## Resources

### What resources does OCR provide for the new reformed GCE psychology?

As it currently stands we have various resources to help with the preparation and teaching of the new reformed GCE psychology specification, as well as resources for assessment preparation.

Below you will find a list of all the resources we provide on the Psychology qualification page.

| **Preparation for the new specification** |
| --- |
| Course specifications  | The accredited H167 and H567 specifications are available on the website for you to look through and see what the specification entails. |
| Links to CPD events | OCR provides various face to face and online CPD events for teachers to learn more about delivering our qualifications. All events are bookable through the CPD Hub. |
| Notices to centres | An online system which provides centres with updates regarding the specification. |
| Summary brochures | An overview of our AS and A Level Psychology qualifications for first teaching September 2015. |
| Switching information | We have provided a switch pack to help you decide which exam board to choose for this specification. |

| **Assessment preparation** |
| --- |
| Candidate exemplars | Examples of answers to the Sample Assessment Material and how they may be marked. |
| Examiners’ reports | Provides information on the performance of candidates from previous exams which it is hoped will be useful to teachers in their preparation of candidates for future examinations. |
| Question banks | Available for Components 1 and 2, the question banks propose different types of questions that students may face. |
| SAMs | Examples of Sample Assessment Materials. |
| Practice papers and mark schemes (via interchange). | To help you prepare your students for their **AS/A Level assessments** we have developed a set of **practice papers** for your subject. |

| **Teaching resources** |
| --- |
| Co-teaching guides | This guide provides sample curriculum plans for delivering the AS Level and A Level and for the co-teaching of both. |
| Curriculum plans | Guides which suggests possible scheme of work.  |
| Delivery guides | The delivery guides are available for Components 2 and 3 and offer a wide range of teaching ideas and engaging classroom activities to support the delivery each component. NOTE: future delivery guides will not be available in the PDF format; however they can still be printed from the online tool. |
| Key research guides | These guides are available for component 3 and provide a guide to the key research studies including an outline of the theories on which they are based, procedures followed, key findings and possible conclusions. |
| Lesson elements | Provide worksheets with teacher instructions which are designed to support the teaching and learning of the specification. |
| Podcasts | The psychology playlist offers various podcasts on core studies, debates and more.  |
| Scheme of work builder | Create and export your own schemes of work based on specification statements and our new teaching and learning resources |
| Student handbooks | Are designed to complement the teacher guide resources and help students understanding the different specification requirements. |
| Teacher guides | This resource is available for various components of the specification offering a variety of teaching and learning ideas to cover the different topics. |
| Textbooks endorsed or recommended by OCR | We have endorsed or recommended various resources for use with this specification. For more information about endorsed or recommended resources, [visit our endorsement page](http://www.ocr.org.uk/qualifications/gcse-and-a-level-reform/teaching-and-learning-resources/endorsed-resources/index.aspx). Note: OCR is not responsible for the contents of third party sites. |

## Component 1

**What are the inferential statistic requirements for component 1?**

Students must be able to look at critical value tables, compare them to observed values and interpret results (including knowing what results are significant for each test). They must be able to select the most appropriate statistical tests - which tests are appropriate in different scenarios and justify why. Furthermore, it is possible that students could be asked to do a calculation/ substitute a value. However, any formulas for the stats tests would be provided in the exam. Students would not be required to calculate a statistical test in full.

### What are the mathematical requirements for standard deviation and variance?

Students may have to calculate the variance or standard deviation (either sample or population formula would be creditworthy) and students may not be given the formula, therefore students should learn the methods of calculation.

### Do students have to refer to their own experience when designing an investigation on the research methods paper (component 1)?

Yes, if students do not relate their investigations to their own experience they will not be able access the top band. Answers must address all bullet points, relate to their own practical experiences, choices must be justified (this could include strength/weaknesses) and contextualised to the investigation. Candidate style answers can be found on the qualification page.

## Component 2

### For component 2 will the core studies questions be on the original article?

Exam questions on the individual studies part of the specification will be assessing the content in [The Guide to Core Studies 1](http://www.ocr.org.uk/Images/170180-guide-to-core-studies-1.pdf) and [The Guide to Core Studies 2](http://www.ocr.org.uk/Images/183326-guide-to-core-studies-2.pdf) and not the original journal articles

### Do students need to know strengths and weaknesses of debates?

There are a couple of places that candidates could make evaluative points within the text that is there. Particularly, different positions within each debate could be drawing on strengths and weaknesses, or how each debate is different from or similar to other debates is also likely to draw out evaluation of strengths or weaknesses of certain features, for example.

### In component 2 section C SAMs students are asked to identify psychological issues, what should this include?

Issues are likely to refer to the key theme, the area/perspective, or issues related to core studies. Your students may want to think of them as problems/issues i.e. children watching negative messages on TV may lead to imitation and anti-social behaviour. These are problems/issues that students must then consider how to manage them in later questions. Students are then likely to be asked how to evaluate these suggestions. Therefore, the issues identified are not likely to be methodological issues such as validity. However, these could be used in evaluation of managing the issues i.e. it may not be unethical to punish a child for imitating behaviour seen on TV. This document should also offer further guidance <http://www.ocr.org.uk/Images/284835-psychological-applied-learning-scenarios-teacher-guide.pdf>

## Component 3

### Are there any resources for component 3?

For component 3 there is a new scheme of work on issues in mental health. For the applied psychology options the scheme of works are in production.

<http://www.ocr.org.uk/Images/295411-component-3-issues-in-mental-health-curriculum-plan.pdf>

There are [online delivery guides](http://www.ocr.org.uk/qualifications/as-a-level-gce-psychology-h167-h567-from-2015/delivery-guide/) for *Issues in Mental health* and all four options of applied psychology.

Also, there are deliver guides, core studies guides and candidate style answers either on the website or in production, on all the options for component 3

## Other queries…

### How will the grades be determined with the new linear specification?

Here’s the link to the postcard:

<https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/537171/Postcard_-_Grading_New_AS_and_A_Levels.pdf>

### Will there be more SAMs?

There is a mock exam service which will provide practice papers on interchange for all components with mark schemes. Additionally, there are question banks for both [component 1](http://www.ocr.org.uk/Images/288955-component-1-research-methods-question-bank.pdf) and [component 2](http://www.ocr.org.uk/Images/295312-component-2-psychological-themes-through-core-studies-question-bank.pdf) available on the website.

### Teachers often ask about the content in the specification about how studies provide new understandings of behaviour

This resource should help:

<http://www.ocr.org.uk/Images/283475-core-studies-overview-and-how-they-provide-new-understandings-of-behaviour-teacher-guide.pdf>

### Teachers often ask about the content in the spec about How the contemporary study changes our understanding of individual, social and cultural diversity.

This resource should help:

<http://www.ocr.org.uk/Images/283477-how-the-contemporary-study-changes-our-understanding-of-individual-social-and-cultural-diversity-teacher-guide.pdf>

We’d like to know your view on the resources we produce. By clicking on ‘Like’ or ‘Dislike’ you can help us to ensure that our resources work for you. When the email template pops up please add additional comments if you wish and then just click ‘Send’. Thank you.

Whether you already offer OCR qualifications, are new to OCR, or are considering switching from your current provider/awarding organisation, you can request more information by completing the Expression of Interest form which can be found here: [www.ocr.org.uk/expression-of-interest](http://www.ocr.org.uk/expression-of-interest)

Looking for a resource? There is now a quick and easy search tool to help find free resources for your qualification:
[www.ocr.org.uk/i-want-to/find-resources/](http://www.ocr.org.uk/i-want-to/find-resources/)

**OCR Resources**: *the small print*OCR’s resources are provided to support the delivery of OCR qualifications, but in no way constitute an endorsed teaching method that is required by the Board, and the decision to use them lies with the individual teacher. Whilst every effort is made to ensure the accuracy of the content, OCR cannot be held responsible for any errors or omissions within these resources.
© OCR 2016 - This resource may be freely copied and distributed, as long as the OCR logo and this message remain intact and OCR is acknowledged as the originator of this work.OCR acknowledges the use of the following content: N/A

Please get in touch if you want to discuss the accessibility of resources we offer to support delivery of our qualifications: resources.feedback@ocr.org.uk