Oxford Cambridge and RSA Examinations

OCR GCSE IN PSYCHOLOGY   1989

TEACHER SUPPORT

This Teacher Support booklet is designed to accompany the OCR GCSE specification in Psychology for teaching from September 2006. The first examination will be in 2007.

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1   Introduction

The OCR GCSE specification is designed to interest candidates in psychology and to encourage their interest in the subject beyond the end of the course. This guide is designed to provide some helpful ideas and suggestions to teachers with regards to the planning of their teaching year and their lessons. We hope that candidates will enjoy their course and that the teachers enjoy teaching it.

The specification booklet contains the approved content which will be assessed and administrative details connected with the specification. That booklet has been approved by QCA and cannot be changed without approval. This booklet has the status of guidance only. There is nothing binding in it. There are no additional 'requirements' to those in the specification booklet.

Teachers face growing pressure with increasing class sizes and diminishing time spent with teaching groups. To respond to this we have reduced the size of the specification content. Another response is to provide regular INSET events and to encourage psychologists to share teaching strategies and resources via the dedicated e-mailing list.

Teachers might find more general support from teachers' organisations, most specifically The Association for the Teaching of Psychology (ATP). The ATP is mainly concerned with the teaching of psychology in schools and colleges. It arranges events for teachers and produces a range of helpful publications. Teachers are recommended to make contact with the ATP by writing to:

The Association for the Teaching of Psychology
C/o British Psychological Society
St Andrews House
48 Princes Road East
Leicester
LE1 7DR

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2   A Guide to the Specification Content

The following sections are meant as a general guide to areas where information and materials might be obtained as well as possible ideas concerning classroom activities.

Section 2.2, Themes and Processes, attempts to identify possible opportunities for the delivery of the themes and processes aspect of the specification.

Section 2.3, The Specification Content, looks at the topic areas and provides ideas concerning classroom activities, sources of information from published sources as well as websites.

It may also be noted that where practical, web addresses have been included. However while care has been taken to identify sites that are current and active, no guarantee can be given for their status at future times.

In addition, the websites mentioned are in some cases specific to that topic area and teachers may find it more profitable to use more general sites. An example of two such general sites which may be of interest are:

http://www.vanguard.edu/faculty/ddegelman/amoebaweb/

This is a useful site giving information on a wide range of areas within psychology, and it includes a range of online psychological tests.

http://www.psychwww.com

This website contains information devoted to psychology in its own right but it may prove more useful in helping to access websites of more relevance to GCSE.

Copies of past papers are obtainable from OCR.

2.1 Teaching the Specification Content

How much background information do the candidates need to know for each topic area? This question is a problem for all teachers. If you give the candidates too little information they may be unable to answer the question papers. If you give them too much, then there is a lot of redundant activity for both yourself and the candidates. The most sensible strategy is to err on the side of caution and give them a little more than you think they need. This means that candidates are nearly always over-taught. However, there are degrees of over-teaching and the aim of this short description is to try and give a clearer indication of the background that is required.

There are three things to bear in mind when preparing your teaching.

Questions set for the papers must be based upon the content of the specification. See 2.3 for further detail. The content will identify those things that the candidate is expected to know. The use of 'e.g.' sometimes creates confusion. It is meant as a guide to what would be most likely to be covered at GCSE for that topic.

It is impossible to list all that should be known by candidates in a specification but careful reading of the specification should give a sound idea of what is expected. For example, the memory section requires candidates to know about organisation in relation to improving recall. This makes knowledge of, for example, Bower's study of organisation at encoding and recall quite important but knowledge of the spreading activation model unnecessary.

It is important to remember that many areas in psychology are large in depth and breadth. Candidates do not need to know as many studies as at A level nor theoretical complexities. The typical GCSE candidate is a young person trying to come to terms with a totally new subject.

Question papers from previous years can be useful in developing a feel for the depth and breadth of information candidates need in order to answer the questions. However, it should be noted that older papers will have been set for the previous specification and not all areas will be relevant for the current specification. However, relevant questions from past years remain useful since, though the content has changed, what is expected from candidates has not.

It is useful to have some familiarity with popular GCSE textbooks that cover the OCR specification such as *Discovering Psychology* by Woods or *Psychology for You* by Cullis, Dolan & Groves.

2.2 Themes and Processes

Candidates need to be aware of a number of psychological themes and processes in addition to the topics themselves.

2.2.1 METHODOLOGY

One aspect of the GCSE specification is that of methodology. Candidates are required to consider the following aspects of methodology:

Psychological Methods: Observation; case study; survey; experiment; correlation; content analysis; longitudinal studies and cross-sectional studies. This includes advantages and disadvantages of these methods.

Design Decisions: Design of investigations; hypothesis testing; independent and dependent variables; experimental subject designs; control of variables; sampling; measurement of variables.

The Collection and The collection, interpretation and presentation of data in appropriate.

Presentation of Data: forms; tables, graphs, histograms, scattergrams.

Data Analysis: Mean, median, mode, and range. Drawing conclusions from data (inferential statistics are **not** required).

The delivery of the methodology component may be done in one of two ways. It may be delivered over several sessions alongside other specification content material, or it may be delivered in sessions devoted to this topic alone. There are advantages and disadvantages to both.

Delivery over several sessions may be preferable since this effectively divides the methodology into smaller parts that may be better assimilated than whole teaching sessions devoted to single topics alone. Alternatively, it could be argued that delivery alongside other material will confuse candidates with too much information, but it does have the merit of allowing a degree of variety and flexibility to be introduced into teaching sessions. As a result, the disadvantages of a preoccupation with one topic area are minimized and the interest of candidates maintained more effectively.

Whatever approach is taken, it is important to remember that the methodology be delivered in good time to allow candidates to understand the principles and concepts and to apply these to their internal assessment tasks.

2.2.2   ETHICS

In preparing for the internal assessment, the opportunity can be taken to discuss the role of ethics. A brief description of several real studies that raise ethical concerns can be compiled, given to candidates and they could discuss or write about possible ethical considerations.

An alternative is to raise ethical issues during the teaching of certain topics. Opportunities arise for example when dealing with obedience studies such as those by Milgram or Hofling, and Asch regarding conformity. Studies concerning the invasion of personal space might also be used to discuss ethical issues. The case of Little Albert is an obvious choice as is the work of Piaget or studies of perceptual development for raising questions about the involvement of children and infants.

2.2.3   APPLICATIONS

As with ethics, this theme is not relevant at all times and rather than teach it separately, it is perhaps simpler to raise awareness when a suitable opportunity arises. The content does have clear references to applications in certain topic areas e.g. memory and mnemonics but applications can be used at any time to make concrete the theoretical.

There are obvious opportunities when teaching social psychology. For example, obedience, conformity and aggression are quite evident in society around us. This is also true of environment and behaviour: personal space and territory have such strong implications for our behaviour and for design of buildings and room layouts etc.

Similarly, Bowlby's theory and deprivation/privation research have practical implications for how children are treated in society. Indeed, the specification covers implications of child care practices.

Though candidates are not asked to consider Piaget's theory in terms of applications to education, such a discussion or some pen and paper exercise based on this theme might prove useful in making a quite abstract theory more concrete.

The topic of memory includes an element of application: mnemonics such as for study skills. There are plenty of everyday examples and implications for aspects of memory such as forgetting.   Some perceptual material such as depth cues and illusions can be used to explore the way that artists convince us that a two-dimensional representation is actually 3-D.

The topic area of stress also has a wealth of applications and implications for everyday life, as does sex and gender.

2.2.4   CULTURAL DIVERSITY

As with applications, this is an issue that is perhaps best dealt with through the teaching of the topics themselves. The content does have clear references to cross-cultural or gender issues in certain topic areas.

2.3 The Specification Content

2.3.1 SOCIAL PSYCHOLOGY

(i) Social Influence

Suggestions for the Delivery of Specification Material

This is concerned with conformity and obedience. Such areas can be introduced by asking candidates about their awareness of everyday examples of such behaviour (fashion or pop music can be a good starting point for conformity). Alternatively, candidates could be asked to write a brief questionnaire that could be used to gather information from a range of respondents on the topic in question e.g., "Would you obey someone in a uniform?" Any trends that are then identified could be discussed and used as a starting point for a more formal input from the teacher or lecturer.

The media, especially local newspapers often prove useful discussion items in terms of local incidents. One particularly useful and stimulating television series about conformity and obedience is "Human Zoo" with Philip Zimbardo. Candidates might discuss local and national action or protest groups in the context of "saying no".

Sources of Information

The following may be useful for teachers:

Gross R, McIlveen R & Coolican H (2000), *Psychology: a new introduction for AS level*
Pages 108-117 for conformity, and 118-128 for obedience.

McIlveen R & Gross R (1998), *Social Psychology*, 0-340-69125-5
Pages 69-78 for conformity, and 79-90 for obedience.

Rice D & Haralambos M (eds) (2000), *Psychology in Focus,* 1-902796-04-7
Pages 184 – 195 for conformity, and 202 – 213 for obedience.

The following may be useful for both teachers and candidates:

Cullis T, Dolan L & Groves D (1999*), Psychology for You,* 0-7487-3627-1
Pages 315 - 318 for conformity, and 319 - 324 for obedience.

Hayes N (1993), *A First Course in Psychology*, 0-17-448181-0
Pages 329 - 334 for conformity, and 334 - 338 for obedience.

Woods B (1996), *Discovering Psychology,* 0-340-68830-0
Pages 161 - 166 for conformity, and 166 - 171 for obedience.

(ii) Environment and Behaviour

Suggestions for the Delivery of Specification Material

Candidates could conduct an observation on personal space and its defence (for ethical reasons invasion of personal space should not occur). As an alternative, the class could create a list of ways that personal space or territory could be protected. Candidates could comment on various room designs, or even design one in small groups. They might do a survey of the way various classrooms are set out (assuming that there might be a variety of designs); the teacher could re-arrange the furniture before class to create a talking point.

Candidates could share experiences of real-life situations e.g. shopping malls at Christmas, crowded holiday beaches, personal workplace space arrangements, feelings about being in a crowd, and planning issues where they live e.g. planned pathways v. "desire paths".

Sources of Information

The following may be useful for teachers:

Hogg M & Vaughan G (1995), *Social Psychology: An Introduction*, 0-13-433129-X
Pages 529 - 547 for personal space and territory.

The following may be useful for both teachers and candidates:

Cullis T, Dolan L & Groves D (1999), *Psychology for You*, 0-7487-3627-1
Pages 374 - 384 for information on personal space and territory.

Hayes N (1993), *A First Course in Psychology*, 0-17-448181-0
Pages 393 - 410 for personal space and territory.

Woods B (1996), *Discovering Psychology*, 0-340-68830-0
Pages 201 - 204 for personal space and 198 - 200 for territory.

2.3.2   BEHAVIOURAL PSYCHOLOGY

(i)   Phobias

Suggestions for the Delivery of Specification Material

Candidates could be encouraged to generate a list of animals they fear or foods that they strongly dislike (evidence of classical conditioning), the results of which could then form the basis for more formal teaching. However, if candidates ask others about their phobias, ethical concerns should be uppermost in the minds of those teachers who are allowing their candidates to ask opinions on a potentially sensitive topic. As with any area within psychology, the use of participants needs to be dealt with carefully and areas involving questions based on phobias are no exception. Candidates could identify one strong fear or dislike and attempt to explain how it might have arisen in behavioural terms or even consider alternative explanations.

In recent years there have been a number of television mini-series e.g. Antony Clare series which featured a discussion on phobias with the actress Stephanie Cole.

Sources of Information

The following may be useful for teachers:

Clamp A & Russell J (1998), *Comparative Psychology*, 0-340-69703-2
Pages 111 - 114 for information on classical conditioning and 115 - 117 on operant conditioning.

Eysenck M (1999), *Psychology: A Student Handbook*, 0-86377-475-X
Pages 684 - 690 for an explanation of phobias.

Gross R & McIlveen R (1996), *Abnormal Psychology,* 0-340-6795-6
Pages 64 - 66 for information on phobias.

The following may be useful for both teachers and candidates:

Davenport G (1992), *An Introduction to Child Development*, 0-00-322258-6
Pages 129 - 133 for information on classical conditioning.

Woods B (1996), *Discovering Psychology*, 0-340-68830-0
Pages 69 - 76 for Information on conditioning.

(ii)   Aggression

Suggestions for the Delivery of Specification Material

Candidates could create a questionnaire asking about violent videos and/or television programmes watched (this could also create an opportunity to discuss ethical issues). Differences in responses from males and females could be examined. A small-scale content analysis study of television programmes could be undertaken to look at male/female aggressive role models.

This topic lends itself to discussion of local, national, and international issues and events. It might also include an analysis of modeled aggression on children's television programmes, and consideration of the annual British populist debate about copycat behaviour influenced e.g. by 'video nasties'.

Sources of Information

The following may be useful for teachers:

Eysenck M (1999), *Psychology: A Student Handbook*, 0-86377-475-X
Pages 602 - 603 for SLT and aggression and 608 - 610 for aggression and the media.

McIlveen R & Gross R (1998), *Social Psychology*, 0-340-69125-5
Pages 135 - 147 for aggression and the media.

The following may be useful for both teachers and candidates:

Cullis T, Dolan L & Groves D (1999), *Psychology for You,* 0-7487-3627-1
Pages 348 - 352 for information on aggression.

Davenport G (1992), *An Introduction to Child Development*, 0-00-322258-6
Pages 295 - 299 for SLT and aggression and 301 - 310 for aggression and the media.

Woods B (1996), *Discovering Psychology,* 0-340-68830-0
Pages 239 - 241 for information on aggression and social learning theory.

2.3.3 DEVELOPMENTAL PSYCHOLOGY

(i) Attachment

Suggestions for the Delivery of Specification Material

The area of attachment is obviously difficult to explore in a practical sense, but videos may permit ideas to be more readily illustrated (the BBC series *Are Mothers Necessary?* is a good example). In addition, there is a range of magazines available that address areas of child health and welfare and which may provide useful articles on attachment (and also cognitive development).

The Psychology Review published by Phillip Allan Publishers ISSN 1354-1129, though aimed at A and AS Level, does produce a number of articles that are accessible to more able candidates or can be adapted for general use.

The main contemporary source of information and discussion is Robert Winston's longitudinal television programme "Child of our time", with annual updates for each academic year. Also, the current research issue on childcare effects for under 3's in the U.K. will be apposite.

Sources of Information

The following may be useful for teachers:

Gross R, McIlveen R & Coolican H (2000), *Psychology: a new introduction for AS level*
Pages 40 - 57 for attachment and child-rearing styles.

McIlveen R & Gross R (1997), *Developmental Psychology*, 0-340-69099-2
Pages 14 - 25 for attachment and deprivation.

Rice D & Haralambos M (Eds) (2000), *Psychology in Focus*, 1-902796-04-7
Pages 48 - 61, 64 - 68, 70 - 83 for a wealth of attachment material.

The following may be useful for both teachers and candidates:

Cullis T, Dolan L & Groves D (1999), *Psychology for You*, 0-7487-3627-1
Pages 72 - 91 for information on attachment and separation.

Davenport G (1992), *An Introduction to Child Development*, 0-00-322258-6
Pages 73 - 82 for general attachment information and 90 - 102 for child rearing alternatives.

Hayes N (1993), *A First Course in Psychology*, 0-17-448181-0
Pages 52 - 68 for information on maternal deprivation.

Woods B (1996), *Discovering Psychology,* 0-340-68830-0
Pages 1 - 17 for information on attachments.

Web Address for Attachment

http://www.johnbowlby.com

(ii)   Cognitive Development

Suggestions for the Delivery of Specification Material

As with attachment, the latter area of cognitive development is also supported by video material (teachers can contact the Association for Teaching Psychology) but cognitive development has the advantage of being demonstrable in the classroom if one is willing to replicate the conservation experiments of Piaget. These need not require complex resources. For example, the three mountains experiment can be performed using any three distinctive objects, which are then viewed from different angles. Easily obtainable items such as different sized glasses or modelling clay can be used for demonstrations of conservation tests in class.

Mature candidates with their own children or candidates with younger siblings could even try some of the simpler Piagetian tests for themselves.   The candidates' experiences from the tests can even be a starting point for class discussion. Whether or not candidates use children other than their own, they should still observe ethical guidelines and seek appropriate parental/guardian permission.

One valuable literary introduction to the study of Piaget is the novel entitled "The Little Prince" with the opening pages highlighting the difference between adult and childlike thinking. Candidates might also be challenged to construct an age differential quiz, to identify age appropriate quiz items, and then content analyse the differences vis-à-vis age and development.

Sources of Information

The following may be useful for teachers:

McIlveen R & Gross R (1997), *Developmental Psychology*, 0-340-69099-2
Pages 39 - 53 for Piaget.

The following may be useful for both teachers and candidates:

Cullis T, Dolan L & Groves D (1999), *Psychology for You*, 0-7487-3627-1
Pages 92 - 102 for information on Piaget and cognitive development.

Davenport G (1992), *An Introduction to Child Development*, 0-00-322258-6
Pages 164 - 176 for information on Piaget.

Davenport G (1995), *Introducing GCSE Psychology,* 0-00-322367-1
Pages 195 - 209 for information on Piaget.

Hayes N (1993), *A First Course in Psychology*, 0-17-448181-0
Pages 117 - 127 for general information on Piaget.

Woods B (1996), *Discovering Psychology*, 0-340-68830-0
Pages 19 - 26 for information on Piaget.

Web Addresses for Cognitive Development

http://www.piaget.org/index.html

2.3.4   INDIVIDUAL DIFFERENTIATION

(i)   Aspects of Morality

Suggestions for the Delivery of Specification Material

An introduction to morality might include the use of stories that illustrate moral reasoning. If these were used in the classroom, the candidates would not only be able to see the stories themselves but would also have the opportunity of formulating possible criticisms of the approach, which could then be taken up by the teacher. One of Kohlberg's stories could be given to a small number of males and females to see if there is any gender difference. This could be a starting point for Gilligan's theory.

Sources of Information

The following may be useful for teachers:

McIlveen R & Gross R (1997), *Developmental Psychology,* 0-340-69099-2
Pages 79 - 94 for moral development.

The following may be useful for both teachers and candidates:

Cullis T, Dolan L & Groves D (1999), *Psychology for You,* 0-7487-3627-1
Pages 108 - 122 for information on moral development.

Davenport G (1992), *An Introduction to Child Development*, 0-00-322258-6
Pages 177 - 191 for information on moral development.

Woods B (1996), *Discovering Psychology*, 0-340-68830-0
Pages 31 - 41 for information on moral development.

(ii)   Attitudes of Prejudice

Suggestions for the Delivery of Specification Material

This can be a tricky area since one must be careful not to allow candidates to express prejudice.   Candidates could look for (and perhaps draw up a list of) examples of prejudice such as ageism in job adverts or a lack of facilities for the disabled. Stereotyping could be examined by having candidates match up characteristics such as, clever, or, attractive, to occupations such as doctor or secretary or by assigning gender to occupations.

Sources of Information

The following may be useful for teachers:

McIlveen R & Gross R (1998), *Social Psychology*, 0-340-69125-5
Pages 22 - 29 for prejudice and pages 31 - 40 for prejudice reduction.

The following may be useful for both teachers and candidates:

Cullis T, Dolan L & Groves D (1999), *Psychology for You*, 0-7487-3627-1
Pages 356 - 368 for prejudice and 368 - 372 for prejudice reduction.

Davenport G (1995), *Introducing GCSE Psychology,* 0-00-322367-1
Pages 78 - 92 for information on prejudice.

Woods B (1996), *Discovering Psychology*, 0-340-68830-0
Pages 176 - 187 for information on moral development.

2.3.5   COGNITIVE PSYCHOLOGY

(i)   Memory

Suggestions for the Delivery of Specification Material

Although memory can sometimes prove a challenge for candidates given the academic nature of the material, it does lend itself to small demonstrations. Teachers can ask candidates to repeat strings of letters or numbers that can serve to illustrate points regarding encoding and capacity of human memory.

The role of rehearsal with regards to the Atkinson and Schiffrin model can also be demonstrated in a similar way, as can the effectiveness of organisation and imagery in memory. Small-scale replications of Bower or Tulving & Pearlstone or Paivio showing improvement in recall through organisation nearly always work.

Such demonstrations are useful for two reasons – firstly they can be useful in reinforcing the points made in the course of a teaching session. Secondly they are an example of good practice, since they serve to actively engage candidates with the lesson material and provide effective alternatives to passive delivery of the material content.

Sources of Information

The following may be useful for teachers:

Gross R & McIlveen (1997), *Cognitive Psychology*, 0-340-69100-X
Pages 84 - 89 for STM/LTM and pages 103 - 105 for memory organisation.

Gross R, McIlveen R & Coolican H (2000), *Psychology: a new introduction for AS level*
Pages 12 - 15 for STM/LTM and pages 21 - 26 for forgetting.

Rice D & Haralambos M (Eds) (2000), *Psychology in Focus*, 1-902796-04-7
Pages 6 - 13 for STM/LTM material. The following may be useful for both teachers and candidates:

Cullis T, Dolan L & Groves D (1999), *Psychology for You*, 0-7487-3627-1
Pages 232 - 237 for STM/LTM, 225 - 227 for forgetting and 228 - 231 for organisation and mnemonics.

Woods B (1996), *Discovering Psychology,* 0-340-68830-0
Pages 107 - 115 for STM/LTM and 118 - 120 for forgetting

Web Addresses for Memory

http://www.exploratorium.edu/memory/links.html

(ii) Perception

Suggestions for the Delivery of Specification Material

Perception has many of the disadvantages inherent in material concerning memory. In other words, it can appear to be a rather academic and abstract topic. However, it should be remembered that examples of visual illusions can be shown to candidates and this is often a very effective introduction to the field, since they enable the understanding of processes involved in perception by illustrating what happens when these processes do not function effectively.

The nature – nurture debate can be simplified through the use of worksheets or summary sheets that enable candidates to correctly identify into which aspect of the debate the different studies can be placed.

A summary sheet also serves to reduce the information presented to the bare minimum, so hopefully clarifying the argument for candidates. An added bonus is that if the candidate is involved in completing the summary sheets, they are not only actively dealing with the material themselves, but will have a form of notes that will be a useful revision aid when the time comes.

Sources of Information

The following may be useful for teachers:

Gross R & McIlveen (1997), *Cognitive Psychology*, 0-340-69100-X
Pages 1 - 12 for perceptual organisation, pages 19 - 25 for theories of visual perception and pages 33 - 53 for perceptual development.

The following may be useful for both teachers and candidates:

Cullis T, Dolan L & Groves D (1999*), Psychology for You, 0-*7487-3627-1
Pages 201 - 211 for visual constancies and illusions and 214 - 219 for the development of perception.

Davenport G (1995), *Introducing GCSE Psychology*, 0-00-322367-1
Pages 212 - 226 for information about perception and perceptual development.

Hayes N (1993*), A First Course in Psychology, 0*-17-448181-0
Pages 178 - 193 for general information on perceptual development.

Woods B (1996), *Discovering Psychology*, 0-340-68830-0
Pages 89 - 105 for information on various aspects of visual perception.

Web Addresses for Perception

http;// www.yorku.ca/research/vision/eye/thejoy.htm

http://www.illusionworks.com/

http://mambo.ucsc.edu/

2.3.6   BIO-PSYCHOLOGY

(i)   Stress

Suggestions for the Delivery of Specification Material

Candidates could be encouraged to seek a range of views on the causes of stress such as daily hassles or life events (candidates could even adapt or create their own version of the Social Readjustment Rating Scale), the results of which could then form the basis for more formal teaching.

However, as always, ethics should be uppermost in the minds of those teachers who are allowing their candidates to ask opinions on a potentially sensitive topic. As with any area within psychology, the use of participants needs to be dealt with carefully and any questions concerning stress are no exception.

The potential for biased responses should also be borne in mind by those dealing with respondents' answers and this, along with the ethical dimension, might be a way of raising some of the issues from the Themes and Perspectives section.

Source of Information

The following may be useful for teachers:

Rice D & Haralambos M (Eds) (2000), *Psychology in Focus*, 1-902796-04-7
Pages 100 - 117 for general material on stress.

The following may be useful for both teachers and candidates:

Hayes N (1993), *A First Course in Psychology*, 0-17-448181-0
Pages 399 - 407 for general information on stress.

Woods B (1996), *Discovering Psychology*, 0-340-68830-0
Pages 206 - 215 for information on stress.

(ii) Sex and Gender

Suggestions for the Delivery of Specification Material

The area of sex and gender could be approached through the use of the Bem Sex Role Inventory (simplified if necessary). This has the advantage of providing something constructive for the candidates to complete whilst highlighting the difference between sex (a biological given) and gender (learned behaviours and traits).

Sources of Information

The following may be useful for teachers:

Eysenck M (1999), *Psychology: A Student Handbook*, 0-86377-475-X
Pages 449 - 457 regarding gender differences.

McIlveen R & Gross R (1997), *Developmental Psychology*, 0-340-69099-2
Pages 95 - 100 for biological explanation of sex differences.

The following may be useful for both teachers and candidates:

Cullis T, Dolan L & Groves D (1999), *Psychology for You*, 0-7487-3627-1
Pages 123 - 124 for sex & gender, 139 - 144 for the biology of sex and gender and 127 - 139 for the social aspects of sex & gender.

Davenport G (1992), *An Introduction to Child Development*, 0-00-322258-6
Pages 275 - 290 for information on sex & gender.

Davenport G (1995), *Introducing GCSE Psychology*, 0-00-322367-1
Pages 163 - 167 for the biology of sex & gender and 167 - 17 for non-biological explanations.

Woods B (1996), *Discovering Psychology*, 0-340-68830-0
Pages 42 - 47 for information on the development of sex differences.

Because of the word "sex", it was thought inappropriate to encourage internet use in order to prevent candidates using search engines with this word. Such a search would be sure to be successful though it is doubtful that much of any psychological value would be found.

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3   External Assessment

A number of factors influence the setting of question papers for assessment.

- Examiners can only set questions from the content of the specification. Meetings to set the questions will frequently raise the question, 'Is this on the specification?'

- The aim of the question papers is to test in a fair and reasonable way the candidate's knowledge. It is not the purpose of the assessment to set trick questions to catch candidates out nor to add to the stress already felt by many candidates. The setting of a paper is a long and complex procedure with vetting of the questions occurring at various stages. The process is subject to scrutiny by a panel of teachers, examiners and awarding body personnel in order to ensure that all questions are fair and are drawn from the specification.

  The questions are meant to be challenging but also understandable by the candidates, not biased towards any group of candidates and appropriate to candidates of a wide range of abilities. The question papers are not a competition between examiner and candidates; the examiners are always pleased with a candidate's success and disappointed at failure. OCR is always happy to receive feedback about the question papers, either by contacting the Awarding Body directly or, for example, at INSET meetings.

- The assessment objectives clearly state what proportion of each question paper is knowledge and understanding as opposed to skills. All papers have a marking scheme that matches the proportions as set out in the specification. This means that the ratio of AO1 to AO2 will be constant year on year. There will, for example, be no year when the papers are dominated by skill questions. The overall style and difficulty of the paper will vary as little as possible from year to year.

- Each year, certain areas from the specification will not be tested. There is no set pattern to what will be tested and candidates should revise **all** the content. What is more predictable is the style of question. Perusal of past papers will quickly identify types of questions: obtaining past question papers and using them as classroom test materials is a good idea.

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4 Schemes of Work

4.1 One-year Scheme of Work

A suggested order of topics has been outlined below. This allows areas that could be considered relatively accessible or interesting (such as topics of a social, biological or developmental nature) to be introduced early, and more challenging areas to be introduced later when candidates have developed greater confidence with material of a psychological nature.

It may also be noted that the specification is theoretically completed in twenty-three weeks. Assuming that a GCSE course is of thirty weeks duration, the scheme of work therefore allows some six weeks to be devoted to the internal assessment component (this period reflecting its weighting within the course of 20%) and the remaining week for revision.

Week No.	Approach	Topic	
1.	**Social Psychology**	*Social Influence*:	Conformity Evaluation
2.	**Social Psychology**	*Social Influence*:	Obedience Evaluation
3.	**Bio – Psychology**	*Stress*:	Responses Causes
4.	**Bio – Psychology**	*Stress*:	Causes Measurement
5.	**Social Psychology**	Environment & Behaviour:	Personal Space Territory Cross Cultural Differences
6.	**Developmental Psychology**	*Cognitive Development*:	Piaget
7.	**Developmental Psychology**	*Cognitive Development*:	Evaluation of Piaget
8.	**Bio – Psychology**	*Sex and Gender:*	Biological Factors Psychological Explanations
9.	**Bio – Psychology**	*Sex and Gender:*	Psychological Explanations Cross Cultural Differences
10.	**Cognitive Psychology**	*Memory:*	Two Process Forgetting
11.	**Cognitive Psychology**	*Memory:*	Organisation Imagery
12.	**Behavioural Psychology**	*Phobias:*	Classical Conditioning Operant Conditioning
13.	**Behavioural Psychology**	*Phobias:*	Limitations
14.	**Cognitive Psychology**	*Perception:*	Constancies Cues Illusions
15.	**Cognitive Psychology**	*Perception:*	Nature – Nurture Evaluation
16.	**Behavioural Psychology**	*Aggression:*	Social Learning Theory Media
17.	**Behavioural Psychology**	*Aggression:*	Cross Cultural Issues Evaluation
18.	**Individual Differentiation**	*Morality:*	Piaget Kohlberg
19.	**Individual Differentiation**	*Morality:*	Explanation Bias
20.	**Developmental Psychology**	*Attachment:*	Early attachment Bowlby
21.	**Developmental Psychology**	*Attachment:*	Deprivation / Privation Cross-cultural Variations
22.	**Individual Differentiation**	*Prejudice:*	Definition Causes
23.	**Individual Differentiation**	*Prejudice*	Reduction
24.	**Revision**		

4.2 Two-Year Scheme of Work

Some centres may be delivering the GCSE specification over a two-year period. This allows the emphasis of the delivery to be more flexible. For example, more time can be taken to explore the topics, depending upon the needs and interests of the Centre and the candidates concerned. It also allows the candidates to participate in their studies to a greater extent, since time can be taken for classroom exercises, discussions and candidate-centered activities that would reinforce the concepts being disseminated. More specific ideas regarding the delivery of the topic areas may be found below.

If the specification is to be delivered over a two-year period, an important consideration is that of the internal assessment. While OCR regulations must be adhered to (i.e. submission deadlines), a two-year period does lend greater flexibility in terms of how and when the internal assessment is undertaken. As already stated, the methodology component needs to be completed prior to undertaking the internal assessment element, as does an amount of specification material. In other words, the internal assessment should not be started too early since candidates may not appreciate fully the contextual background to the research or indeed the practical aspects of designing the study itself. If candidates are to be given a good chance of success, they require an understanding of the content / background to possible areas of investigation and the ability to carry out a piece of research competently and ethically.

Given these limitations, one possibility is that the internal assessment component be started in the spring term of the first year of study. This would allow candidates time to settle into their course of study and would also allow them time to develop an appreciation of what psychology is about. Furthermore, candidates would still have time to think about their internal assessment and to plan out how it might be carried out. The teacher or facilitator would help this process of decision and planning by giving candidates a range of possible investigations that would both satisfy the requirements of OCR and yet allow candidates some choice in what is to be investigated. It would then be up to the candidates to choose a suitable investigation from the choice given and then to plan and carry it out.

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5   Coursework

5.1   General Guidelines for Teachers

Teachers should make themselves completely familiar with **Section D: Coursework** in the specification before presenting the coursework component of the course.

Note the word limit is 1500 words **not** including references, appendices and tables, and it is **not** in candidates' interests to exceed this.

Designing and Running the Investigation

Coursework is a good opportunity to put the principles and ideas of the theoretical material taught in the course to the test. Teachers new to the specification might find the idea of running a set of coursework investigations a forbidding prospect alongside delivering a new course. OCR provides a system of coursework consultancy and the Business and Society Qualifications Team will be happy to deal with any queries, large or small, brought to their attention.

In contrast, experienced teachers might hesitate to offer tried and tested investigation titles to their candidates because of their familiarity with them when teaching the course over several cycles. In this case, it is important to remember that for each candidate it will be the first time that they have had to carry out a piece of psychological research and that any investigation will set a new challenge for them.

A good way to introduce coursework is to apply the Fundamental Questions in Section 5.1.5 of the specification to the studies that are used in the delivery of the course material. Candidates can then get used to the idea of research being used to underpin the theories that they explore during the course. When they become competent at this and their understanding of designs, control groups and variables increases, then the idea of designing their own research will follow naturally. To decide upon a research topic, teachers should encourage candidates to choose an area of the specification that interests them. Candidates become much more enthusiastic about research when it is based upon an area that engages their interest.

As a class, in groups, or individually, they should try to identify a research question. They must ask themselves whether it is feasible to test. Has it been done before? They must understand that it is very difficult to do completely new research and that it is perfectly acceptable to carry out an investigation that has been done before. At GCSE level, it is more important for them to use the coursework as an opportunity to test out the principles and ideas about investigations that they have encountered in the course than to believe that they should push back the frontiers of psychology.

They should choose a method from those offered in Section 6.2 of the specification. If none of the methods is suitable, they should choose another research question and start the process again. Teachers and candidates are encouraged to use the suggested exemplar coursework tasks offered in the specification, but may develop their own if they wish. The Coursework Consultancy service is designed to deal with any queries about this that they might have. Contact the Business and Society Team in Mill Wharf, Birmingham for further details.

The method and question will lead to the idea of variables. The candidates should be encouraged to test only one hypothesis and one set of variables. The coursework is aimed to allow GCSE candidates to use different research methods and so things need to be kept simple at this level.

The next step is to put the chosen method, the research question and the variables into a study that is straightforward and practical to carry out. Candidates will find this much more difficult than it sounds because their designs are often enthusiastic but complex. Teachers should be aware that this is often a time-consuming and cyclical process and any aspect of the design can be changed at this stage in order to refine the set of ideas into a workable study. For example, candidates who design an investigation needing lots of participants might find in reality that few will be available. Candidates could then consider this issue and might decide upon a content analysis as a more suitable method of investigation.

Candidates also need to consider how they as researchers will be able to tell if anything is happening in their study, and so this will introduce the idea of measurement and control. How are they planning to record the changes? As a teaching strategy, it is acceptable to do this as a whole class exercise and to split the class into their working groups when they want to fine-tune their ideas.

As long as the design is feasible and the candidates have identified the groups they want to use and the controls they will operate, then they should not be concerned if things turn out differently to their original plans. Carrying out pilot studies can be part of the design process, particularly for stronger candidates. If the design has been simplified as much as possible, candidates will find it much easier to apply their understanding of research to what is happening whilst they are running it. They will then be able to identify what will be relevant to their report. Once the investigation is up and running, it is quite normal for the candidates to encounter more problems. Any flaws that creep in whilst the investigation is underway can be turned into strengths if discussed appropriately in the report, and credited by the teacher under Section D2 - "Recognition of Bias and Limitations of the Investigation".

Personal safety and ethical issues are very important, both from the point of view of the researcher and the participant. Candidates planning a piece of research with participants who are unknown to them should always inform a third party when and where they will be, what they will be doing, and who they will be with. Participants should be protected by a code of conduct such as the example given in Appendix B *Ethics in Psychological Research* in the specification. Ethical issues may be tested in the final question papers, so learning how to apply them in research will benefit the candidates in both the internal and external assessment components.

The Coursework Report

When the candidates begin to think about having to produce a coursework report, two sources of help should be made available to them, both of which appear in the specification. These are Section 7.3 *Marking Criteria for Internally Assessed Work* and Appendix C *Notes for Candidates Writing Up An Investigation.* They will provide the candidate with a structure to follow for writing the report, and will give them an idea of what they should do with their material and how marks will be awarded in order to maximize their chances of getting the best mark possible.

Teachers should encourage candidates to keep all their rough notes and drafts of the investigative process as they can be a valuable memory aid when they come to write up the report. Candidates should attempt to obtain as much information as possible to help them analyze their results. The debriefing can often help here as participants, when given a chance to comment upon how they felt when they were undergoing the process, can provide valuable information as to why they gave the answers or behaved in the way they did. This type of data can come in very useful when writing up the discussion. They should also keep copies of all the materials that they use in the investigation, such as standardized instructions, debriefing notes, ethical guidelines, prepared materials such as copies of questionnaires or response sheets, and all of the raw data. Such items can be included in their report, in the appendices.

When marking the coursework, teachers are expected to annotate the work to show the candidate, and more particularly the moderator, how they award the marks. All that is required is that they annotate the margins of the report with the abbreviations for the section that they are awarding the mark from, such as I1 or D2. Examples of this are shown in the pieces of coursework found in Section 6 *Coursework Examples* of this guide.

If more than one teacher in a Centre is entering candidates for OCR GCSE Psychology, then there is a requirement that the marks awarded for the reports should be internally standardized before being forwarded to OCR. This can be a very useful process for the teachers involved, as looking at different types of reports, produced by different candidates, can enhance an individual teacher's understanding of the mark scheme and benefit its application in any future course presentation.

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6 Coursework Examples

This section includes examples of marked coursework. The commentary is provided in italics and section marks are boxed.

6.1 Example 1 (34 marks)

Title

Do the media influence the enforcement of gender role stereotypes in young children?

Abstract

We were looking at stereotypes in gender role behaviour through adverts aimed at children. We used this investigation to find out if gender stereotypes are portrayed through television, and if children are influenced by this.

The Social Learning Theory suggests that children learn through modeling and imitating behaviour.

We investigated this by analysing 16 adverts aimed at young children and chose the type of music used as an indicator of gender.

My hypothesis is that adverts containing stimulating features in terms of noisy, active music will be aimed at young boys, and those that involve calm, quiet, gentle music will be aimed at young girls.

We found that the most of what we expected was true and in line with the predictions of Social Learning Theory.

The abstract is a useful summary as it focuses the candidate on what went on, and what was found out.

Introduction

In my coursework, I am investigating gender role behaviour and whether girls and boys latch on to gender appropriate behaviour through the influence of television advertisements. Gender roles are the behaviours, attitudes and beliefs associated with males and females.

According to the Social Learning Theory, children are taught to be typically male or female through modeling their behaviour on role models who will then reinforce appropriate behaviour.

Modeling happens when children observe and imitate gender role behaviour in other people. For example, when playing with dolls, a young girl will copy behaviour she has seen her role model, her mother, use with her.

Reinforcement is where gender role behaviour is strengthened by the reactions of other people.

The Bandura study in 1963 showed some children an adult beating up a large doll and then allowed the children to play with the doll without the adult being present. The children who saw the adult behaving aggressively towards the doll copied him. They knew they would not be punished for being aggressive because they had seen an adult beating the doll up. In the control study, the adult played non-aggressively with the doll. Children who were shown this did not hit the doll. The conclusion of the study was that children learn by watching role models.

Frueh and McGee (1975) showed that there is a link between television watching behaviour and sex typed behaviour. They looked at the viewing habits of 4 – 12 year olds and found that children who watch the most television showed the most sex typed behaviour. Therefore, television could be a key influence as a source of typical gender role behaviour.

Signiorelli (1989) surveyed television programmes and found that female roles were likely to be secondary to those of males, and that the behaviour of the characters portrayed was likely to reinforce traditional values of gender roles.

This information links to the idea that behaviour seen on television could influence children's ideas about gender when they watch television.

> **I1. Inclusion of relevant psychological theory - 5 marks**
>
> *Appropriate concepts and theories are presented here. Not everything is referenced but there is enough here, with good use of terminology, to get into the 5 - 6 band.*

Aim and Hypothesis

We decided to do a content analysis of 17 adverts for products that are aimed at children to see whether they portrayed traditional gender behaviours. We wanted to investigate whether adverts with lots of action and noise were aimed at boys, and whether ones aimed at girls used calm, quiet music and showed lots of nurturing behaviour.

My hypothesis is that adverts containing stimulating features in terms of noisy, active music will be aimed at young boys, and those that involve calm, quiet, gentle music will be aimed at young girls.

> **I2. Aim and Hypothesis - 2 marks**
>
> *Both of these are present, but where did the idea of linking noisy / calm music to gender come from? There is no mention of this in the introduction.*

Method

Design

We carried out a content analysis of 17 adverts shown between 07:30 – 10:00 on Channel 5, when children's programmes are broadcast. We analysed them to see whether products aimed at boys are advertised differently from those aimed at girls. We chose a content analysis because it enabled us to carry out close scrutiny of the variables we were investigating without having to sample participants, so no ethics were involved. We were looking for a difference in the way each advert may have been specifically aimed at a boy or a girl. We measured this by analysing the type of music chosen to accompany the advert.

The Independent Variable was the gender the advert was aimed at.

The Dependent Variable the type of music used in the advert.

Participants

The participants were the actors or cartoon characters taking part in the adverts.

Materials

To collect our data we needed a TV showing Channel 5, 17 adverts, a video recorder, a video tape and a response sheet. The adverts were chosen because they were the ones that Channel 5 was broadcasting on the day we chose to tape adverts for the study. We used one advert for our pilot study.

Procedure

We watched the video as a group and discussed each of the different variables we could use to analyse the adverts. We also decided which adverts were aimed at which gender. We were split into pairs, and each pair chose a variable to evaluate. We chose the way music was used in the advert. To show the data collected I designed a response sheet. We carried out a pilot study on one advert to see if the variable could be used to analyse the contents. Within our pairs we then rated the other 16 adverts individually and at the end we compared our results with each other to establish inter-rater reliability. We found very strong agreement within our pair.

> **M1. Use of appropriate methods - 4 marks**
>
> *The nature of the investigation is clear and the design justified. The procedures for gathering material are explained in part. The variables are identified and a pilot study was run. There is not really enough material here for the design to be replicated, e.g. when were the adverts videoed? Where is the list of adverts used? How did the researchers decide whether the adverts were aimed at boys or girls? How did they decide what music was calm and what was noisy? Where is the tally chart that was designed? This report is an excellent example of how something that seems to be easy actually needs a lot of attention to detail. It could easily have made top band if some of these queries had been answered.*

Ethics

The research carried out in this study was justified on ethical grounds because there were no mental or physical effects on anyone we were studying. I suppose you could suggest that the people on the television didn't know that they were being studied and so we did not have informed consent; we justified it because the adverts were using actors or cartoons and were being broadcast nationally.

Because the material was taken from a broadcast television channel and was composed entirely of adverts using actors or cartoon characters, the ethical issues of informed consent, debriefing, deception, withdrawal, confidentiality and privacy did not apply. As researchers, we were not exposed to any unsuitable materials, so we were not at risk either.

> **M2. Ethical collection of information - 3 marks**
>
> *The candidate explains why a content analysis was used and why ethical issues are not relevant here. A neat point is made about ethical issues applying to the researchers as well.*

Results

We analysed 16 adverts and judged them on type of music used. We decided that 9 adverts were aimed at boys and that 7 were aimed at girls. 4 of the 16 adverts used had both calm and noisy music in them (25% of the total surveyed).

Table of Results showing type of music used with adverts shown on Children's TV

	Adverts aimed at				
		Boys	%age	Girls	%age
Type of Music					
	Calm	1	11%	4	57%
	Noisy	6	67%	1	14%
	Both	2	22%	2	29%
	Total	9		7	

My analysis is that 67% of adverts aimed at boys have louder music and that 57% of adverts aimed at girls used lots of quieter, calmer music. Both of these figures show that there is a trend in the direction predicted by our hypothesis which stated that adverts containing stimulating features in terms of noisy, active music will be aimed at young boys, and those that involve calm, quiet, gentle music will be aimed at young girls.

> **R. Organised presentation of data - 6 marks**
>
> *Appropriate descriptive statistics are used here. The table is clear. Perhaps histograms could have been used as well. There is a statement highlighting the main findings. It would have been useful to have a tally chart for the raw data in the appendix. The data are fine but it is not clear how it was obtained.*

Discussion

In our analysis of the adverts we found that there was support for our hypothesis suggesting that the type of music used reinforced gender stereotyped behaviour. Adverts aimed at young boys had loud music associated with them, and adverts aimed at young girls had calmer, quieter music. We got this idea from Social Learning Theory which suggests that children pick up gender appropriate behaviour through modeling and reinforcement. As the adverts aimed at boys tended to use louder music than the adverts aimed at girls, this could be explained through Social Learning theory by saying that the louder music encourages and reinforces more physical and aggressive activities, such as rough and tumble play, typically seen in boys. The quieter music, typically found in the adverts for girls' toys, could encourage and reinforce calmer behaviour, perhaps leading to co-operative play or nurturing behaviour, qualities more usually associated with females. **D1**

As well as Signiorelli's (1989) findings that the roles assigned to males and females on television reflected the expectation that males and females would behave in very stereotyped ways, Signiorelli and Lears (1992) did further research on gender and found that there was a strong positive correlation between the number of hours of television watched by children and their expectation of stereotyped behaviour for males and females. **D1**

The content analysis was a good choice because there were no ethical issues to worry about such as informed consent or debriefing. The observations of the data were more reliable and accurate because the investigators analysed the adverts on their own and compared the results later, establishing inter-rater reliability, leading to objectivity in analysis. As the adverts were on videotape, they could be viewed over and over again to check the accuracy of our analysis. **D2**

The adverts that were chosen were those that appeared on a morning slot on Channel 5 between 07:30 and 10:00 hours. We had no influence over the type of adverts that appeared, and we assumed that they were aimed at children because they were in the slots between programmes aimed at children. This sample could be unrepresentative because we only looked at adverts broadcast on one channel and on one morning. **D2**

The music was sometimes difficult to categorise as we had to decide what the cut-off point was for noisy and quiet. It was not always clear, and sometimes the adverts would have noisy and calm music in them. If we were to do this again, we would need to decide what to do about adverts like this. **D2**

In conclusion, it seems that adverts aimed at children do contain stereotypes about gender and that this may affect children's views about gender appropriate behaviour if they are exposed to a lot of television advertising.

> **D1. Drawing inferences from results - 5 marks**
>
> *The candidate has made a good attempt to explain the results and to link them back to the aim, hypothesis and background theory. There is even an explanation of how the music idea for the hypothesis links back to SLT. A strong discussion at GCSE level.*

D2. Recognition of bias and limitations of the investigation - 4 marks

There is recognition of the possibility of bias creeping into the analysis because of the channel and time chosen to video the adverts. There is also a comment about the difficulty in categorising the music and an understanding that this needs to be thought about for future research. Useful comments made about the choice of design.

References

Woods, B. (1997), *Discovering Psychology,* London, Hodder & Stoughton

Appendix

Raw data :

9 Adverts aimed at boys

       Calm: 1

       Noisy: 6

       Both: 2

7 Adverts aimed at girls

       Calm: 4

       Noisy: 1

       Both: 2

P. Presentation of report and quality of written communication - 5 marks

All of the sections are used appropriately. The lack of detail in the appendix has already been penalised elsewhere (M1, R). The report uses a good quality of expression and specialist terms are used appropriately. A typical 'good' layout for GCSE.

Overall, this is a good attempt at report writing. The weaknesses are in the introduction, where part of the hypothesis seems to be without any theoretical backing, the method, where some details are missing, and in the treatment of results, again because of a lack of detail about the data. However, the candidate tries hard to make it all make sense in the discussion, and shows an awareness of some of the issues which made an apparently straightforward investigation a little more complex..

6.2 Example 2 (18 marks)

Title

Memory Test

Introduction

The experiment I am going to do will show Short Term Memory (STM) and Long Term Memory (LTM).

STM has a very limited storage capacity.

LTM has unlimited storage capacity.

Previous studies show that people are likely to remember the first words and the last words they hear. This is called the Primacy Effect (for first words) and Recency Effect (for last words).

Psychologists who have studied this topic are:

William James (1890) who thought there to be two types of knowledge, knowledge or information which lasts for a very short period of time (STM) and knowledge or information which lasts for an extended period of time (LTM).

Richard Atkinson and Richard Shiffrin (1971), better known as Atkinson and Shiffrin who suggested that "there are structures and processes of memory". Structures – holds information (STM and LTM). Processes – encodes information and also the rehearsal of information.

I have decided to test this to see if I get the results I expect.

> **I1. Inclusion of relevant psychological theory - 3 marks**
>
> *The evidence presented is beyond "anecdotal". Hence the 3 – 4 bands, but only the lower mark may be awarded because it is very weak.*

Hypothesis

I predict that more people are likely to remember the first and last words of a list and are less likely to remember the words in the middle unless they have a significant meaning to that person.

> **I2. Aim and Hypothesis – 1 mark**
>
> *The hypothesis does not fit the information presented in the introduction and the aim is not distinguishable.*

Method

Design

The experiment that I did (Memory Test) was a simple laboratory experiment to test my hypothesis.

Participants

The 10 participants I used were mixed age, sex and race. They were all from different places and in various employment / education.

Materials

List of words (see word list), 10 participants, pens, paper.

Procedure

I made up a list of 30 words (everyday words), gave them to 10 participants and gave them one minute to study and memories as many of the words as possible. After one minute, I asked the participants to stop looking at the words and took the list away from them. I then asked them to count backwards from 20 out loud. After this was done, I then gave them one minute to write down as many of the words as possible.

Before agreeing to do the experiment, all participants were told that it was not a test and all the results would be confidential.

> **M1. Use of appropriate methods – 2 marks**
>
> *This is not a strong section. A design is stated but not explained and although participants are mentioned, a confused description is given. The materials are clear but there is no mention of how the words were generated, or why a distraction task is used.*

> **M2. Ethical collection of information – 1 mark**
>
> *The candidate demonstrates an awareness of the ethical issues by reassuring participants that they are "not to worry as it isn't a test" and assures them of confidentiality.*
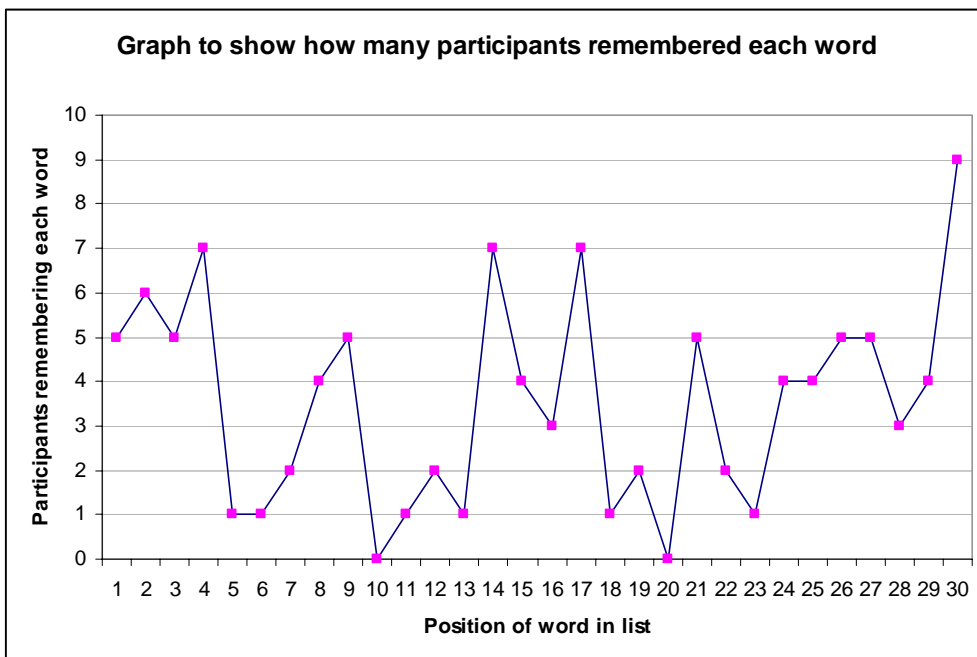
Results

Table of Results

Word	Times Remembered / 10 People
SHOP	5
CHAIR	6
HAIR	5
PUB	7
WHEEL	1
PENCIL	1
HOOP	2
KNIFE	4
WINE	5
EAR	0
TABLE	1
ARM	2
SHOE	1
DOG	7
SPOON	4
TEA	3
CAT	7
SWEET	1
BOOK	2
HOUSE	0
RED	5

PEN	2
WAFER	1
COFFEE	4
DOLPHIN	4
BLUE	5
NOSE	5
FORK	3
CLUB	4
MONEY	9

Graph of results

Graph to show how many participants remembered each word

Participants remembering each word (y-axis: 0 to 10)

Position of word in list (x-axis: 1 to 30)

> **R. Organised presentation of data –4 marks**
>
> *The findings are presented with a degree of clarity and the candidate has put results into appropriate descriptive statistics. All of the response sheets were included in the appendix of the original piece of work. The treatment of the results seems to be what would be expected for the 3-4 band. A statement about the results would have pushed it into the next band.*

Discussion

The graph proves my hypothesis wrong. My hypothesis said more people were likely to remember more words from the beginning and end of the list but I didn't find this from my results. The first four words were remembered by most of the participants but so were some of the words in the middle and the last four were also remembered quite well. I think the primacy and recency did work **D1**, but also the other well remembered words were well remembered because they were everyday words or had significant meaning to the person, such as dog, cat, wine, club, money and pub. One of the participants who remembered shoe told me she only remembered it because her shoe broke on that day. Another told me he remembered knife, fork and spoon because of his job. **D2**

> **D1. Drawing inferences from results – 2 marks**
>
> *The candidate has drawn a conclusion from the data and has tried to link it to the idea presented in the introduction. No understanding is shown of the problems introduced by setting distraction tasks.*

> **D2. Recognition of bias and limitations of the investigation – 2 marks**
>
> *Reference is made to sources of bias in the investigation.*

References

Discovering Psychology – Barbara Woods

Appendices

Word List

Please read the following list of 30 words for one minute and memorise as many of the words as possible. After the one minute is up, I will ask you to stop and take the list away from you. I will then ask you to count down backwards from 20 (out loud) and then write down as many words as possible that you've remembered in one minute.

DON'T WORRY – THIS IS NOT A TEST

THANK YOU FOR YOUR HELP

SHOP
CHAIR
HAIR
PUB
WHEEL
PENCIL
HOOP
KNIFE
WINE
EAR
TABLE
ARM
SHOE
DOG
SPOON
TEA
CAT
SWEET
BOOK
HOUSE
RED
PENCIL
WAFER
COFFEE
DOLPHIN
BLUE
NOSE
FORK
CLUB
MONEY

GCSE Psychology: Teacher Support

P. Presentation of report and quality of written communication - 3 marks

The candidate has used the appropriate sections within the report. Specialist language, when used, is correct. A limited argument is present, particularly in D2.

This is an honest piece of work which shows that the candidate has achieved an understanding of what they were trying to do in the coursework. All of the sections tend to operate at the same level of achievement.

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7 Guidance on Teaching Topics for Papers 1 and 3

7.1 Delivering

Each section of the examination will assess knowledge and understanding of the content of the course the themes as they relate to each topic. It is recommended that teachers end a topic by

- summarising the main methodologies used within that area of study
- the key ethical issues which have presented themselves
- some possible real-world applications of the research
- evidence such as it is of cultural diversity

TOPIC	METHODS	ETHICS	APPLICATIONS	CULT.DIV.
Social influence	Laboratory experiment Field experiment.	Informed consent –right to withdraw - distress	Street behaviour Hooliganism Protest groups	Differences in cultural norms e.g. USA/Israel/Russia
Environment And behaviour	Lab & field experiments Natural experiment	Informed consent & intrusion Distress/upset	House development Privacy protection	Contact v. non-contact cultures
Phobias	Experiment Case studies	Distress upset Informed consent confidentiality	Relearning and therapy Desensitisation & implosion	Specific cultural phobias e.g. TKS in Japan
Aggression	Laboratory & Field experiment correlation content analysis	Deception Negative role-modelling	Impact of the media SLT influences e.g. family & friends Gender differences	Cultural comparison e.g. USA /Russia Sub-cultural differences e.g. Amish people
Attachment	Laboratory experiment Case study interviews	The Harlow practice Parental consent	Child care arrangements Pre-school provision	Uganda research Japan
Cognitive Development	Observation Experiment Naturalistic experiment. Clinical interviews	Deception debriefing	Classroom Subject readiness Role of play	Culturally-valued skills learning and skills

7.2 The Six Topics for the First Examination

There are six distinct topics that need to be taught for the first examination:

Social Influence
Environment and Behaviour

Phobias
Aggression

Attachment
Cognitive Development

It is best to teach these topics as discrete or separate from each other. However, candidates should be made aware of the fact that the topics in fact are paired under three general titles: SOCIAL PSYCHOLOGY, BEHAVIOURAL PSYCHOLOGY, and DEVELOPMENTAL PSYCHOLOGY. These general "labels" encourage the candidates to see that in Psychology there are a number of different interests and explanations in the total business of understanding the human mind and behaviour. Crucially, candidates should also be told that one topic from each pair will always form the basis of the questions on the examination paper, one of the Social Psychology topics in Section A, one of the Behavioural Psychology pair in Section B, and one of the Developmental Psychology pair in Section C. Section D of the examination paper will test one of the remaining four topics, and it will include a 12 marks extended final question which also carries 8 marks for Quality of Communication. There is no predictable pattern about which topics are assessed each year, the whole syllabus needs to be taught each year.

Most general topics in the syllabus include some theory. In the examination the candidate should be able to describe a relevant theory in some detail. The maximum marks for description of a theory are 9 marks (and this would be on the extended question in Section D). Normally, description of a theory carries 4 or 5 marks, and so the examiner is looking for four or five key points. However, AO1 marks can also be awarded for some level of explanation and/or illustrative example and this would normally have to the case to gain higher marks in an extended Section D question.

Candidates must also be able to offer some evaluation of a theory in any part of the syllabus at GCSE Higher level. The most straightforward way of doing this is to know the established or received criticisms covered in the textbooks. In the Foundation examination the practice is for candidates to be specifically asked for criticisms. At Higher level the instruction is more commonly "evaluate". As a general rule "the rule of two" works well, two well developed criticisms for each theory taught should allow the candidates to gain the full 4 marks in the extended Section D question, for example. Full marks are also awarded for 3 or 4 briefer criticisms, and on occasions the question may call for **one** detailed criticism, for 3 marks.

In relation to activities for teaching, candidates are best served by teachers who have their own authentic style. Of course teacher subject support groups lead to a healthy exchange of teaching method and stimulus sources with a wide application. Teachers can also tap into commercial subject resources e.g. Hodder and Stoughton's "Psychology….Teacher's Guide" – there are also some American texts which come with Teacher Manuals – all of the sources have also a value for GCSE Psychology teaching. "Psychology Review" is also a useful quarterly source for teaching ideas and topic updates and web sites. Television, of course, continues to serve the cause of GCSE Psychology well – it is safe to assume that in the course of an academic year there will be predictable series e.g. "Child of our time", as well as Panorama type individual programmes which candidates can be encouraged to watch and discuss in class, to broaden their developing psychological awareness.

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8   Guidance on Teaching Topics for Papers 2 and 4

8.1 The Six Topics for Papers 2 and 4

There are six distinct topics that need to be taught for papers 2 and 4:

Aspects of Morality
Attitudes of Prejudice

Memory
Perception

Stress
Sex &Gender

It is best to teach these topics as wholes, and separately from each other. However, candidates should be aware that the topics are paired to represent an approach in psychology; Individual Differentiation, Cognitive Psychology and Bio-Psychology respectively. Although candidates will not be assessed on their knowledge of this, it may help them to understand the idea that mind and behaviour can be studied from a number of different perspectives. More importantly, they should be aware that one topic from each pair will always be assessed in the exam – an Individual Differentiation topic in Section A, a Cognitive Psychology topic in Section B and a Bio-Psychology topic in Section C. Section D will assess one of the remaining topics in more detail using a 12 mark extended question, so that each year there is a greater focus on one approach more than the other two. There is no pattern in which topics are assessed each year, so all topics need to be taught in preparation for the examination.

Although topics are distinct, there is some over-lap between topics across both examination papers. For example, social learning theory needs to be covered in Aspects of Morality and Aggression and could be covered in Sex & Gender. Similarly, Piaget's theories need to be covered in both Aspects of Morality and Cognitive Development. Where this occurs, it is recommended that the theory be taught each time. Not only does this serve to reinforce learning, but candidates need to understand how the theory specifically applies to that research area. For example, a useful activity is to get candidates to apply SLT to gender development on the basis they have been taught it already in moral development. It is worth noting that if candidates accurately describe, say, SLT in an examination but do not apply it to the area specified (e.g. gender development, moral development) then this limits the marks available to them.

Most topics in GCSE psychology include some theory. Where this is the case, candidates should be able to describe that theory in some detail. The maximum marks for description of a theory are 9 marks (and this would be on the extended question in Section D). Normally, description of a theory carries 4 or 5 marks, and so the examiner is looking for four or five key points. However, AO1 marks can also be awarded for some level of explanation and/or illustrative examples and this would normally have to be the case to gain higher marks in an extended answer.

Where candidates are taught a theory, they should normally be able to evaluate that theory. At GCSE level, the most straightforward way of doing this is look at criticisms of it. Indeed, in the Foundation exam there is a tendency for questions to explicitly ask for criticisms rather than asking candidates to evaluate more generally. As a general rule, two well developed criticisms for each theory taught should be enough to secure full marks in an extended question where the maximum number of AO2 marks is 4. However, these marks can be awarded for three or four briefer criticisms or evaluative points. It is also important that candidates are able to offer one detailed criticism for each theory as some questions ask for one criticism worth 3 marks.

N.B. In the guidance on individual topics (below) there are examples of detailed criticisms which would be credited 3 marks.

It is also worth noting that, although not explicit, key debates will occur across topics. An obvious example is nature/nurture. On this basis, it might be useful to start the GCSE course by looking at this and other debates. Considering relevant research, such as the case of Genie, may also help illustrate key points.

Aspects of Morality

This particular topic is heavily theoretical, with candidates essentially needing to know four key theories of moral development. With this comes a lot of potentially difficult terminology and so teaching will need to focus on learning and distinguishing key terms. One possible activity is to give candidates key terms at the end of the topic and ask them to sort them into categories depending on the theory they relate to.

Candidates should understand that both Piaget and Kohlberg offer a stage approach to moral development, the distinction being that Kohlberg identified more stages in development and recognised that there was some flexibility about when and if these occurred.

In teaching Piaget, it is expected that teachers will introduce candidates to the concepts of heteronomous morality and autonomous morality, and moral realism and moral relativism. It is also useful to teach the idea of centration and decentration. It is important to also look at the actual research carried out by Piaget. Not only could this be used in an evaluative way to earn AO2 marks but candidates will need to know about the research to be able to consider its methodological biases e.g. sample bias, the problems of the clinical interview. As well as describing Piaget's theory, candidates should be able to offer some criticisms of the theory. A detailed criticism (worth 3 marks alone) might be; not all children appear to develop their morals in strict stages as morals develop at different rates and therefore may rely on experience more so than maturation.

In teaching Kohlberg, it is expected that teachers will introduce candidates to the concepts of the pre-conventional, conventional and post-conventional levels of morality and the two stages within each. For example, in pre-conventional morality there is a focus first on moral behaviour which avoids punishment and then on moral behaviour which gains a reward. Again, it is important to look at the research carried out here. Candidates should recognise the methodological biases and gender biases in Kohlberg's work. A detailed criticism might be; Kohlberg's theory was based on research with males. This might suggest that the research is gender biased, especially since Gilligan argues that males and females develop morality differently.

Candidates should understand that the stage approaches of Piaget and Kohlberg are contradicted by Social Learning Theory (SLT) which suggests that morals develop at different rates and to different degrees depending on learning experiences. Essentially, an unsocialised child will have no morals. To illustrate this, teachers could refer back to the case of Genie if it has been taught at the beginning of the course.

In teaching social learning theory, it is expected that teachers will introduce candidates to the concepts of role models, observation, imitation and reinforcement. They may extend some candidates' learning by considering different types of role models and by introducing terms such as identification, internalisation, self-efficacy and vicarious reinforcement. Candidates should recognise the methodological biases in the research investigating SLT e.g. experimental situations often prime behaviour. Again, candidates should be able to evaluate the theory more generally. A detailed criticism might be; social learning theory focuses too much on behaviour whereas many aspects of morality are cognitive yet these aspects are not observable and therefore cannot be easily imitated.

The work of Gilligan presents a fourth theory of moral development, although this may be covered when evaluating Kohlberg's theory in terms of gender bias. Candidates should be able to outline Gilligan's theory in terms of its hypothesis that boys' and girls' morality develops differently, however no evaluation of theory or research is required here.

Attitudes of Prejudice

This topic is seemingly less theoretical than its counterpart, so there is a danger of candidates producing work and answers which are quite common-sense. Although this topic is good in the sense that candidates can draw on life experiences more easily, it is important that these are considered in a psychological context. Although not explicit in the specification, it is useful to cover research such as Elliot's "brown eye/blue eye" experiment to introduce the concept of prejudice. There are also numerous media sources which can be used to illustrate examples and consequences of prejudice.

It is important that candidates have a broad definition of prejudice (e.g. it is making an assumption about a person or group based on no or very little evidence) but they should also understand it in terms of its affective, behavioural and cognitive components. An effective way of doing this is by taking examples of prejudice and asking what are people's attitudes toward a certain group? (affective), how do people discriminate against that group? (behavioural) and what stereotypes do they hold for that group? (cognitive). Examples of prejudice should at least cover those recommended in the specification (i.e. sexism, ethnocentrism, racism, and ageism) as there is an expectation that candidates will know what these terms mean.

It is assumed that candidates will be taught at least two theories of prejudice. The two recommended in the specification (e.g. Adorno's personality theory and Tajfel's social identity theory) offer a good example of the disposition/situation debate i.e. are certain individuals prejudiced because of their upbringing or are all individuals potentially prejudiced depending on the situation. As mentioned earlier, it is important for candidates to understand prejudice in a theoretical context so, for example, if Adorno's theory was covered then candidates should know about concepts such as the authoritarian personality and the displacement of hostility. Any theories of prejudice that candidates are able to describe, they should also be able to evaluate. As with other topics, two well developed criticisms of each theory should be enough to enable candidates to gain full marks in an extended question. Being able to offer at least *one* criticism which would gain three marks is also important e.g. if

the authoritarian personality is a trait it does not explain why at certain points in time large numbers of people are prejudiced towards particular groups but not others.

Having used the theories to look at causes of prejudice, candidates should be encouraged to think about ways or means of reducing prejudice. Candidates should be able to generate their own ideas for reducing prejudice, but it is the teacher's responsibility to make sure that candidates can describe and explain these ideas in a psychological context. For example, if candidates talk about different groups working together, they should be able to refer to ideas such as common goals, co-operation, and exposure to other groups, challenging stereotypes, conflict reduction, etc. Since the specification refers to means of reducing prejudice (i.e. in the plural), candidates should be taught about two distinct ways of reducing prejudice in case more than one is asked for in the examination. Candidates should also be in a position to comment on the effectiveness of these techniques, which would be credited with AO2 marks in the exam.

Memory

In this topic, it is important that candidates start by understanding the concept of information processing. Using a computer analogy, as many cognitive psychologists do, is a useful way of illustrating this. It is at this point that candidates should learn about the stages which occur between input and output i.e. encoding, storage, retrieval.

It is common for candidates to confuse stages and stores in memory, and teachers should be mindful about making the distinction, particularly since an information processing diagram and Atkinson & Shiffrin's two process theory look for very similar "on paper".

Atkinson & Shiffrin's two-process theory (or multi-store model) is best illustrated through experimentation. By actively taking part in and devising experiments, candidates can build up the understanding that, in the short term, memory is constrained by time and space. Candidates should at least have knowledge of the STM and LTM stores and how they differ in terms of duration and capacity. They should also understand the role that rehearsal plays in maintaining data in STM and then in transferring it to LTM. It is completely appropriate for candidates to draw a diagram of the multi-store model in an examination to help to explain how the two-process theory works, and they will gain credit for the diagram. Teachers may extend some candidates' learning by also considering the sensory store and looking at the different types of coding which occur in different memory stores. There is no requirement to teach other theories of memory, but teachers many find it useful to consider alternatives, such as LOP theory, as a means of evaluating the two-process theory. In terms of evaluation, two well developed criticisms of the two process theory should be enough to gain full marks in an extended question. One criticism should be worthy of three marks e.g. the two-process theory is too rigid as it assumes that all memories are structured in the same way and does not allow for the fact that some individuals are better are remembering things than others.

There is an expectation that candidates have knowledge and understanding of at least two theories of forgetting. The specification refers to interference and motivated forgetting, but it may be appropriate to teach others e.g. displacement and decay (which link in well with Atkinson & Shiffrin's theory) or retrieval failure (which links in well with memory aids). It is important that candidates are able to explain the chosen theories in some detail. For example, if describing motivated forgetting they should be able to refer to concepts such as traumatic events, repression and the unconscious. If describing retrieval failure, they should be able to refer to concepts such as cue dependency, state and context. As with other theories on the specification, candidates should be taught to evaluate theories of forgetting. A detailed criticism of, for example, the theory of decay might be; if information fades over time then how do we explain the fact that skills that have not been rehearsed for long periods of time, such as riding bike, are still retained years later?

Having considered the theory behind remembering and forgetting, candidates should then go onto looking how research has been applied in the case of memory aids or mnemonics. They are explicitly required to understand the use of organisation (e.g. mind mapping, hierarchical organisation, and use of cues) and imagery (e.g. method of loci, matching words to pictures). This is, of course, an ideal opportunity to apply learning by revising this and other topics using the memory aids identified and investigated by psychologists.

Perception

In this topic the focus is on visual perception, but a detailed knowledge of the visual system is not required.

The specification states that candidates should show a knowledge and understanding of visual constancies and it is assumed that teachers would cover shape, size and colour constancies when teaching this. In terms of depth cues, it is recommended that teachers cover a wide range to include both monocular and binocular cues (e.g. overlap/superimposition, height in visual field, relative size, linear perspective, texture gradient, binocular disparity, convergence). Candidates should demonstrate knowledge of the technical terms as well as of what they are describing.

Illusions are also specified in this topic. There are no particular illusions that candidates should be taught – although the Ponzo illusion, the Muller-Lyer illusion and Necker's cube are common ones. The point here is make sure candidates understand the difference between perception and sight – in other words, we do not always perceive what we see.

Candidates need to be explicitly taught the nature/nurture debate here – although it is possible that they are familiar with it from elsewhere in the course. The fundamental question is whether our perceptual abilities are a product of nature (are innate and there at birth or develop through biological maturation) or are a product of nurture (are acquired through experience with the environment).

The nature/nurture debate in relation to perception should be understood with reference to research studies. The assumption is that infant (neonate) studies (e.g. Gibson & Walk, Fantz, Bower) support the role of nature as many show infants demonstrating perceptual abilities they could not yet have learnt.

It is also assumed that deprivation studies (e.g. the case of SB) generally support the role of nature, as humans deprived of visual experiences still show a level of perceptual ability. In contrast, it is assumed that cross-cultural research (e.g. Hudson) supports the role of nurture as perceptual abilities appear to differ depending on the type of physical environment that people have been brought up in. It is also assumed that readjustment studies (e.g. Stratton) support the role of nurture as people appear to be able to adapt their perceptual abilities to different environments (e.g. upside down environments) suggesting it is not fixed by nature. When describing studies, teachers should focus on both methodology and findings and should make sure that candidates do the same.

In terms of evaluation, teachers need to focus on the strengths and limitations of research in relation to the nature/nurture debate. For example, it is difficult to test new born babies so even after a few months (when infants can be tested) they have acquired some abilities through learning. With reference to case studies of human deprivation, there is also evidence of some perceptual abilities which are poor and may be deficient because of a lack of visual experience. In cross-cultural research there are sometimes problems with language barriers so that people may have certain perceptual abilities but may not be able to articulate this to a Western researcher. Finally, with readjustment studies we often have to rely on small samples so it may be difficult to generalise and say that all people could adjust their perception. The point is that the evaluation should not be too general, and teachers should attempt to encourage their candidates to make points that can then be used to question either the validity of the idea the perception in innate or the idea that it is learnt.

Stress

Teachers should ensure that candidates are able to understand stress to the extent that they can define the term. This can be done using Seyle's GAS model but a more general definition would also be appropriate e.g. stress is a state of psychological and physiological tension which is a response to a threatening event. Beyond this, teachers should distinguish between physiological and psychological signs of stress i.e. those that affect the body and those that affect mind and behaviour. Indeed, teachers should also consider psychological signs in terms of whether they are cognitive or behavioural. Candidates do not need to learn a long list of symptoms or signs, but it is probably advisable for them to know three physiological, three cognitive and three behavioural. If possible, teachers should avoid signs which could fall into two or more categories e.g. sleeplessness. It is much easier for candidates to learn about signs that they can clearly distinguish from other types of signs.

Having identified signs of stress, candidates can then go on to looking at ways in which these many be measured. Broadly speaking, physiological signs of stress require physiological measures e.g. ECG to measure increases in heart-rate, galvanic skin resistance to indicate the level of salt on the skin as a measure of perspiration, urine samples to test levels of "stress" hormones such as adrenalin and cortisol. Meanwhile, psychological signs require psychological methods, including observation, interview and questionnaires. Teachers should ensure their candidates can describe as well as name such measures. Candidates should be able evaluate these measures too in terms of their reliability and validity – although they may not explicitly use those terms.

It is worth noting that, particularly under examination conditions, some candidates have a tendency to confuse the terms physiological and psychological and this can have a significant impact on their mark if a number of questions require them to know and understand the distinction between these terms e.g. describe one physiological measure of stress. On this basis, it is advisable that teachers spend some time making the distinction clear in terms of how the words are spelt as well as in terms of what they mean.

Discussing measures of stress will no doubt give teachers the opportunity to begin to look at studies into stress with their candidates. For example, Cottington et al used both physiological and psychological measures of stress in their study into the effects of noise. Research is also useful for looking at common causes of stress. The specification offers some common causes of stress i.e. heat, noise, pollution, architecture, crowding, stressful life events. However, there is no requirement to cover these specifically and other causes can be taught. Teachers should not necessarily cover too many causes either. What is important is that some causes (at least three) are considered with reference to research as there is an expectation that candidates will be able to describe studies which investigate common causes of stress e.g. Holmes & Rahe study into stressful life events, Lundberg's study into crowding. When describing a study, teachers should focus on both methodology and findings and make sure that candidates do the same. Candidates should also ideally be able to offer two or three developed criticisms for each study they have learnt about e.g. Holmes & Rahe gave each life event a fixed score which did not allow for people's subjective perception of an event – for example "death of spouse" may be less traumatic if the death was expected.

Sex & Gender

As teachers work through this topic they should ensure that their candidates have a clear knowledge and understanding of the terms sex typing, sex identity, gender identity and androgyny. Sex typing can be considered in relation to both sex and gender, as it is an individual's sex which determines how they will be treated by their society and society's expectations in turn define their gender role. Sex and gender identity are best taught together as they allow the distinction between sex and gender to be made explicit, where sex identity is biological and refers to whether an individual is male or female and gender identity refers to whether an individual perceives themselves as masculine or feminine. It is a common mistake to assume that gender is a product of socialisation; however the main focus of this topic is actually deciding whether gender (not sex) is more to do with nature or nurture. Candidates should understand that an individual's sex and gender may not "match", and indeed in the case of androgyny (a balance of both masculine and feminine traits) there is no equivalent sex.

Given the focus of this topic, some knowledge of the biological theory of gender development is required. Candidates should be aware of the genetic differences between males and females (in terms of XY and XX chromosomes) and how this goes on to affect the development of the foetus and an individual after birth (e.g. during puberty). In terms of development, candidates will have to understand the role of hormones. Although teachers may start by looking at the effect of hormones on physical characteristics, they should also focus on their effects on psychological characteristics e.g. the effect of testosterone on aggression levels, the effect of oestrogen on sexual behaviour, and the effect of both hormones on brain organisation. This theory does not have to be explicitly evaluated as alternative theories of gender development have to be considered anyway.

Although three alternative explanations of gender role development are given in the specification, teachers need only cover two others. The point of alternative explanations is to illustrate that there are theories of gender development which go beyond the biological. It is probably a good idea to teach SLT here as it offers an easily understood contrast to the biological approach, and because it has to be taught elsewhere in the course it is an opportunity for reinforcing candidates' learning. Teachers should be careful to ensure that candidates demonstrate knowledge of key terms when describing this theory (e.g. role models, imitation, etc) as it easy to describe the socialisation of gender in quite common-sense ways. Experience shows that candidates demonstrate a good grasp of the psychoanalytic theory of gender development when taught it, whereas there tends to be more confusion over Kohlberg's cognitive approach. As well as describing these alternative theories, teachers must ensure that their candidates can evaluate them too. For example, a detailed criticism of the psychoanalytic theory might be: the theory is wrong to suggest that children need to identify with their same-sex parent to develop their gender role as nowadays many boys are raised in single parent families without a father present yet evidence shows that they are no less masculine than their counterparts.

Finally, there is an explicit requirement to teach cross cultural differences in gender role development, although this may be covered as part of the evaluation of the biological approach (i.e. there are a number of cross cultural differences in gender roles suggesting they are learned and cannot be natural). The most well known study of cross-cultural differences is Mead (1935) and this piece of research is enough in itself to illustrate the point. It is worth noting that cultural differences in gender role development need only be considered between cultures and not within cultures.

8.2 Guidance On Teaching Topics For Papers 2 & 4

Themes

Although the themes of Methodology, Ethics, Applications and Cultural Diversity are detailed separately in the Specification, the idea is that they should not be taught separately but should be addressed throughout the course and within every topic. On this basis, each section of the examination will not only assess knowledge and understanding of the content of the course but also awareness of the themes as they relate to that topic. It is therefore recommended that teachers end a topic by summarising the main methodologies used within that area of study, the key ethical issues which have been raised, some possible applications of the research and evidence (or not) of cultural diversity.

Some examples of this are given below.

	METHOD	ETHICS	APPLICs	CULT. DIV.
ASPECTS OF MORALITY	~Longitudinal studies. ~Cross-sectional studies. ~Clinical interviews. ~Lab experiments. Biased samples.	~Parental consent. ~Encouraging immoral behaviour.	~Childcare & child-rearing. ~Crime & punishment.	~Limited. Morality mainly viewed from a Western perspective.
ATTITUDES OF PREJUDICE	~Questionnaires. ~Field experiments.	~Creating prejudice intentionally. ~Causing distress. ~Confidentiality of data.	~Ways of reducing prejudice e.g. laws, education.	~Impacts directly, because questioning ethnocentrism.
MEMORY	~Lab experiments. ~Case studies of amnesiacs. ~Problems of observing the mind. ~Use of descriptive data.	~Deception in memory tests. ~Confidentiality in case studies.	~Memory aids in teaching.	~Limited c/c research but memory structures assumed to be universal.
PERCEPTION	~Lab experiments. ~Cross-cultural research. ~Case studies.	~Cultural sensitivity. ~Parental consent. ~Causing distress/discomfort in deprivation/ readjustment Studies. ~Confidentiality in case studies.	~Advertising. ~Education.	~Large body of c/c research showing perception product of nurture.
STRESS	~Experiments. ~Observation. ~Interview. ~Correlation. ~Survey.	~Causing unnecessary distress. ~Confidentiality of results. ~Use of animals.	~Ways of reducing stress e.g. designing buildings.	~Stress would vary depending on physical and social environment.
SEX & GENDER	~Cross-cultural research. ~Experiments. ~Case studies. ~Content analysis. ~Surveys. ~Interviews.	~Causing discomfort/ embarrassment. ~Confidentiality. ~Parental consent.	~Understanding sex differences in the workplace, school, etc.	~Cross-cultural research suggests that gender is a product of nurture.