

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.

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 OCR Studies Guides 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, 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. 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.

Component 3

Are there any resources for component 3?

Focus on the three elements of each topic; background, key research and at least two applications.

Students should try to follow the style of writing required for the 10.15, 10-mark questions in the option topics. Mark schemes are provided to help with this.

OCR Resources: the small print

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