

## Delegate Booklet

Course Title:  
**Edexcel AS and A Level Psychology (2015):  
Maximising Students Potential**

**16BAY02**

### **About this event**

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Course Title: **Edexcel AS and A Level Psychology (2015): Maximising Students Potential**

Course Code: **16BAY02**

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### **Aims and Objectives of the event**

1. Discuss the impact of low ability and disaffected learners on delivery and focus on approaches to maximising their potential in psychology
2. Explore approaches to maximising students' potential through interactive teaching
3. Consider possible approaches to composing effective responses with a focus on the Pearson/Edexcel 2015 psychology specification
4. Have the opportunity to network with other teachers



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## Agenda

Time	Item
9.30 – 9.45	Welcome <i>Tea &amp; Coffee</i>
9.45 – 10.00	<b>Introduction</b>
10.00 – 10.45	<b>Section One:</b> Defining Low Ability and Disaffected Learners
10.45 – 11.00	<i>Tea &amp; Coffee break</i>
11.00 – 12.00	<b>Section Two:</b> Strategies to deal with Low Ability and Disaffected Learners
12.00 – 1.00	<i>Lunch</i>
1.00 – 2.00	<b>Section Three:</b> Interactive teaching
2.00 – 2.15	<i>Tea &amp; Coffee break</i>
2.15 – 3.00	<b>Section Four:</b> Interactive assessment
3.00 – 3.15	<b>Support and contacts</b>
3.15 – 3.30	<b>Review and Questions</b>

## Activity 1 –What is a 'low ability' or 'disaffected' learner?

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### Purpose:

- To define a 'low ability' and 'disaffected' learner
- To share ideas on how to define these types of learner

### Instructions:

- Work in pairs to identify what characterises a 'low ability' learner and a 'disaffected' learner.

**'Low ability' learner**

**'Disaffected' learner**



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## Activity 2 – Common issues caused by 'low ability' or 'disaffected' learners

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### Purpose:

- To identify common issues with your 'low ability' or 'disaffected' learners
- To share ideas on how these learners affect your delivery

### Instructions:

- Work in pairs to identify what 'problem behaviours' you have experienced from 'low ability' and 'disaffected' learners.
- Consider how they affect your planning, preparation, delivery, and feedback.

#### 'Low ability' learner issues

#### 'Disaffected' learner issues



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## Interactive resources – Samples

### Purpose:

- To look at possible interactive resources that could be used for the GCE 2015 Psychology specification.
- To share ideas on possible interactive resources.

### Instructions:

- Have a look at the example resources.
- Discuss with a partner or in a small group about how you could tailor these to your teaching and think of other possible interactive resources.
- Be ready to share with the rest of the delegates.

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### Process of synaptic transmission

#### Matching exercise

Match the items on the right to the items on the left.

Step 1 Vesicles release neurotransmitter into synaptic cleft ▼

Step 2 Neurotransmitter binds to receptors and activates them ▼

Step 3 ??? ▼

Step 4 ??? ▼

Step 5 ??? ▼

Click, you can click on "Hint" to get a free letter. Click on a number in the grid to reveal the clue or clues for that number.

Across: 1: Chemical messenger which aids synaptic transmission

<b>Random sampling</b> 	Every member of a population has an equal chance of being selected	Example: Pulling names out of a hat or use a random number generator	Low bias because everyone has an equal chance of being chosen  Sample can be checked mathematically for bias using the confidence level and interval	Cannot be certain that the sample is representative of all groups  Difficult to access all the population so that random sampling can take place
<b>Stratified sampling</b> 	Dividing the target population into important subcategories Selecting members in proportion that they occur in the population	Example: 2.5% of British are of Indian origin, so 2.5% of your sample should be of Indian origin... and so on	A deliberate effort is made to make the sample representative of the target population  Limits the numbers of participants needed	Can be biased as requires researcher excluding people who are not in the groups/strata  Difficult to judge how many people from each group/strata are needed to provide a representative sample



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## Craik and Tulving replication

### Instructions

The questions below relate to the words that will be flashed up on the slides. Answer each question as accurately as you can.

No.	Question	Answer	
1	Does the word rhyme with WEIGHT?	Yes	No
2	Is the word in capital letters?	Yes	No
3	Does the word fit into the sentence: "A girl _____ a cocktail"	Yes	No
4	Does the word rhyme with MUG?	Yes	No
5	Does the word fit into the sentence: "The bird _____ away"	Yes	No
6	Does the word rhyme with FILE?	Yes	No
7	Is the word in capital letters?	Yes	No
8	Does the word fit into the sentence: "The dog _____ at the postman"	Yes	No
9	Does the word fit into the sentence: "He met a _____ in the street"	Yes	No
10	Does the word rhyme with HOP?	Yes	No
11	Is the word in capital letters?	Yes	No
12	Is the word in capital letters?	Yes	No

## Notes for ideas for interactive resources



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## Activity 3 – Case studies

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### Purpose:

- To consider possible approaches to engaging with and motivating 'disaffected' or 'low ability' learners
- To share good practice on ways to approach challenging situations

### Instructions:

- Work in small groups or pairs.
- Read the case studies and discuss potential approaches you could use to engage with the 'disaffected' and 'low ability' learners.
- Be ready to share your ideas with the rest of the delegates.

#### Case study A

You are teaching an AS-level Psychology class where in this group there are some learners who are struggling to reach the necessary standard in their assessed work. At the same time, there are three learners in this group who are able to meet the required level with very little effort. They are obviously just coasting, and sometimes do not bother to hand in homework or try in tests. But the homework they do complete is excellent, even achieving grade A on some tasks. However, these three generally make so little effort that their overall attainment level is no higher than that achieved by the learners who are struggling. In class these three play around, turn up late, and sometimes do not turn up at all. They have failed to hand in their most recent homework and are in danger of failing the course if this continues.

- How would you deal with this situation to improve outcomes for all students?

#### Case study B

You are teaching in a college where you have five AS-level Psychology groups. The Head has organised your groups so each group is targeting certain grades. One of the groups you have been asked to teach is targeted for D/E grade and the students have become aware that this is the maximum they may achieve on the course. The students in the group are now not answering questions during lessons and say they are rubbish at Psychology so there is no point in trying any more. One of the students says in front of the class that she is thinking of moving on to a different subject as she needs more than D/E for her university application. Another student says there is no point in coming anymore and intends not to submit any further homework.

- How might you engage with the learners and motivate them?



## Activity 4 – Plan an interactive lesson

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### Purpose:

- To consider how an interactive lesson could be planned.
- To share ideas on different possible interactive activities that could be used with a classic study.

### Instructions:

- Work in small groups or pairs.
- Read through the summary of the Raine et al. (1997) classic study.
- Use the next page to plan an interactive lesson.
- Share ideas with your partner/group members.

#### **Raine et al. (1997) classic study**

The aim of the study was to see whether there was different brain functioning in a group of murderers to control participants. The expectation was that the murderers would show evidence of brain differences in their prefrontal cortex as well as in other areas that are thought to be linked to violent behaviour. The study examined the brains of 41 people (39 males and 2 females) who were charged with murder but pleaded Not Guilty by Reason of Insanity (NGRI) and compared them with 41 controls. All of the participants were injected with a glucose tracer, required to work at a continuous performance task that was based around target recognition for 32 minutes, and then given a PET scan. The participants were compared on the level of activity in right and left hemispheres of the brain. Compared to the controls, the NGRIs were found to have less activity in their prefrontal and parietal brain regions, more activity in their occipital areas, and no difference in their temporal areas. The results from the subcortical areas found less activity in the corpus callosum. They also found an imbalance of activity between the two hemispheres in three other subcortical structures. In the amygdala and the hippocampus, compared to the controls, the NGRIs had less activity in the left side and more activity in the right side. Also, in the thalamus the NGRIs had more activity in the right side, though no difference in the left side. Raine et al. argue that their research supports previous findings about the role of certain brain structures in violent behaviour. They suggest that the difference in activity in the amygdala can be seen to support theories of violence that suggest it is due to unusual emotional responses such as lack of fear. The authors also comment on the differences in corpus callosum activity between the NGRIs and the controls, and suggest this can be matched up to evidence of people with a severed corpus callosum which show they can have inappropriate emotional expression and an inability to grasp long-term implications of a situation.

*Source: Raine, A, Buchsbaum, M & LaCasse, L. (1997) Brain abnormalities in murderers indicated by positron emission tomography. Biological Psychiatry, 42 (6), 495 - 508*

**Space to plan an interactive lesson for Raine et al. (1997)**

## Activity 5 – Interactive assessment

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### Purpose:

- To show examples of interactive assessment activities
- To share ideas on good practice concerning assessment

### Instructions:

- Work in pairs to complete the activities below
- Discuss what strategies you use and share ideas with others
- Plan your own interactive assessment activities in the space on the final page.

### Activity A – order the sentences

- Look at the sentences below. Try to put them in the correct order.

*Sentence (a): The observer initially pays attention to the role model's behaviour so notices and is interested in them acting aggressively.*

*Sentence (b): The observer is finally motivated to continue the aggressive behaviour in future as they have been rewarded in some way such as being held in high esteem by their peers for winning a fight.*

*Sentence (c): Social learning theory suggests that an individual identifies with a role model who is generally of the same-sex, has something like power or fame that the observer wants, and is admired by the individual.*

*Sentence (d): The observer then retains the different steps involved in the behaviour being displayed so remembers the aggressive hitting and shouting shown by the role model.*

*Sentence (e): The aggressive behaviour is then reproduced by the observer as they hit and shout at their friend at school.*

### Correct order is:



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## Activity B – correct the spelling and grammar errors

- Look at the paragraph below. Try to correct the errors in the spelling and grammar.

*William, admires, his, older brother Brian who is vrey popular with his freinds. William saw his older borthor Brian go in to a local sohph and take some sweets. He paid attention to how brian waited until security were not looking and then remembered how he used his caot to conceal him taking the swetes without paying for them. William went to his local shop the next day and stool some sweets in a similar manner to Brian and was Rewarded By His Popularity increasing at school. This moativated William to steele more sweets after scool again.*



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## Activity C – gap fill paragraph

- Look at the paragraph below. Some words are missing – fill in the blanks using the terms below.

*Bandura (1961, 1963) found that children would observe and imitate aggressive behaviour from \_\_\_\_\_ adult role models. This supports social learning theory because the children \_\_\_\_\_ with their role model and \_\_\_\_\_ the behaviour. However, this study took place in a university nursery which is in an \_\_\_\_\_ set of rooms which is not like a playground. This weakens this evidence for social learning because the theory is trying to explain real world behaviour so this lacks \_\_\_\_\_. Cook and Mineka (1989) found that monkeys acquired a fear of toy \_\_\_\_\_ but not flowers through observational learning which supports social learning as they \_\_\_\_\_ and \_\_\_\_\_ the role model monkey reactions. One weakness with social learning theory is that it largely ignores \_\_\_\_\_ reasons for behaviour whereas the biological approach assumes that \_\_\_\_\_, \_\_\_\_\_, and the \_\_\_\_\_ have an influence on psychological traits and behaviour.*

**validity   internal   observed   imitated   same-sex   modelled   unfamiliar**  
**snakes   genes   hormones   brain   identified**

**Space to plan your own interactive assessment activities**



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## PERSONAL LEARNING

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### Things to do:

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### Things to avoid

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### Your ideas: