

**OCR GCSE IN PSYCHOLOGY**

**1989**

**Key Features**

- A clear progression route to the revised OCR AS/A Level Psychology specifications.
- Candidate-friendly teaching through applied psychology.
- Revised supporting text.
- Wide choice of coursework tasks.
- Coursework can be linked to Key Skills.
- Submitted to the British Psychological Society for approval.

**Support and In-Service Training for Teachers**

- A full programme of In-Service training meetings arranged by the Training and Customer Support Division (telephone 01223 552950).
- Specimen question papers and mark schemes, available from the Publications Department (telephone 0870 870 6622; fax 0870 870 6621).
- Past question papers and mark schemes, available from the Publications Department (telephone 0870 870 6622; fax 0870 870 6621).
- Coursework guidance materials.
- Examples of marked coursework.
- Written advice on coursework proposals.
- A report on the examination, compiled by senior examining personnel after each examination session.
- Individual feedback to each Centre on the moderation of internally assessed work.
- A website: ([www.ocr.org.uk](http://www.ocr.org.uk)).
- A Teachers' Handbook.
- A Students' Guide.



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Throughout the specification the following icons are used to signpost teaching and learning opportunities in:

 Citizenship

 ICT

 Key Skills



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# OCR GCSE IN PSYCHOLOGY (1989)

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## SECTION A: SPECIFICATION SUMMARY

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### TIERS

The scheme of assessment consists of two tiers: Foundation Tier and Higher Tier. Foundation Tier assesses grades G to C and Higher Tier assesses grades D to A\*. Candidates will be entered for either the Foundation Tier or the Higher Tier.

Grades	Foundation Tier G to C	Higher Tier D to A*
A*	Candidates take components 1, 2 and 5	Candidates take components 3, 4 and 5
A		
B		
C		
D		
E		
F		
G		

### COMPONENTS

There are five components in total. Four are question papers and one is a task which is internally assessed and externally moderated.

Component	Title	Duration	Weighting
1	Paper 1	1 hour 15 mins	40%
2	Paper 2	1 hour 15 mins	40%
3	Paper 3	1 hour 15 mins	40%
4	Paper 4	1 hour 15 mins	40%
5	Coursework	-	20%
85	<i>Coursework Carried Forward</i>	-	20%

## QUESTION PAPERS

Candidates sit two equally weighted question papers, each of 1 hour 15 minutes duration; together they carry 80% of the final mark allocation.

## ENTRY OPTIONS

All candidates should be entered for 1989 with one of the following option codes:

Option Code	Title	Components
F	Foundation Tier	1, 2 and 5
H	Higher Tier	3, 4 and 5
FC	Foundation Tier - <i>Coursework Carried Forward</i>	1, 2 and 85
HC	Higher Tier- <i>Coursework Carried Forward</i>	3, 4 and 85

Options FC and HC are available for candidates re-sitting the qualification who wish to carry forward their coursework. This may be done once only and within a year of original entry.

## INTERNAL ASSESSMENT

Candidates are required to complete one task which is internally assessed and externally moderated. It carries 20% of the final mark allocation.



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## SECTION B: GENERAL INFORMATION

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### 1 Introduction

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#### 1.1 RATIONALE

This specification has been designed to enable candidates to have the opportunity to study psychology at an introductory level, yet also to gain enough insight into the subject to enable them to complete the course with a rounded knowledge of the approaches, processes and issues that have been chosen to illustrate it at GCSE level. The specification includes the requirement that candidates should carry out an internally assessed task involving a more detailed investigation to illustrate an aspect of the psychology that they study during the course.

The specification is built upon the understanding that psychological knowledge could be treated as being made up of a number of different approaches. What actually constitutes these approaches can stimulate endless debate; for the purposes of this specification, they include six approaches, each illustrated by two topic areas.

The approaches are:

- Social Psychology;
- Behavioural Psychology;
- Developmental Psychology;
- Individual Differentiation;
- Cognitive Psychology;
- Bio-psychology.

The material within the topic areas associated with the individual approaches should enable candidates to understand how particular methodologies, cultural constraints and ethical considerations can bring influence to bear upon the development of knowledge within each approach. The topic areas also provide an opportunity for the consideration of the impact of psychology on everyday life by looking at the applications of psychology. Therefore the specification has a number of underlying processes and issues which should be considered as an integral part of the material outlined in each topic area. This allows for the development of psychological skills as well as the learning of psychological knowledge.

OCR has taken great care in the preparation of this specification and assessment materials to avoid bias of any kind.

#### 1.2 CERTIFICATION TITLE

This specification will be shown on a certificate as:

OCR GCSE in Psychology.

### **1.3 LEVEL OF QUALIFICATION**

This qualification is approved by the regulatory authorities (QCA, ACCAC and CCEA) as part of the National Qualifications Framework.

Candidates who gain grades G to D will have achieved an award at Foundation Level.

Candidates who gain grades C to A\* will have achieved an award at Intermediate Level.

### **1.4 RECOMMENDED PRIOR LEARNING**

Candidates entering this course should have achieved a general educational level equivalent to National Curriculum Level 3, or a distinction at Entry Level within the National Qualifications Framework.

### **1.5 PROGRESSION**

GCSE qualifications are general qualifications which enable candidates to progress either directly to employment, or to proceed to further qualifications.

Many candidates who enter employment with one or more GCSEs would undertake training or further part-time study with the support of their employer.

Progression to further study from GCSE will depend upon the number and nature of the grades achieved. Broadly, candidates who are awarded mainly grades G to D at GCSE could either strengthen their base through further study of qualifications at Foundation Level within the National Qualifications Framework or could proceed to Intermediate level. Candidates who are awarded mainly grades C to A\* at GCSE would be well prepared for study at Advanced Subsidiary GCE (AS) and Advanced Level (A2) within the National Qualifications Framework.

### **1.6 OVERLAP WITH OTHER QUALIFICATIONS**

There is some overlap with OCR GCSE Home Economics: Child Development and Foundation and Intermediate GNVQ in Health and Social Care.

## **1.7 RESTRICTIONS ON CANDIDATE ENTRIES**

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

Candidates who enter for this GCSE **may**, however, also enter for any GNVQ specification in the same examination series. They **may** also enter for any NVQ qualification.

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

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

The classification code for this specification is 4850.

## **1.8 CODE OF PRACTICE REQUIREMENTS**

These specifications will comply in every respect with the revised QCA Code of Practice requirements for courses starting in September 2001.

## **1.9 STATUS IN WALES AND NORTHERN IRELAND**

This specification has been approved by ACCAC for use by Centres in Wales and by CCEA for use by Centres in Northern Ireland.

Candidates in Wales and Northern Ireland should not be disadvantaged by terms, legislation or aspects of government that are different from those in England. Where such situations might occur, including in the external assessment, the terms used have been selected as neutral, so that candidates may apply whatever is appropriate to their own situation.

OCR will provide specifications, assessments and supporting documentation only in English.

Further information on the provision of assessment materials in Welsh and Irish may be obtained from the Information Bureau at OCR (telephone 01223 553998).

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## 2 Specification Aims

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The specification aims are to encourage candidates to:

- develop understanding of the interdependence of individuals, groups, institutions and societies; the nature and significance of co-operation and conflict, and continuity and change; the nature and significance of individual and social differences in their own and other societies;
- acquire, select and handle information (making use of ICT where appropriate), to analyse critically its nature and source and to base judgements and arguments on evidence;
- reflect on their own experience of the social world in which they live and acquire knowledge and develop skills which enable them to play informed roles within the community.

Not all of these aims can be translated readily into assessment objectives.

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## 3 Assessment Objectives

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### 3.1 KNOWLEDGE AND UNDERSTANDING (AO1)

Candidates should be able to demonstrate knowledge and understanding of:

- psychological models, including biological, behavioural, social and cognitive models;
- psychological processes, including learning, development, individual differentiation and social influence;
- psychological issues, including reasons for human behaviour, the effects of applications of psychology, and ethics of enquiry and intervention.

### 3.2 ANALYSIS AND EVALUATION (AO2)

The scheme of assessment will require candidates to take a questioning approach to evidence and issues and develop the skills to acquire, select and handle information and interpret and evaluate it effectively.

Candidates should be able to apply critical understanding to the prescribed subject matter while demonstrating that they can:

- acquire information for different purposes by direct collection of information and by acquiring information from existing sources;
- interpret information presented in different forms and evaluate its relevance and accuracy;
- use information to examine issues and construct and evaluate arguments and conclusions.

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## 4 Scheme of Assessment

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### 4.1 TIERS

The scheme of assessment consists of two tiers: Foundation Tier and Higher Tier. Foundation Tier assesses grades G to C and Higher Tier assesses grades D to A\*. Candidates will be entered for either the Foundation Tier or the Higher Tier.

Candidates entered for the Foundation Tier will not be awarded a grade higher than grade C. Candidates on the Higher Tier who fail to achieve the minimum mark for the award of a grade D will normally be ungraded. There is, however, provision for those who narrowly fail to achieve this mark to be awarded a grade E.

Grades	Foundation Tier G to C	Higher Tier D to A*
A*	Candidates take components 1, 2 and 5	Candidates take components 3, 4 and 5
A		
B		
C		
D		
E		
F		
G		

### 4.2 COMPONENTS

Component	Title	Duration	Weighting
1	Paper 1 (Foundation)	1 hour 15 mins	40%
2	Paper 2 (Foundation)	1 hour 15 mins	40%
3	Paper 3 (Higher)	1 hour 15 mins	40%
4	Paper 4 (Higher)	1 hour 15 mins	40%
5	Coursework	-	20%
85	<i>Coursework Carried Forward</i>	-	20%

### 4.3 QUESTION PAPERS

Each paper is 1 hour 15 minutes long and will require knowledge of the underlying processes and issues of methodology, ethics, applications and cultural diversity.

#### Paper 1 (Foundation Tier) and Paper 3 (Higher Tier)

These papers test three psychological approaches: Social, Behavioural and Developmental Psychology. Each approach is divided into two topics giving a total of six topics from which questions may be selected. This is summarised in the table below.

Approach	Social Psychology	Behavioural Psychology	Developmental Psychology
Topics	Social Influence	Phobias	Attachment
	Environment and Behaviour	Aggression	Cognitive Development

**Section A** will contain one source-based, structured question selected from the Social Psychology topics (18 marks).

**Section B** will contain one source-based, structured question selected from the Behavioural Psychology topics (18 marks).

**Section C** will contain one source-based, structured question selected from the Developmental Psychology topics (18 marks).

**Section D** will contain one source-based, structured question selected from a topic not included in any of the previous sections. This structured question will include an extended prose answer which will also be assessed for appropriate use of psychological terminology and quality of written communication (26 marks).

Totals for Paper 1 and Paper 3 will be 80 marks each.

## Paper 2 (Foundation Tier) and Paper 4 (Higher Tier)

These papers test three psychological approaches: Individual Differentiation, Cognitive Psychology and Bio-psychology. Each approach is divided into two topics giving a total of six topics from which questions may be selected. This is summarised in the table below.

<b>Approach</b>	<b>Individual Differentiation</b>	<b>Cognitive Psychology</b>	<b>Bio-psychology</b>
Topics	Aspects of Morality	Memory	Stress
	Attitudes of Prejudice	Perception	Sex and Gender

**Section A** will contain one source-based, structured question selected from the Individual Differentiation topics (18 marks).

**Section B** will contain one source-based, structured question selected from the Cognitive Psychology topics (18 marks).

**Section C** will contain one source-based, structured question selected from the Bio-psychology topics (18 marks).

**Section D** will contain one source-based, structured question selected from a topic not included in any of the previous sections. This structured question will include an extended prose answer which will also be assessed for appropriate use of psychological terminology and written communication (26 marks).

Totals for Paper 2 and Paper 4 will be 80 marks each.

### 4.4 WEIGHTING OF ASSESSMENT OBJECTIVES

The relationship between the components and the assessment objectives (AO1) and (AO2) for each tier of the scheme of assessment is shown in the following grid.

	<b>AO1: Knowledge and Understanding %</b>	<b>AO2: Skills %</b>	<b>Total %</b>
<b>Papers 1 and 3</b>	25	15	<b>40</b>
<b>Papers 2 and 4</b>	25	15	<b>40</b>
<b>Coursework</b>	10	10	<b>20</b>
<b>Overall</b>	<b>60</b>	<b>40</b>	<b>100</b>


## 4.5 ENTRY OPTIONS

All candidates should be entered for 1989 with one of the following option codes:

Option Code	Title	Components
F	Foundation Tier	1, 2 and 5
H	Higher Tier	3, 4 and 5
FC	Foundation Tier - <i>Coursework Carried Forward</i>	1, 2 and 85
HC	Higher Tier- <i>Coursework Carried Forward</i>	3, 4 and 85

Options FC and HC are available for candidates re-sitting the qualification who wish to carry forward their coursework. This may be done once only and within a year of original entry.

## 4.6 INTERNAL ASSESSMENT (COURSEWORK)

 C1.1-C1.3; C2.1-2.3; N1.1-1.3; N2.3; IT1.1-1.2; IT2.1-2.3; WO1.1-1.3; WO2.1-2.3; LP1.1-1.3; LP2.1-2.3; PS1.1-1.3; PS2.1-2.3.

Candidates are required to conduct and report on one internally assessed task based upon any area outlined in the subject specification. They should use an appropriate and ethical method of enquiry and produce a written report based upon the standard format used throughout psychology. The report should begin with a summary of the outcome of the investigation and go on to include the theoretical context of the task, the research design and method, the data collected and conclude with an evaluation of the findings. The report should be a maximum of 1 500 words in length, excluding graphs, tables, references and appendices.

The internally assessed task carries a maximum of 40 marks and is worth 20% of the overall assessment

While it is acknowledged that the internally assessed task submitted may not meet all the above Key Skill requirements it is possible that candidates might use the opportunity to produce a second version that is more Key Skills focussed. To accomplish this more easily it would benefit candidates if they used ICT to word process the original work.

Examples of appropriate tasks are given in Sub-section 6.  
Ethical guidelines are given in Appendix B.  
Full details of internal assessment can be found in Sub-section 7.



## 4.7 ASSESSMENT OF WRITTEN COMMUNICATION AND ICT

Candidates are expected to:

- present relevant information in a form that suits its purpose;
- ensure text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear.

Where appropriate candidates should also use a suitable structure and style of writing.

These aspects of written communication will be assessed under AO2.

The assessment of these aspects will take place across the three components. In the internally assessed task 5 marks will be available. The remaining marks will be divided amongst the mark schemes for the extended prose questions in Section D of the written papers. 6 marks will be available on each of the components giving a total of 12 marks for quality of written communication in the externally assessed components.

Whilst the use of ICT is not assessed in the specification, its use is encouraged although it is not mandatory. Candidates might use word processing to write their internal assessment task for the creation of charts or graphs; the creation of materials such as questionnaires or memory stimulus items. Section 8.1 outlines how candidates might make use of ICT. Websites suitable for GCSE candidates such as <http://longman.awl.com/aronson.student/activities/aschconformityexperiment.asp> and <http://www.tsu.umd.edu/dept/psyc/souther1/prism/bill.htm> (dealing with conformity and obedience) are increasingly available.

## 4.8 DIFFERENTIATION

Foundation and Higher Tier candidates are expected to cover all of the material outlined in Section C, Specification Content. In the question papers, differentiation is achieved by setting questions which are designed to assess candidates at the appropriate levels of ability. The questions are intended to allow all candidates to demonstrate what they know, understand and can do.

Most Foundation Tier questions will be structured to allow full marks for a short answer. There will be the opportunity for an extended prose answer in Section D of the question papers, but the Foundation Tier questions will be written in such a way as to offer the candidates a suggested framework for their extended writing.

Higher Tier papers will be structured to enable candidates to extend their answers as their ability allows.

In the internally assessed task, differentiation is by task and by outcome. Candidates are able to show positive achievement by undertaking an appropriate task and producing a written report of their investigation.

## **4.9 AWARDING OF GRADES**

The written papers will have a total weighting of 80% and internal assessment a weighting of 20%.

A candidate's mark for each of the components taken will be combined in the appropriate weighting to give the candidate's total mark for the specification. The candidate's grade will be determined by this total mark. Candidates achieving less than the minimum mark for grade G will be ungraded.

Candidates on the Higher Tier who fail to achieve the minimum mark for the award of a grade D will normally be ungraded. There is, however, provision for those who narrowly fail to achieve this mark to be awarded a grade E.

## **4.10 GRADE DESCRIPTIONS**

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by the candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified in Sub-section 5; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performance in others.

### **Grade F**

Candidates recall and recognise some psychological structures, models or processes outlined in the specification and give a partial description of them. They show a basic understanding of, and apply in a superficial way, a few psychological concepts, terms and theories. They recognise and describe relevant psychological issues or debates.

Candidates use a limited range of methods, sources, information and data uncritically and in a simple manner to find out about psychological issues or topics. They demonstrate a limited ability to interpret information, make judgements and reach conclusions.

### **Grade C**

Candidates recall, describe and give a partial analysis of a variety of psychological structures, models or processes outlined in the specification. They show understanding of, and apply a variety of, psychological concepts, terms and theories. They recognise and describe relevant psychological issues or debates and select appropriate arguments in relation to the issues, theories and evidence. They make straightforward links between psychological structures, processes and issues.

Candidates use a range of methods, sources, information and data to find out about psychological issues or topics and can indicate why they were chosen. They handle and evaluate information and data to make reasonable judgements and present plausible conclusions which are supported by relevant evidence.

## **Grade A**

Candidates deploy a breadth of relevant knowledge to produce substantiated analyses and explanations of a variety of psychological structures, models or processes outlined in the specification. They show precise understanding of, and apply accurately, appropriate psychological concepts, terms and theories. They recognise appropriate psychological issues or debates, substantiate them with evidence and reach valid conclusions. They analyse links between psychological structures, processes and issues.

Candidates identify and use appropriate methods, sources, information and data for a particular purpose and justify their selection. They interpret information and data presented in a variety of forms; critically evaluate its relevance in relation to the arguments and reach substantiated conclusions.



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## SECTION C: SPECIFICATION CONTENT

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### 5 Specification Content

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#### 5.1 THEMES AND PROCESSES

As well as the specific subject content outlined in 5.2 and 5.3, candidates are required to consider some general processes and themes that pervade all parts of the course. These processes and themes are: methodology, ethics, applications and cultural diversity.

##### 5.1.1 Methodology

A range of psychological methods: observation; case study; survey; experiment; correlation; content analysis; longitudinal and cross-sectional studies. Advantages and disadvantages of these methods. Design of investigations: hypothesis testing; independent and dependent variables; experimental subject designs; control of variables; sampling; measurement of variables.

Data collection, interpretation and presentation of data in appropriate forms: tables; graphs; histograms; scattergrams; mean; mode; median and range; drawing conclusions from data (inferential tests are not required).

##### 5.1.2 Ethics

Conducting research that conforms to ethical guidelines is an important consideration in the internally assessed task. It is also an important consideration for candidates when they learn about research studies in psychology. Candidates should be aware of ethical guidelines and be able to apply them. Ethical guidelines are provided in Appendix B. Please refer to these.

##### 5.1.3 Applications

Psychological research has generated a wide range of applications. Some of these have great value and some have little. Candidates should be prepared to consider the value of some of the applications of psychology. They should be able to consider how psychology can be applied to everyday life.

### 5.1.4 Cultural Diversity


There has been an attempt in recent years to present in psychology texts and introductory courses a broader perspective: one that is not predominantly western, white and male. Psychology courses should seek to include all people and, in particular, consider the experiences of those who do not appear in the general texts (for example, people with disabilities, black people, working class people, elderly people). The British Psychological Society has made some clear recommendations for the content of psychology courses and these are to be found in Appendix A.

### 5.1.5 Fundamental Questions

The psychological themes and processes generate some fundamental questions appropriate for all parts of the course regarding research studies that the candidates will encounter. A summary of the type of questions that could be asked is given below.

- What was the method used?
- Why was this method chosen?
- What are the advantages and disadvantages of this method?
- How could the study be improved methodologically?
- What are the ethical guidelines?
- Did the research break any ethical guidelines?
- How could the study be improved ethically?
- Who were the participants (subjects)?
- Can the results be generalised to other people?
- What could be expected if the research were carried out with a different group of participants (subjects)?
  - Do the findings from this research have any practical applications?
  - In what ways can this research be applied to everyday life?

## 5.2 PAPER 1 AND PAPER 3

 C1.1-1.2; C2.1-2.2; WO1.1-1.2; WO2.1-2.2; LP1.1-1.3; LP2.1-LP2.3.

Approach	Social Psychology	Behavioural Psychology	Developmental Psychology
Topics	Social Influence	Phobias	Attachment
	Environment and Behaviour	Aggression	Cognitive Development

### 5.2.1 Social Psychology

The primary concern of social psychologists is to understand behaviour in a social context and the ways in which the social context can influence behaviour.

#### Social Influence

Candidates should:

- be able to define conformity and demonstrate some knowledge of research studies e.g. the work of Asch;
- be able to define obedience and demonstrate some knowledge of research studies e.g. the work of Milgram;
- demonstrate knowledge of factors affecting levels of obedience and conformity;
- be able to evaluate the research on conformity and obedience including possible cultural differences.

#### Environment and Behaviour

Candidates should:

- be able to define the concept of personal space and demonstrate a knowledge of studies regarding the invasion of personal space e.g. the work of Garfinkel or Felipe and Sommer;
- consider possible cross-cultural and gender differences regarding personal space;
- be able to define territory as well as demonstrate a knowledge of different types of territory and the concept of defensible space e.g. the work of Altman;
- demonstrate knowledge of the ways in which an individual might establish and protect their personal space and territory e.g. the work of Sommer.

## 5.2.2 Behavioural Psychology

Behavioural psychologists believe that psychology should focus on observable, overt behaviour and the processes by which that behaviour has been learned. This sub-section covers conditioning and phobias as well as social learning theory and human aggression.


### Phobias

Candidates should:

- demonstrate an understanding of the basic principles of classical and operant conditioning;
- be able to give a definition of a phobia and be aware of some of the more common phobias;
- understand the possible role of classical and operant conditioning in phobias e.g. the case of Little Albert;
- be aware of the limitations of the classical and operant conditioning explanations e.g. alternative causes.

### Aggression

Candidates should:

- demonstrate an understanding of the basic principles of social learning theory;
- be able to describe the social learning theory explanation of human aggression;
-  consider gender and cultural differences in the level of aggression and the possible role of the media;
- be able to evaluate the social learning theory of aggression in terms of non-behavioural explanations e.g. Freud.

## 5.2.3 Developmental Psychology

Developmental psychology is concerned with the ways in which people change over their life span. This sub-section examines two aspects of development from early in a person's life; attachment and cognitive development.

### Attachment

Candidates should:

- be aware of the development of early human attachment e.g. fearful reactions, secure and insecure attachments;
- be able to describe and evaluate Bowlby's theory of attachment;
- consider the possible long term effects of deprivation and privation;
- demonstrate knowledge of some cultural variations in childcare practices.




## Cognitive Development

Candidates should:

- demonstrate knowledge and understanding of Piaget's stage theory of cognitive development;
- be able to describe some of Piaget's research and findings e.g. object permanence, e.g. egocentrism, conservation;
- be able to evaluate Piaget's research methodology;
- be able to evaluate Piaget's theory in the light of critical research studies e.g. McGarrigle and Donaldson.

### 5.3 PAPER 2 AND PAPER 4

 C1.1-1.2; C2.1-2.2; WO1.1-1.2; WO2.1-2.2; LP1.1-1.3; LP2.1-2.3.

Approach	Individual Differentiation	Cognitive Psychology	Bio-psychology
Topics	Aspects of Morality	Memory	Stress
	Attitudes of Prejudice	Perception	Sex and Gender

#### 5.3.1 Individual Differentiation

Individual differentiation is concerned with ways that individuals might differ from each other. This sub-section deals with two aspects of possible differentiation: differences in morality and prejudice.

##### Aspects of Morality

Candidates should:

- demonstrate knowledge and understanding of the theories of Piaget regarding moral development;
- demonstrate knowledge and understanding of the theories of Kohlberg regarding moral development;
- demonstrate knowledge and understanding of moral development through the behavioural perspective of social learning theory;
- consider possible methodological and gender biases in research into moral development including the work of Gilligan.

## **Attitudes of Prejudice**

Candidates should:

- be able to define prejudice and show an awareness of the affective (attitudinal), behavioural (discriminatory) and cognitive (stereotyping) component parts of prejudice;
- be aware of prejudice e.g. sexism, ethnocentrism, racism, ageism;
- be able to describe and evaluate different theoretical causes of prejudice e.g. personality (Adorno), social identity theory (Tajfel);
- be able to describe possible means of reducing prejudice e.g. group conflict (Sherif).

### **5.3.2 Cognitive Psychology**

Cognitive psychology aims to understand the internal mental processes involved in interpreting and making sense of the world around us. This sub-section deals with two important areas of cognitive psychology: memory and perception.

#### **Memory**

Candidates should:

- be aware of the encoding, storage and retrieval stages of memory;
- show knowledge and understanding of Atkinson and Shiffrin's two-process theory;
- be able to describe and evaluate theories of forgetting e.g. interference, motivated forgetting;
- demonstrate knowledge and understanding of the use of organisation and imagery in aiding memory (mnemonics) applications e.g. study skills.

#### **Perception**

The focus is on visual perception although detailed knowledge of the visual system is not required.

Candidates should:

- show knowledge and understanding of visual constancies, depth cues and illusions;
- consider the role of nature in the development of perceptual abilities e.g. infant (neonate) studies, deprivation studies;
- consider the role of nurture in the development of perceptual abilities e.g. cross-cultural studies, readjustment studies;
- be able to evaluate the research on the development of perceptual abilities in the light of the nature/nurture debate.

### 5.3.3 Bio-psychology

Bio-psychology is concerned with the role that physiology may play in psychological processes and behaviour. This sub-section looks at two aspects of physiological influence upon individuals: stress and the development of sex and gender awareness.

**Note** that a detailed knowledge of biological processes is not required.

#### **Stress**

Candidates should:

- be able to define stress e.g. Seyle's GAS model;
- demonstrate knowledge of the physiological (biological) and psychological (cognitive and behavioural) signs of stress;
- be able to describe physiological and psychological ways of measuring stress;
- demonstrate knowledge of research into possible causes of stress e.g. heat, noise, pollution, architecture, crowding, stressful life events.

#### **Sex and Gender**

Candidates should:

- be able to define sex typing, sex identity, gender identity and androgyny (Bem);
- demonstrate knowledge of biological factors in sex differences e.g. the role of hormones and genetics;
- be able to demonstrate knowledge of alternative explanations of sex/gender role development e.g. social learning theory, psychoanalytic (Freud), cognitive approach (Kohlberg);
- consider cultural differences in gender role development.



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## SECTION D: COURSEWORK

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### 6 Coursework Task

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#### 6.1 NATURE OF COURSEWORK

  C1.1-1.3; C2.1-2.3; N1.1-1.3; N2.3; IT1.1-1.2; IT2.1-2.3; WO1.1-1.3; WO2.1-2.3; LP1.1-1.3; LP2.1-2.3; PS1.1-1.3; PS2.1-PS2.3.

The internally assessed task involves a simple investigation which allows the candidate the opportunity to put into practice some of the methodological issues which underpin the course. The subject for the investigation may be taken from any part of the Specification Content (Sub-section 5) but all investigations must be based upon psychological principles and literature, and be carried out in accordance with the ethical guidelines in Appendix B. The task set should be appropriate to the ability of the candidate. Some exemplar coursework tasks (Sub-section 6.2) and a mark scheme (Sub-section 7.3) have been provided.

Centres with candidates who do not choose a title from the list given in the specification, may submit to OCR a written outline of the proposed investigation. Proposals will be considered by a Coursework Consultant and replies about their suitability sent to Centres. Investigations must be designed with an awareness of health and safety regulations and must be ethical.

Centres are responsible for ensuring that the ethical guidelines laid down by the British Psychological Society are adhered to and are responsible for ensuring that students carry out research in a safe environment. Students should, as far as possible, collect data within their own school or college, after obtaining permission from the tutor and Head. BPS ethical guidelines state that participants should not be under sixteen. This must be adhered to except in circumstances when the student would have to carry out research outside the school premises in order to comply, as this could have safety implications. You are advised to refer to Appendix B.

The internally assessed task should allow the candidate to:

- develop a research question;
- choose an appropriate method;
- define and operationalise variables;
- develop hypotheses;
- carry out the investigation;
- collect and evaluate data and come to an appropriate conclusion.

To facilitate the collection of data, groups of candidates may work together but all analysis, interpretation and presentation of the work must be completed on an individual basis.

The Investigation must be presented in the standard format of a psychological report. It should be no more than 1 500 words in length. This limit does not include references, appendices and tables. Candidates are required to state the number of words used on the front of the work. Notes for candidates on writing up an investigation are given in Appendix C.

## 6.2 EXEMPLAR COURSEWORK TASKS

The following examples are for guidance and are provided to assist candidates and teachers in appreciating the possible nature of investigations. Ethical considerations should be applied in the choice of materials and procedure.

### Experimental Method

This involves the manipulation of one variable and the measurement of another.

For example:

An investigation into perceptual set where groups of participants are shown the same stimuli, and the responses of the 'primed' group are compared with the responses of the control group.

An investigation into the effect of chunking on recall.

The serial position curve can be used to demonstrate LTM and STM, as well as primacy and recency effect.

### Observational Method

This is the observation of behaviour, which can be either naturalistic or participant, for example:

Observation of seating preference in the school/college cafeteria or library, or a study on door opening behaviour. A checklist of possible behaviours could be drawn up, and the behaviour then noted.

An observation of differences in non-verbal communication in crowded and uncrowded environments.

Naturalistic observation of territorial behaviour in school/college libraries, e.g. placement of books, coats, bags etc.

### Correlational Study

This involves measuring the relationship between two variables, for example:

Investigating the link between the type of words recalled from a word list (happy, sad) and the mood reported by the participant.

A correlation between the number of positive reinforcements given during an interview and the rating given to the interview by the participants.

## Survey

This is a questionnaire or interview with a representative sample. The interview could be structured or unstructured, e.g. a survey of student hassles. Participants could be given a questionnaire in which they are asked to rate various hassles, e.g. traffic jams, noise, or examinations. The results could be analysed according to age groups and gender.

Candidates may carry out:

A survey on gift choice

A survey on moral development

A comparison of responses between age groups when considering moral dilemmas

## **Content Analysis Study**

This is a useful technique to use if difficulties are experienced finding participants. A content analysis could be carried out on, for example:

The number of stereotypes or gender roles assigned to males and females, (or the number of reverse gender roles and stereotypes observed) in popular television programmes, advertisements, soap operas or magazines.



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## 7 Regulations for Internal Assessment

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### 7.1 SUPERVISION AND AUTHENTICATION OF INTERNALLY ASSESSED WORK

OCR expects teachers to supervise and guide candidates who are undertaking work which is internally assessed (e.g. coursework). The degree of teacher guidance in candidates' work will vary according to the kinds of work being undertaken. It should be remembered, however, that candidates are required to reach their own judgements and conclusions.

When supervising internally assessed tasks, teachers are expected to:

- offer candidates advice about how best to approach such tasks;
- guide a candidate's choice of topic by pointing out the nature and difficulties of those offered, and the facilities available either in the Centre or elsewhere;
- suggest methods of research, and propose alternative avenues of enquiry if a candidate runs into difficulty. Written notes must be kept if extra guidance is given;
- exercise continuing supervision of work in order to monitor progress and to prevent plagiarism;
- advise candidates about the presentation of the final work. Group enquiries may be carried out provided that each candidate has a clearly recognisable aspect of the enquiry so that the work of the individual may be clearly distinguished;
- ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified marking criteria and procedures;
- certify that the marks shown were awarded in accordance with OCR's instructions. Any assistance given to particular candidates, which is beyond that given to the group as a whole, but within the parameters outlined above, must be recorded on the Assessment Form. Teachers must show clearly how the marks have been awarded in relation to the marking criteria defined in the specification by annotating the work of the candidates;
- declare that the tasks were completed within ethical guidelines. Declarations should be completed by each teacher in the Centre responsible for a GCSE Psychology group.

Internally assessed work should be completed in the course of normal curriculum time and supervised and marked by the teacher. Some of the work, by its very nature, may be undertaken outside the Centre (for example, research work, testing). As with all internally assessed work, the teacher must be satisfied that work submitted for assessment is the candidate's own.

## **7.2 PRODUCTION AND PRESENTATION OF INTERNALLY ASSESSED WORK**

Candidates must observe OCR procedures in the production of internally assessed work. Teachers should consult the 'Handbook for Centres', in force for the year of the examination.

- Any copied material must be suitably acknowledged.
- Quotations must be clearly marked and a reference provided wherever possible.
- Work submitted for moderation must be marked with the:
  - Centre number;
  - Centre name;
  - candidate number;
  - candidate name;
  - specification code and title;
  - assignment title.
- Reports may be in typescript, provided that the production of the typescript is the work of the candidate. Original handwritten work and notes must be retained until after the end of the period allowed for Enquiries upon Results. Work in other media (tapes, models, etc.) may be included.

**ALL WORK SUBMITTED FOR MODERATION SHOULD BE ON A4 PAPER AND MUST BE KEPT IN A PLASTIC POLY POCKET.**

## 7.3 MARKING CRITERIA FOR INTERNALLY ASSESSED WORK

### Marking Investigations

Marks will be awarded under the following assessment categories linked to the sections of the report:

- I:** Introduction;
- M:** Method;
- R:** Results;
- D:** Discussion;
- P:** Presentation of arguments in terms of quality of written communication.

The relationship between the assessment categories and the mark allocation is as follows:

Assessment Category	I	M	R	D	P	Total
Mark	9	9	8	9	5	40

Marks will be awarded in each **assessment category** for demonstrating the following:

- I:** link between psychological theory and nature of the investigation (AO1);
- M:** use of appropriate psychological methods which could be replicated (AO1, AO2);
- R:** organised presentation of data (AO2);
- D:** analysis and interpretation of information (AO1, AO2);
- P:** presentation and quality of written communication in the report (AO2).

#### I.1 Inclusion of relevant psychological theory

- No background evidence is presented. **[0]**
- Anecdotal evidence is presented as background to the investigation. **[1-2]**
- The introduction contains some appropriate psychological concepts, theories and/or terminology. **[3-4]**
- Relevant psychological concepts, theories and terminology are presented clearly. **[5-6]**

## **I.2 Aim and hypothesis**

No statement of the aim or hypothesis of the investigation.	[0]
A statement of aim <i>or</i> hypothesis is given.	[1]
Statement of aim <i>and</i> hypothesis is given.	[2]
A clear, concise aim and hypothesis are stated, and are related to the psychology presented in the introduction.	[3]

## **M.1 Use of appropriate psychological methods**

Nature of investigation is not clear.	[0]
Nature of investigation evident from the report.	[1]
Attempts made to state design of investigation and to identify some of the procedures and factors involved in setting up the investigation.	[2]
Design correct. Attempts made to justify it. Section written up correctly identifying procedures, participants, variables, controls. Not enough detail given for method to be capable of replication.	[3–4]
Design correct and justified. Enough details given for method to be capable of replication.	[5–6]

## **M.2 Ethical collection of information**

No application of ethical issues in methodology.	[0]
Candidate demonstrates an awareness of ethical issues in the research.	[1]
Candidate demonstrates an awareness of ethical issues and explains what ethical considerations have been applied.	[2]
Candidate demonstrates an awareness of ethical issues by explaining in detail how they have been correctly applied to the investigation.	[3]

## **R Organised presentation of data**

- No findings have been recorded. [0]
- Data has been collected and the findings are presented with some degree of clarity. [1-2]
- Appropriate descriptive statistics such as means, medians, modes and ranges, graphs and/or tables have been used to summarise the data. [3-4]
- Appropriate descriptive statistics, graphs and/or tables have been used to summarise the data. There is a brief statement which highlights the main findings. [5-6]
- Data is presented logically in appropriate graphs and/or tables. The findings are well summarised and the main conclusions are clearly evident from the analyses provided. There is a statement which highlights the main findings and which clearly links them to the aims/hypotheses of the investigation. [7-8]

## **D.1 Drawing inferences from results**

- No discussion of the findings. [0]
- Candidate is able to extract one appropriate conclusion from the reported results. [1]
- Candidate can draw inferences from the data, and is able to relate one of these to the aims, hypotheses or background theory. [2-3]
- Candidate can draw inferences from the data, and is able to show how these relate to both the aims/hypotheses of the investigation and to the background theory [4-5]

## **D.2 Recognition of bias and limitations of the investigation**

- No reference is made to bias or limitations of the investigation, or to any improvements. [0]
- Reference is made to one limitation or source of bias in the investigation or to any possible improvements [1-2]
- Candidate recognises bias in the information collected and provides an explanation of the way in which this may have affected the results. Suggestions for improvements to the investigation are provided. [3-4]

## **P Presentation of report and quality of written communication**

The report shows no organisation. Poor spelling and a limited range of appropriate technical terms are used. [0–1]

Candidate has used appropriate sections within the report. Language is clear, with attempts to distinguish relevant material and to assemble a limited argument. Specialist language is used correctly. [2–3]

The candidate has used the sections of the report appropriately. There is a good quality of expression throughout, with all specialist terms used with a high degree of precision. Very clear written expression. [4–5]

### **7.4 MODERATION**

All internally assessed work is marked by the teacher and internally standardised by the Centre. Marks are then submitted to OCR by a specified date, after which moderation takes place in accordance with OCR procedures. The purpose of moderation is to ensure that the standard of marking for internally assessed work is the same for each Centre and that each teacher has applied the standards appropriately across the range of candidates within the Centre.

The sample of work which is presented to the Moderator for moderation must show how the marks have been awarded in relation to the marking criteria defined in Sub-section 7.3.

Where it is not clear within a project folder, by the candidate's own presentation of work, where the marks have been awarded, annotation must be carried out by the person marking the work.

A separate cover sheet containing reference to the criteria applied and their location within the project is recommended.

### **7.5 MINIMUM REQUIREMENTS FOR INTERNALLY ASSESSED WORK**

There should be clear evidence that work has been attempted and some work produced.

If a candidate submits no work for an internally assessed component, then the candidate should be indicated as being absent from that component on the mark sheets submitted to OCR. If a candidate completes any work at all for an internally assessed component then the work should be assessed according to the criteria and marking instructions and the appropriate mark awarded, which may be zero.

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## SECTION E: FURTHER INFORMATION

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### 8 Opportunities for Teaching

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#### 8.1 ICT

In order to play a full part in modern society, candidates need to be confident and effective users of ICT. Where appropriate, candidates should be given opportunities to use ICT in order to further their study of Psychology.


The assessment of this course requires candidates to carry out and write up an internally assessed task. The use of ICT is not mandatory, but candidates who have access to ICT could utilise its various applications to research background material for their investigation and to write it up.

This Sub-section offers guidance on opportunities for using ICT during the course. These opportunities are also indicated within the content of Sub-section 6 by a  symbol. Such opportunities may or may not contribute to the provision of evidence for IT. Key Skills. Where such opportunities do contribute, they are identified by the use of a  symbol.

ICT Application/Development	Opportunities for using ICT during the course
Word Processing	Coursework task.
Excel	Data analysis, tables, graphs and charts in coursework task.
CD materials	Obtaining background material for coursework task. Learning and revision exercises.
Internet	Obtaining background material for coursework task.

#### 8.2 CITIZENSHIP

From September 2002, the National Curriculum for England at Key Stage 4 includes a mandatory programme of study for Citizenship. Parts of this programme of study may be delivered through an appropriate treatment of other subjects.

This Sub-section offers guidance on opportunities for developing knowledge, skills and understanding of citizenship issues during the course. These opportunities are also indicated within the content of Sub-section 5 by a  symbol.

<b>Citizenship Programme of Study</b>	<b>Opportunities for teaching Citizenship Issues during the course</b>
Knowledge and understanding about becoming informed citizens (1b)	A number of topics within the specification such as child rearing, prejudice, normative influences regarding obedience and conformity encourage the development of thinking about the plurality of human experience.
Developing skills of participation and responsible action (3a)	Candidates are encouraged to develop analytical skills that require consideration, explanation and evaluation from perspectives/experiences that will not necessarily be their own e.g. stressful life events such as bereavement or job loss, or male/female differences in personal space or gender identity.

### **8.3 SPIRITUAL, MORAL, ETHICAL, SOCIAL AND CULTURAL ISSUES**

#### **8.3.1 Spiritual Issues**

Many aspects of psychology such as developmental, social, individual differentiation and cognitive psychology allow the candidate the opportunity to reflect upon human diversity in behaviour and thinking and the nature of humanity.

#### **8.3.2 Moral and Ethical Issues**

A number of topics within the specification such as moral development, obedience and aggression raise moral and ethical questions concerning human behaviour.

#### **8.3.3 Social Issues**

Several topics within the specification such as conformity, gender role development and stress raise questions concerning the individual's relationship with normative groups and the wider society.

#### **8.3.4 Cultural Issues**

An integral part of the specification is a consideration of cultural diversity and this is highlighted in topics such as perception, obedience, conformity and child rearing.



## **8.4 HEALTH, SAFETY AND ENVIRONMENTAL ISSUES**

OCR has taken account of the 1988 Resolution of the Council of the European Community and the Report *Environmental Responsibility: An Agenda for Further and Higher Education*, 1993 in preparing this specification and associated specimen assessment materials.

### **8.4.1 Health and Safety Issues**

Certain aspects of the specification such as the study of stress examine the link between behaviour and health. In a practical sense, the internally assessed task requires candidates to carry out an investigation which will involve the participation and cooperation of other people who will be supplying data for analysis. Teachers should ensure that all aspects of the procedure should be thoroughly vetted for health and safety issues, both from the candidate's perspective and from the perspective of any participants. For example, candidates should be wary of situations in which they might endanger themselves, such as approaching strangers to ask them to participate in a survey. Ethical guidelines are provided in Appendix B.

### **8.4.2 Environmental Education**

A number of topics within the specification such as stress, perception and cognitive development examine the influence of the environment upon psychological processes and behaviour.

## **8.5 THE EUROPEAN DIMENSION**

OCR has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen assessment materials. European examples should be used where appropriate in the delivery of the subject content. Relevant European legislation is identified within the specification where applicable.


### **8.5.1 European Dimension**

The specification encourages candidates to study the work of European psychologists such as Freud, Piaget, Tajfel.

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## 9 Key Skills

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Key Skills are central to successful employment and underpin further success in learning independently. Whilst they are certificated separately, the Key Skills guidance for this qualification has been designed to support the teaching and learning of the content. Opportunities for developing the generic Key Skills of Communication, Application of Number and Information Technology are indicated through the use of a  in Sub-section 5. The wider Key Skills of Working with Others, Problem Solving and Improving Own Learning and Performance may also be developed through the teaching programmes associated with the specification.

The following matrix indicates where opportunities exist for at least some coverage of the relevant Key Skills.

	Communication	Application of Number	IT	Working with Others	Improving Own Learning and Performance	Problem Solving
Level 1	✓	✓	✓	✓	✓	✓
Level 2	✓	✓	✓	✓	✓	✓

Detailed opportunities for generating Key Skills evidence through this specification are posted on the OCR website. A summary document for Key Skills coordinators showing ways in which opportunities for Key Skills arise within GCSE courses will be published during 2001.

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## 10 Reading List

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The suggested reading in this list represents readily available texts that adequately cover the specification content. The list is not exclusive and should not be regarded as prescriptive.

At the time of the publication of this specification Hodder and Stoughton are preparing a GCSE Psychology textbook to accompany this course. It will be endorsed by OCR for use with this specification subject to OCR's quality assurance procedure before final publication. For further details, please contact the Social Sciences Qualification team at OCR Birmingham Office.

**Woods B**

**Psychology First**

**Hodder and Stoughton**  
**ISBN: 0-340-80252-9**

Reviews of books considered suitable for GCSE Psychology courses are a feature of occasional publications of the Association for the Teaching of Psychology (ATP). The publications include a regular Newsletter, a twice yearly journal, and a resource bank of teaching materials. The ATP also promotes contact between teachers through conferences for teachers and students. The ATP can be contacted at the following address:

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

### General Texts for Students

Cullis T, Dolan L and Groves D	Psychology for You	Stanley Thornes (1999) ISBN: 0-7487-3627-1
Hayes N	A First Course in Psychology	Nelson (1993) ISBN: 0-17-448166-7
Woods B	Discovering Psychology	Hodder and Stoughton (1997) ISBN: 0-340-688300-0

### General Texts for Teachers

Atkinson R, Atkinson R, Smith E and Bem, D	Introduction to Psychology	Harcourt Brace Jovanovich (1990) ISBN 0-15-543689-9
Banyard P and Hayes N	Psychology: Theory and Application	Chapman and Hall (1994) ISBN: 0-41-246440-3
Cardwell M, Clark L and Meldrum C	Psychology for A Level	Collins Educational (1996) ISBN: 0-00-322442-2
Eysenck M	Psychology: A Student's Handbook	Psychology Press (2000) ISBN: 0-86-377475-X
Gross R	Psychology: The Science of Mind and Behaviour	Hodder and Stoughton (1996) ISBN 0-34-064762-0
Hayes N	Foundations of Psychology	Routledge (1994) ISBN: 0-41-501561-8
Hill G	Advanced Psychology Through Diagrams	Oxford University Press (1998) ISBN: 0-19-917168-8
Malim T and Birch A	Introductory Psychology	Macmillan Press (1998) ISBN 0-33-366852-9

### Social Psychology

Aronson E, Wilson T and Akert R	Social Psychology	Longman (1996) ISBN 0-32-102435-4
Baron R and Byrne D	Social Psychology	Allyn and Bacon (2000) ISBN 0-20-531131-8

### Behavioural Psychology

Nest-Evans G and Nest-Evans A	Principles of Behavioural Analysis	Harper Collins (1994)
Malott R, Malott E and Trojan E	Elementary Principles of Behaviour	Prentice Hall (2000) ISBN 0-13-083706-7

### Developmental Psychology

Davenport G	An Introduction to Child Development	Collins Educational (1995) ISBN 0-00-322258-6
Mellveen R and Gross R	Developmental Psychology	Hodder and Stoughton (1998) ISBN 0-34-069099-2

### **Individual Differentiation**

Aronson E, Wilson T and Akert R	Social Psychology	Longman (1996) ISBN 0-32-102435-4
McIlveen R, and Gross R	Developmental Psychology	Hodder and Stoughton (1998) ISBN 0-34-069099-2

### **Cognitive Psychology**

Baddeley A	Your Memory: A User's Guide	Prion (1998) ISBN:1-85-375213-4
Gross R and McIlveen R	Aspects of Psychology: Memory	Hodder and Stoughton (1999) ISBN: 0-34-074792-7

### **Bio-psychology**

Green S	Principles of Bio-psychology	Lawrence Erlbaum Associates (1994)
Sarafino E	Health Psychology: Bio-Psychosocial Interactions	John Wiley and Sons (1990)

### **Coursework and Methodology**

Coolican H	Introduction to Research Methods and Statistics in Psychology	Hodder and Stoughton (1996) ISBN 0-34-067937-9
Clegg F	Simple Statistics	Cambridge University Press (1990) ISBN 0-52-128802-9
Maglennon K	Essential Practical Psychology	Collins Educational (1993) ISBN 0-00-322296-9

## Websites

<http://www.bps.org.uk>

The British Psychological Society website

There are many useful websites available, but users should verify the validity of any information.

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## 11 Arrangements for Candidates with Special Needs

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For candidates who are unable to complete the full assessment or whose performance may be adversely affected through no fault of their own, teachers should consult the *Inter-Board Regulations and Guidance Booklet for Special Arrangements and Special Consideration*.

In such cases, advice should be sought from the OCR Special Requirements team (telephone 01223 552505) as early as possible during the course.

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## 12 Support and In-service Training for Teachers

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- A full programme of In-Service training meetings arranged by the Training and Customer Support Division (telephone 01223 552950).
- Specimen question papers and mark schemes, available from the Publications Department (telephone 0870 870 6622; fax 0870 870 6621).
- Past question papers and mark schemes, available from the Publications Department (telephone 0870 870 6622; fax 0870 870 6621).
- Examples of marked coursework.
- Written advice on coursework task proposals.
- A report on the examination, compiled by senior examining personnel after each examination session.
- Individual feedback to each Centre on the moderation of internally assessed work.
- A website: ( [www.ocr.org.uk](http://www.ocr.org.uk)).
- A Teachers' Handbook.





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## Appendix A: BPS Recommendation for Psychology Courses

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From *The Future of A Level Psychology*, British Psychological Society, (1992)

### Recommendation 8

- Educationalists, psychologists and psychology teachers should maintain and promote a commitment to human dignity, equality and social justice. It is appropriate to use the teaching of Psychology to promote these values, and explicit acknowledgement of this should be made in appropriate contexts.
- All students should be able to feel included within the content of Psychology. Society is pluralist, and it is therefore important to acknowledge that some groups of people have life experiences that are not part of the content of mainstream Psychology. This will require special emphasis to be put on cultural, social and individual diversity.
- Language is not neutral; it conveys value systems. Psychology courses at all levels should avoid the use of sexist or racist language, or any term that devalues the experience of some people.
- It is possible to illustrate most psychological concepts with a number of different studies. In drawing up syllabuses, and in teaching Psychology, care should be taken, wherever possible, to use examples that are relevant to the widest possible range of people.

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## Appendix B: Ethics in Psychological Research

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### GUIDELINES FOR GCSE students

**Teachers are advised to duplicate these guidelines and distribute them to candidates.**

#### 1 Aim

The aim of this document is to give guidelines to students involved in behavioural research in schools and colleges. It addresses many of the major issues, but does not cover all of them. Whilst the following guidelines refer to behavioural research in general, they are written specifically with psychological research in mind.

#### 2 Introduction

Ethical issues arise whenever psychological research is carried out and you will need to consider these. Psychological investigations may have ethical implications for those participating in the study, others they have contact with, members of the public, the researcher and the reputation of Psychology. You need to consider the rights and welfare of the people involved, the value of the knowledge obtained and the need to promote and maintain a positive image of Psychology. Psychological research can be fun, but it should not be carried out just for fun.

If you ask people to help you with your research, they have the right to refuse. Respect their rights at all times and avoid exploiting them for your own interests.

Here are some of the questions you will need to ask yourself about the study you carry out:

Should I be conducting this kind of study at all?

What is the most ethical way of carrying it out?

Am I sufficiently competent to carry it out?

Have I informed the participants of all they need and would expect to know before taking part?

Have they willingly agreed to take part?

How do I ensure that all research records are confidential and anonymous, and will remain so?

How do I ensure that my research is carried out professionally and in a way that protects the rights of those involved?

### **3 Choosing the best method of study**

However interesting your idea might seem, you should only proceed if your study can be ethically justified. You should familiarise yourself with previous relevant research and findings, and you should consult someone who is suitably experienced. The first person to approach will probably be a psychology teacher or lecturer.

### **4 Competence**

You need to work within your limits, and seek advice from your teacher or lecturer in order to establish your competence level.

People may ask your advice because they know you are studying Psychology. They may want help with personal problems which may be beyond your level of competence. Be very careful how you respond and do not claim to be more skilled or better qualified than you really are.

### **5 Consent**

Participants should be volunteers and told what your research is about. Whenever possible obtain their informed consent, making sure participants fully understand what they are agreeing to.

You will need to emphasise rather than cover up aspects of the study that might affect someone's willingness to help. It is unethical to deceive people into taking part by saying the study is about something else. You should only withhold information if the research cannot be carried out in any other way.

Participants should be debriefed so they know exactly what the study was about – be prepared to answer any questions. Their own results should be made available to them. If participants will be distressed or annoyed when you give them feedback at the end of the study you should not proceed.

Participants have the right to withdraw from your study at any time – make sure they realise they can do this. Be prepared to stop the study immediately if you sense discomfort.

Participants should not be intimidated or pressurised into continuing when they do not want to, however inconvenient it is for you. You should be aware that participants may see you as threatening, or in a position of influence, simply because you are undertaking research.

Some people may be unable to give their own informed consent. These may include children, the elderly and those with special needs. Every effort must be made to seek permission from those with responsibility for these individuals.

For research conducted in your own school or college, you should first obtain consent from the headteacher – this consent may also be required from parents or guardians. The headteacher will be able to advise you on this.

Participants should be drawn from the candidate's own school or college, whenever possible. Consent is not needed when carrying out naturalistic observations of behaviour where an individual might expect to be observed, but people's privacy should be respected. It is always best to check whether consent is required. Be aware that others may regard your behaviour as suspicious.

## 6 Confidentiality

Respect your participants' privacy by treating data as confidential. Others should be unable to identify those who have taken part in your study. Many researchers assign numbers or initials to participants, both to identify them in their reports and to maintain their anonymity. You may need to discuss your data with other researchers or your supervisor, so let participants know if you intend to do this. It is unethical to divulge individual data unless a participant has provided written permission for you to do so. Records should be kept safely and not left where others can gain access to them.

## 7 Conduct

You should always be honest about your own competence and limitations. You are unlikely to be an expert in diagnosis, psychotherapy or psychological testing. It is unethical to claim that you are.

Make sure you consider the welfare of those affected by your study. Maintain the highest standards of safety, ensuring that apparatus is safe and that participants do not attempt embarrassing, dangerous, painful or illegal tasks. Your study must be designed so that those involved are not exposed to physical or psychological risks at any time. If in doubt, discuss this with your Psychology teacher or lecturer, and if necessary, be prepared to abandon your study.

You should **never**:

- insult, offend or anger participants;
- make participants believe that they have harmed or upset someone else;
- break the law or encourage others to do so;
- contravene the Data Protection Act;
- illegally copy tests or materials;
- make up data;
- copy other people's work;
- claim that somebody else's wording is your own.

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## Appendix C: Notes for Candidates writing up an Investigation

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The report should be up to a maximum of 1,500 words in length, excluding graphs and tables. The report should be written under the headings listed below. It is best to start each section with a fresh sheet of paper because this makes corrections easier.

Photographs of people must not be used without written permission from the individual(s) in the photograph.

### Title

Give your research a title that describes what you were investigating (for example, ‘An Investigation into the effect of chunking on recall’).

### Abstract

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

### Introduction

This sub-section explains the theoretical setting for your work and reasons for your choice of method. Points can include:

- background to the general area of study;
- previous research;
- terminology and concepts used in this area;
- how the hypotheses for this study were developed;
- methodological considerations that may affect the results (for example, choice of sample);
- aims of the study.

### Hypotheses and Research Aims

Write up the research in a formal way (for example, stating your prediction as to how the variables are going to affect each other if you are doing an experiment, or what link there is if it is a correlation).

Alternatively, state your research aims in a clear way that indicates how they will be achieved, if, for some reason, you are not able to make a prediction about your research.

## Method

Divide this section up into the following sub-headings:

- **Design:** type of investigation identified and described, and why you chose this design. Clearly identify any measured or controlled variable(s); explain how and why you measured or manipulated any variable(s).
- **Participants:** type of sampling method chosen and details of the sample including number, gender, age, occupation. Try not to refer to the participants as 'subjects'. Not all of these details can be described, as in, for example, an observation.
- **Materials:** were any special materials or apparatus (mechanical or electrical equipment) needed? Describe it here. For example, how did you decide on your questions for a questionnaire or the words for a memory test. Briefly describe your materials but put any copies of materials such as questionnaires in an appendix, not in this section.
- **Procedure:** describe how you conducted the investigation. Include any standardised procedures you applied as controls to the investigation such as:
  - the way you approached the participants;
  - standardised instructions;
  - timing of stimulus materials;
  - scoring of tests or questionnaires;
  - location and time of study.

Write this section so that someone reading it could repeat exactly what you did.

## Ethics

Describe the ethical considerations that you had to make and which you acted upon in your investigation. Mention the code of conduct that you used as guidance e.g.

Guidelines for GCSE Students in Appendix B.

## Results

Present these as visually as possible, but also describe the data that you obtained. Tables, pie-charts, graphs, scattergrams or any other type of descriptive statistics can be used but each should be labelled clearly. Measures of central tendency are also useful to show the direction of your results. These can include means, medians and modes. Explain what your results mean in the context of the prediction in your hypothesis.

## Discussion

In this section the following questions should be considered.

- What do the results mean?
- How do the results relate to the aim and / or the hypothesis?
- How do the results relate to the theory that was described in the Introduction?
- Do the results agree with, or challenge, the theory in any way?
- What modifications, if any, can be suggested to the theory in the light of this study?
- What criticisms, if any, can be made of the method that was used?
  - choice of design?
  - choice of sample?
  - choice of materials?
  - choice of procedure?
  - choice of location?
  - choice of controls?
- If the method had been improved in some way, how would this have affected the results?
- Were there any confounding variables?
- Were any ethical issues raised during the study dealt with appropriately?
- Suggestions for further work?

## Appendix

Include the statistical workings as an appendix. Also include any details of the procedure that were not included in full in the method section, such as standardised instructions, examples of survey sheets, observation charts, drafts of questionnaires. Include a representative sample of the data you have.

## References or Bibliography

The standard way of recording references in psychology is to include the full reference of every piece of research that is cited in the report. For GCSE, however, this is not the most appropriate way of recording the research because very few schools and colleges have access to primary sources. It is also not necessary for you to carry out research from primary sources. It is acceptable for you to record a bibliography which contains details of the books and articles you actually read. When details of the references are given, it is traditional to give the author, the date of publication, the title, the place of publication and the publisher. Any materials drawn from the Internet should include the relevant website address.