

1 day Extension training Cambridge International AS and A Level Psychology (9990)



Housekeeping

- ▶ Health and safety
- ▶ Fire alarms
- ▶ Fire safety
- ▶ Washrooms
- ▶ Refreshments
- ▶ Timetable



Welcome and introductions



What is the Cambridge Pathway?



Aims of the extension course

- ▶ To introduce you to the Cambridge International AS and A Level in Psychology.
- ▶ To familiarise you with the structure, delivery and assessment of the qualification.
- ▶ To gain an understanding of the units that make up the qualification.
- ▶ To share ideas and good practice.

Aims of sessions one and two: Key skills and Schemes of work

In these sessions we will:

- ▶ investigate what the syllabus requires learners to know and be able to do
- ▶ consider the hierarchy of learner skills and how this might influence classroom practice
- ▶ investigate what the syllabus requires learners to do.

Overview of the syllabus

- ▶ The 9990 syllabus aims to introduce learners to a range of core studies, methods, debates, themes and applications within psychology.
- ▶ Learners are assessed on three main criteria:
 1. Knowledge and understanding (AO1)
 2. Applying knowledge and understanding (AO2)
 3. Analysis and evaluation (AO3)
- ▶ Distribution of the AOs per examination paper differs and will be covered later.

Cambridge Assessment
International Education

Themes of the syllabus

- ▶ Methodology – candidates need to know how psychologists research and be able to evaluate these methods.
- ▶ Approaches and perspectives – candidates need to know about the main schools of thought within psychology and know general assumptions.
- ▶ Issues and debates – candidates need to know a range of psychological issues and debates and be able to apply them to the material they have studied.

Cambridge Assessment
International Education

Overview of core content

- ▶ The AS Level is based around four approaches to psychology:
 1. Biological Psychology
 2. Cognitive Psychology
 3. Learning Psychology
 4. Social Psychology
- ▶ Each approach has three core studies that have to be covered.
- ▶ In addition, learners need to know more about research methods compared to the old syllabus. This knowledge is now tested as a separate examination.

Cambridge Assessment
International Education

Overview of core content

- ▶ The A Level is based around two options (chosen from a list of four):
 1. Psychology of Abnormality
 2. Psychology of Consumer Behaviour (NEW)
 3. Psychology of Health
 4. Psychology of Organisations
- ▶ Methods, issues, debates and applications form a focal point within these options.
- ▶ We will look at all of the 4 units separately as the training progresses.

Cambridge Assessment
International Education

Assessment objectives

- ▶ There are three AOs for A Level Psychology.
- ▶ Each exam question may assess candidates' ability across one or more AOs.

AO1 Knowledge and understanding

Demonstrate their knowledge and understanding

AO2 Applying knowledge and understanding

Apply their knowledge to familiar and unfamiliar situations and real life and theoretical contexts

AO3 Analysis and evaluation

Analyse, interpret and evaluate psychological information, ideas and evidence.

Cambridge Assessment
International Education

Activity 1

- ▶ Look at the exam questions.
- ▶ See if you can identify which of the AOs are being assessed through each of these.

Cambridge Assessment
International Education

Exam question	AOs being assessed
Studies in cognitive psychology could be used to help workers doing repetitive jobs who find it hard to concentrate. Describe how the results of the study by Andrade (doodling) could be applied to help with this problem [4]	AO1 and AO2

For example ...

Cambridge Assessment International Education

Spot the AOs

Exam question	AOs being assessed
State one aim from the study by Dement ...	AO1
Describe what the participants ...	AO1
Describe one methodological problem ...	AO2 and AO3
Studies in cognitive psychology ...	AO1 and AO2
From the study by Piliavin ...	AO3
What do Gottesman and Shields (1972) mean by ...	AO1
Compare the cognitive explanation of ...	AO3
Discuss the weaknesses of pain measures ...	AO3
Give two advantages of the treatment of ...	AO3
Discuss the advantages and disadvantages ...	AO3
Design a study to investigate whether ...	AO2
Explain the psychological and methodological ...	AO3

Cambridge Assessment International Education

Activity 2

Active learning

- ▶ Work in small groups, or on your tables.
- ▶ Discuss and record successful strategies that you use in your classroom to help your learners understand the key concepts in psychology.
- ▶ Can you explain why these work so well?

Cambridge Assessment International Education

Planning the course involves three stages:

1. Long-term planning. This is the first stage when you need to decide on the nature of the course you intend to offer your learners. This allows you to map out the content and the time you will need to allocate to each topic.
2. Medium term planning identifies the path through the elements of the course you have identified.
3. Lesson planning identifies the key concepts, skills, assessments and differentiation you wish to develop for each lesson.

Cambridge Assessment
International Education

Activity 3: Order of teaching

Using the AS course outline, independently decide on the order of teaching you would use for each of the studies.

- ▶ Compare with a person next to you and discuss factors which might influence your choices regarding the order of teaching.
- ▶ Review your choices as a larger group of 4 or 5.

Cambridge Assessment
International Education

Key stages in planning a scheme of work

- 1 • Break down the syllabus content into broad headings.
- 2 • Break each broad heading into more specific learning objectives.
- 3 • Develop teaching and learning strategies that will help learners to reach the learning objectives.
- 4 • Identify assessment opportunities – for example, the use of a past question to assess learners' understanding.
- 5 • Highlight key resources that support each section of the scheme of work.

Cambridge Assessment
International Education

Activity 4

Use the extract from the scheme of work provided on Teacher Support.

- ▶ How would you adapt this to suit your learners?
- ▶ Can you suggest a different approach?
- ▶ What elements of this would you keep, change or re-order?

Cambridge Assessment
International Education

Assessment for Learning (AfL)

To help you and your learners assess understanding AfL can be used to:

- ▶ provide effective feedback to learners
- ▶ involve learners actively in their own learning
- ▶ adjust teaching to take account of the results of assessment
- ▶ help recognise the profound influence assessment has on the motivation and self-esteem of learners, both of which are critical influences on learning
- ▶ demonstrate the need for learners to be able to assess themselves and understand how to improve.

Cambridge Assessment
International Education

AfL – formative assessment

- ▶ Formative assessment is part of the learning process. When incorporated into classroom practice, it provides the information needed to adjust teaching and learning while it is happening in order to raise learner attainment.
- ▶ It includes strategies such as question and answer and self/peer assessment to provide feedback to learners to raise attainment.
- ▶ **It is continuous and informal in its nature.**

Cambridge Assessment
International Education

Some formative assessment ideas ...

- ▶ **Rate their confidence level** – learners are asked to give a rating by showing a red, amber or green card (RAG).
- ▶ **Question and answer by the teacher** to identify what the learners have understood. Build in thinking time before questioning – for example, where learners have time to consider their response, discuss it with their partner and then feed back to the group.
- ▶ **Question and answer by learners** who might devise their own questions for their peers and use them in a mini plenary activity such as a spotlight session.

Cambridge Assessment
International Education

Activity 5

- ▶ Use the syllabus extract to produce your own scheme of work for a module, topic or unit you find difficult to teach or that your learners find difficult.
- ▶ Make sure you include opportunities for differentiation and assessment for learning.

Cambridge Assessment
International Education

Aims of sessions 3 and 4

The aims of these sessions are to:

- ▶ explain the assessment structure and question types
- ▶ explain how skills and knowledge are tested in the assessment
- ▶ practise marking exemplar candidate responses.

Cambridge Assessment
International Education

Structure of the exam papers

- ▶ Details of the structure and focus of each exam paper is on your handouts.
- ▶ What follows is a brief summary for each.

Cambridge Assessment
International Education

Paper 1 (Approaches, issues and debates)

- ▶ This unit constitutes 50% of the AS qualification and 25% of the A Level qualification.
- ▶ Candidates need to have studied all 12 core studies alongside methodology, approaches/perspectives and issues/debates.
- ▶ For the core studies, candidates need to know the following:
 1. Background to, and psychology behind, the study
 2. The aim(s) of the study
 3. The method and procedure of the study
 4. The results of the study
 5. The conclusions drawn from the study

Cambridge Assessment
International Education

Paper 2 (Research methods)

- ▶ This unit constitutes 50% of the AS qualification and 25% of the A Level qualification.
- ▶ The candidates need to have studied all 12 core studies and know about the entire content of the research methods section of the syllabus.
- ▶ Note that for nearly all sections, the learner will need to apply their knowledge to novel situations.

Cambridge Assessment
International Education

Papers 1 and 2

The table below shows the distribution of the three AOs across the two papers.

Component	AO1	AO2	AO3
Paper 1	58%	10%	32%
Paper 2	22%	50%	28%

Cambridge Assessment
International Education

Activity 6

- ▶ You have example candidate responses to a range of questions from Papers 1 and 2.
- ▶ In pairs/small groups use the mark scheme to mark the candidate responses.

Cambridge Assessment
International Education

Answers for marking activity – Paper 1

From the study by Laney et al., explain why the study was carried out. [2]

Candidate A

1 mark – they have been able to give a brief outline of the study.

Candidate B

2 marks – the candidate has outlined both aspects of the study.

Candidate C

1 mark – even though the candidate begins with the results, the final sentence would probably get 1 mark as it does tell the examiner what the purpose of the study was. An unconventional answer.

Candidate D

0 marks – this is too vague.

Cambridge Assessment
International Education

Answers for marking activity – Paper 1

Discuss at least two strengths and two weaknesses of the Piliavin et al. study. [8 marks]

Candidate A

This mark would be awarded the top of level 3. They have identified a strength (ecological validity) and two weaknesses (ethics and generalisability).

Candidate B

This answer would have achieved a mark at the bottom of level 2. A weakness identified by Piliavin is given. This information is put into the context of the study which makes the answer slightly better than the criteria for level 1.

Cambridge Assessment
International Education

Answers for marking activity – Paper 2

A hypothesis in a study says 'Emotions will differ following exposure to a happy or an angry stooge.' Is this a directional (one-tailed) or a non-directional (two-tailed) hypothesis? Include a reason in your answer. [1]

Candidate A

0 marks – even though the candidate has identified the correct type, there is no reason so they cannot gain the mark available.

Candidate B

0 marks – the answer is incorrect.

Candidate C

1 mark – the answer is correctly identified with a reason.

Candidate D

0 marks – the reason is correct but the identification is incorrect.

Cambridge Assessment
International Education

Answers for marking activity – Paper 2

Sakri thinks that the way he scores the participants' answers may differ from the way Hilja scores them. Suggest how Sakri can test whether he and Hilja are reliable in their scoring of the questionnaire. [3]

Candidate A

0 marks – the candidate is probably writing about face validity which does not answer the question.

Candidate B

2 marks – each sentence is a variation of what is in the mark scheme.

Candidate C

0 marks – this answer, whilst a good outline of testing how the questionnaire might be reliable, the question is about how the two researchers' scores could be tested for reliability.

Cambridge Assessment
International Education

Paper 3 (Specialist options: theory)

- ▶ This unit constitutes 25% of the A Level qualification.
- ▶ Students will need to answer questions on the two options that they have been taught from the following:
 - ▶ Psychology of abnormality
 - ▶ Psychology and consumer behaviour
 - ▶ Psychology of health
 - ▶ Psychology of organisations.
- ▶ Students will need to answer two questions for both options that they have studied.



Paper 4 (Specialist options: application)

- ▶ This unit constitutes 25% of the A Level qualification.
- ▶ Students will need to answer questions on the two options that they have been taught from the following:
 - ▶ Psychology of abnormality
 - ▶ Psychology and consumer behaviour
 - ▶ Psychology of health
 - ▶ Psychology of organisations.
- ▶ The examination is split into three sections and it is important that candidates follow the rules.



Papers 3 and 4

The table below shows the distribution of the AOs across the two papers.

Component	AO1	AO2	AO3
Paper 3	60%	0%	40%
Paper 4	0%	40%	60%



Activity 7

- ▶ You have example candidate responses to a range of questions from Papers 3 and 4.
- ▶ First of all work on your own to mark the scripts.
- ▶ Then join with the people around you to agree what you think the marks would be.
- ▶ Be prepared to share your justifications.

Cambridge Assessment
International Education

Answers for marking activity – Paper 3

Describe the cognitive explanation of schizophrenia, as outlined by Frith (1992) [4]

Candidate A

1-2 mark band – the answer does outline a cognitive explanation but it is brief.

Candidate B

3-4 mark band – this is a thorough account of a cognitive explanation. Shows clear understanding.

Discuss one strength and one weakness of one way of measuring leadership [6]

Candidate A

Level 2 – there is one strength and one weakness but they are brief so lacks the detail needed for level 3.

Candidate B

Level 1 – this candidate describes the LPI but then does cover one strength about usefulness.

Cambridge Assessment
International Education

Answers for marking activity – Paper 4

Explain how a different phobia can be explained through conditioning. [4]

Candidate A

3-4 mark band – this is a detailed account of how Classical Conditioning can explain the acquisition of a phobia. Would probably be awarded a 4.

Candidate B

1 mark – the last sentence is about conditioning. The remainder is about social learning theory.

Design a study to investigate worker preference for job rotation or job enrichment . [10]

Candidate A

Level 2 – the candidate has outlined a potential study using a named research method. It is coherent but nothing is explained in depth.

Candidate B

Level 4 – a very thorough answer where all of the main features of the design is covered for questionnaires. All of it is thought through and shows very clear understanding.

Cambridge Assessment
International Education

Activity 8

Now you are familiar with the marking criteria we are going to consider how you would support your learners to improve.

- ▶ You have some new candidate responses.
- ▶ On your own, read the candidates responses and provide the learners with formative feedback comments to help them improve.

Cambridge Assessment
International Education

Activity 9

- ▶ Now join with the person next to you and share your comments for improvement.
- ▶ Did you come up with the same comments?
 - ▶ If not why not?
- ▶ On the next slides are potential ideas for the basis of your comments.

Cambridge Assessment
International Education

Suggested comments for candidate improvements

Evaluate what psychologists have discovered about the sources of stress, including discussion on individual and situational explanations. [10]

In this case the candidate has taken a study by study approach. To improve they need to consider the issues in turn and evaluate what they have or have not allowed psychologists to discover about sources of stress.

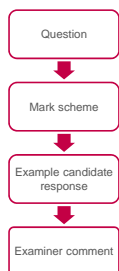
'Arousing fear is the most effective way to promote health.' To what extent do you agree with this statement? Use examples of research you have studied to support your answer [12]

This answer is one sided, going against the quote in the question. Many of the ideas are detailed and correct and this should be acknowledged. However, there is no evidence fear would work in this instance (Janis and Cowpe) and the candidate should have discussed this. There is also no conclusion to the question which would help the candidate draw together their ideas.

Cambridge Assessment
International Education

Example Candidate Response booklet

- ▶ These documents are produced at the end of each exam period and show how candidates perform.
- ▶ They all follow a set pattern.
- ▶ This allows you to see the sort of candidate response required to achieve certain levels.



Cambridge Assessment
International Education

Assessment documents

Question papers, mark schemes, principal examiner reports, and grade thresholds

PDF copies of these can be found on:

- ▶ www.cambridgeinternational.org (public website)
- ▶ School Support Hub (Cambridge centres only)
<https://schoolsupporthub.cambridgeinternational.org>
- ▶ Ask your Exams Officer for your School Support Hub login

Also available in hard copy via the Catalogue of Resources
www.cambridgeinternational.org/orderpub

Cambridge Assessment
International Education

Support materials and resources from the Curriculum Support team at Cambridge

- ▶ All Cambridge International endorsed, and suggested resources can be found on the syllabus pages at www.cambridgeinternational.org
- ▶ All Curriculum Support materials can be found at <https://schoolsupporthub.cambridgeinternational.org>
- ▶ The Samples Database for syllabuses with coursework can be found at www.cambridgeinternational.org/samples

Cambridge Assessment
International Education

Resources from the Teaching and Learning team at Cambridge

Our series of resources support the teaching and learning in your school. They explore different aspects of educational practice, from designing a curriculum to improving the quality of classroom activity.



<http://www.cambridgeinternational.org/teaching-and-learning/>

Cambridge Assessment
International Education

Cambridge PDQs – school-based professional development

- ▶ Internationally recognised
- ▶ Offered at Certificate or Diploma level
- ▶ Designed to:
 - ▶ Support the Cambridge curriculum
 - ▶ To enrich your teaching
 - ▶ To empower you as a professional
- ▶ Based in schools or training centres and led by a programme leader, trained by Cambridge
- ▶ Embedded, practice-driven and enquiry-based
- ▶ Structured around the key concepts of collaboration, observation and reflection.
- ▶ For more information:



Syllabuses:

- Teaching and Learning
- Educational Leadership
- Teaching Bilingual Learners
- Teaching with Digital Technologies

<http://www.cambridgeinternational.org/pdq>
info@cambridgeinternational.org

Cambridge Assessment
International Education

Become a Cambridge trainer

Are you?

- ▶ Full of good teaching ideas to share with other teachers?
- ▶ An engaging presenter and facilitator?
- ▶ Confident in your subject area and in teaching Cambridge programmes and qualifications?
- ▶ Always developing your own teaching skills?
- ▶ Well organised and capable of meeting deadlines?

If yes, we are looking for people like you to become teacher trainers for Cambridge International. For more information, visit

www.cambridgeinternational.org/cambridge-for/trainers/

Cambridge Assessment
International Education

Reminders – How to keep in touch

- ▶ info@cambridgeinternational.org
- ▶ For more information about future training please go to the events calendar at www.cambridgeinternational.org/events
- ▶ www.facebook.com/Cambridgeint
- ▶ Twitter - @Cambridgeint
- #cambridgetraining
- ▶ [linkedin.com/company/cambridgeint](https://www.linkedin.com/company/cambridgeint)



Cambridge Assessment
International Education

Feedback

- ▶ Now please fill in the feedback form using the link below:

<http://www.surveymonkey.co.uk/r/cambridgetraining>
- ▶ We value your feedback and use it to improve our products and our training.

Cambridge Assessment
International Education

Cambridge Assessment
International Education

Thank you
Any questions?