



Pearson

Pearson Consultation response

Ofqual consultation

GCSE psychology conditions and guidance

12 February 2016

Questions

Question 1: To what extent do you agree or disagree that we should introduce a Condition which requires exam boards to comply with the relevant subject content and assessment objectives?

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Question 2: To what extent do you agree or disagree that we should introduce guidance which clarifies how exam boards should interpret our assessment objectives?

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Question 3: To what extent do you agree or disagree that we should introduce rules for exam assessment to ensure exam boards take a consistent approach to assessing mathematical skills and research methods in GCSE psychology?

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree



Pearson

Question 4: To what extent do you agree or disagree with our proposed approach to assessing mathematical skills in exams for GCSE psychology?

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Question 5: To what extent do you agree or disagree with our proposed approach to assessing research methods in exams for GCSE psychology?

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Question 6: Do you have any comments on our proposed Conditions and requirements for GCSE psychology?

- Yes No

Question 7: Do you have any comments on our proposed guidance for GCSE psychology?

- Yes No

For AO1 the coverage in the guidance document on page 15 indicates 'No more than 10% of the total marks for the qualification should reward demonstrating knowledge in isolation', we strongly recommend that this is increased to 15%, which is equivalent to other GCSE qualifications, including for example the GCSE Sciences and GCSE Computer Science. In addition, this will also allow progression to GCE Psychology which has a maximum of 10%. We would further request that Ofqual work with all awarding organisations to ensure that a transparent and full definition of 'knowledge in isolation' is made. Whilst it is recognised that such a requirement has existed in other qualifications, the interpretation of this term has varied and has led to difficulties in ensuring compliance with all aspects of the assessment objectives, in particular the difference between knowledge and understanding. Ensuring all awarding organisations have a common understanding of this term will enhance the production of valid and comparable approaches to assessments.



Pearson

Question 8: We have not identified any ways in which the proposals for GCSE psychology would impact (positively or negatively) on persons who share a protected characteristic.¹ Are there any potential impacts we have not identified?

Yes No

Question 9: Are there any additional steps we could take to mitigate any negative impact resulting from these proposals on persons who share a protected characteristic?

Yes No

Question 10: Do you have any other comments on the impacts of the proposals on students who share a protected characteristic?

Yes No

¹ 'Protected characteristic' is defined in the Equality Act 2010. Here, it means disability, racial group, age, religion or belief, pregnancy or maternity, sex, sexual orientation and gender reassignment.