

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




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### Housekeeping

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




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### Welcome and introductions




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## What is the Cambridge Pathway?



## Aims of the introductory 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 all 4 units that make up the qualification in terms of content and assessments
- ▶ To share ideas and good practice in terms of delivery and assessment.

## Aims of sessions 1 and 2

The aim of these sessions are to:

- ▶ give you an overview of the syllabus and key changes
- ▶ consider the key skills learners need to develop
- ▶ share and develop active learning techniques.

### Overview of the syllabus

- ▶ The new 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 differ, and will be covered later.

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### 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.

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### Overview of core content

- ▶ 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.

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## Overview of core content

- ▶ Advanced 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.

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## 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.

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## Activity 1

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

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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 ...

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### 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

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### 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.

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### Common problem areas at AS Level

- ▶ There are commonly four areas of the AS course that teachers feel learners find challenging to grasp and remember:
  - ▶ the main assumptions of the 12 core studies
  - ▶ the procedures of the 12 core studies
  - ▶ the psychology that is being investigated in the 12 core studies
  - ▶ the different types of reliability and validity.

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### Common problem areas at A Level

- ▶ Paper 4 requires learners to design a study in Part B.
- ▶ This is a complex skill and we are going to work together to consider how we might support learners to do this.

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### Activity 3

Have a look at this question from specimen Paper 4:

- Psychology and abnormality**
- (a) Design a study to investigate whether obsessive-compulsive disorder (OCD) is more effectively treated by psychological or biomedical techniques. [10]
- (b) Explain the psychological and methodological evidence on which your study is based. [8]

How could we support our learners in preparing for this sort of question?

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### Activity 4

In small groups, write a series of activities you could complete in your classroom to help learners successfully answer the design question in Paper 4.

#### Psychology and abnormality

- (a) Design a study to investigate whether obsessive-compulsive disorder (OCD) is more effectively treated by psychological or biomedical techniques. [10]
- (b) Explain the psychological and methodological evidence on which your study is based. [8]

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### Activity 5

Combining with a group near you, share and review each other's ideas. As well as sharing the activities you have developed, try to consider:

- ▶ what you would need to do to adapt it to your school setting
- ▶ what would work well with your learners
- ▶ what you have learnt from colleagues that you could apply to your pedagogy.

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### Differentiation

We are now going to build on the activity by considering:

- ▶ what differentiation we could provide
- ▶ how we might assess learner understanding formatively and summatively.

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## Differentiation

Below are some ideas taken from the teacher guide about differentiating learning.

- ▶ Learners should work at a level that presents a suitable challenge.
- ▶ Choices should be offered to all learners so that they can learn at their own pace.
- ▶ Try to provide multiple approaches to learning.
- ▶ The work should be engaging at all times.
- ▶ A variety of individual and group work activities should be used over a period of time.

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## 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.

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## 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.**

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### 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.

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### Activity 6

- ▶ Back in your original group of 3, discuss and develop ways you could differentiate the activity you have designed.
- ▶ Consider how you might:
  - ▶ challenge more able learners in the group
  - ▶ support learners who have poor literacy and find learning new concepts difficult
  - ▶ group learners to help you differentiate
  - ▶ assess the learning that has occurred.

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### 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.

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### Structure of the exam papers

- ▶ The detail, structure and focus of the papers is on your handouts.
- ▶ What follows is a brief summary for each.

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### Paper 1 (Approaches, issues and debates)

- ▶ This unit constitutes 50% of the AS qualification and 25% of the A Level qualification.
- ▶ The candidate needs 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

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### Paper 2 (Research methods)

- ▶ This unit constitutes 50% of the Advanced Subsidiary qualification and 25% of the Advanced 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.

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## 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%

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## Activity 7

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

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## 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.

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### 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.

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### 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.

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### 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.

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### 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.

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### 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.

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### 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%

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## Activity 8

- ▶ You have example candidate responses to a range of questions from Papers 3 and 4.
- ▶ In pairs/small groups use the mark scheme to mark the candidate responses.

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## 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.

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## 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.

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### Activity 9

Planning for the A Level

- ▶ Using the content list, create a plan for how you would deliver the 9990 syllabus.
- ▶ Consider how you can develop learners' thinking skills and examination technique.
- ▶ If you have more or less time than 30 weeks, please add/delete on the sheet as appropriate.

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### Assessment documents

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

PDF copies of these can be found on:

- ▶ [www.cambridgeinternational.org](http://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](http://www.cambridgeinternational.org/orderpub)

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### 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](http://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](http://www.cambridgeinternational.org/samples)

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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:



Syllabuses:

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

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

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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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## 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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**Thank you**  
Any questions?




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