Further Information and Training for Teachers

In support of this specification, OCR will make the following materials and services available to teachers:

- a programme of In-Service training meetings;
- specimen question papers and marking guidelines;
- coursework guidance materials;
- examples of marked work;
- a dedicated subject-specific telephone number;
- written advice on coursework proposals;
- past question papers and mark schemes after each examination session;
- a report on the examination, compiled by the Principal Examiners after each examination session.

If you would like further information about the specifications, please contact OCR.

7 Reading List

The books referred to below may prove useful in delivering AS GCE and Advanced GCE Psychology.

The list is not intended to be exhaustive nor does inclusion on the list constitute a recommendation of the suitability of the resource for the specification. The list below contains books that are available in spring 2002. The possibility exists that more up to date texts which have been prepared for the revised GCE specifications may become available. Teachers will need to use their professional judgement in assessing the suitability of the material contained in this list.

Hodder and Stoughton have published a number of texts which have been endorsed by OCR for use with this specification. These have been marked with an asterisk.

The Core Studies

The Core Studies are the prescribed content for Modules 2540 and 2541, and teachers will need either the full studies or detailed summaries of them. There are two texts which are particularly useful in providing the necessary teaching material:

GROSS, R. (2003) *Key Studies in Psychology*, 4th Edition. London: Hodder and Stoughton

This book provides a comprehensive account of most of the required studies. Some are reproduced in full and others reduced to manageable proportions. The text also contains evaluations and background notes and is recommended as being made available to candidates for reference if it is not selected as a main reader for the course.

BANYARD, P. AND GRAYSON, A. (2000) *Introducing Psychological Research; Seventy Studies that Shape Psychology*, 2nd Edition. London: Macmillan

This book contains summaries and major details relating to all of the prescribed studies and suggests tasks arising from the findings. It is comprehensive in reference and accessible in style.

Modules 2540 and 2541 are designed so that candidates do not need to wade through vast tomes of psychology research in order to seek evidence reinforcing or enlightening aspects of the Core Studies. The examination questions focus on the factual content of the Core Studies and the implications of the findings, so candidates need to be familiar with the studies and need to be able to evaluate them. Candidates and teachers, however, often wish to read further around a topic and they may find some of the suggested readings below of use.

GLEITMAN, H. (1998) *Psychology*, 4th Edition. New York: Norton Press

GROSS, R. (2000) *Psychology; the Science of Mental Life*, 4th Edition. London: Hodder and Stoughton

HAYES, N. (2000) *Foundations of Psychology*, 3rd Edition. London: Routledge

* OLIVER, K. (2000) *Psychology and Everyday Life*. London: Hodder and Stoughton (for AS)

* OLIVER, K. and BANYARD, P. (2001) *Applying Skills to Psychology*. London: Hodder and Stoughton (for A2)

ROTH, I. (1990) *Introduction to Psychology*. London: Open University

WADE, C. AND TAVRIS, C. (2002) *Psychology*. New York: Prentice Hall

Coursework

It is not necessary for candidates to have a methodology text book but it is a useful for candidates to have access to some of the following texts.

CLEGG, F. (1983) Simple Statistics. Cambridge: Cambridge University Press

This book examines the key issues in statistics in a style that even the statistically phobic can understand.

COOLICAN, H. (1999) Introduction to Research Methods and Statistics in Psychology. London: Hodder and Stoughton

A thorough review of research methods and statistics in psychology that contains numerous exercises and examples.

DYER, C. (1995) Beginning Research in Psychology. Oxford: Blackwell

Another large text that covers the necessary material.

FOSTER, J.J. AND PARKER, I. (1995) Carrying Out Investigations in Psychology. Leicester: British Psychological Society

A modern text that considers qualitative as well as quantitative styles of research.

MCILVEEN, R., CURTIS, A. and LONG, M. (1994) Talking Points in Psychology. London: Hodder and Stoughton

Useful material for the coursework assignment.

Module 2544: Psychology and Education

BANKS, S.R. & THOMPSON, C.L. (1995) Educational Psychology. West. [0-314-04443-4]

BENTHAM, S. (2002) Psychology and Education, London: Taylor and Francis. [0-415-22763-1]

CULLINGFORD, C. (1995) The Effective Teacher. Cassell. [0-304-33180-5 pbk]

FONTANA, D. (1988) Psychology for Teachers, 2nd Edition. British Psychological Society.[0-333-46125-8 pbk]

FONTANA, D. (1994) Managing Classroom Behaviour. BPS Books. [1-85433-123-x pbk]

LEFRANCOIS, G. (1991) Psychology for Teaching, 7th Edition. Wadsworth.[0-534-14412-8]

LEGGE, K & HARARI, P. (2000) Psychology and Education. Oxford: Heinemann. [0-435-806556]

SLAVIN, R.E. (1994) Educational Psychology. Allyn & Bacon [0-205-19645-4]

* STAPLETON, M. (2001) *Psychology in Practice: Education*. London: Hodder and Stoughton. [0 340 64329 3]

Module 2545: Psychology and Health

* BANYARD, P. (2002) *Psychology in Practice: Health*. London: Hodder and Stoughton. [0 340 84496 5]

CURTIS, A. (1999) *Health Psychology*. London: Taylor and Francis. [0-415-19273-0]

HARARI, P. & LEGGE, K. (2001) *Psychology and Health*. Oxford: Heinemann. [0-435-806599]

OGDEN, J. (1996) *Health Psychology: A textbook*. Open University Press. [0-335-19544-x pbk]

SARAFINO, E. (1990) *Health Psychology: Biopsychosocial Interactions*, 3rd Edition. Wiley. [0-471-16917-x]

SHERIDAN, C.L. & RADMACHER, S.A. (1992) *Health Psychology*. Wiley. [0-471-55913-x pbk]

Module 2546: Psychology and Organisations

* COOLICAN, H. (2001) *Psychology in Practice: Organisations*. London: Hodder and Stoughton. [0 340 80416 5]

GREENBERG, J. & BARON, R.A. (1995) *Behaviour in Organisations*. Prentice-Hall. [0-13-324930-1 pbk]

MAKIN, P., COOPER, C. & COX, C. (1989) *Managing People at Work*. British Psychological Society.

McKENNA, E. (1994) *Business Psychology and Organisations*. Erlbaum. [0-86377-305-2 pbk]

PHEASANT, S. (1991) *Ergonomics, Work and Health*. Macmillan. [0-333-48998-5 pbk]

RIGGIO, R. (1990) *Introduction to Industrial/Organisational Psychology*. Scott Foresman & Co [0-673-38188-9 hbk].

Module 2547: Psychology and the Environment

BELL, P.A., FISHER, J.D. BAUM, A. & GREENE, T.C. (1996) *Environmental Psychology*, 3rd Edition. Harcourt Brace Jovanovich. [0-03-022809-3 hbk]

BONNES, M. & SECCHIAROLI, G. (1995) *Environmental Psychology*. Sage. [0-8039-7906-1 pbk]

GIFFORD, R. (1997) Environmental Psychology, 2nd Edition. Allyn & Bacon. [0-205-18941-5]

* OLIVER, K. (2002) Psychology in Practice: Environment. London: Hodder and Stoughton. [0 340 84495 7]

VEITCH, R. & ARKKELIN, D. (1995) Environmental Psychology. Prentice-Hall [0-13-282351-9 hbk]

Module 2548: Psychology and Sport

BULL, S.J. (1991) Sport Psychology. The Crowood Press. [1-85223-568-3]

COX, R.H. (1998) Sport Psychology: Concepts and applications, 4th Edition. Brown & Benchmark. [0-697-12621-8]

DAVIES, D. (1989) Psychological factors in competitive sport. The Falmer Press. [1-85000-607-5]

GILL, D.L. (1986) Psychological Dynamics of Sport. Human Kinetics Books. [0-87322-070-6 hbk]

JARVIS, M. (1999) Psychology and Sport, London: Taylor and Francis. [0-415-20641-3]

MARTENS, R. (1987) Coaches guide to sport psychology. Human kinetics [0-87322-022-6]

WOODS, B. (1998) Applying Psychology to Sport. London: Hodder and Stoughton.

* WOODS, B. (2001) Psychology in Practice: Sport. London: Hodder and Stoughton. [0 340 84494 9]

Module 2549: Psychology and Crime

AINSWORTH, P.B. and PEASE, K. (1988) Police Work. Routledge/BPS Books. [0-901715-44-1]

BLACKBURN, R. (1993) The Psychology of Criminal Conduct. Wiley. [0-471-96175-2 pbk]

BULL, R and CARSON, D. (1995) Handbook of Psychology in Legal Contexts. Wiley [0-471-94182-4 hbk]

DWYER, D. (2001) Angles on Criminal Psychology: Cheltenham: Nelson Thornes [0-7487-5977-8]

* HARROWER, J. (2001) Psychology in Practice: Crime. London: Hodder and Stoughton. [0 340 84497 3]

HOLLIN, C.R. (1989) Psychology and Crime Routledge. [0-415-01807-2 pbk]

PUTWAIN, D & SAMMONS, A. (2002) Psychology and Crime. London: Taylor and Francis. [0-415-25300-4]

STEPHENSON, G.M. (1992) The Psychology of Criminal Justice. Blackwell. [0-631-14547-8 pbk]

General Reading

BANYARD, P. and HAYES, N. (1994) Psychology: Theory and Application. Stanley Thorne. [0-412-46440-3 pbk] (snippets throughout)

COOLICAN, H. (1996) Applied Psychology. Hodder & Stoughton. [0-340-63092-2 pbk]

SPURGEON, P. et. al. (1994) Elements of Applied Psychology. Harwood Academic Publishers. [3-7186-5419-9 pbk]

BARON, R.A. and BYRNE, D. (1991) Social Psychology, 6th Edition. Allyn & Bacon. [0-205-12785-1 pbk] (Chp 11 & 15 organisations; Chp 13 environment; Chp 14 health; Chp 14 crime).

STEVENSON, A. (2001) Studying Psychology, London: PalgraveMacmillan [0-333-91907-6]


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Appendix A

Key Skills

These specifications provide opportunities for the development of the Key Skills of Communication, Application of Number, Information Technology, Working With Others, Improving Own Learning and Performance and Problem Solving as required by QCA's subject criteria for Psychology (QCA 1999).

Through classwork, coursework and preparation for external assessment, candidates may produce evidence for Key Skills at Level 3. However, the extent to which this evidence fulfils the requirements of the QCA Key Skills specifications at this level will be dependent on the style of teaching and learning adopted for each module. In some cases, the work produced may meet the evidence requirements of the Key Skills specifications at a higher or lower level.

Throughout sections 4 and 5 the symbol  is used in the margin to highlight where Key Skills development opportunities are signposted. The following abbreviations are used to represent the above Key Skills:

C = Communication

N = Application of Number

IT = Information Technology

WO = Working with Others

LP = Improving Own Learning and Performance

PS = Problem Solving

These abbreviations are taken from the QCA Key Skills specifications for use in programmes starting from September 2000. References in section 5 and Appendix A, for example **IT3.1**, show the Key Skill (IT), the level (3) and subsection (1).

Centres are encouraged to consider the OCR Key Skills scheme to provide certification of Key Skills for their candidates.

Detailed opportunities for generating Key Skills evidence through this specification are posted on the OCR website, www.ocr.org.uk

Key Skills Coverage

For each module, the following matrix indicates those Key Skills for which opportunities for at least some coverage of the relevant Key Skills unit exist.

	Communication	Application of Number	IT	Working with Others	Learning Performance	Problem Solving
Module	Level 3	Level 3	Level 3	Level 3	Level 3	Level 3
2540	✓			✓	✓	
2541	✓			✓	✓	
2542	✓	✓		✓	✓	✓
2543	✓	✓	✓	✓	✓	✓
2544	✓			✓	✓	
2545	✓			✓	✓	
2546	✓			✓	✓	
2547	✓			✓	✓	
2548	✓			✓	✓	
2549	✓			✓	✓	

Appendix B

Unit 2543 - Notes for Candidates: Writing a Practical Report

The report should be no more than 1400 words, excluding graphs and tables. The report must be written under the headings listed below. It is best to start each section on a fresh sheet of paper because this makes corrections easier.

Abstract

A summary of your general aims, method, sample, results and conclusions. You should write no more than a paragraph.

Background

This section gives a rationale for the work that gives a theoretical justification and reasons for your choice of method. Points can include:

- background to the general area of study;
- previous research;
- terminology and concepts used in this area;
- aims of the study;
- how the hypotheses for this study were developed;

Hypotheses

Formally state the null and the experimental hypotheses in operational terms (which means, define your concepts in the way that they are going to be measured).

Method

Divide this section up into appropriate sub-headings, for example:

Design: type of study identified and described.

Participants: population, sampling framework, including number, type, age, allocation to conditions.

Procedure: how you developed the questions, how you approached subjects, standardised instructions, details of any materials you used. Write this section so that someone reading it could repeat exactly what you did.

Controls: any controls you applied to the study, for example, in the choice of subjects, the behaviour of the experimenters, standardised instructions, controlled time and place.

Measurement and analysis: how you chose to measure the variables, why you chose this measurement technique, the reliability of the measures, and how you have chosen to analyse the data.

Ethics: any ethical considerations that you had to consider and respond to.

Results

Present these as visually as possible, but also describe the data that you obtained. It is very likely that you will use descriptive statistics of some sort and you should also consider whether it is appropriate to use inferential statistics.

Descriptive statistics: for example, the average scores, the distribution of scores; pie charts, block graphs.

Inferential statistics: statistical tests to evaluate the probability that your results could have occurred by chance; reasons for the choice of test, significance level, significance statement. (Put the workings of the statistical test in an appendix.)

Discussion

In this section the following questions may be considered;

What do the results mean?

Can the null hypothesis be rejected?

What criticisms can be made of the **method** that was used?

- choice of design?
- choice of sample?
- choice of procedure?
- choice of location?
- choice of controls?

If the method had been changed in some way, how would this have affected the results?

Were there any confounding variables?

Were there any ethical issues raised during the study?

How do the results relate to the **theory** that was described in the introduction?

Do the results agree with or challenge the theory in any way?

What modifications can be suggested to the theory in the light of this study?

Suggestions for further work.

Appendices

Include the statistical workings as an appendix. Also include any details of the experimental procedure that were not included in the method, such as standardised instructions.

References

Details of references should be recorded using the following format:

Books

COOLIGAN, H. (1995) *Introduction to Research Methods and Statistics in Psychology*. London: Hodder and Stoughton.

MILGRAM, S. (1963) cited in GROSS, R. (1996) *Psychology: The Science of Mind and Behaviour*, 3rd Edition. London: Hodder and Stoughton.

Journal articles

CARR, P. AND JOHNSON, T. (1990) The influence of the Eurovision Song Contest on dispositional attributions: Sing Little Birdie Sing. *The British Journal of Psychology*, 42, 354-367

Internet Sites

www.prisonexp.org

