

Cambridge International AS & A Level Psychology (9990)

Introductory training Day 1



Session 1

- ▶ Welcome and outline of the day.

Housekeeping and general points

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



Outline for the day

Today we will consider the following:

- ▶ the syllabus
- ▶ knowledge required by learners to access the syllabus
- ▶ formative assessment strategies
- ▶ teaching approaches
- ▶ appropriate challenge for learners.

Session 2 – the syllabus

- ▶ The objective of this session is to ensure that you understand the objectives, content and structure of the syllabus.

Activity 1 – quiz

You have 20 minutes for the quiz. Please follow these instructions:

- ▶ answer all questions
- ▶ work in pairs
- ▶ using the syllabus document to help you
- ▶ ask if there are any words in the quiz or syllabus which you do not understand.

Activity 1 – answers

Activity 1 – answers

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.

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Session 3 – assessing knowledge

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

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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.

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Current ability and knowledge level

- ▶ Please discuss in groups where you think most learners would have good previous knowledge/skills and where they would need most support.



Break

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



Session 4 – formative assessment

- ▶ The objective of this session is to identify opportunities for formative assessment.



Activity 3 – formative assessment

- ▶ Based on an area of the syllabus your learners need support, your task is to create a formative assessment. It should:
- ▶ focus on assessing the skills or knowledge required for this part of the syllabus
- ▶ identify learners' level of understanding of the concepts or skills
- ▶ be accessible – the assessment will not tell you anything if the learners cannot complete it
- ▶ allow learners to apply their knowledge



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 4 – teaching approaches

- ▶ Discuss the teaching approach on the slide you have been given.
- ▶ Choose a topic from the syllabus to apply this method to and plan how you would do this in your classroom.
- ▶ Fill in the KASH analysis form and use this to report back to the other delegates on this method.



Flipped learning

- ▶ Learners are given material – usually online videos and resources – 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 for learners 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.



Enquiry based learning

- ▶ Learners carry out research (enquiries) into the topic and look at questions and problems. This can be done outside the classroom so 'flipping' the learning.
- ▶ 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

In this type of group work it is useful to assign roles. These roles can be:

- ▶ 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.

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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 each learner has a different colour
- ▶ groups then re-form by colour and learners feedback to their new group.

Break

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

Session 6 – resources and activities

- ▶ The objective of this session is to try new learning resources and activities and then develop your own examples.

Learning resources and activities

- ▶ Matching puzzles
- ▶ Follow me cards
- ▶ Cloze
- ▶ True/false cards
- ▶ Taboo

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Activity 5 – trying out activities

- ▶ Have a go at the activities on your table.
- ▶ Discuss how one or more of these could be used in a formative assessment for a topic of your choice.

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Other teaching ideas

- ▶ learners create a PowerPoint, Prezi or whiteboard flipchart on a topic
- ▶ learners create a storyboard for a topic
- ▶ learners produce a summary for a topic
- ▶ learners mark and comment on a piece of work generated by the teacher which contains common errors and misconceptions.

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Cambridge teacher support

There are many useful documents available from the School Support Hub: www.cambridgeinternational.org/support

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





End of day 1

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


