

## Cambridge International AS & A Level Psychology (9990)

### Extension training Day 2



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### Session 1

- ▶ Welcome and outline of the day.

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### Session 2 – appropriate challenge

The objectives of this session are to:

- ▶ build a list of ideas to stretch and challenge more able learners
- ▶ create a list of ideas for supporting and encouraging less able learners.

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### Activity 7 – stretch and challenge

- ▶ In your groups discuss the ideas that you have had for stretch and challenge.
- ▶ List your ideas and be prepared to offer them to all delegates.

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### Stretch and challenge

- ▶ HOTs not MOTs
- ▶ Task wall
- ▶ Bloom's Taxonomy

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### Bloom's Taxonomy diagram



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### Useful website

<http://resources.depaul.edu/teaching-commons/teaching-guides/learning-activities/Pages/activities-for-metacognition.aspx>

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### Activity 8 – support for learners

- ▶ In your groups discuss the ideas that you have had for supporting and encouraging less able learners.
- ▶ List your ideas and be prepared to offer them to all delegates.

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### Support strategies – some examples

- ▶ Oral rehearsal
- ▶ Exemplar pieces
- ▶ Provide a scaffold
- ▶ Modelling the thought processes required to solve the problem
- ▶ Paired peer support
- ▶ Praise achievements

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## Four Bs

This is a classroom management idea to deal with large numbers of questions:

- ▶ Use your Brain
- ▶ Look in the Book – or on the weB
- ▶ Ask a Buddy
- ▶ And only after doing these – ask the Boss

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## Break

- ▶ Please be back in 20 minutes.
- ▶ Refreshments are available.

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## Cambridge teacher support

There are many useful documents available from the School Support Hub: [www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support)

- ▶ syllabus
- ▶ specimen paper answers
- ▶ schemes of work
- ▶ teaching research studies

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### Session 3 – assessment

The objective of this session is to understand the way that candidates are assessed.

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### Understanding the mark scheme

In order to support your learners, it is important to understand the terminology and instructions in the mark scheme.

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### Activity 9 – marking candidate scripts

Mark the scripts in accordance with the mark schemes provided.

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## Feedback on marking

- ▶ We are now going to go through some feedback for the marking activity.
- ▶ You will need to refer to the marking feedback handout to do this.

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## Lunch

- ▶ Please be back in 1 hour.

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## Session 4 – learning from past papers

The objective of this session is to learn how to use The Examiner's Reports to inform your teaching.

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### Activity 10 – Looking at specimen papers

- ▶ We are going to spend some time looking at the specimen papers and their mark schemes.
- ▶ We will then consider the implications for our classrooms, and how we might need to change / maintain the way we support our learners in preparing for these examinations.

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### Activity 11 – using past papers

- ▶ Discuss ways in which you could use past paper materials in your classroom.

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### Uses of assessment materials

- ▶ Lesson starter – then revisit as a plenary
- ▶ Group work for learners:
  - ▶ build a model answer
  - ▶ create a mark scheme
  - ▶ identify common errors from Principal Examiner's Reports
- ▶ Use as a formative or summative assessment

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## Assessment types

- ▶ Initial – establishes the base line of current knowledge
- ▶ Formative – informs both teacher and learner of progress during the course
- ▶ Summative – summarises and proves the learning at the end of the topic or course

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## Useful website

<http://www.assessmentforlearning.edu.au/>

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## Session 5 – schemes of work

- ▶ The objective of this session is to write a scheme of work for the topic, unit or section of the syllabus which was used yesterday.

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### Scheme of work example

- ▶ An extract from a scheme of work is in your delegate pack, we will now go through this.

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### Differentiation discussion

- ▶ What is differentiation?
- ▶ The process by which differences are accommodated so that all learners in a group have the best possible chance of progressing
- ▶ How can we do this in the classroom?

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### Useful website

- ▶ <http://www.bbcactive.com/BBCActiveIdeasandResources/MethodsofDifferentiationintheClassroom.aspx>

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## Activity 12 – scheme of work

Using the template, build a SOW, making sure you include a selection of the following:

- ▶ initial, formative and summative assessment
- ▶ different teaching approaches
- ▶ learning resources and activities
- ▶ past assessment materials
- ▶ differentiation
- ▶ stretch and challenge
- ▶ sequencing
- ▶ bridging the gap

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## Break

- ▶ Please be back in 20 minutes.
- ▶ Refreshments are available.

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## Session 6 – planning lessons

- ▶ The objective of this session is to plan a lesson in detail based on the scheme of work started in Activity 12.

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### Planning lessons – structure

- ▶ Aims
- ▶ Learning Objectives – these must be shared with learners
- ▶ Starter, main and plenary if appropriate
- ▶ Assessment – initial, formative and summative

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### Activity 13 – planning a lesson in detail

- ▶ Plan a single lesson in detail for a section of the syllabus of your choice.

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### Session 7 – preparing for assessment

The objective of this session is to understand how to prepare for assessments including:

- ▶ advice to teachers
- ▶ revision strategies
- ▶ approaches to the examination.

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## Advice to teachers

- ▶ Check that you are teaching the correct syllabus for the year of the assessment and that all content is covered even if it has not been tested recently
- ▶ Check that the module combination is valid
- ▶ Check what learners are permitted and not permitted to take into the assessment and practise assessments under these conditions

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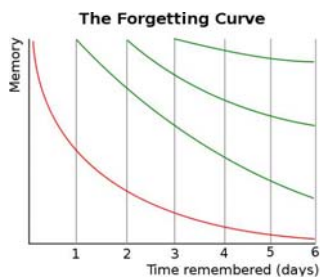
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## Revision




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## Exam wrappers

- ▶ Learners record:
- ▶ how they prepared for the exam/test
- ▶ an analysis of types and causes of errors in answers
- ▶ ways in which the errors could be avoided in future

**Example Exam Wrapper**

(Learners Record) Self-assessment & Reflection      **Student Name:** \_\_\_\_\_

1. How effectively have you been able to prepare for this exam?

2. What percentage of your preparation for this exam did you spend studying alone or with others?

3. What percentage of your total preparation time did you spend on each of these activities?

4. How did you prepare for this exam?

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Ebbler, J. (2013, July 31). Exam wrappers. Retrieved from <http://teachingswithstudents.blogspot.com/2013/07/exam-wrappers.html>

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### Revision – ordering responses

- ▶ Give your learners three possible responses to a question and asked them to list the good and bad points of each and then place them in order of merit.
- ▶ Learners can use this to help them produce better exam responses
- ▶ The Example Candidate Response Booklet can be used to provide suitable material

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### Revision – peer marking

- ▶ Use the Example Candidate Response Booklet to find examples for your learners to mark, comment on and discuss.

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### Revision strategies

- ▶ There are numerous articles online about revision, a good one is:

▶ <http://www.bbc.co.uk/news/health-22565912>

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## Closing the loop



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## 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/>

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## 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:

<http://www.cambridgeinternational.org/pdq>  
 ✉ [info@cambridgeinternational.org](mailto:info@cambridgeinternational.org)



Syllabuses:

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

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## 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/](http://www.cambridgeinternational.org/cambridge-for/trainers/)



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## Reminders – How to keep in touch

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



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## Summary

Over the two days we have covered the following areas:

- ▶ the syllabus and its requirements
- ▶ teaching approaches
- ▶ formative assessment
- ▶ the assessment process
- ▶ the use of assessment materials in the classroom.



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## Plenary

- ▶ Have all your questions on the sticky notes been addressed?
- ▶ Are there any questions that still need answers?

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## 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.

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## End of day 2

Thank you for taking part in today's training.  
Please stay behind now if you have any further questions.



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