

Cambridge International AS & A Level Psychology (9990)

Extension training Day 1



Session 1

- ▶ Welcome and introduction

Extension course aims

The aims of this course are to:

- ▶ review the syllabus requirements
- ▶ explore different teaching strategies
- ▶ develop schemes of work
- ▶ understand the assessment process
- ▶ explore the use of assessment documents to inform teaching

Housekeeping and general points

- ▶ Health and safety
- ▶ Fire safety – alarms and exits
- ▶ Washrooms
- ▶ Refreshments
- ▶ Mobile telephones
- ▶ Pack contents



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Welcome and introductions



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What is the Cambridge Pathway?



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Session 2 – the syllabus

The objectives of this session are to:

- ▶ explore areas of the syllabus you find challenging
- ▶ support your colleagues by sharing best practise



Activity 1 – syllabus success

You have 30 minutes for the following activities:

- ▶ spend 5 minutes identifying three areas of the syllabus you feel you teach most successfully and the reasons that allow you to be successful.
- ▶ spend 25 minutes taking turns with the person next to you to share your pedagogy. They will actively listen and ask questions to develop their understanding of your teaching.



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)



The syllabus

There are three themes in the syllabus:

1. Methodology – candidates need to know how psychologists research and be able to evaluate these methods.
2. Approaches and perspectives – candidates need to know about the main schools of thought within psychology and know general assumptions.
3. 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.



The syllabus

► Advanced Subsidiary 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.



The syllabus

► Advanced Level is based around two options (chosen from a list of four):

1. Psychology of Abnormality
2. Psychology of Consumer Behaviour
3. Psychology of Health
4. Psychology of Organisations

► Methods, issues, debates and applications form a focal point within these options.



The syllabus

- ▶ 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.

Questions

- ▶ Please write on the sticky notes any questions that you would like to be answered by the end of the course.



Session 3 – assessing knowledge

- ▶ The objective of this session is to understand the underpinning knowledge learners require to be successful in this syllabus and how this is assessed.

Learner strengths and weaknesses

It is important to assess areas of strength and weakness in your learners' knowledge. You can do this by:

- ▶ using a checklist after a topic has been taught
- ▶ focusing on areas you know are challenging either to teach or learn.



Activity 2

- ▶ Look at the cards showing the skills learners need for the A Level course.
- ▶ The cards show the knowledge/skills required to underpin this section.
- ▶ Rank the cards from the skills you feel learners find most challenging to develop to the least.



Current ability and knowledge level

- ▶ Please discuss in groups what you do to support your learners to develop the most challenging skills and where they need most support.



Break

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

Session 4 – Initial assessment

- ▶ Assessing how your learners are progressing is an important element of feedback for your teaching. However, progress can only be measured if you know where your learners have started from.
- ▶ In this session we will be developing an initial assessment for a topic to determine this.

Activity 3

- ▶ You are going to design an assessment to use at the beginning of a section of the syllabus. It should:
- ▶ identify your learners current level of understanding of the concepts/skills in this part of the syllabus
- ▶ be accessible – remember, learners will not know the content in great detail
- ▶ allow learners to apply their existing knowledge

Reviewing the initial assessment

Qn	Knowledge/Skill	RAG	Resource	Target	Reviewed
1	Can recall the 12 core studies	G	Textbooks Class notes	To be able to recall the relevant details for each of the core studies	N
2	Be able to identify the ethical issues regarding studies	A	Textbooks Class notes	To be able to identify the ethical issues in studies and how these might have effected the findings	Y
3	Be able to support arguments with relevant studies	R	Textbooks Class notes Exam papers	Be able to write a balanced piece using a range of studies to support key points being made	Y

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Closing the loop



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Using the learner checklist

- ▶ Look at your learner checklist which can be used at two points in the learning:
- ▶ Immediately following a unit of study – learners could be asked to Red, Amber, Green (RAG) rate their understanding of the unit and possible then help each other to improve understanding.
- ▶ Revision of the whole syllabus or sections of the syllabus in preparation for assessment.

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Activity 4

- ▶ Look at the teacher checklist that you have been given and RAG rate both your confidence to deliver each area and how well you think your learners understand.
- ▶ In groups of three, each person should present a problem area (one rated red) and the groups should discuss potential solutions.
- ▶ Please spend 10 minutes discussing each problem area.

Closing the loop



Lunch

- ▶ Please be back in 1 hour.

Session 5 – teaching approaches

- ▶ The objective of this session is to explore a variety of different teaching approaches.



Activity 5 – in groups:

- ▶ discuss the teaching approach you have been given and choose a suitable topic from the syllabus to apply this method to
- ▶ plan how you would create a logical progression of learning and assessment on this topic
- ▶ identify necessary resources
- ▶ you will be asked to present your delivery plan to your rainbow group at the end of this session.



Flipped learning

- ▶ Learners are given material – usually online – to introduce and/or research the topic before the formal classroom experience begins.
- ▶ This can be done either at home or in the classroom.
- ▶ Resources can be developed in school and/or found online.



Flipped learning example

- ▶ In preparation for a discussion on ethical issues, assign learners different core studies to look at.
- ▶ They should identify the ethical issues and be prepared to discuss these and their implications on the study in the next lesson.

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Enquiry based learning

- ▶ Learners carry out research (enquiries) into the topic and look at questions and problems.
- ▶ The 5 Ws and an H approach may be useful – What, Why, Who, When, Where and How.
- ▶ Resources could include textbooks and the internet
- ▶ This can be done in collaboration with other learners or with staff.
- ▶ The research tasks are open-ended enabling individual response.

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Group work 1

Within simple group work it is often useful to assign roles commonly:

- ▶ facilitator
- ▶ recorder
- ▶ summariser
- ▶ presenter.

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Group work 2

Think, pair share is a co-operative discussion strategy. It works by:

- ▶ provoking thinking with a question, prompt or observation
- ▶ allowing learners to pair up to compare notes
- ▶ pairs can share their thinking with the rest of the class.

Break

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

Group work 3

Rainbow grouping is where learners work in groups of up to 6 on a topic:

- ▶ they are given cards so that in each group every learner has a different coloured card
- ▶ groups then reform by colour and learners feedback to their new group.

Activity 6 – rainbow grouping

- ▶ You will have been allocated a colour while in your original group.
- ▶ Regroup with others of the same colour and explain the teaching method that you have been developing.

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Stretch and challenge

- ▶ Tomorrow morning we will be discussing stretching and challenging able learners.
- ▶ How do you extend and stimulate the thinking of more able learners during whole-class teaching?

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Supporting less able learners

- ▶ We will also discuss support for less able learners
- ▶ How can you support and encourage less able learners during whole-class teaching?

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End of day 1

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


