

F I N A L

Within Social Sciences, we offer three GCSE qualifications:

- Humanities
- Psychology
- Sociology



GCSE Social Sciences

Our specifications for Social Sciences are up to date and relevant to today's society, recognising the theories and ideas that have shaped our understanding of each other and the world we live in.

The new
OCR GCSE
**SOCIAL
SCIENCES**

Contents

| | |
|----------------------------------------------------------------|----|
| An introduction to GCSE Humanities | 3 |
| Course summary for GCSE Humanities | 4 |
| What changes, and what stays the same? | 5 |
| An introduction to GCSE Psychology | 6 |
| Course summary for GCSE Psychology | 7 |
| What changes, and what stays the same? | 8 |
| An introduction to GCSE Sociology | 9 |
| Course summary for GCSE Sociology | 10 |
| What changes, and what stays the same? | 11 |
| Controlled assessment – your questions answered | 12 |
| Flexible assessment | 13 |
| Support for GCSE Humanities, Psychology and Sociology teachers | 14 |
| INSET Training – <i>Get Ready</i> | 15 |
| INSET Training – <i>Get Started</i> | 16 |
| Publisher support | 17 |
| Why choose OCR? | 18 |
| Other qualifications | 19 |





An
introduction
to GCSE
Humanities

There's a wide range of subject areas, such as economic wellbeing and financial capability, the environment, health education, religious and moral issues, and citizenship – so it's interesting and motivating for learners.

Further benefits for you and your learners:

- An understanding of important topical issues relevant to everyday life – students not only develop critical analysis skills, but also learn to evaluate what they see in the world around them.
- An opportunity to develop analytical skills through critical analysis, research and independent enquiry. These are all desirable skills to have when moving into further education.
- A choice of topics for controlled assessment to suit a range of learning styles.
- Updated course content, particularly in issues of health and welfare. Learners will find the relevance to everyday life refreshing and interesting. They'll find the course engaging to study and it will be more interesting for you to teach.
- A wide range of support materials, to save you time while you're preparing for the new specification and to make teaching and studying the subject more enjoyable – find out more on page 14.

Making GCSE changes easier

We want to make it as easy as possible for you to manage the changes to our GCSE Humanities specification. To minimise disruption, we will:

- Guide you through the simple process of moving to OCR for teaching Humanities.
- Provide a range of Humanities support materials, including schemes of work and sample assessment materials.
- Make our Humanities publisher resources – tailored to the new specification – available way ahead of when you first start teaching the new specification.
- Keep you fully up to date, with our *Focus on 14–19* magazine, and online at www.GCSEchanges.com

We've involved teachers throughout the development process, so the new specification, support materials and schemes of work should provide everything you need to teach our GCSE Humanities.



Course
summary for
GCSE Humanities

We've summarised the course details and the assessment objectives for GCSE Humanities.

| Unit title and description | Assessment and duration | Weighting |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|-----------|
| Unit B031: Cross Curricular Themes Learners gain a knowledge and understanding of: <ul style="list-style-type: none"> • Issues of citizenship • Issues of economic wellbeing and financial capability • Environmental issues • Religious and moral issues • Issues of health and welfare. | Written examination 2 hours 100 marks | 50% |
| Unit B032: Application of Knowledge Learners will be able to: <ul style="list-style-type: none"> • Apply knowledge and understanding gained from the topic areas of Unit B031 • Understand the range of research evidence found in Humanities • Critically evaluate methodology and findings. | Written examination 1 hour 15 minutes 50 marks | 25% |
| Unit B033: Humanities Independent Enquiry Learners will: <ul style="list-style-type: none"> • Carry out one independent enquiry drawn from the topic areas of Unit B031 • Select and evaluate evidence • Draw reasoned conclusions based on evidence • Present research findings coherently, understanding their limitations. | Controlled assessment Written report Up to 2,000 words 50 marks | 25% |

Assessment objectives

The assessment objectives are designed to reflect the non-statutory guidelines for Humanities. Learners are expected to demonstrate the following in the context of the content described:

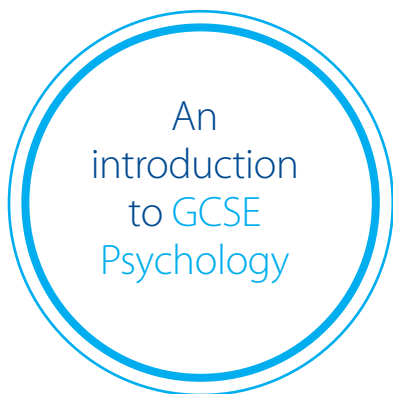
- AO1** • Recall, select and communicate their knowledge and understanding of concepts, issues and terminology.
- AO2** • Apply their knowledge and understanding in familiar and unfamiliar contexts.
- AO3** • Analyse and evaluate information, sources, arguments and interpretations.

What changes, and what stays the same?

While we've made some important changes and improved our GCSEs, we haven't changed everything. Here you can see which aspects of GCSE Humanities are changing, and which will stay the same.

| | What changes? | What stays the same? |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Structure | <ul style="list-style-type: none"> Learners will choose from a list of titles for controlled assessment. | <ul style="list-style-type: none"> Learners will still be able to undertake independent research, within controlled conditions. |
| Content | <ul style="list-style-type: none"> Content has been updated, particularly for Unit B031: issues of health and welfare. Learners will have access to course textbooks and a range of support materials. Teachers will have guidance notes and support materials to help them teach the course. | <ul style="list-style-type: none"> The approaches to the subject remain varied, including research, debates, discussions and case studies. The specification continues to support delivery of Religious Studies, Citizenship and PSHEE. (Personal, Social, Health and Environmental Education) |
| Assessment | <ul style="list-style-type: none"> Coursework has been replaced by controlled assessment. | <ul style="list-style-type: none"> Units B031 and B032 are still assessed by written examination. Unit B033 will still be internally marked and externally moderated. |





This specification promotes a hands-on approach to research methods – the most effective way to understand research techniques is to conduct research.

Further benefits for you and your learners:

- A clear and straightforward structure, helping teachers and learners focus on the subject matter.
- Two units introducing the five main approaches in psychology, and a third unit introducing psychological research methodology.
- A core studies approach similar to our A Level Psychology; ten core studies have been updated to ensure that they are modern, relevant and accessible, providing excellent progression to our A Level Psychology.
- The chance to develop an ability to think and evaluate independently, and apply psychological theories and research to everyday life.
- A wide range of support materials, to save you time while you're preparing for the new specification and to make teaching and studying the subject more enjoyable – find out more on page 14.

Making GCSE changes easier

We want to make it as easy as possible for you to manage the changes to our GCSE Psychology specification. To minimise disruption, we will:

- Guide you through the simple process of moving to OCR for teaching Psychology.
- Provide a range of Psychology support materials, including schemes of work and sample assessment materials.
- Make our Psychology publisher resources – tailored to the new specification – available way ahead of when you first start teaching the new specification.
- Keep you fully up to date, with our *Focus on 14–19* magazine, and online at www.GCSEchanges.com

We've involved teachers throughout the development process, so the new specification, support materials and schemes of work should provide everything you need to teach our GCSE Psychology.



Course
summary for
GCSE Psychology

We've summarised the course details and the assessment objectives for GCSE Psychology.

| Unit title and description | Assessment and duration | Weighting |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|-----------|
| Unit B541: Studies and Applications in Psychology 1 <ul style="list-style-type: none"> • Biological psychology: sex and gender • Cognitive psychology: memory • Developmental psychology: attachment • Social psychology: obedience • Individual differences: atypical behaviour | Written examination 1 hour 15 minutes 80 marks | 40% |
| Unit B542: Studies and Applications in Psychology 2 <ul style="list-style-type: none"> • Biological psychology: criminal behaviour • Cognitive psychology: perception • Developmental psychology: cognitive development • Social psychology: non-verbal communication • Individual differences: the self | Written examination 1 hour 15 minutes 80 marks | 40% |
| Unit B543: Research in Psychology <ul style="list-style-type: none"> • Discovering and learning about the research process: <ul style="list-style-type: none"> - Planning research - Doing research - Analysing research - Planning an investigation | Written examination 1 hour 40 marks | 20% |

Assessment objectives

The assessment objectives are designed to reflect the non-statutory guidelines for Psychology. Learners are expected to demonstrate the following in the context of the content described:

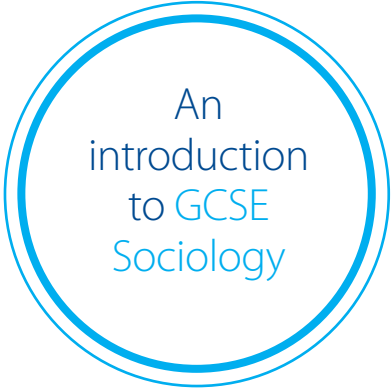
- AO1** • Knowledge and understanding of psychology and how psychology works.
- AO2** • An ability to apply knowledge and understanding of psychology and how psychology works.
- AO3** • An ability to interpret, evaluate and analyse psychology data and practice.



What changes, and what stays the same?

While we've made some important changes and improved our GCSEs, we haven't changed everything. Here you can see which aspects of GCSE Psychology are changing, and which will stay the same.

| | What changes? | What stays the same? |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Structure | <ul style="list-style-type: none"> Moderated coursework has been replaced by a research unit. | <ul style="list-style-type: none"> Three-unit structure. Same unit weighting (40%, 40%, 20%). |
| Content | <ul style="list-style-type: none"> The new core studies are: <ul style="list-style-type: none"> <i>Bickman</i>: the social power of a uniform <i>Diamond</i>: sex reassignment at birth <i>Haber and Levin</i>: the independence of size and distance perception <i>Hazen and Shaver</i>: romantic love conceptualised as an attachment process <i>Mednick, Gabrielli and Hutchings</i>: genetic influences in criminal convictions <i>Piaget</i>: a child's conception of number <i>Terry</i>: serial position effects in recall of TV commercials <i>Van Houtte and Jarvis</i>: the role of pets in preadolescent psychosocial development <i>Watson and Rayner</i>: conditioned emotional reactions <i>Yuki, Maddux and Masuda</i>: cultural differences in recognising emotions. New approach to research. New topics include: non-verbal communication, and self. | <ul style="list-style-type: none"> The specification retains some theories and concepts. Familiar topics include phobias, gender and cognitive development. |
| Assessment | <ul style="list-style-type: none"> 100% exam-assessed No coursework January sessions will be available | <ul style="list-style-type: none"> Two units on Studies and Applications in Psychology, assessed by exam. |



An
introduction
to GCSE
Sociology

New introductory topics have been added, such as the sociology of youth, to help make the subject more enjoyable to teach and study.

Further benefits for you and your learners:

- A combination of traditional and contemporary topics, helping learners develop perspectives on their own experience of the social world.
- The chance for learners to communicate their knowledge and understanding in interesting and creative ways, which encourages them also to analyse different aspects of contemporary society.
- The opportunity for learners to develop and demonstrate applied sociological research skills, which gives excellent progression to our A Level Sociology.
- A unitised approach to teaching, giving you and your learners more flexibility.
- More consistency – topics will not change every year, so you can become more familiar with the subject and be more confident teaching it.
- A wide range of support materials, to save you time while you're preparing for the new specification and to make teaching and studying the subject more enjoyable – find out more on page 14.

Making GCSE changes easier

We want to make it as easy as possible for you to manage the changes to our GCSE Sociology specification. To minimise disruption, we will:

- Guide you through the simple process of moving to OCR for teaching Sociology.
- Provide a range of Sociology support materials, including schemes of work and sample assessment materials.
- Make our Sociology publisher resources – tailored to the new specification – available way ahead of when you first start teaching the new specification.
- Keep you fully up to date, with our *Focus on 14–19* magazine, and online at www.GCSEchanges.com

We've involved teachers throughout the development process, so the new specification, support materials and schemes of work should provide everything you need to teach our GCSE Sociology.



Course summary for GCSE Sociology

We've summarised the course details and the assessment objectives for GCSE Sociology.

| Unit title and description | Assessment and duration | Weighting |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|-----------|
| Unit B671: Sociology Basics Section A: • Encourages learners to develop a critical understanding of sociological evidence and research processes, including knowledge of the main methods and stages of sociological research. Section B: • Introduces the basic key concepts in sociology and starts to make links between the individual and society, looking particularly at ideas of culture, socialisation and identity. | Written examination 1 hour 60 marks | 25% |
| Unit B672: Socialisation, Culture and Identity • A choice of substantive topics, developing the themes of socialisation, culture, identity, and power and control. | Written examination 1 hour 30 minutes 120 marks | 50% |
| Unit B673: Applying Sociological Research Techniques • Learners will apply their sociological research knowledge to two pre-released investigations. They will then be assessed in a written examination on research skills, as they apply specifically to the investigations. | Written examination 1 hour 60 marks | 25% |

Assessment objectives

The assessment objectives are designed to reflect the non-statutory guidelines for Sociology. Learners are expected to demonstrate the following in the context of the content described:


- AO1** • Recall, select and communicate their knowledge and understanding of social structures, processes and issues.
- AO2** • Apply knowledge and understanding in a range of contexts both familiar and unfamiliar.
- AO3** • Select, interpret, analyse and evaluate information from different sources.

What changes, and what stays the same?

While we've made some important changes and improved our GCSEs, we haven't changed everything. Here you can see which aspects of GCSE Sociology are changing, and which will stay the same.

| | What changes? | What stays the same? |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Structure | <ul style="list-style-type: none"> • This subject is now unitised. • There is no coursework or controlled assessment. • The units are clearly defined and easy to assess. | <ul style="list-style-type: none"> • Questions are semi-structured. |
| Content | <ul style="list-style-type: none"> • There is more consistency – the topics will not change every year. • New topics, such as the sociology of youth, have been introduced. • Less popular topics have been dropped. | <ul style="list-style-type: none"> • Key topics remain the same. • A focus on applied sociological research skills remains a key part of the course – in unit B673. |
| Assessment | <ul style="list-style-type: none"> • Unit B672 is worth 50%, and Units B671 and B673 are worth 25% each. • Units B671 and B673 are worth 60 marks each. • Unit B672 is now worth 120 marks. | <ul style="list-style-type: none"> • Course units are assessed externally. |





Controlled assessment – your questions answered

What are the benefits of controlled assessment?

The benefits of controlled assessment include:

- Improved reliability and validity
- Varying levels of control – you will know at the start of the course what is required to help you manage the assessments and your time more easily
- Greater confidence in authenticating learners' work as their own
- Greater ease in fitting assessments into your normal teaching programmes.

How will controlled assessment be introduced?

Controlled assessment is embedded in the specification and will be introduced when the specification becomes available for teaching in September 2009.

How will it affect my workload?

With the introduction of a new qualification and a new model of assessment (controlled assessment) it is possible that some additional work will be required in the first teaching of controlled assessment until you get used to the new way of working.

Will it affect timetabling and curriculum planning?

This will vary from centre to centre. For example, if you are retaining a linear model then all you need to do is to ensure that the learners have completed all units (full course) by the end of the course. Following a unitised approach may allow a more flexible approach to assessment.

What is controlled assessment?

Controlled assessment is coursework in a supervised environment/classroom and will be replacing coursework from September 2009 for GCSEs. This has been introduced by QCA, to address some of the issues raised in coursework reviews, such as plagiarism.

Who will set the tasks of the controlled assessment for Humanities and will I still need to mark it?

- **Task setting** – We'll set a range of tasks for learners to choose from.
- **Task taking** – There will be limited control for research and data collection. Learners will be under direct teacher supervision when analysing and evaluating their research findings.
- **Task marking** – You assess all controlled assessment units internally, then we moderate them. You can send your portfolio evidence to us by post, or save it digitally and upload it to our Repository.

How long do I need to keep the controlled assessment for?

This will be governed by the Awarding Bodies Joint Council for Qualifications' (JCQ) regulations when they are published; please visit www.jcq.org.uk for more information.

It is expected that learners' work will need to be kept until all possible post results services have been exhausted.

When can controlled assessment start – in Year 9, 10 or 11?

Controlled assessment can start in Years 9, 10 or 11. However, it is important that you ensure the correct controlled assessment task is given. We recommend you check the full specification details for the Humanities qualification you will be teaching before planning assessment schedules.

When can learners start researching for the controlled assessment and do they need to keep their notes?

Tasks will be made available on 'Interchange', our free, secure website, from June of the previous year of assessment to May of the year of assessment. The time when you pass the tasks on to your learners is for you to manage in whatever way suits you and your learners.

Learners should keep their notes to help them as preparation for controlled assessment. The notes will not be required for moderation.

Can we submit learners for exams in any exam session now?

Yes, but you need to be aware of the 40% terminal assessment rule, which is detailed in the specification.

If learners are entered for re-sits, which marks are considered? Latest or highest?

Learners can re-sit each unit once and can count the highest mark.

Flexible assessment

Assessment for the new GCSEs in Humanities, Psychology and Sociology has been organised into units, which can be taken at the end of the course in typical linear fashion, or used to complement a more unitised approach to teaching and learning.

This means you can have the flexibility to choose the assessment approach best suited to your centre, and your learners. A unitised structure also gives you the flexibility to teach short and full courses at the same time.

Flexible assessment means:

- You have a choice of learning approach – linear or unitised.
- You can now schedule assessments for times during the course when learners' understanding is at its best – giving them a better chance of success.
- Learners can re-sit a unit, rather than repeat the entire assessment.
- Learners can receive ongoing feedback, which many find motivating, as it helps them identify their own learning needs and achieve more.
- Learners find it easier to stay on track with their studies and manage their time more effectively with a unitised approach.
- There's less pressure on your learners – the 'all or nothing' approach to assessment has been removed.
- Exam stress is reduced – assessments are spread out, instead of grouped together in a short, intense examination period at the end of the course.
- With a similar format to A Levels and Diplomas, GCSEs will help prepare learners for the next phase of their education.

To ensure that the assessment supports the coherence of the GCSEs and there is no over-assessment, QCA has put two rules in place:

- A minimum of 40% of the assessment must take place at the end of the course.
- Only one re-sit of each assessment unit is allowed. The better result then counts towards the qualification.



Support
for GCSE
Humanities,
Psychology and
Sociology
teachers

We offer a range of Humanities, Psychology and Sociology support materials, developed through extensive research and consultation with teachers. They're designed to save you time while you're preparing for the new specification, and to support you while teaching.

Our Humanities, Psychology and Sociology support materials and events include:

- **FREE** INSET training sessions
- Schemes of work that you can customise
- Endorsed publisher partner resources
- Access to teacher and examiner networks both online and in print
- An extensive past-papers service
- Lesson plans
- Posters and card visuals
- Teacher planner.

Our online resources include:

- e-communities – online networks of subject specialists, for sharing knowledge, views and ideas
- 'Interchange' – a completely secure, free website that helps you and your exams officer with administrative tasks at examination time
- Past examination papers
- Mark schemes
- Subject e-alerts – for you to register for updates.

For more information on our support, visit www.ocr.org.uk



INSET Training

Our **FREE** Humanities, Psychology and Sociology *Get Ready* and *Get Started* events give you a taste of the new specification direct from the experts. For details of the courses and dates near you and to book your **FREE** place, visit www.ocr.org.uk/training

Get Ready – introducing the new specification

This course will help you find out more about the new Humanities, Psychology and Sociology specification, whether you are a new or experienced teacher. It's open to you, even if you don't teach the current specification.

It's a **FREE** half-day session, with refreshments and a light buffet. You'll receive a selection of course materials and an overview of our new specification for GCSE Humanities, Psychology and Sociology. There are separate courses for GCSE Humanities, Psychology and Sociology. .

The session includes:

- A look at the new structure, content and assessment methods
- A comparison between the old and new specification content
- An introduction to the support and resources available from us
- A summary of the benefits of choosing our new GCSE Humanities, Psychology and Sociology specification.

SEE THINGS DIFFERENTLY...



SEE THINGS DIFFERENTLY...

INSET Training

Get Started –
towards successful delivery of the new specification

This course will help you, whether you are a new or experienced teacher or a centre assessor who will be teaching this Humanities, Psychology and Sociology specification.

It's a full-day course which will provide essential information, guidance and practical support for newly qualified teachers or teachers new to the OCR GCSE in Humanities, Psychology and Sociology. There are separate courses for Humanities, Psychology and Sociology.

It will:

- Explain the requirements of the specification
- Review the assessment criteria and their application
- Explain the requirements of the assessment process
- Review the Chief Examiner's report from the 2008 session
- Consider the collation of appropriate evidence for portfolio building
- Discuss the presentation of learner portfolios
- Review exemplar candidate work
- Offer advice on preparing learners for external assessments
- Explain the administrative procedures.





We endorse a range of publisher materials to provide quality support for centres delivering our qualifications. You can be confident that materials branded with OCR's 'Official Publishing Partner' or 'Approved publication' logos have undergone a thorough quality assurance process to achieve endorsement.

These endorsements do not mean that the materials are the only suitable resources available or necessary to achieve one of our qualifications. Any resource lists which are produced by us will include a range of appropriate texts.

For our Social Sciences GCSEs we're working with publisher partner Heinemann to provide further resources to support your teaching of the new specifications.



Humanities

| Resource | Format | Samples available from | ISBN No. |
|---------------------|-----------------|------------------------|-------------------|
| OCR GCSE Humanities | Evaluation pack | Spring 2009 | 978 0 435795 20 7 |

Psychology

| Resource | Format | Samples available from | ISBN No. |
|---------------------|-----------------|------------------------|-------------------|
| OCR GCSE Psychology | Evaluation pack | Spring 2009 | 978 0 435807 69 6 |

Sociology

| Resource | Format | Samples available from | ISBN No. |
|--------------------|-----------------|------------------------|-------------------|
| OCR GCSE Sociology | Evaluation pack | Spring 2009 | 978 0 435807 56 6 |

For the latest information on published resources, please visit:
www.ocr.org.uk/humanities/newgcse
www.ocr.org.uk/psychology/newgcse
www.ocr.org.uk/sociology/newgcse
and select 'published resources' from the right-hand menu.

Why choose OCR?

Who is OCR?

We're one of the UK's leading Awarding Bodies, developing up-to-date GCSE qualifications for the 21st century.

Why teach OCR specifications?

At OCR, we believe in developing specifications that help you bring the subject to life, so learners are more likely to get involved and achieve more. And because we listen to schools and colleges that teach our specifications, we can improve and update qualifications continually, ensuring you and your learners get as much as possible from the qualification.

You'll receive full support when teaching our qualifications. We're offering more free training than ever before at venues near you – plus adaptable schemes of work you can download, and lesson plans drawn up by teachers who teach the specification.

You'll also have access to cluster support networks and e-communities, where there are plenty of opportunities to give feedback and share your thoughts with other teachers. Please see page 14 for more information.



Other qualifications

You may be interested to know about some of our other Social Sciences related qualifications:

- A Level Psychology
- A Level Biology
- A Level Chemistry
- A Level Physics
- GCSE Biology
- GCSE Chemistry
- GCSE Physics



www.ocr.org.uk
OCR customer contact centre

Vocational qualifications

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Email: vocational.qualifications@ocr.org.uk

General Qualifications

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