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⚠ **This specification is for first teaching from September 2027. First assessment will be from summer 2029.**

Specification

A Level Psychology

Cambridge OCR Level 3 Advanced GCE in Psychology | H569
For first teaching in 2027
For first assessment in 2029

Version 1.0 | April 2026
ocr.org.uk/alevelpsychology

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Summary of updates

Section	Change	Version	Date
All	Creation of specification	1.0	April 2026

Contents

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- challenge prejudicial views and unconscious biases
- promote a safe and supportive approach to learning
- are accessible and fair, creating positive experiences for all
- provide opportunities for everyone to perform at their best
- are contemporary, relevant and equip everyone to live and thrive in a global, diverse world
- create a shared sense of identity in a modern mixed society with one humanity.

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2. Specification at a glance

2.1 Assessment overview

Students must complete all components (01, 02 and 03) to be awarded the Cambridge OCR Level 3 Advanced GCE in Psychology.

Component	Content	Assessment
Research methods (01)	Planning, conducting, analysing and reporting psychological research across a range of experimental and non-experimental methodologies and techniques.	80 marks 2 hours Written paper **33.3 % of total A Level**
Core studies in psychology (02)	Introduces some of the central areas, perspectives, issues and debates through research in psychology.	80 marks 2 hours Written paper Synoptic assessment **33.3 % of total A Level**
Applied psychology (03)	Compulsory sections on mental health and criminal psychology. Students will also study **one** of the following applied options: • child psychology • environmental psychology • sport and exercise psychology.	80 marks 2 hours Written paper **33.3 % of total A Level**

2.2 Content overview

Psychology is the study of how the human mind works and why people behave as they do. Throughout the qualification, students explore influences on behaviour, including genetics, social pressures, and cognitive processes. The course investigates questions such as whether genes influence criminality, how far people obey authority, and the reliability of eyewitness memory.

Research methods (H569/01)

Research methods underpin any course of psychology and students will need to be familiar with:

- research methods and techniques
- planning and conducting research
- data recording, analysis and presentation
- report writing
- science in psychology
- practical skills developed through practical investigations.

Core studies in psychology (H569/02)

An understanding of core studies develops critical thinking and independent learning, essential to the study of psychology. Students will need to be familiar with:

- core studies covering the areas of social, cognitive, developmental, biological and individual differences in psychology
- areas, perspectives, issues and debates
- practical applications.

Applied psychology (H569/03)

Students will need to apply their knowledge and understanding of psychology to a range of topic areas.

Students will need to be familiar with **two** compulsory sections:

- mental health:
  - what is mental health?
  - the medical model
  - alternatives to the medical model
  - modern approaches to mental health.
- criminal psychology:
  - turning to crime
  - building a case
  - in the courtroom
  - managing offenders.

And **one** option from the following:

- child psychology
- environmental psychology
- sport and exercise psychology.

3. Subject content

3.1 Research methods (H569/01)

Research methods (component 01) introduces and develops knowledge and understanding of the processes of planning, conducting, analysing and reporting psychological research using a range of experimental and non-experimental methodologies and techniques.

This component promotes an understanding of the methods of scientific enquiry used in empirical research and the relevant knowledge and skills required to conduct such research. It also encourages the acquisition of a range of evaluative concepts for reviewing and discussing the design and outcomes of research.

There is a strong focus on the requirement for students to plan, conduct and analyse their own practical investigations using four research methods (experiment, observation, questionnaire and interview). Students must also have experience analysing the data from one or more practical investigations using the techniques of correlational analysis and content analysis.

Where possible, research methods links should be made with the content of the other components (e.g. in the application of evaluative issues). Students should also be able to use their knowledge and understanding of research methods to suggest methodological and ethical improvements to practical research.

Learners are expected to use appropriate methodology, including information and communication technology (ICT).

It should also be noted that the content of component 01 can also be assessed in component 02 and component 03.

3.1.1 Research methods and techniques

Students should have knowledge and understanding of the following research methods and techniques and their associated strengths and weaknesses.

Area of study		Content – what we will assess
3.1.1.1	Experiment	□ laboratory experiment □ field experiment □ quasi experiment.
3.1.1.2	Observation	□ structured □ unstructured □ naturalistic □ controlled □ participant □ non-participant □ overt □ covert.

Area of study		Content – what we will assess
3.1.1.3	Self-report	□ questionnaire □ interviews ▪ structured ▪ semi-structured ▪ unstructured.
3.1.1.4	Correlation	□ obtaining data for correlational analysis □ correlation coefficients □ positive correlation □ negative correlation □ no correlation.
3.1.1.5	Case study	□ obtaining data for a case study.
3.1.1.6	Content analysis	□ how a content analysis is performed.

3.1.2 Planning and conducting research

Students should be familiar with the following features of planning and conducting research and their associated strengths and weaknesses.

Area of study		Content – what we will assess
3.1.2.1	Aims and hypotheses and how to formulate	□ research aim □ research question □ alternative hypotheses □ null hypotheses □ one-tailed (directional) hypotheses □ two-tailed (non-directional) hypotheses.
3.1.2.2	Populations, samples and sampling techniques	□ target population and sample □ random sampling □ snowball sampling □ opportunity sampling □ self-selected sampling.
3.1.2.3	Experimental designs	□ repeated measures design □ independent measures design □ matched participants design.
3.1.2.4	Research designs	□ longitudinal research □ cross-sectional research.

Area of study		Content – what we will assess
3.1.2.5	Variables and how they are operationalised	□ independent variable (IV) □ dependent variable (DV) □ co-variables □ control of extraneous variables ▪ researcher ▪ situational ▪ participant.
3.1.2.6	Designing observations	□ behavioural categories □ time sampling □ event sampling.
3.1.2.7	Designing self-reports	□ open questions □ closed questions □ rating scales ▪ numerical rating scale ▪ Likert rating scale ▪ semantic differential rating scale.

3.1.3 Data recording, analysis and presentation

Students should be able to demonstrate knowledge and understanding of the processes and procedures involved in the collection, analysis and presentation of data. Students should also be able to demonstrate knowledge and understanding of the different circumstances under which these different processes and procedures are used. Students are required to recall relevant formulae and perform associated calculations (please see Section 3.4 for examples of mathematical requirements).

Area of study		Content – what we will assess
3.1.3.1	Raw data	□ design of raw data recording tables □ use of raw data recording tables □ outliers □ standard and decimal form □ significant figures □ make estimations from data collected.
3.1.3.2	Types of data	□ quantitative data □ qualitative data □ primary data □ secondary data □ strengths and weaknesses of each type of data.
3.1.3.3	Levels of data	□ nominal level data □ ordinal level data □ interval level data □ strengths and weaknesses of each level of data.

Area of study		Content – what we will assess
3.1.3.4	Analysis of qualitative data	□ converting qualitative to quantitative data.
3.1.3.5	Descriptive statistics	□ measures of central tendency ▪ mean ▪ median ▪ mode □ measures of dispersion ▪ range ▪ variance ▪ standard deviation □ ratio □ percentages and percentage change □ fractions □ frequency tables (tally chart).
3.1.3.6	Graphs	□ line graphs □ pie charts □ bar charts □ histograms □ scatter diagrams.
3.1.3.7	Inferential statistics	□ normal and skewed distributions □ probability □ significance levels □ criteria for using a parametric test □ criteria for using a specific non-parametric inferential test ▪ Mann-Whitney U ▪ Wilcoxon Signed Ranks ▪ Chi-square ▪ Binomial Sign ▪ Spearman's Rho □ using statistical tables of critical values for all five named non-parametric inferential tests □ write a significance statement including the calculated value, the critical value and significance level, accept or reject the null hypothesis □ calculate Chi-square □ type 1 and type 2 errors □ symbols: =, <, <<, >>, >, $\propto$, ~, $\geq$, $\leq$.

Area of study		Content – what we will assess
3.1.3.8	Methodological issues	□ representativeness □ generalisability □ reliability ▪ internal ▪ external ▪ inter-rater ▪ test-retest ▪ split-half □ validity ▪ internal ▪ face ▪ construct ▪ concurrent ▪ predictive ▪ external ▪ population ▪ ecological □ demand characteristics □ social desirability □ researcher/observer bias □ researcher/observer effect(s) □ ethical issues in the treatment of humans, other organisms and the environment, including: ▪ the British Psychological Society's Code of Ethics and Conduct ▫ Respect – informed consent, right to withdraw, confidentiality ▫ Competence ▫ Responsibility – protection of participants, debrief ▫ Integrity – deception ▪ animal ethics and the 3Rs: ▫ Replacement ▫ Reduction ▫ Refinement.

3.1.4 Report writing

Students should have knowledge of the conventions of reporting research in practical reports and demonstrate understanding of the role, content and purpose of each of the main sections and sub-sections.

Area of study		Content – what we will assess
3.1.4.1	Sections and sub-sections of a practical report	□ abstract □ introduction □ method ▪ design ▪ sample ▪ materials/apparatus ▪ procedure □ results □ discussion □ references □ appendices.
3.1.4.2	Citing academic references	□ a familiarity with citing academic research using the Harvard system of referencing, e.g. Milgram, S. (1963) Behavioral study of obedience. *Journal of Abnormal and Social Psychology*, 67 (4), 371–378.
3.1.4.3	Peer review	□ the role of the psychological community in validating new knowledge and ensuring integrity through the process of peer review.

3.1.5 Science in psychology

Students should evaluate the ways in which society uses science to inform decision-making and how psychology contributes to the success of the economy and society. Students should be aware of the nature and principles of scientific enquiry through knowledge and understanding of the following concepts.

Content – what we will assess

- □ the study of cause-and-effect
- □ falsification
- □ replicability
- □ objectivity
- □ hypothesis testing
- □ manipulation of variables
- □ control and standardisation
- □ quantifiable measurements.

3.1.6 Practical skills developed through practical investigations

Students are required to develop practical skills through the teaching and learning of a range of practical investigations. These skills not only enhance learners' understanding of the subject but also serve as suitable preparation for the demands of studying psychology at a higher level. Students are expected to conduct and analyse their own ethical practical investigations across a range of contexts, including appropriate risk assessment and management (please see Section 3.5), and use of ICT.

Students must be able to use and apply their knowledge and understanding of the practical skills developed through their investigations to aid their responses on questions throughout components 01, 02 and 03.

A complete list of practical skills can be found in Section 3.8.

Content – what we will assess

Students must have carried out the following practical investigations and be prepared to be assessed on them:

- experiment
- observation
- self-report (questionnaire)
- self-report (interview).

Students must have experience of analysing the data from one or more practical investigations using the following techniques:

- correlational analysis
- content analysis.

3.2 Core studies in psychology (H569/02)

Core studies in psychology (component 02) aims to develop the critical thinking and independent learning skills essential to the scientific study of psychology. The selected core studies reflect the contribution of psychology to an understanding of individual, social and cultural diversity.

This component develops students' ability to make evaluative points about the studies and their ability to see the studies in the context of psychological areas, perspectives, issues and debates.

3.2.1 Section A: Core studies

This section will assess students' knowledge and understanding of core studies, as well as their ability to evaluate these studies. The core studies are placed within a broad area of investigation. Within each area, the students are required to examine three core studies. Holistically, the studies have been selected to represent a variety of research methodologies, designs, samples, sampling methods, issues and debates. Students will need to refer to topics from component 01 when analysing and evaluating core studies. Students should also be able to comment on the contribution of core studies to our current understanding of individual, social and cultural diversity. For full references, please see Section 3.6.

Area		Study	Topic
3.2.1.1	Social	Milgram (1963)	Obedience to authority
		Piliavin et al. (1969)	Helping behaviour
		Levine et al. (2001)	Cross-cultural altruism
3.2.1.2	Cognitive	Loftus and Palmer (1974)	Eyewitness testimony
		Grant et al. (1998)	Context-dependent memory
		Simons and Chabris (1999)	Visual inattention
3.2.1.3	Developmental	Bandura et al. (1961)	Transmission of aggression
		Chaney et al. (2004)	Adherence to medical regimes
		Lee et al. (1997)	Lying and truth telling
3.2.1.4	Biological	Sperry (1968)	Lateralisation of function in the brain
		Casey et al. (2011)	Delayed gratification
		Maguire et al. (2000)	Brain plasticity
3.2.1.5	Individual differences	Freud (1909)	Phobias
		Baron-Cohen et al. (1997)	Autism and theory of mind
		Van Leeuwen et al. (2008)	Intelligence

Core studies		Content – what we will assess
3.2.1.6	Individual studies	Each core study in terms of: □ aim □ method ▪ design ▪ sample ▪ materials/apparatus ▪ procedure □ results □ conclusions □ how the study relates to the topic □ how the methodology of the study could be improved.
3.2.1.7	Core studies in their area	□ how each core study relates to its respective area □ similarities between studies □ differences between studies □ to what extent do studies contribute to our current understanding of: ▪ individual diversity? ▪ social diversity? ▪ cultural diversity? □ usefulness of studies □ current relevance of studies.
3.2.1.8	Methodological issues	□ the strengths and weaknesses of the different research methods and techniques □ the strengths and weaknesses of different types of data □ representativeness and generalisability □ ethical issues □ validity □ reliability □ sampling bias □ ethnocentrism.

3.2.2 Section B: Areas, perspectives, issues and debates

In this section, students will be asked questions that invite them to generate an extended discussion, recognising the inter-relationship between different areas, perspectives, issues and debates in psychology.

The specification places core studies within particular areas, but students may refer to other appropriate studies from component 03 where a question indicates this is permissible. They may also argue that a core study placed within one area can be seen as falling within another area.

Core studies that can be viewed from a behaviourist perspective include those by Bandura et al. (1961) and Chaney et al. (2004). Psychodynamic ideas are referred to in the research by Freud (1909). However, similar to the above, students may refer to other appropriate studies from component 03 where a question indicates this is permissible.

Areas, perspectives, issues and debates		Content – what we will assess
3.2.2.1 □ 3.2.2.1.1 □ 3.2.2.1.2 □ 3.2.2.1.3 □ 3.2.2.1.4 □ 3.2.2.1.5	**Areas** Social Cognitive Developmental Biological Individual differences	□ the key principles of each area and how they explain behaviour □ how core studies illustrate each area □ strengths and weaknesses of each area and their explanations of behaviour □ practical applications including strategies to change/ improve behaviour based on the key principles of each area □ how each area is different from and similar to other areas/perspectives.
3.2.2.2 □ 3.2.2.2.1 □ 3.2.2.2.2	**Perspectives** Behaviourist Psychodynamic	□ the key principles of each perspective and how they explain behaviour □ how core studies illustrate each perspective □ strengths and weaknesses of each perspective and their explanations of behaviour □ practical applications including strategies to change/ improve behaviour based on the key principles of each perspective □ how each perspective is different from and similar to the other perspective/areas.

Areas, perspectives, issues and debates		Content – what we will assess
3.2.2.3	**Issues**	
□ 3.2.2.3.1	Ethical issues	□ the key features of each issue □ how core studies illustrate the different issues □ strengths and weaknesses related to the different issues.
□ 3.2.2.3.2	Conducting socially sensitive research	
□ 3.2.2.3.3	Usefulness of research	
3.2.2.4	**Debates**	
□ 3.2.2.4.1	Nature/nurture	□ different positions within each debate □ how core studies illustrate different positions within each debate □ strengths and weaknesses of the different positions within each debate.
□ 3.2.2.4.2	Freewill/determinism	
□ 3.2.2.4.3	Reductionism/holism	
□ 3.2.2.4.4	Individual/situational explanations	
□ 3.2.2.4.5	Psychology as a science	

3.2.3 Section C: Practical applications

To encourage awareness of practical applications of psychology, this section will require students to apply their knowledge and understanding of psychology to novel sources that will cover different cultural, social and contemporary issues.

The sources could be a newspaper or magazine article, a blog, a diary entry, email exchange, hypothetical scenarios, or equivalent written sources.

It is advised that teachers prepare students for this section by giving them a variety of sources to consider.

Content – what we will assess

□ Identify, apply and evaluate the psychological content in the source(s).

3.3 Applied psychology (H569/03)

This component consists of **two** compulsory sections:

- Mental health
- Criminal psychology.

Students will also choose to study **one** of the following applied psychology options:

- Child psychology
- Environmental psychology
- Sport and exercise psychology.

Each topic contains the following:

Background – With reference to psychology, students must be able to explain the background and consider relevant issues and debates in relation to the topic area.

Key studies – Students must understand each key study and how it relates to the topic.

Application – Students must be able to apply their psychological knowledge to explain strategies to change behaviour.

Students must be able to:

- □ describe concepts, theories, studies and practical applications as specified below
- □ discuss and apply methodological issues and debates in psychology to each topic
- □ explain the background in each topic
- □ outline strengths and weaknesses in relation to the topic – including the background, key study and practical applications
- □ evaluate the contribution the key studies have made to the topic
- □ suggest possible methodological improvements to key studies
- □ apply the background, key studies and practical applications to novel situations
- □ explain how psychology contributes to current understanding of individual, social and cultural diversity
- □ explain how research into mental health and criminal psychology contribute to the success of the economy and society today.

Students must be able to apply each of the following issues and debates to each topic and relevant research.

Issues	Debates
□ Ethical issues □ Conducting socially sensitive research □ Usefulness of research □ Reliability □ Validity □ Generalisability	□ Nature/nurture □ Freewill/determinism □ Reductionism/holism □ Individual/situational explanations □ Psychology as a science

3.3.1 Section A: Mental health

Topic		Background	Key Study	Practical applications
3.3.1.1	What is mental health?	□ Three historical views of mental illness: humoural, supernatural and hospital movement □ Four definitions of abnormality: deviation from social norms, failure to function adequately, statistical infrequency, and deviation from ideal mental health □ Categorising mental disorders using the latest version of the DSM[1], including cultural biases in diagnosis.	Neighbors et al. (2003) Racial differences in DSM diagnosis using a semi-structured instrument: the importance of clinical judgment in the diagnosis of African Americans.	□ Using definitions of abnormality to identify mental illness □ Using the latest version of the DSM[1] to diagnose depression, phobias and schizophrenia.
3.3.1.2	The medical model	Medical explanations of mental illness (in general): □ Biochemical explanation □ Genetic explanation □ Brain abnormality.	Gottesman et al. (2010) Mental disorders in offspring with two psychiatrically ill parents.	The use of drug treatments: □ Antidepressant medication for depression □ Antipsychotic medication for schizophrenia □ Anti-anxiety medication for phobias.
3.3.1.3	Alternatives to the medical model	Non-medical explanations of mental illness (in general): □ Behaviourist explanation □ Cognitive explanation □ Psychodynamic explanation.	Watson and Raynor (1920) Conditioned emotional reactions.	□ The use of CBT as a treatment for mental illness □ The use of psychoanalysis as a treatment for mental illness □ The use of systematic desensitisation as a treatment for phobias.

Topic		Background	Key Study	Practical applications
3.3.1.4	Modern approaches to mental health	□ The roles of psychologists and psychiatrists in treating mental illness □ The role of technology in supporting mental health □ The promotion of mental wellbeing.	Fulmer et al. (2018) Using psychological artificial intelligence (Tess) to relieve symptoms of depression and anxiety: randomized controlled trial.	□ The use of artificial intelligence (AI) technology to support mental health and wellbeing □ The use of digital media to promote mental health and wellbeing.

[1]Teachers should use the most recent version of the DSM (Diagnostic and Statistical Manual of Mental Disorders) when starting to teach a two-year course.

3.3.2 Section B: Criminal psychology

Topic		Background	Key Study	Practical applications
3.3.2.1	Turning to crime	□ The 'MAOA gene' as a biological explanation of criminal behaviour □ Differential association as a social explanation of criminal behaviour □ Rational choice theory as a cognitive explanation of criminal behaviour.	Raine et al. (1997) Brain abnormalities in murderers indicated by positron emission tomography.	□ The use of zero-tolerance policing to prevent crime □ The use of anger management to prevent violent crime.
3.3.2.2	Building a case	□ Emotional context in the processing of forensic evidence □ Cognitive biases in the processing of forensic evidence □ Biases associated with working for the prosecution or defence in the processing of forensic evidence.	Hall and Player (2008) Will the introduction of an emotional context affect fingerprint analysis and decision-making?	□ The use of ACE-V to reduce bias in the processing of forensic evidence □ The use of Linear Sequential Unmasking (LSU) to reduce bias in the processing of forensic evidence.
3.3.2.3	In the courtroom	How juries can be persuaded by: □ Characteristics of witnesses and defendants (attractiveness, confidence and ethnicity) □ Inadmissible evidence □ Pre-trial publicity.	Dixon et al. (2002) Effects of regional accent, race, and crime type on attributions of guilt.	□ The use of expert witnesses to reduce external influences on jury decision-making □ The use of presenting testimony in story order to reduce external influences on jury decision-making.
3.3.2.4	Managing offenders	□ Imprisonment as a response to criminal behaviour □ Non-custodial punishment as a response to criminal behaviour □ Rehabilitation as a response to criminal behaviour.	Haney, Banks and Zimbardo (1973) A study of prisoners and guards in a simulated prison.	□ The use of restorative justice to reduce reoffending □ The use of education and ex-offender employment programmes to reduce reoffending.

3.3.3 Section C: Options

3.3.3.1 Option 1: Child psychology

Topic		Background	Key Study	Practical applications
3.3.3.1.1	Pre-adult brain development	□ How brain development can impact risk-taking behaviour (substance misuse, unprotected sex, dangerous driving) □ The role of different brain areas on risk-taking behaviour (pre-frontal cortex, ventral striatum, amygdala) □ The role of dopamine on risk-taking behaviour.	Barkley-Levenson and Galván (2014) Neural representation of expected value in the adolescent brain.	□ The use of graduated driver licensing schemes to help reduce risk-taking behaviour in adolescents □ The use of education to help reduce risk-taking behaviour in adolescents.
3.3.3.1.2	Perceptual development	□ How perception can be studied in children and animals □ The development of depth perception □ The development of shape/size constancy and colour perception.	Gibson and Walk (1960) The 'Visual Cliff'.	□ The use of Sensory Integration Therapy (SIT) to support children's perceptual development □ The use of play strategies to support young children to develop shape/size constancy and colour perception.
3.3.3.1.3	The development of attachment	□ Bowlby's evolutionary theory of attachment □ Learning theory of attachment □ The effects of privation and deprivation.	Ainsworth and Bell (1970) Attachment, exploration and separation: Illustrated by the behaviour of one-year-olds in a strange situation.	□ The use of a key worker to reduce the effects of separation from an attachment figure □ The use of familiarisation of the new environment and care givers to reduce the effects of separation from an attachment figure.

3.3.3.2 Option 2: Environmental psychology

Topic		Background	Key Study	Practical applications
3.3.3.2.1	Biological rhythms	□ Biological rhythms including circadian and ultradian rhythms □ Endogenous pacemakers and exogenous zeitgebers □ The impact of disrupted biological rhythms.	Czeisler et al. (1982) Rotating shift work schedules that disrupt sleep are improved by applying circadian principles.	□ The use of melatonin to reduce the effect of disrupted biological rhythms □ The use of phototherapy can reduce the effect of disrupted biological rhythms.
3.3.3.2.2	Recycling behaviour	□ The factors which influence the tendency to recycle □ Light green and dark green environmentalists □ How the theory of planned behaviour explains recycling behaviour.	Lord (1994) Motivating recycling behaviour: A quasi-experimental investigation of message and source strategies.	□ The use of prompts to increase recycling behaviour □ The use of the Yale Model of Persuasion can be used to increase recycling behaviour.
3.3.3.2.3	Psychological effects of the built environment	□ The effect of noise on wellbeing □ The effect of overcrowding on wellbeing □ The effect of green spaces on wellbeing.	Elsadek et al. (2020) Window view and relaxation: Viewing green space from a high-rise estate improves urban dwellers' wellbeing.	□ The use of town planning to improve walkability □ The use of defensible space to improve wellbeing.

3.3.3.3 Option 3: Sport and exercise psychology

Topic		Background	Key Study	Practical applications
3.3.3.3.1	Exercise and mental health	□ The endorphin hypothesis □ Brain-derived neurotrophic factor □ The social and cognitive impacts of exercise.	Lewis et al. (2014) Mood changes following social dance sessions in people with Parkinson's Disease.	□ The use of regular group exercise classes to improve mental health □ The use of green exercise to improve mental health.
3.3.3.3.2	Motivation	□ How self-efficacy can affect motivation □ How sports confidence can affect motivation □ How the Sport Orientation Questionnaire (SOQ) measures sports motivation.	Munroe-Chandler et al. (2008) Playing with confidence: The relationship between imagery use and self-confidence and self-efficacy in youth soccer players.	□ The use of positive self-talk to improve sports performance □ The use of the PETTLEP model to improve sports performance.
3.3.3.3.3	Audience effects	□ How social facilitation can affect sports performance □ How social inhibition can affect sports performance □ How drive theory can affect sports performance.	Wunderlich et al. (2021) How does spectator presence affect football?	□ The use of selective attention training to reduce the arousal of spectator presence □ The use of biofeedback to reduce the arousal of spectator presence.

For full references, please see Section 3.7.

3.4 Mathematical requirements

Within this qualification, 10% of the marks available within written examinations will be for assessment of mathematics (in the context of psychology) at a Level 2 standard, or higher. Lower-level mathematical skills may still be assessed within examination papers but will not count within the 10% weighting for psychology.

The tables below provide examples of the mathematical requirements which will be assessed.

D.0 Arithmetic and numerical computation

Mathematical skills		Exemplification of mathematical skill in the context of psychology (assessment is not limited to the examples given below)
D.0.1	Recognise and use expressions in decimal and standard form	For example, converting data in standard form from a results table into decimal form in order to construct a pie chart.
D.0.2	Use ratios, fractions and percentages	For example, calculating the percentages of cases that fall into different categories in an observation study.
D.0.3	Estimate results	For example, commenting on the spread of scores for a set of data, which would require estimating the range.

D.1 Handling data

Mathematical skills		Exemplification of mathematical skill in the context of psychology (assessment is not limited to the examples given below)
D.1.1	Use an appropriate number of significant figures	For example, expressing a correlation coefficient to two or three significant figures.
D.1.2	Find arithmetic means	For example, calculating the means for two conditions using raw data from a class experiment.

Mathematical skills		Exemplification of mathematical skill in the context of psychology (assessment is not limited to the examples given below)
D.1.3	Construct and interpret frequency tables and diagrams, bar charts and histograms	For example, selecting and sketching an appropriate form of data display for a given set of data.
D.1.4	Understand simple probability	For example, explaining the difference between the 0.05 and 0.01 levels of significance.
D.1.5	Understand the principles of sampling as applied to scientific data	For example, explaining how a random sample could be obtained from a target population.
D.1.6	Understand the terms mean, median and mode	For example, explaining the differences between the mean, median and mode and selecting which measure of central tendency is most appropriate for a given set of data. Calculate standard deviation.
D.1.7	Use a scatter diagram to identify a correlation between two variables	For example, plotting two variables from an investigation on a scatter diagram and identifying the pattern as a positive correlation, a negative correlation or no correlation.
D.1.8	Use a statistical test	For example, calculating a non-parametric test of differences using data from a given experiment.
D.1.9	Make order of magnitude calculations	For example, estimating the mean test score for a large number of participants on the basis of the total overall score.
D.1.10	Distinguish between levels of measurement	For example, stating the level of measurement (nominal, ordinal or interval) that has been used in a study.
D.1.11	Know the characteristics of normal and skewed distributions	For example, being presented with a set of scores from an experiment and being asked to indicate the position of the mean (or median, or mode).
D.1.12	Select an appropriate statistical test	For example, selecting a suitable inferential test for a given practical investigation and explaining why the chosen test is appropriate.
D.1.13	Use statistical tables to determine significance	For example, using an extract from statistical tables to say whether or not a given observed value is significant at the 0.05 level of significance for a one-tailed test.
D.1.14	Understand measures of dispersion, including standard deviation and range	For example, explaining why the standard deviation might be a more useful measure of dispersion for a given set of scores, e.g. where there is an outlying score.
D.1.15	Understand the differences between qualitative and quantitative data	For example, explaining how a given qualitative measure (for example, an interview transcript) might be converted into quantitative data.
D.1.16	Understand the difference between primary and secondary data	For example, stating whether data collected by a researcher dealing directly with participants is primary or secondary data.

D.2 Algebra

Mathematical skills		Exemplification of mathematical skill in the context of psychology (assessment is not limited to the examples given below)
D.2.1	Understand and use the symbols: =, <, <<, >>, >, ∝, ~	For example, expressing the outcome of an inferential test in the conventional form by stating the level of significance at the 0.05 level or 0.01 level by using symbols appropriately.
D.2.2	Substitute numerical values into algebraic equations using appropriate units for physical quantities	For example, inserting the appropriate values from a given set of data into the formula for a statistical test, e.g. inserting the N value (for the number of scores) into the Chi-square formula.
D.2.3	Solve simple algebraic equations	For example, calculating the degrees of freedom for a Chi-square test.

D.3 Graphs

Mathematical skills		Exemplification of mathematical skill in the context of psychology (assessment is not limited to the examples given below)
D.3.1	Translate information between graphical, numerical and algebraic forms	For example, using a set of numerical data (a set of scores) from a record sheet to construct a bar graph.
D.3.2	Plot two variables from experimental or other data	For example, sketching a scatter diagram using two sets of data from a correlational investigation.

3.5 Risk assessment and management

In UK law, health and safety is primarily the responsibility of the employer. In a school or college the employer could be a local education authority, the governing body or board of trustees. Employees, (teachers/lecturers, technicians etc.), have a legal duty to cooperate with their employer on health and safety matters. Useful advice for education establishments on the requirements for risk assessment can be found on the HSE website.

There is no specific legal requirement that detailed risk assessment forms should be completed for each practical activity, although a minority of employers may require this.

3.6 Core study references (Component 02)

Social

Milgram, S. (1963) Behavioral study of obedience. *Journal of Abnormal and Social Psychology*, 67 (4), 371–378.

Piliavin, I. M., Rodin, J., & Piliavin, J. A. (1969), Good Samaritanism: An underground phenomenon? *Journal of Personality and Social Psychology*, 13, (4) 289–299.

Levine, R. V, Norenzayan, A. & Philbrick, K. (2001) Cross-cultural differences in helping strangers. *Journal of Cross-cultural Psychology*, 32, (5), 543–560.

Cognitive

Loftus, E. F. & Palmer, J. C. (1974) Reconstruction of automobile destruction: An example of the interaction between language and memory. *Journal of Verbal Learning and Verbal Behavior*, 13, (5) 585–589.

Grant, H. M., Lane, C. Bredahl, J. C., Clay. J., Ferrie, J., Groves, J. E., McDorman, T. A. & Dark, V. J. (1998) Context-dependent memory for meaningful material: Information for students. *Applied Cognitive Psychology*, 12, (6), 617–623.

Simons, D.J. & Chabris, C.F. (1999) Gorillas in our midst: sustained inattentional blindness for dynamic events. *Perception*, 28, 1059–1074.

Developmental

Bandura, A., Ross, D. & Ross, S. A. (1961) Transmission of aggression through imitation of aggressive models. *Journal of Abnormal and Social Psychology*, 63, (3), 575–582.

Chaney, G., Clements, B., Landau, L., Bulsara, M. & Watt, P. (2004) A new asthma spacer device to improve compliance in children: a pilot study. *Respirology*, 9, (4), 499–506.

Lee, K., Cameron, C. A., Xu, F., Fu, G. & Board, J. (1997). Chinese and Canadian children's evaluations of lying and truth-telling. *Child Development*, 68, (5), 924–934.

Biological

Sperry, R. W. (1968) Hemisphere deconnection and unity in conscious awareness. *American Psychologist*, 23, 723–733.

Casey, B. J., Somerville, L. H., Gotlib, I. H., Ayduk, O., Franklin, N. T., Askren, M. K., Jonides, J., Berman, M., Wilson, N., Teslovich, T., Glover, G., Zayas, V., Mischel, W. & Shoda, Y. (2011) Behavioral and neural correlates of delay of gratification 40 years later. *Proceedings of the National Academy of Sciences of the United States of America*, 108, (36), 14998–15003.

Maguire, E. A., Gadian, D. G., Johnsrude, I. S., Good, C. D., Ashburner, J., Frackowiak, R. S. & Frith, C. D. (2000) Navigation-related structural change in the hippocampi of taxi-drivers. *Proceedings of the National Academy of Sciences of the United States of America*, 97, (8), 4398–4403.

Individual differences

Freud, S. (1909) Analysis of a phobia of a five-year-old boy. *The Pelican Freud Library*, (1997) Vol. 8, Case Histories, 169–306.

Baron-Cohen, S., Jolliffe, T., Mortimore, C. & Robertson, M. (1997) Another advanced test of theory of mind: evidence from very high functioning adults with autism or Asperger Syndrome. *Journal of Child Psychology and Psychiatry*, 38, 813–822.

Van Leeuwen, M., Van den Berg, S. M. & Boomsma, D. (2008) A twin-family study of general IQ. *Learning and Individual Differences*, 18, 76–88.

3.7 Applied psychology references (Component 03)

Section A: Mental health

Neighbors et al. (mental health) - Neighbors HW, Trierweiler SJ, Ford BC, Muroff JR. (2003) Racial differences in DSM diagnosis using a semi-structured instrument: the importance of clinical judgment in the diagnosis of African Americans. *Journal of Health and Social Behavior 44* (3), 237–56.

Gottesman, I. I., Laursen, T. M., Bertelsen, A. & Mortensen, P. B. (2010) Severe mental disorders in offspring with 2 psychiatrically ill parents. *Archives of General Psychiatry*, 67, (3), 252–257.

Watson & Raynor (mental health) - Watson, J. B., & Rayner, R. (1920). Conditioned emotional reactions. *Journal of Experimental Psychology, 3*(1), 1–14.

Fulmer et al. (mental health) Fulmer R, Joerin A, Gentile B, Lakerink L, Rauws M (2018). Using Psychological Artificial Intelligence (Tess) to Relieve Symptoms of Depression and Anxiety: Randomized Controlled Trial. *JMIR Ment Health,* 5(4), e64.

Section B: Criminal psychology

Raine, A., Buchsbaum, M., & LaCasse, L. (1997) Brain abnormalities in murderers indicated by positron emission tomography. *Biological Psychiatry*, 42, (6), 495–508.

Hall, L. J. & Player, E. (2008) Will the introduction of an emotional context affect fingerprint analysis and decision-making? *Forensic Science International*, 181, (1), 36–39.

Dixon, J.A., Mahoney, B., Cocks, R. (2002). Accents of Guilt Effects of Regional Accent, race, and Crime Type on Attributions of Guilt. *Journal of Language and Social Psychology*, 21(2), 162–168.

Haney, C., Banks, W. C. & Zimbardo, P. G. (1973) Study of prisoners and guards in a simulated prison. *Naval Research Reviews*, 9, 1–17.

Section C: Option 1 Child psychology

Barkley-Levenson, E. & Galván, A. (2014) Neural representation of expected value in the adolescent brain. *Proceedings of the National Academy of Sciences of the United States of America*, 111, 1646–1651.

Gibson, E. J. & Walk, P. D. (1960) The visual cliff. *Scientific American*, 202, (4), 64–71.

Ainsworth, M. D. S. & Bell, S. (1970) Attachment, Exploration and Separation: Illustrated by the Behavior of One-year-olds in a Strange Situation. *Child Development*, 41, (1), 49–67.

Section C: Option 2 Environmental psychology

Czeisler, C. A., Moore-Ede, M. C. & Coleman, R. H. (1982) Rotating shift work schedules that disrupt sleep are improved by applying circadian principles. *Science*, 217, (4558), 460–463.

Lord, K. R. (1994) Motivating recycling behaviour: A quasi-experimental investigation of message and source strategies. *Psychology & Marketing*, 11, (4), 341–358.

Elsadek, M., Liu, B. & Xie, J. (2020) Window view and relaxation: Viewing green space from a high-rise estate improves urban dwellers' wellbeing. *Urban Forestry & Urban Greening, 5*5.

Section C: Option 3 Sport and exercise psychology

Lewis, C., Annett, L., Davenport, S., Hall, A. & Lovatt, P. (2014) Mood changes following social dance sessions in people with Parkinson's Disease. *Journal of Health Psychology*. 19, (4).

Monroe-Chandler, K., Hall, C. & Fishburne, G. (2008) Playing with confidence: the relationship between imagery use and self-confidence and self-efficacy in youth soccer players. *Journal of Sports Science*. 26, (14), 1539–1546.

Wunderlich, F., Weigelt, M., Rein, R. & Memmert, D. (2021) How does spectator presence affect football? Home advantage remains in European top-class football matches played without spectators during the COVID-19 pandemic. *PLOS ONE* 16 (3).

3.8 Practical skills

Students will be assessed on practical skills in written examinations. There is no direct assessment of practical skills through coursework or practical endorsement as part of this qualification.

Practical skill	Exemplification of practical skill in the context of A level psychology	Students could be asked to: (assessment is not limited to the examples given below)
PS1. Independent thinking		
PS 1.1 Solve problems set in the context of A level psychology	• Devise research questions. • Choose appropriate methods / designs / samples when designing psychological research studies.	Write a research question for a given research topic. Design a study to investigate a given research topic and to justify the decisions they have made as part of their design.
PS 1.2 Apply psychological knowledge to given contexts	• Using theoretical knowledge of psychological research methods to conduct practical research investigations and collect data.	Write a null hypothesis for a psychological research study.

Practical skill	Exemplification of practical skill in the context of A level psychology	Students could be asked to: (assessment is not limited to the examples given below)
PS2. Use and application of psychological research methods and practices		
PS 2.1 Comment on experimental design and evaluate psychological research methods	• Reflect on the experimental design used in an investigation that utilises the experimental method. • Assess the strengths and weaknesses of the methods used in the different investigations.	Outline strengths and/or weaknesses of the use of an independent measures design in experimental research. Evaluate the validity of a given research study or asked about how a research study could be improved.
PS 2.2 Present data in appropriate ways	• Choose an appropriate graph to display data from an investigation.	Identify which type of graph would be used to display a given data set.
PS 2.3 Evaluate results and draw conclusions	• Analyse the results from investigations to draw conclusions about behaviour.	Outline a conclusion about behaviour from the results of a given data set.

Practical skill	Exemplification of practical skill in the context of A level psychology	Students could be asked to: (assessment is not limited to the examples given below)
PS2. Use and application of psychological research methods and practices		
PS 2.4 Identify variables including those that must be controlled	• Operationalise the independent variable and dependent variables in an investigation that utilises the experimental method. • Control extraneous variables in investigations	Design an experimental study to investigate a given research topic and to justify the decisions they have made as part of their design. Suggest how an extraneous variable or variables could be controlled in a given research study.

Practical skill	Exemplification of practical skill in the context of A level psychology	Students could be asked to: (assessment is not limited to the examples given below)
PS3. Numeracy and the application of mathematical concepts in a practical context		
PS 3.1 Plot and interpret graphs	• Construct a graph using the data collected from an investigation.	Sketch an appropriate graph for a given data set.
PS 3.2 Process and analyse data using appropriate mathematical skills as exemplified in the mathematical appendix.	• Choose appropriate descriptive statistics (e.g. measures of central tendency and dispersion) to analyse data from an investigation. • Choose an appropriate inferential statistical test to analyse the data from the practical investigations.	Calculate a mean from a given data set. Identify the appropriate inferential statistical test to use with a given data set and to state reasons for their choice.

3.9 Aims and learning outcomes

We believe in developing specifications that help you bring the subject to life and inspire your students to achieve more.

We've created a teacher-friendly specification based on extensive research and engagement with teachers. It's designed to be straightforward and accessible so that you can tailor the delivery of the course to suit your needs. We aim to encourage students to become responsible for their own learning, confident in discussing ideas, innovative and engaged.

Our Psychology qualification encourages students to be inspired, motivated and challenged by following a broad, coherent, practical, satisfying and worthwhile course of study. The specification provides insight into, and experience of, how psychology works, stimulating students' curiosity and encouraging them to engage with psychology in their everyday lives, enabling them to make informed choices about further study and about career choices.

The main purpose of this qualification is to prepare students by providing a suitable foundation for the study of psychology or related courses in Higher Education. A further purpose of this qualification is to prepare students intending to pursue careers or further study in social sciences, or as part of a general education. In addition, the qualification aims to develop students' interest in and enthusiasm for the subject and inspire them to take an interest in further study and careers within psychology.

4. Assessment

4.1 Forms of assessment

For the Cambridge OCR Level 3 Advanced GCE in Psychology, students must take all components as detailed in the table below.

Research methods (Component 01)

2 hours Written paper Externally assessed Three sections Students answer **all** questions 80 marks **33.3% of the total A Level**	**Section A: Multiple choice** 15 questions from across the component content. **Section B: Research design and response** Assessment will focus on a novel source. The themes for questions will be: • the planning and design of research • the evaluation of research • improvements to research. **Section C: Data analysis and interpretation** This section will require students to analyse and interpret novel data or a piece of hypothetical research using descriptive and/or inferential statistics. At least 24 of the marks available across the qualification will be for assessment of mathematics in the context of psychology, and most of these will be in this component.

Core studies in psychology (Component 02)

2 hours Written paper Externally assessed Three sections Students answer **all** questions 80 marks **33.3% of the total A Level**	**Section A: Core studies** Questions based on the core studies individually, or in terms of the psychological area in which they are placed. **Section B: Areas, perspectives, issues and debates** Questions will focus on areas, perspectives, issues and debates. **Section C: Practical applications** Questions will require students to apply their knowledge and understanding of psychology to a novel source.

Applied psychology (Component 03)	
2 hours Written paper Externally assessed Three sections Students answer **all** questions from Sections A and B and **all** questions from **one** option in Section C. 80 marks **33.3% of the total A Level**	**Section A: Mental health** Compulsory questions. These will range from short answer to extended response questions. **Section B: Criminal psychology** Compulsory questions. These will range from short answer to extended response questions. **Section C: Options** Section C has **three** options: • child psychology • environmental psychology • sport and exercise psychology. Students answer **one** option they have studied. Each option has **three** question parts.

Learners are permitted to use a scientific or graphical calculator in all components. Calculators are subject to the rules in the document *Instructions for Conducting Examinations (ICE)*, published annually by JCQ (www.jcq.org.uk).

4.2 Assessment of extended response

The assessment materials for this qualification provide students with the opportunity to demonstrate their ability to construct and develop a sustained and coherent line of reasoning, that is relevant, substantiated and logically structured. Marks for extended responses are integrated into the marking criteria.

4.3 Assessment objectives (AOs)

There are three assessment objectives in the Cambridge OCR Level 3 Advanced GCE in Psychology and these are detailed in the table below.

Students are expected to:

Assessment objectives	
AO1	Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.
AO2	Apply knowledge and understanding of scientific ideas, processes, techniques and procedures: • in a theoretical context • in a practical context • when handling qualitative data • when handling quantitative data.
AO3	Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to: • make judgements and reach conclusions • develop and refine practical design and procedures.

The relationship between the assessment objectives and the components are shown in the following table:

Component	Marks of overall A Level		
	AO1	AO2	AO3
Research methods (H569/01)	12–16	39–43	24–28
Core studies in psychology (H569/02)	24–28	18–22	34–38
Applied psychology (H569/03)	36–40	15–19	26–30
Total	**72–84**	**72–84**	**84–96**

4.4 Command words

The table below lists the command words in this qualification's assessments.

Key command word	Definition
Analyse	Break down information into parts and identify characteristics or elements. Draw conclusions from the presented information.
Calculate	Work out the numerical value. Show your working when asked to.
Describe	Provide an account using relevant concepts, processes, characteristics and, if necessary, examples.
Design	Use knowledge and understanding to develop and refine practical procedures or investigations.
Discuss	Offer a considered and balanced review that includes a range of arguments or factors. Opinions, evaluation points or conclusions should be presented clearly and supported by appropriate evidence.
Evaluate	Judge or calculate the quality, importance, amount, or value of something, exploring the strengths and limitations of both sides of an argument against selected criteria. This should include forming a reasoned conclusion based on the evidence and arguments presented.
Explain	Use relevant knowledge and/or evidence and/or ideas to demonstrate understanding of why something is the case or how something happens.
Identify	Use knowledge and understanding to recognise and state the required answer.
Name	Provide the correct word or recognised technical term.
Outline	Give a short account, summary or description of the main points.
Plot	Mark points accurately for a given range of values, using labelled axes.
Sketch	Produce a simple, freehand drawing to illustrate the general point(s) being conveyed, using annotations as required.
State	Express clearly and briefly.
Suggest	Give possible alternatives, produce an idea, put forward (for example) an idea or a plan for consideration.
Write	Write a response as requested in the question.

The relationship between command word and assessment objective is shown in the table below.

Command word and example question stem		AO1 (%)	AO2 (%)	AO3 (%)
Identify		100		
Name		100		
State		100		
Identify	...[in this study/investigation] ...[in your study/investigation] ...[reference to a novel scenario] ...[using the article/source]		100	
Name			100	
State			100	
Suggest			100	
Describe		100		
Explain		100		
Outline		100		
Describe	...[in this study/investigation] ...[in your study/investigation] ...[with reference to a novel scenario]	66.66	33.33	
Explain		66.66	33.33	
Outline		66.66	33.33	
Calculate	...[using given data] ...[data onto a graph] ...[a graph/chart] ...[a significance statement/a hypothesis]		100	
Plot			100	
Sketch			100	
Write			100	
Design	...a study. Justify your decisions		50	50
Analyse...	...[data] to make judgements/reach a conclusion			100
Discuss		33.33		66.66
Evaluate				100

4.5 Synoptic assessment

Synoptic assessment is the students' understanding of the connections between different elements of the subject. It involves the explicit drawing together of knowledge, skills and understanding from across different parts of the A Level course.

Synoptic assessment is a feature of component 02, and students are encouraged to think holistically to develop their skills in thinking like a psychologist. A question that includes the stem, "Use psychological knowledge and understanding, and examples from appropriate research from across your full course of study, in your answer," will be used to indicate to students that it is a synoptic question.

4.6 Calculating qualification results

A student's overall qualification grade will be calculated by adding together their marks from the three question papers taken to give their total weighted mark.

This mark will then be compared to the qualification level grade boundaries for the relevant exam series to determine the student's overall qualification grade.

5. Admin

5.1 Before you start

5.1.1 Prior knowledge, learning and progression

No prior knowledge of the subject is required. The specification builds on, but does not depend on, the knowledge, understanding and skills specified for GCSE Psychology. Material covered in this qualification builds on the skills, knowledge and understanding set out in the GCSE criteria/content for science. Students need to have been taught, and to have acquired competence in, the appropriate areas of mathematics relevant to the subject as detailed in the subject criteria.

Throughout the course of study students are encouraged to develop an awareness of the role of psychology in society and its applications to many situations. The qualification is therefore suitable for students intending to pursue any career in which an understanding of human behaviour is needed. This qualification is designed to complement the wider study of social sciences, or as part of a course of general education.

There is an emphasis on research skills and enquiry throughout the qualification, which reflects a considered and evidence-informed approach, designed to equip students with the analytical and investigative competencies essential for progression to higher education.

5.1.2 Total qualification time

Total qualification time (TQT) is the total amount of time, in hours, expected to be spent by a student to achieve a qualification. It includes both guided learning hours and hours spent in preparation, study and assessment.

The total qualification time for the Cambridge OCR Level 3 Advanced GCE in Psychology is 360 hours. The total guided learning time is 360 hours.

5.1.3 Overlap with other qualifications

There is a small degree of overlap between the content of this specification and that for the current Cambridge OCR Level 3 Advanced GCE in Physical Education.

5.1.4 Qualification availability outside of England

This qualification is available in England. For Wales and Northern Ireland please check the Qualifications in Wales Portal (QIW) or the Northern Ireland Department of Education Performance Measures / Northern Ireland Entitlement Framework Qualifications Accreditation Number (NIEFQAN) list to see current availability.

5.1.5 Language

This qualification is available in English only. All assessment materials are available in English only and all candidate work must be in English.

5.1.6 Assessment availability

There will be one examination series available each year in May/June to **all** students.

This specification will be certificated from the June 2029 examination series onwards.

All examined question papers must be taken in the same examination series at the end of the course.

5.1.7 Special consideration

Special consideration is a post-assessment adjustment to marks or grades to reflect temporary injury, illness or other indisposition at the time the assessment was taken. Detailed information about eligibility for special consideration can be found in the JCQ publication *A guide to the special consideration process*.

5.1.8 Malpractice

Any breach of the regulations for the conduct of examinations may constitute malpractice (which includes maladministration) and must be reported to us as soon as it is detected. Detailed information on malpractice can be found in the JCQ: *Suspected Malpractice in Examinations and Assessments: Policies and Procedures.*

5.1.9 Access arrangements and reasonable adjustments

Reasonable adjustments and access arrangements allow students with special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do, without changing the demands of the assessment. Applications for these should be made before the examination series. Detailed information about eligibility for access arrangements can be found in the JCQ publication *Access Arrangements and Reasonable Adjustments.*

5.1.10 External assessment arrangements

Regulations governing examination arrangements are contained in the JCQ: *Instructions for Conducting Examinations.*

5.1.10.1 Private candidates

Private candidates may enter for Cambridge OCR assessments.

A private candidate is someone who pursues a course of study independently but takes an examination or assessment at an approved examination centre. A private candidate may be a part-time student, someone taking a distance learning course, or someone being tutored privately. They must be based in the UK.

Private candidates need to contact our approved centres to establish whether they are prepared to host them as a private candidate. The centre may charge for this facility and we recommend that the arrangement is made early in the course.

Further guidance for private candidates may be found on our website.

5.1.10.2 Use of calculators

Students are permitted to use a scientific or graphical calculator in all components. Calculators are subject to the rules in the document: *Instructions for Conducting Examinations* published annually by JCQ.

5.2 Making entries

5.2.1 Pre-assessment

5.2.1.1 Final entries

Final entries provide us with detailed data for each student, showing each assessment to be taken. It is essential that you use the correct entry code, considering the relevant entry rules.

Final entries must be submitted to us by the published deadlines or late entry fees will apply.

All students taking our qualification must be entered for H569.

Entry code	Title	Component code	Component title	Assessment type
H569	Cambridge OCR Level 3 Advanced GCE in Psychology	01	Research methods	External Assessment
		02	Core studies in psychology	External Assessment
		03	Applied psychology	External Assessment

5.2.1.2 Collecting evidence of student performance to ensure resilience in the qualifications system

Regulators have published guidance on collecting evidence of student performance as part of long-term contingency arrangements to improve the resilience of the qualifications system. You should review and consider this guidance when delivering this qualification to students at your centre.

For more detailed information on collecting evidence of student performance please visit our website.

5.2.2 Retaking the qualification

Students can retake the qualification as many times as they wish. They retake all components of the qualification.

5.3 After the exams

5.3.1 Results and certificates

5.3.1.1 Grade scale

A Level qualifications are graded on the scale: A*, A, B, C, D, E, where A* is the highest. Students who do not reach the minimum standard of E will be Unclassified (U). Only subjects in which grades A* to E are attained will be recorded on certificates.

5.3.1.2 Results

Results are released to centres and students for information and to allow any queries to be resolved **before** certificates are issued.

Centres will have access to the following results information for each student:

- the grade for the qualification
- the raw mark for each component
- the total weighted mark for the qualification.

The following supporting information will be available:

- raw mark grade boundaries for each component
- weighted mark grade boundaries for the qualification.

Until certificates are issued, results are deemed to be provisional and may be subject to amendment.

5.3.2 Post-results services

A number of post-results services are available:

Review of Results – If you are not happy with the outcome of a student's results, centres may request a review of marking.

Missing and incomplete results – This service should be used if an individual subject result for a student is missing, or the student has been omitted entirely from the results supplied.

Access to Scripts – This free service is for exams officers to download copies of your students' completed question papers.

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