

## **GCE Psychology**

OCR Advanced Subsidiary GCE in Psychology H168

OCR Advanced GCE in Psychology H568

# Contents

<b>1</b>	<b>About these Qualifications</b>	<b>4</b>
1.1	The Two-Unit AS	4
1.2	The Four-Unit Advanced GCE	5
1.3	Qualification Titles and Levels	5
1.4	Aims	6
1.5	Prior Learning/Attainment	6
<b>2</b>	<b>Summary of Content</b>	<b>7</b>
2.1	AS Units	7
2.2	A2 Units	7
<b>3</b>	<b>Unit Content</b>	<b>8</b>
3.1	AS Unit G541: <i>Psychological Investigations</i>	8
3.2	AS Unit G542: <i>Core Studies</i>	10
3.3	A2 Unit G543: <i>Options in Applied Psychology</i>	14
3.4	A2 Unit G544: <i>Approaches and Research Methods in Psychology</i>	23
<b>4</b>	<b>Schemes of Assessment</b>	<b>26</b>
4.1	AS GCE Scheme of Assessment	26
4.2	Advanced GCE Scheme of Assessment	27
4.3	Unit Order	28
4.4	Unit Options (at AS/A2)	28
4.5	Synoptic Assessment (A Level GCE)	28
4.6	Assessment Availability	28
4.7	Assessment Objectives	28
4.8	Quality of Written Communication	30
<b>5</b>	<b>Technical Information</b>	<b>31</b>
5.1	Making Unit Entries	31
5.2	Making Qualification Entries	31
5.3	Grading	31
5.4	Result Enquiries and Appeals	32
5.5	Shelf-life of Units	32
5.6	Unit and Qualification Re-sits	32
5.7	Guided Learning Hours	32
5.8	Code of Practice/Subject Criteria/Common Criteria Requirements	33
5.9	Arrangements for Candidates with Particular Requirements	33
5.10	Prohibited Qualifications and Classification Code	33
<b>6</b>	<b>Other Specification Issues</b>	<b>34</b>
6.1	Overlap with other Qualifications	34
6.2	Progression from these Qualifications	34
6.3	Key Skills Mapping	34
6.4	Spiritual, Moral, Ethical, Social, Legislative, Economic and Cultural Issues	35
6.5	Sustainable Development, Health and Safety Considerations and European Developments	35
6.6	Avoidance of Bias	35

6.7	Language	35
6.8	Disability Discrimination Act Information Relating to these Specifications	35

---

**Appendix A: Performance Descriptions** **37**

Vertical black lines indicate a significant change to Version 3 – June 2008. Changes can be found on pages 5 and 27.

Editorial updates have been made to section 3.3 (pages 14 to 22).

# 1 About these Qualifications

This booklet contains OCR's Advanced Subsidiary GCE and Advanced GCE specifications in Psychology for teaching from September 2008.

The specification aims to give candidates an introduction to the world of psychology by conducting research through a practical approach as well as learning about prime psychological studies and some of the classics in research studies. The specification also gives the candidates an awareness of the issues and debates in psychology.

The specification is suitable for candidates with no formal prior experience of the subject. The content is aimed at capturing natural interest and inspiring learning and at the same time developing understanding and knowledge at an advanced level in preparation for higher education.

At A2 candidates are offered the opportunity to learn about applied areas of psychology in chosen areas of interest, for example forensic psychology.

By the end of the course, candidates will have a wide knowledge of psychology, will have developed a sound understanding of issues, debates and perspectives in psychology and will have a good grounding in preparation for higher education and an awareness of how to apply psychology to their everyday life and the world around them.

## 1.1 The Two-Unit AS

---

The Advanced Subsidiary GCE is both a 'stand-alone' qualification and also the first half of the corresponding Advanced GCE. The AS GCE is assessed at a standard appropriate for candidates who have completed the first year of study (both in terms of teaching time and content) of the corresponding two-year Advanced GCE course, i.e. between GCSE and Advanced GCE.

From September 2008 the AS GCE is made up of **two** mandatory units, which are externally assessed and form 50% of the corresponding four-unit Advanced GCE.

The areas studied will be:

- |                              |   |
|------------------------------|---|
| Psychological investigations | <ul style="list-style-type: none"><li>• Candidates will study and conduct four investigations.</li><li>• They will be assessed in a 1 hour examination.</li></ul>   |
| Core studies                 | <ul style="list-style-type: none"><li>• Candidates will study 15 core studies, which are either classics in psychology or studies that raise interesting debates and issues in psychology.</li><li>• They will be assessed in a 2 hour examination.</li></ul> |

## 1.2 The Four-Unit Advanced GCE

---

From September 2008 the Advanced GCE is made up of **two** mandatory units at AS and **two** further units at A2. These A2 units are also externally assessed.

- |   |   |
|---|---|
| Psychological investigations                  | <ul style="list-style-type: none"><li>• Candidates will study and conduct four investigations.</li><li>• They will be assessed in a 1 hour examination.</li></ul>   |
| Core studies                                  | <ul style="list-style-type: none"><li>• Candidates will study 15 core studies, which are either classics in psychology or raise interesting debates and issues in psychology.</li><li>• They will be assessed in a 2 hour examination.</li></ul>  |
| Options in applied psychology                 | <ul style="list-style-type: none"><li>• Candidates will choose to study two out of the following options of applied psychology:<br/>forensic psychology,<br/>health and clinical psychology,<br/>psychology of sport and exercise<br/>psychology of education.</li><li>• They will be assessed in a 2 hour examination.</li></ul> |
| Approaches and research methods in psychology | <ul style="list-style-type: none"><li>• Candidates will study a range of perspectives, issues, methods and debates and will study aspects of research design and implementation.</li><li>• They will be assessed in a 1.5 hour examination.</li></ul>   |

## 1.3 Qualification Titles and Levels

---

These qualifications are shown on a certificate as:

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

Both qualifications are Level 3 in the National Qualifications Framework (NQF).

## 1.4 Aims

---

The aims of these specifications are to encourage students to:

- stimulate and develop their enjoyment of, and enthusiasm for, the subject;
- develop and demonstrate skills, including practical and research skills;
- develop essential knowledge and understanding of different areas of the subject and how they relate to each other;
- appreciate how the subject develops and how its applications interact with changes in human attitudes, and with changes in society and technology;
- recognise the value, use and misuse of the subject in society.

## 1.5 Prior Learning/Attainment

---

No prior knowledge of the subject is required. The specifications build on, but do not depend on, the knowledge, understanding and skills specified for GCSE Psychology. It is recommended that candidates have attained communication and literacy skills at a level equivalent to GCSE Grade C in English.

# 2 Summary of Content

## 2.1 AS Units

---

### Unit G541: *Psychological Investigations*

Candidates will need to be familiar with four techniques for collecting/analysing data. These are:

- Self-report;
- Experiment (repeated measures and independent measures, matched subjects design);
- Observation;
- Correlation.

Candidates will be required to answer questions relating to:

- An outline of an existing piece of research;
- The data produced by a piece of a research;
- An outline of a proposed piece of research.

### Unit G542: *Core Studies*

- Fifteen core studies; three studies from each of the five approaches: social, cognitive, physiological, developmental and individual differences.
  - Issues, debates, perspectives and methods arising from the studies.
- 

## 2.2 A2 Units

---

### Unit G543: *Options in Applied Psychology*

This unit will include four options, from which candidates choose two.

- Forensic psychology.
- Health and clinical psychology.
- Psychology of sport and exercise.
- Psychology of education.

### Unit G544: *Approaches and Research Methods in Psychology*

- Research methodology, where candidates are required to design a practical project.
  - Structured synoptic questions on approaches, perspectives, methods, issues and debates.
-

# 3 Unit Content

## 3.1 AS Unit G541: *Psychological Investigations*

---

Candidates will need to be familiar with four techniques for collecting/analysing data. These are:

- self-report;
- experiment (repeated measures and independent measures, matched subjects design);
- observation;
- correlation.

It will benefit candidates to have been involved in the design and conduct of small-scale research activities throughout the teaching of this unit. Candidates may keep a written record of their activities if desired but this will NOT be taken into the examination. The examination will require candidates to respond to source material of the following types.

### A brief outline of a piece of research

Candidates could be asked to:

- identify strengths and weaknesses of the research method in general;
- identify strengths and weaknesses of the specific research described in the source material;
- suggest improvements to the research and their likely effects;
- consider issues such as reliability and validity of measurements;
- consider ethical issues raised by the source material.

### The data produced by a piece of a research

Candidates could be asked to:

- suggest appropriate descriptive statistics/graphical representations of data (Note: no inferential statistics are required for this unit);
- draw conclusions from data/graphs;
- sketch summary tables/graphs.

### An outline of a proposed piece of research

Candidates could be asked to:

- suggest appropriate hypotheses (null/alternate, one-tailed/two-tailed);
  - suggest how variables might be operationalised/measured;
  - suggest appropriate samples/sampling methods;
  - outline possible procedures;
  - evaluate the suggestions they have made.
-



## Exemplification (psychological investigations)

Candidates should be able to:

- describe the four techniques (self-report, experiment, observation, correlation):
    - for self-report this should include a knowledge and understanding of rating scales and open and closed questions and the strengths and weaknesses of each;
    - for experiment this should include a knowledge and understanding of experimental design (independent measures and repeated measures) and the strengths and weaknesses of each;
    - for observation this should include a knowledge and understanding of participant and structured observation, time sampling and event sampling and the strengths and weaknesses of each;
    - for correlation this should include a knowledge and understanding of positive and negative correlations and the interpretation of scattergraphs;
  - identify strengths and weaknesses of the four techniques, both in general terms and in relation to source material;
  - frame hypotheses (null and alternate, one- and two-tailed);
  - identify variables (for experiment – identify and explain the difference between independent and dependent variables);
  - suggest how variables might be operationalised/measured;
  - suggest (in relation to source material) strengths and weaknesses of measurement and alternative forms of measurement;
  - comment on the reliability and validity of measurement;
  - describe opportunity sampling, random sampling and self-selected sampling techniques;
  - identify strengths and weaknesses of opportunity, random and self-selected sampling techniques;
  - identify strengths and weaknesses of sampling techniques described in source material;
  - suggest appropriate samples/sampling techniques in relation to source material;
  - suggest appropriate procedures in relation to source material;
  - identify and describe the differences between qualitative and quantitative data;
  - identify strengths and weaknesses of qualitative and quantitative data;
  - suggest appropriate descriptive statistics for data in source material (mean, median, mode);
  - sketch appropriate summary tables/graphs from data in source material (bar charts, scattergraphs);
  - draw conclusions from data/graphs;
  - describe ethical issues relating to psychological research with human participants;
  - identify ethical issues in source material and suggest ways of dealing with ethical issues.
-

## 3.2 AS Unit G542: Core Studies

---

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 approaches/perspectives, theories, issues, concepts and methods. 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.

Candidates will be asked questions relating to:

- specific aspects of the core studies;
- theories and research surrounding the core studies;
- the approaches/perspectives, issues, and methods arising from the core studies.

### Specific aspects of core studies

- The background to the studies (the context);
- theories on which studies are based;
- psychological perspectives applicable to the studies;
- other research pertinent to the studies;
- 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;
- strengths and limitations of the studies;
- the general psychological issues illustrated by the studies;
- evaluations of all of the above.

---

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.

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, 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 gamblers, are very contemporary. The range 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.

---

Research and theory surrounding each core study will be assessed. This need not be detailed, but sufficient to allow understanding of why the study was done (the background or context); perhaps an event that triggered the research. Sometimes a core study will be based on a theory that is a crucial part of psychological knowledge. Occasionally a core study will stimulate further research, either by the same author(s) or others. The table below indicates what surrounding theory/research needs to be covered. The table also shows the approach/perspective to which each study belongs and an indication of the method(s) that was used.

---

## The approaches/perspectives, issues, and methods arising from the core studies

Approaches	<ul style="list-style-type: none"><li>• Physiological</li><li>• Cognitive</li><li>• Individual differences</li><li>• Developmental</li><li>• Social</li></ul>
Perspectives	<ul style="list-style-type: none"><li>• Behaviourist</li><li>• Psychodynamic</li></ul>
Methods	<ul style="list-style-type: none"><li>• Experimental (laboratory and field)</li><li>• Case study</li><li>• Self-report</li><li>• Observation</li><li>• Methodological issues such as reliability and validity</li></ul>
Issues	<ul style="list-style-type: none"><li>• Ethics</li><li>• Ecological validity</li><li>• Longitudinal and snapshot</li><li>• Qualitative and quantitative data</li></ul>
Cognitive psychology	<p>Candidates should be able to:</p> <ul style="list-style-type: none"><li>• describe and evaluate the cognitive approach in psychology;</li><li>• describe and evaluate various methodologies used by the cognitive approach;</li><li>• consider pertinent issues, perspectives and debates, context and theory, strengths and limitations and the implications of core studies of the cognitive approach.</li></ul>
<p><i>LOFTUS, E. &amp; PALMER, J. (1974) Reconstruction of automobile destruction. Journal of Verbal Learning &amp; Verbal Behaviour. 13. 585–589</i></p> <p><i>BARON-COHEN, S., JOLLIFFE, T., MORTIMORE, C. &amp; ROBERTSON, M. (1997) Another advanced test of theory of mind: evidence from very high functioning adults with autism or Asperger syndrome. Journal of Child Psychology and Psychiatry. 38: 813–822</i></p> <p><i>SAVAGE-RUMBAUGH, S. Spontaneous Symbol Acquisition and Communicative Use by Pygmy Chimpanzees.</i></p>	
Developmental psychology	<p>Candidates should be able to:</p> <ul style="list-style-type: none"><li>• describe and evaluate the developmental approach in psychology;</li><li>• describe and evaluate various methodologies used by the developmental approach;</li><li>• consider pertinent issues, perspectives and debates, context and theory, strengths and limitations and the implications of core studies of the developmental approach.</li></ul>

---

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. 375-382

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;
  - describe and evaluate various methodologies used by the physiological approach;
  - consider pertinent issues, perspectives and debates, context and theory, strengths and limitations and the implications of core studies of the physiological approach.
- 

MAGUIRE, E. A., GADIAN, D. G., JOHNSRUDE, I. S., GOOD, C. D., ASHBURNER, J., FRACKOWIAK, R.S. & FRITH, C. D. (2000) *Navigation-related structural changes in the hippocampi of taxi drivers. Proceedings of the National Academy of Science, USA.* 97. 4398–4403

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

---

Social psychology

Candidates should be able to:

- describe and evaluate the social approach in psychology;
  - describe and evaluate various methodologies used by the social approach;
  - consider issues, perspectives and debates pertinent to the social approach;
  - consider context and theory pertinent to the core studies of the social approach;
  - consider strengths and limitations of the core studies in the social approach;
  - consider implications of core studies of the social approach.
- 

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

REICHER, S. & HASLAM, S. A. (2006) *Rethinking the psychology of tyranny. The BBC prison study.*

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

---

---

The psychology of individual differences

Candidates should be able to:

- describe and evaluate the individual differences approach in psychology;
- describe and evaluate various methodologies used by the individual differences approach;
- consider pertinent issues, perspectives and debates, context and theory, strengths and limitations and the implications of core studies of the individual differences approach.

---

*ROSENHAN, D. (1973) On being sane in insane places. Science. 197. 250–258*

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

*GRIFFITHS, M.D. (1994). The role of cognitive bias and skill in fruit machine gambling. British Journal of Psychology. 85. 351–369*

---

### 3.3 A2 Unit G543: *Options in Applied Psychology*

---

Candidates choose two out of the four options.

#### 3.3.1 A2 Unit G543: *Forensic Psychology*

---

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 forensic psychology.

##### Turning to crime

To introduce some of the influences that psychologists have used to explain criminal behaviour

##### Upbringing

- Disrupted families – (eg Juby and Farrington 2001);
- Learning from others – (eg Peers – Differential association hypothesis. Sutherland 1939);
- Poverty and disadvantaged neighbourhoods (eg any of the SCoPIC ('social contexts of pathways into crime') studies looking at pathways into crime in UK or US).

##### Cognition

- Criminal thinking patterns (eg Yochelson & Samenow);
- Moral development and crime (eg Kohlberg);
- Social cognition (eg attribution of blame – Gudjonsson).

##### Biology

- Brain dysfunction (eg Raine's work on the cortex and other work);
- Genes and serotonin (eg Brunner 1991);
- Gender (eg evolutionary explanation of why males commit more crime, eg Daly & Wilson 1988).

##### Making a case

How psychology can inform the investigative process

##### Interviewing witnesses

- Recognising and recreating faces by E-fit (eg Bruce 1988);
- Factors influencing accurate identification (eg the 'weapon focus' effect, eg Loftus);
- The cognitive interview (eg Geiselman et al 1985/6).

Interviewing suspects	<ul style="list-style-type: none"> <li>• Detecting lies (eg Vrij 2000);</li> <li>• Interrogation techniques (eg Inbau);</li> <li>• False confessions (eg Gudjonsson 1992).</li> </ul>
Creating a profile	<ul style="list-style-type: none"> <li>• Top down typology (eg Hazelwood);</li> <li>• Bottom up approaches such as circle theory or geographical profiling (eg Canter);</li> <li>• Case study (eg John Duffy).</li> </ul>
<b>Reaching a verdict</b>	
How psychology can inform behaviour in the courtroom	
Persuading a jury	<ul style="list-style-type: none"> <li>• Effect of order of testimony (eg Pennington &amp; Hastie);</li> <li>• Persuasion (eg use of expert witnesses, Krauss &amp; Sales 2001);</li> <li>• Effect of evidence being ruled inadmissible (eg Broeder 1959).</li> </ul>
Witness appeal	<ul style="list-style-type: none"> <li>• Attractiveness of the defendant (eg Castellow 1990);</li> <li>• Witness confidence (eg Penrod &amp; Cutler 1987);</li> <li>• Effect of shields and videotape on children giving evidence (eg Ross et al 1994).</li> </ul>
Reaching a verdict	<ul style="list-style-type: none"> <li>• Stages and influences on decision making (eg Hastie 1983);</li> <li>• Majority influence (eg Asch 1953);</li> <li>• Minority influence (eg Moscovici 1976, 1980, 1985).</li> </ul>
<b>After a guilty verdict</b>	
To look at how psychology can inform the penal system	
Imprisonment	<ul style="list-style-type: none"> <li>• Planned behaviours once freed from jail (eg factors affecting recidivism, Gillis et al 2005);</li> <li>• Depression/suicide risk. (eg Dooley 1990);</li> <li>• The prison situation and roles (eg Haney &amp; Zimbardo 1998, 25 years since the Stanford Prison Experiment).</li> </ul>
Alternatives to imprisonment	<ul style="list-style-type: none"> <li>• Probation (eg Prison Reform reports, Smith Institute report 2007);</li> <li>• Restorative justice (The Smith Institute reports and Cambridge University 2007);</li> <li>• 'Looking Deathworthy' (Eberhardt et al 2006).</li> </ul>
Treatment programmes	<ul style="list-style-type: none"> <li>• Cognitive skills programmes (eg Friendship et al 2002);</li> <li>• Anger management (eg Ireland 2000);</li> <li>• Using ear acupuncture with a drug rehabilitation program (eg Wheatley 2005).</li> </ul>

### 3.3.2 A2 Unit G543: *Health and Clinical Psychology*

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.

#### Healthy living

There are many factors that influence our healthy lifestyles; these can include our beliefs about health and how healthy behaviour is promoted; an example of healthy behavior is adherence to medical advice

Theories of health belief	<ul style="list-style-type: none"><li>• The Health Belief Model (eg Becker and Rosenstock 1984);</li><li>• Locus of control (eg Rotter 1966);</li><li>• Self efficacy (eg Bandura 1977).</li></ul>
Methods of health promotion and supporting evidence	<ul style="list-style-type: none"><li>• Media campaign (eg Cowpe 1989);</li><li>• Legislation (eg Legislation enacted in Maryland 1999);</li><li>• Fear arousal (eg Janis &amp; Feshbeck 1953).</li></ul>
Features of adherence to medical regimes and supporting evidence	<ul style="list-style-type: none"><li>• Reasons for non-adherence: cognitive rational non-adherence (eg Bulpitt 1994);</li><li>• Measures of non-adherence: physiological (eg Lustman 2000);</li><li>• Improving – behavioural (eg Watt et al 2003).</li></ul>

#### Stress

Stress appears to be a major factor in the health of people, with psychologists interested in improving the health of the nation by identifying causes, and trying to encourage stress management techniques

Causes of stress and supporting evidence	<ul style="list-style-type: none"><li>• Work (eg Johansson 1978);</li><li>• Hassles and life events (eg Kanner 1981);</li><li>• Lack of control (eg Geer &amp; Meisel 1973).</li></ul>
Methods of measuring stress and supporting evidence	<ul style="list-style-type: none"><li>• Physiological measures (eg Geer &amp; Meisel 1973);</li><li>• Self report (eg Holmes &amp; Rahe 1967);</li><li>• Combined approach (eg Johansson 1978).</li></ul>
Techniques for managing stress and supporting evidence	<ul style="list-style-type: none"><li>• Cognitive (eg SIT, Meichenbaum 1975);</li><li>• Behavioural (eg biofeedback, Budzynski 1973);</li><li>• Social (eg social support, Waxler-Morrison 2006).</li></ul>



## Dysfunctional behaviour

Dysfunctional behaviour is atypical behaviour psychologists are interested in explaining and treating, whichever psychological approach is adopted.

Diagnosis of dysfunctional behaviour	<ul style="list-style-type: none"><li>• Categorising (eg DSM/ICD);</li><li>• Definitions ( eg Rosenhan &amp; Seligman 1989);</li><li>• Biases in diagnosis (eg gender, Ford &amp; Widiger 1989).</li></ul>
Explanations of dysfunctional behaviour	<ul style="list-style-type: none"><li>• Biological (eg genetic, Gottesman &amp; Shields 1991; Ost 1992);</li><li>• Behavioural (eg classical conditioning, Little Albert 1920; Lewinsohn 1979);</li><li>• Cognitive (eg maladaptive thoughts, Beck; DiNardo 1988; Seligman 1979).</li></ul>
Treatments of dysfunctional behaviour	<ul style="list-style-type: none"><li>• Biological (eg SSRIs, Karp &amp; Frank 1995);</li><li>• Behavioural (eg desensitisation, Wolpe; McGrath 1990);</li><li>• Cognitive (eg cognitive therapy, Beck; Dobson 1989).</li></ul>

## Disorders

Disorders; to introduce types of disorder, such as anxiety, affective and psychotic, their characteristics, causes and treatments.

Characteristics of disorders	<ul style="list-style-type: none"><li>• An anxiety disorder (eg phobia);</li><li>• A psychotic disorder (eg schizophrenia);</li><li>• An affective disorder (eg bipolar).</li></ul>
Explanations of one disorder (EITHER affective OR anxiety OR psychotic)	<ul style="list-style-type: none"><li>• Behavioural (eg classical conditioning, Watson &amp; Raynor; affective, Lewinsohn 1979);</li><li>• Biological (eg genetic psychotic, Gottesman &amp; Shields 1972; genetic affective, Oruc 1998);</li><li>• Cognitive (eg anxiety, DiNardo 1998; affective, Seligman 1979).</li></ul>
Treatments for one disorder (EITHER affective OR anxiety OR psychotic)	<ul style="list-style-type: none"><li>• Behavioural (eg desensitisation, Wolpe; psychotic, Paul &amp; Lentz 1977; anxiety, McGrath 1990);</li><li>• Cognitive behavioural therapy (eg RET, Ellis; affective, Comer 1998; anxiety, Ost &amp; Westling 1995; psychotic, Senskly 2000);</li><li>• Biological (eg drugs, biochemical; affective, Karp &amp; Frank 1995; psychotic, Comer 1998).</li></ul>

### 3.3.3 A2 Unit G543: *Psychology of Sport and Exercise*

---

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.

#### Sport and the individual

##### Personality

- Measures – (eg Cattell's 16PF 1965);
- Theories – (eg Eysenck 1965);
- Personality and sport performance – (eg Kroll & Crenshaw 1970).

##### Aggression

- Instinct theories – (eg Freud Catharsis);
- Social theories – (eg Berkowitz (cue theory) 1966);
- Managing aggression in sport – (eg behavioural (SLT) 1963).

##### Motivation

- Achievement motivation – (eg McClelland-Atkinson 1953);
- Sports-specific achievement motivation – (eg Gill & Deeter SOQ 1988);
- Techniques – (eg intrinsic/extrinsic Ryan and Deci 2000).

#### Sport performance

##### Arousal

- Theories of arousal – (eg Yerkes-Dodson 1908);
- Types of arousal (eg Lacey 1967);
- Factors affecting arousal – type of skill (eg Oxendine 1980).

##### Anxiety

- Trait and state anxiety – (eg Martens SCAT 1977);
- Multidimensional approach – (eg CSAI-2);
- Models of anxiety – (eg Fazey & Hardy 1988).

##### Self-confidence

- Self-efficacy – (eg Bandura 1977);
- Sport confidence – (eg Vealey 1986);
- Imagery – (eg mental practice).

#### Social psychology of sport

##### Group cohesion

- Theories – (eg Tuckman 1965);
- Social loafing – (eg Latane et al 1979);
- Aspects of cohesion – (eg Carron 1982).

Audience effects	<ul style="list-style-type: none"> <li>• Theories – (eg evaluation-apprehension Cottrell 1968);</li> <li>• Studies – (eg Zajonc's cockroaches 1965);</li> <li>• Home advantage – (eg Schwartz &amp; Barsky 1977).</li> </ul>
Leadership and coaching	<ul style="list-style-type: none"> <li>• Trait &amp; type theories – (eg Great Man theory);</li> <li>• Contingency theories – (eg Chelladurai 1978);</li> <li>• Coaching – (eg coaching effectiveness training).</li> </ul>
<b>Exercise psychology</b>	
Exercise and pathology	<ul style="list-style-type: none"> <li>• Exercise and its relation to cancer – (eg Bernstein et al 1994);</li> <li>• Exercise and its relation to HIV – (eg Lox, McAuley &amp; Tucker 1995);</li> <li>• Eating disorders among athletes – (eg Hausenblas &amp; Carron 1999).</li> </ul>
Exercise and mental health	<ul style="list-style-type: none"> <li>• Theories of exercise and mental health – (eg endorphine hypothesis);</li> <li>• Benefits of exercise and mental health – (eg Leith &amp; Taylor 1990);</li> <li>• Mood states – (eg Morgan 1979, mental health model).</li> </ul>
Issues in exercise and sport	<ul style="list-style-type: none"> <li>• Burnout &amp; withdrawal – (eg Costill et al 1991);</li> <li>• Body image in sport (eg Cash 1994);</li> <li>• Drug abuse in sport – (eg Maganaris, Collins &amp; Sharp 2000).</li> </ul>

### 3.3.4 A2 Unit G543: *Psychology of 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.

#### Teaching and learning

---

To discuss teaching and learning processes.

Theories of knowledge acquisition	<ul style="list-style-type: none"><li>• Stage theories (eg Piaget or Bruner);</li><li>• Social construction theories (eg zone of proximal development, Vygotsky);</li><li>• Behaviourist models linking stimulus and response (eg Watson, Skinner).</li></ul>
Personal approaches to learning	<ul style="list-style-type: none"><li>• Variations on learning strategies (eg Curry's onion model 1983);</li><li>• Differences in cognitive styles (eg Riding &amp; Raynor 1999);</li><li>• Theory of multiple intelligences (eg Gardner).</li></ul>
Personal approaches to teaching	<ul style="list-style-type: none"><li>• Behaviourist use of objectives and monitoring of tasks (eg Ausubel's advance organisers);</li><li>• Cognitive approaches of discovery learning (eg Bruner's spiral curriculum);</li><li>• Social constructionist 'co-operative learning' (eg Vygotsky).</li></ul>

#### Student participation

---

Discuss ways of encouraging appropriate educational behaviours.

Theories of motivation	<ul style="list-style-type: none"><li>• Motivation as an intrinsic or extrinsic process (eg Claxton); consider psychodynamic (drive) theories (eg Freud's personality theory and defence mechanisms);</li><li>• The humanist (needs) theories (eg Maslow's Hierarchy of Needs);</li><li>• Cognitive (attribution) theories (eg Weiner's attribution theory).</li></ul>
Encouraging educational engagement	<ul style="list-style-type: none"><li>• The need for play in developing self-directed activities and future academic and social success (eg Weikart 1993 and High/Scope);</li><li>• Acknowledging emotional nature of learning (eg Goleman, emotional intelligence);</li><li>• The implications of ability grouping (eg Sukhandan &amp; Lee 1998).</li></ul>

Student beliefs and expectations	<ul style="list-style-type: none"> <li>• Social roles and academic success (eg Riley 1995);</li> <li>• Learned helplessness (eg Seligman 1975);</li> <li>• The importance of developing a positive self-esteem can be linked to the humanist theories (eg of Maslow and Rogers).</li> </ul>
----------------------------------	---

### The social world of teaching and learning

To recognise the importance of relationships during the process of teaching and learning.

Personal and social development	<ul style="list-style-type: none"> <li>• Developmental stages such as industry/inferiority (eg Erikson's 8-stage theory);</li> <li>• Humanist applications of acceptance and approval to learning (eg Rogers 1977);</li> <li>• Moral development and the implications for social rules (eg Kohlberg).</li> </ul>
---------------------------------	--

Student–student social interactions	<ul style="list-style-type: none"> <li>• Importance related to empathy and moral development (eg Gilligan 1982);</li> <li>• Friendships/bullying and academic success (eg Hartup 1989);</li> <li>• Anti-bullying strategies (eg Tatum &amp; Herbert 1992).</li> </ul>
-------------------------------------	---

Student–teacher social interactions	<ul style="list-style-type: none"> <li>• Comparison of teacher/student communications between what is sent and what is received (eg Flander's interaction analysis);</li> <li>• Transmission of teacher expectations of students (eg Brophy &amp; Good 1974);</li> <li>• Types and demands of questions used by teachers for primary and secondary pupils (eg Galton 1999).</li> </ul>
-------------------------------------	--

### Enabling learning: dealing with diversity

Consider how to enable all students to reach their educational potential.

Dealing with additional needs	<ul style="list-style-type: none"> <li>• Individual support (eg Bloom, 1984);</li> <li>• Consideration of the implications of ability grouping (including provision for gifted students); most evidence (eg Sukhnandan &amp; Lee 1998) seems to suggest little outcome gain from grouping by ability;</li> <li>• The provision of remedial support such as reading recovery and various forms of differentiation.</li> </ul>
-------------------------------	--

Enabling minority ethnic groups	<ul style="list-style-type: none"> <li>• Little evidence for ethnic differences in early years (eg Davies &amp; Bremner); strategies that could be used to overcome language effects and prejudice;</li> <li>• Inter-group tasks (eg Aronson et al 1978);</li> <li>• Role models (eg Klein 1996);</li> <li>• Positive support (eg Mac an Ghail 1988).</li> </ul>
---------------------------------	--

---

Enabling genders

- Identify the differences in educational achievement that relate to gender (eg Arnold et al 1996);
  - Biological differences in brain structure (eg Bee 1992);
  - Strategies for enabling the learning of boys and girls (similar to those for ethnic groups and additional needs could include 'boy-friendly' books and competition).
-

### 3.4 A2 Unit G544: *Approaches and Research Methods in Psychology*

---

This unit brings together the approaches, perspectives, methods, issues and debates covered throughout the course. It will be assessed in two sections:

The unit will consist of two parts:

- Section A: Research methods: the design of a practical project.
- Section B: Structured synoptic questions on approaches, perspectives, methods, issues and debates.

#### Section A – Research methods: the design of a practical project

This section will examine all aspects of research methods including all of the topics in the AS research methods unit and the design of a practical project. This unit builds and extends on the research methodology learned in unit G541.

The question paper will contain a short passage setting the scene and provide the focus for a set of research questions. The assessment task will require the design of a specific practical project that could be carried out by candidates, for example a repeated measures design for an experiment involving two conditions and collecting at least ordinal data. It is recommended that the process of designing, conducting and evaluating be practised within a classroom setting in preparation as candidates may be asked about practical difficulties or problems and how they could be overcome.

---

Research methodology	<p>Candidates should have knowledge and experience of:</p> <ul style="list-style-type: none"> <li>• a range of techniques such as experiment, self-report, questionnaire and correlation;</li> <li>• the selection of a research question;</li> <li>• the framing of operationalised hypotheses including null and research hypotheses; one- and two-tailed;</li> <li>• the description and justification of the design – independent samples, repeated measures, matched pairs;</li> <li>• populations, a suitable sample and sampling method/technique;</li> <li>• materials;</li> <li>• the procedure, including the measurement of variables, using observations, self-reports or tests that generate nominal or at least ordinal data;</li> <li>• control of extraneous variables (participant, experimenter and situational);</li> <li>• counterbalancing of conditions and allocation of participants to groups;</li> <li>• ethical issues;</li> <li>• the levels of measurement of the data;</li> <li>• collection and recording of data;</li> <li>• presentation of the data, including descriptive statistics, measures of central tendency and dispersion, data tables and graphs;</li> <li>• analysis of data: nonparametric tests (sign test, chi-square, Wilcoxon, Mann–Whitney, Spearman) and levels of significance (probability, type 1 and type 2 errors).</li> </ul>
Evaluation of methodology	<p>Candidates should have knowledge and experience of:</p> <ul style="list-style-type: none"> <li>• the strengths and weaknesses of different research methods;</li> <li>• the strengths and weaknesses of any aspect of the design, the validity and reliability of the measurements;</li> <li>• the ethics of the procedure.</li> </ul>
Consideration of	<p>Candidates should have knowledge and experience of:</p> <ul style="list-style-type: none"> <li>• possible future research;</li> <li>• alternative designs and samples.</li> </ul>

## Section B – Approaches, perspectives, methods, issues and debates

This section will examine all aspects of approaches, perspectives, methods, issues and debates arising throughout the whole AS and A2 course.

Questions will be in the form of structured essay questions.

For this section, candidates are expected to have knowledge and understanding of, and to be able to evaluate, all approaches, perspectives, methods, issues and debates raised as part of the AS course, developed as part of the A2 course. New issues and debates are introduced for A2. Each aspect listed below will be covered as part of AS level and the content of Unit G543: *Options in Applied Psychology*.



Approaches	<p>Candidates should have knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• physiological;</li> <li>• cognitive;</li> <li>• individual differences;</li> <li>• developmental;</li> <li>• social.</li> </ul>
Perspectives	<p>Candidates should have knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• behaviourist;</li> <li>• psychodynamic.</li> </ul>
Methods	<p>Candidates should have knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• experimental (laboratory and field);</li> <li>• case study;</li> <li>• self-report;</li> <li>• observation;</li> <li>• methodological issues such as reliability and validity.</li> </ul>
Issues	<p>Candidates should have knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• ethics;</li> <li>• ecological validity;</li> <li>• longitudinal and snapshot;</li> <li>• qualitative and quantitative data.</li> </ul>
Debates	<p>Candidates should have knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• determinism and free will;</li> <li>• reductionism and holism;</li> <li>• nature–nurture;</li> <li>• ethnocentrism;</li> <li>• psychology as science;</li> <li>• individual and situational explanations;</li> <li>• the usefulness of psychological research.</li> </ul>

# 4 Schemes of Assessment

## 4.1 AS GCE Scheme of Assessment

### AS GCE Psychology (H168)

#### AS Unit G541: *Psychological Investigations*

30% of the total AS GCE marks  
1 h written paper  
60 marks

This question paper has **three** sections:

**Section A:** Candidates are required to answer **all** questions.

**Section B:** Candidates are required to answer **all** questions.

**Section C:** Candidates are required to answer **all** questions.

Candidates answer **all** questions.

#### AS Unit G542: *Core Studies*

70% of the total AS GCE marks  
2 h written paper  
120 marks

This question paper has **three** sections:

**Section A:** Candidates are required to answer **all** questions. Questions will be asked about specific detail of core studies, theories on which studies are based, research surrounding core studies, methods used by the core studies. Questions will also be asked about issues and approaches raised by the core studies.

**Section B:** Candidates are required to answer **one** question. Questions require considerable depth and knowledge of one core study

**Section C:** Candidates are required to answer **one** question from a choice of **two**. Questions focus on approaches, issues and methods.

## 4.2 Advanced GCE Scheme of Assessment

### Advanced GCE Psychology (H568)

AS Units as above, Unit G541 being 15% of the total Advanced GCE marks and Unit G542 being 35% of the Advanced GCE marks.

#### A2 Unit G543: *Options in Applied Psychology*

25% of the total Advanced GCE marks

2 h written paper  
100 marks

This question paper has **four** options:

- forensic psychology;
- health and clinical psychology;
- psychology of sport and exercise;
- psychology of education.

Candidates study and answer questions from any **two** options.

Candidates are required to answer **two** questions from any **two** options.

Questions will cover at least three out of the four areas per option.

Candidates should address the questions in relation to their chosen option.

#### A2 Unit G544: *Approaches and Research Methods in Psychology*

25% of the total Advanced GCE marks

1.5 h written paper  
80 marks

This question paper has **two** sections:

**Section A:** research methods.

**Section B:** an essay linking approaches, perspectives, methods, issues and debates.

**Section A:** Candidates are required to answer **all** questions based around the design of a practical project based on stimulus material. Candidates can draw on material from both AS and A2 courses.

**Section B:** Candidates are required to answer **one** question from a choice of **two**. Questions may be based on stimulus material and candidates have to show knowledge, understanding and application. The questions are designed to both stretch and challenge. Candidates can draw on material from both AS and A2 courses.

## 4.3 Unit Order

---

The normal order in which the unit assessments could be taken is AS Units G541 and G542 in the first year of study, leading to an AS GCE award, then A2 units leading to the Advanced GCE award. However, the unit assessments may be taken in any order.

Alternatively, candidates may take a valid combination of unit assessments at the end of their AS GCE or Advanced GCE course in a 'linear' fashion.

## 4.4 Unit Options (at AS/A2)

---

There are no optional units in the AS GCE specification; for AS GCE Psychology candidates must take AS Units G541 and G542 and A2 GCE Psychology candidates must take A2 units. There is a choice of two options out of four in Unit G543. The options are in line with BPS classifications. This is the only choice available.

## 4.5 Synoptic Assessment (A Level GCE)

---

Synoptic assessment is included wholly in the final A2 units.

Synoptic assessment tests the candidates' understanding of the connections between different elements of the subject.

## 4.6 Assessment Availability

---

There are two examination series each year, in January and June.

In 2009, only AS units will be assessed.

From 2010 onwards, both AS units and A2 units will be assessed.

## 4.7 Assessment Objectives

---

Candidates should be able to

### AO1 Knowledge and Understanding

---

- Recognise, recall and show understanding of scientific knowledge;
- select, organise and communicate relevant information in a variety of forms, including extended prose.

## AO2 Application of Knowledge and Understanding

---

- analyse and evaluate scientific knowledge when presenting arguments and ideas;
- apply scientific knowledge to unfamiliar situations including those related to issues;
- assess the validity, reliability and credibility of scientific information;
- bring together scientific knowledge from different areas of the subject and apply them.

## AO3 Science in Practice

---

- demonstrate ethical, safe and skilful practical techniques selecting appropriate qualitative and quantitative methods;
- know how to make, record and communicate reliable and valid observations and measurements with appropriate precision and accuracy, through using primary and secondary sources;
- analyse, interpret, explain and evaluate the methodology, results and impact of their own and others' experimental and investigative activities in a variety of ways.

## AO weightings in AS GCE

---

Unit	% of AS GCE			Total
	AO1	AO2	AO3	
AS Unit G541: <i>Psychological Investigations</i>	5	5	20	30%
AS Unit G542: <i>Core Studies</i>	30	28	12	70%
	35%	33%	32%	100%

## AO weightings in Advanced GCE

---

Unit	% of Advanced GCE			Total
	AO1	AO2	AO3	
AS Unit G541: <i>Psychological Investigations</i>	2.5	2.5	10	15%
AS Unit G542: <i>Core Studies</i>	15	14	6	35%
A2 Unit G543: <i>Options in Applied Psychology</i>	10	15	0	25%
A2 Unit G544: <i>Approaches and Research Methods in Psychology</i>	2.5	10	12.5	25%
	30%	41.5%	28.5%	100%

## 4.8 Quality of Written Communication

---

*Quality of written communication* is assessed in all units and credit may be restricted if communication is unclear.

Candidates will:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear;
- select and use a form and style of writing appropriate to purpose and to complex subject matter;
- organise information clearly and coherently, using specialist vocabulary when appropriate.

# 5 Technical Information

## 5.1 Making Unit Entries

---

Please note that centres must be registered with OCR in order to make any entries, including estimated entries. It is recommended that centres apply to OCR to become a registered centre well in advance of making their first entries. Centres must have made an entry for a unit in order for OCR to supply the appropriate forms or moderator details for coursework.

**It is essential** that unit entry codes are quoted in all correspondence with OCR. See Sections 4.1 and 4.2 for these unit entry codes.

## 5.2 Making Qualification Entries

---

Candidates must enter for qualification certification separately from unit assessment(s). If a certification entry is **not** made, no overall grade can be awarded.

Candidates may enter for:

- AS GCE certification (entry code H168).
- Advanced GCE certification (entry code H568).

A candidate who has completed all the units required for the qualification may enter for certification either in the same examination series (within a specified period after publication of results) or at a later series.

AS GCE certification is available from June 2009.  
Advanced GCE certification is available from June 2010.

## 5.3 Grading

---

All GCE units are awarded a-e. The Advanced Subsidiary GCE is awarded on the scale A–E. The Advanced GCE is awarded on the scale A-E with access to an A\*. To be awarded an A\*, candidates will need to achieve a grade A on their full A level qualification and an A\* on the aggregate of their A2 units. Grades are reported on certificates. Results for candidates who fail to achieve the minimum grade (E or e) will be recorded as *unclassified* (U or u) and this is **not** certificated.

A Uniform Mark Scale (UMS) enables comparison of candidates' performance across units and across series and enables candidates' scores to be put on a common scale for aggregation purposes. The two-unit AS GCE has a total of 200 *uniform* marks and the four-unit Advanced GCE has a total of 400 *uniform* marks.

OCR converts each raw mark for each unit to a uniform mark. The maximum *uniform* mark for any unit depends on that unit's weighting in the specification. In these Psychology specifications, the four units of the Advanced GCE specification have an equal 25% UMS weighting (and the two units of the AS GCE specification have an equal 50% UMS weighting) and the UMS total for each is 100. Each unit's *raw* mark grade boundary equates to the *uniform* mark boundary at the same grade. Intermediate marks are converted on a pro-rata basis.

Uniform marks correspond to *unit* grades as follows:

(Advanced GCE) Unit Weighting	Maximum Unit Uniform Mark	Unit Grade					u
		a	b	c	d	e	
35%	140	140–112	111–98	97–84	83–70	69–56	55–0
25%	100	100–80	79–70	69–60	59–50	49–40	39–0
15%	60	60–48	47–42	41–36	35–30	29–24	23–0

OCR adds together the unit *uniform* marks and compares these to pre-set boundaries (see the table below) to arrive at *qualification* grades.

Qualification	Qualification Grade					U
	A	B	C	D	E	
AS GCE	200–160	159–140	139–120	119–100	99–80	79–0
Advanced GCE	400–320	319–280	279–240	239–200	199–160	159–0

## 5.4 Result Enquiries and Appeals

Under certain circumstances, a centre may wish to query the grade available to one or more candidates or to submit an appeal against an outcome of such an enquiry. Enquiries about unit results must be made immediately following the series in which the relevant unit was taken.

For procedures relating to enquiries on results and appeals, centres should consult the OCR *Administration Guide for General Qualifications* and the document *Enquiries about Results and Appeals – Information and Guidance for Centres* produced by the Joint Council. Copies of the most recent editions of these papers can be obtained from OCR.

## 5.5 Shelf-life of Units

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

## 5.6 Unit and Qualification Re-sits

There is no restriction on the number of times a candidate may re-sit each unit before entering for certification for an AS GCE or Advanced GCE.

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

## 5.7 Guided Learning Hours

AS GCE Psychology requires **180** guided learning hours in total.

Advanced GCE Psychology requires **360** guided learning hours in total.



## 5.8 Code of Practice/Subject Criteria/Common Criteria Requirements

---

These specifications comply in all respects with current *GCSE GCE GNVQ and AEA Code of Practice* as available on the QCA website, the subject criteria for GCE Psychology and *The Statutory Regulation of External Qualifications 2004*.

## 5.9 Arrangements for Candidates with Particular Requirements

---

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 *Access Arrangements and Special Consideration: Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council. In such cases advice should be sought from OCR as early as possible during the course.

## 5.10 Prohibited Qualifications and Classification Code

---

Candidates who enter for the OCR GCE specifications may not also enter for any other GCE specification with the certification title *Psychology* in the same examination series.

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 Schools and College Achievement and Attainment Tables.

The classification code for these specifications is 4850.

# 6 Other Specification Issues

## 6.1 Overlap with other Qualifications

There is a small degree of overlap between the content of these specifications and those for Advanced GCE Physical Education.

## 6.2 Progression from these Qualifications

Throughout the course of study candidates are encouraged to develop an awareness of the role of psychology in society and its applications to many situations.

The qualification is therefore suitable for candidates intending to pursue any career in which an understanding of human nature is needed. The qualification is also suitable for any further study in social sciences, or as part of a course of general education.

There is an emphasis on research skills and enquiry in order to enable the candidate to progress into higher levels of education.

The specification therefore provides a suitable foundation for the study of psychology and/or related courses in higher education.

## 6.3 Key Skills Mapping

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* at Levels 2 and/or 3. However, the extent to which this evidence fulfils the Key Skills criteria at these levels will be totally dependent on the style of teaching and learning adopted for each unit.

The following table indicates where opportunities *may* exist for at least some coverage of the various Key Skills criteria at Levels 2 and/or 3 for each unit.

Unit	C				AoN			IT			WwO			IOLP			PS		
	.1a	.1b	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3
G541	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓		
G542	✓	✓	✓	✓	✓			✓			✓			✓	✓	✓	✓		
G543	✓	✓	✓	✓	✓			✓			✓			✓	✓	✓	✓		
G544	✓	✓	✓	✓	✓	✓	✓	✓			✓			✓	✓	✓	✓		

## 6.4 Spiritual, Moral, Ethical, Social, Legislative, Economic and Cultural Issues

---

These specifications offer opportunities which can contribute to an understanding of these issues in the following topics:

The psychology specification draws attention to ethical issues raised by research throughout. Moral issues are also addressed in parts of the specification.

All psychology research and theory takes place within a social context and these issues are addressed throughout. Cultural issues will be addressed in parts of the specification. Thus the specification offers opportunities that can contribute to an understanding of these issues.

The specification does not address spiritual or legislative issues.

## 6.5 Sustainable Development, Health and Safety Considerations and European Developments

---

These specifications support these issues, consistent with current EU agreements; however, there are no sustainable development issues or health and safety considerations in these specifications.

## 6.6 Avoidance of Bias

---

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

## 6.7 Language

---

These specifications and associated assessment materials are in English only.

## 6.8 Disability Discrimination Act Information Relating to these Specifications

---

AS/A levels often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised AS/A level qualification and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment. Information on reasonable adjustments is found in Access Arrangements and Special Consideration Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations produced by the Joint Council (refer to Section 5.9 of this specification).

Candidates who are still unable to access a significant part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award. They would be given a grade on the parts of the assessment they have taken and there would be an indication on their certificate that not all of the competences have been addressed. This will be kept under review and may be amended in the future.

# Appendix A: Performance Descriptions

Performance descriptions have been created for all GCE subjects. They describe the learning outcomes and levels of attainment likely to be demonstrated by a representative candidate performing at the A/B and E/U boundaries for AS and A2.

In practice most candidates will show uneven profiles across the attainments listed, with strengths in some areas compensating in the award process for weaknesses or omissions elsewhere. Performance descriptions illustrate expectations at the A/B and E/U boundaries of the AS and A2 as a whole; they have not been written at unit level.

Grade A/B and E/U boundaries should be set using professional judgement. The judgement should reflect the quality of candidates' work, informed by the available technical and statistical evidence. Performance descriptions are designed to assist examiners in exercising their professional judgement. They should be interpreted and applied in the context of individual specifications and their associated units. However, performance descriptions are not designed to define the content of specifications and units.

The requirement for all AS and A level specifications to assess candidates' quality of written communication will be met through one or more of the assessment objectives.

The performance descriptions have been produced by the regulatory authorities in collaboration with the awarding bodies.

## AS performance descriptions for psychology

Assessment objectives	Assessment objective 1 Knowledge and understanding of science and of How science works Candidates should be able to:	Assessment objective 2 Application of knowledge and understanding of science and of How science works Candidates should be able to:	Assessment objective 3 How science works Candidates should be able to:
<b>A/B boundary performance descriptions</b>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) demonstrate relevant, accurate and detailed knowledge of a range of psychological concepts, theories, studies, research methods, applications, principles and perspectives from the AS specification;</li> <li>b) show understanding of most principles and concepts from the AS specification;</li> <li>c) select relevant information from the AS specification;</li> <li>d) organise and present information clearly, using psychological terminology in appropriate contexts.</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) apply principles and concepts in familiar and new contexts involving only a few steps in the argument;</li> <li>b) engage with the issue, using relevant analysis and evaluation of psychological theories, concepts, studies and research methods;</li> <li>c) describe significant trends and patterns shown by data presented in tabular or graphical form and interpret phenomena with few errors and present arguments and evaluations clearly;</li> <li>d) comment critically on statements, conclusions or data;</li> <li>e) successfully translate data presented as prose, diagrams, drawings, tables or graphs from one form to another.</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) show sound knowledge and understanding of the principles of research design;</li> <li>b) comment effectively on strengths, limitations and ethical issues in research design;</li> <li>c) interpret and draw appropriate conclusions from data.</li> </ul>

<p><b>E/U boundary performance descriptions</b></p>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) demonstrate basic knowledge of theories, concepts, studies and research methods from the AS specification;</li> <li>b) show basic understanding of some relevant information;</li> <li>c) present information, using basic psychological terminology from the AS specification terminology.</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) apply a given principle to material presented in familiar or closely related contexts involving only a few steps in the argument;</li> <li>b) make some attempt to focus on the issue, showing a rudimentary analysis and evaluation of psychological theories, concepts, studies and research methods;</li> <li>c) describe some trends or patterns shown by data presented in tabular or graphical form;</li> <li>d) when directed, identify inconsistencies in conclusions or data;</li> <li>e) successfully translate data from one form to another in some contexts.</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) show basic knowledge and understanding of the principles of research design;</li> <li>b) comment on strengths, limitations and ethical issues in research design;</li> <li>c) interpret or draw conclusions from data.</li> </ul>
---	--	--	---

## A2 performance descriptions for psychology

	Assessment objective 1	Assessment objective 2	Assessment objective 3
<b>Assessment objectives</b>	<p><b>Knowledge and understanding of science and of How science works</b> Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• recognise, recall and show understanding of scientific knowledge;</li> <li>• select, organise and communicate relevant information in a variety of forms.</li> </ul>	<p><b>Application of knowledge and understanding of science and of How science works</b> Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• analyse and evaluate scientific knowledge and processes;</li> <li>• apply scientific knowledge and processes to unfamiliar situations including those related to issues;</li> <li>• assess the validity, reliability and credibility of scientific information.</li> </ul>	<p><b>How science works</b> Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate and describe ethical, safe and skilful practical techniques and processes, selecting appropriate qualitative and quantitative methods;</li> <li>• make, record and communicate reliable and valid observations and measurements with appropriate precision and accuracy;</li> <li>• analyse, interpret, explain and evaluate the methodology, results and impact of their own and others' experimental and investigative activities in a variety of ways.</li> </ul>
<b>A/B boundary performance descriptions</b>	<p>Candidates characteristically:</p> <ol style="list-style-type: none"> <li>demonstrate relevant, accurate and detailed knowledge of a range of psychological concepts, theories, studies, research methods, applications, principles and perspectives from the A2 specification;</li> <li>show understanding of most principles and concepts from the A2 specification;</li> <li>select relevant information from the A2 specification;</li> <li>organise and present information clearly, using psychological terminology in appropriate contexts.</li> </ol>	<p>Candidates characteristically:</p> <ol style="list-style-type: none"> <li>apply principles and concepts in familiar and new contexts involving several steps in the argument;</li> <li>directly address the issue, showing effective analysis and evaluation when considering psychological concepts, theories, studies, research methods, applications, principles and perspectives;</li> <li>describe significant trends and patterns shown by complex data presented in tabular or graphical form, interpret phenomena with few errors and present arguments and evaluations clearly;</li> <li>critically evaluate statements, conclusions or data;</li> <li>successfully translate data presented as prose, diagrams, drawings, tables or graphs from one form to another;</li> <li>select a wide range of facts, principles and concepts from both AS and A2 specifications;</li> <li>link together appropriate facts principles and concepts from different areas of the specification.</li> </ol>	<p>Candidates characteristically:</p> <ol style="list-style-type: none"> <li>show sound knowledge and understanding of the principles of research and design;</li> <li>give clearly reasoned justification for design decisions;</li> <li>comment effectively on strengths, limitations and ethical issues in research design;</li> <li>comment effectively on the issues of the reliability and validity of data;</li> <li>interpret and draw appropriate conclusions from data.</li> </ol>



<p><b>E/U boundary performance descriptions</b></p>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) demonstrate basic knowledge of appropriate psychological concepts, theories, studies, research methods, applications, principles and perspectives from the A2 specification;</li> <li>b) show understanding of some principles from the A2 specification;</li> <li>c) select some relevant information from the A2 specification;</li> <li>d) present information using some psychological terminology from the A2 specification.</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) apply given principles or concepts in familiar and new contexts involving a few steps in the argument;</li> <li>b) partially address the issue, showing basic analysis and evaluation of psychological concepts, theories, studies, research methods, applications, principles and perspectives;</li> <li>c) describe, and provide a limited explanation of, trends or patterns shown by complex data presented in tabular or graphical form;</li> <li>d) when directed, identify inconsistencies in conclusions or data;</li> <li>e) successfully translate data from one form to another in some contexts;</li> <li>f) select some facts, principles and concepts from both AS and A2 specifications;</li> <li>g) put together some facts, principles and concepts from different areas of the specification.</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) show basic knowledge and understanding of the principles of research design;</li> <li>b) justify some design decisions;</li> <li>c) comment on strengths, limitations and ethical issues in research design;</li> <li>d) comment on the reliability or validity of data;</li> <li>e) interpret or draw conclusions from data.</li> </ul>
---	--	--	--