

Edexcel A Level Psychology (2015): Approaches for Delivering A Level Psychology

17BAY01



Aims and Objectives

1. Discuss general approaches to delivering the Edexcel Psychology 2015 specification, with a focus on Year 2
2. Focus on approaches for teaching theories, and studies relevant to the A-level Edexcel Psychology 2015 specification
3. Focus on approaches for teaching research methods, maths, and practical investigations relevant to the A-level Edexcel Psychology 2015 specification
4. Explore assessment of the A-level Edexcel Psychology 2015 specification with possible approaches to communicate effective examination technique to students
5. Have the opportunity to network with other teachers

Session Agenda

9.30 – 10.00 : Welcome and *Tea & Coffee*

10.00 – 10.15: Agenda & Introductions

10.15 – 10.30: **Section One:** Requirements for Year 2 delivery

10.30 – 11.15 : **Section Two:** Studies

11.15 – 11.30 : *Tea & Coffee break*

11.30 – 12.30 : **Section Three:** Theories

12.30 – 1.15 : *Lunch*

1.15 – 2.00 : **Section Four:** Maths, research methods, practical investigations

2.00 – 2.15 : *Tea & Coffee break*

2.15 – 3.00: **Section Five:** Assessment

3.00 – 3.15 : **Support** and **contacts**

3.15 – 3.30 : **Review** and **Questions**

Content – overview

Requirements for Year 2 delivery

Research studies

Theories

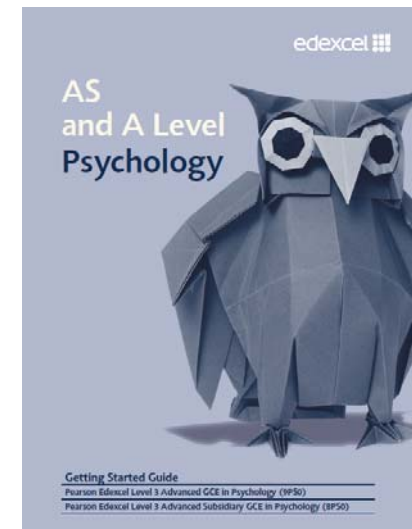
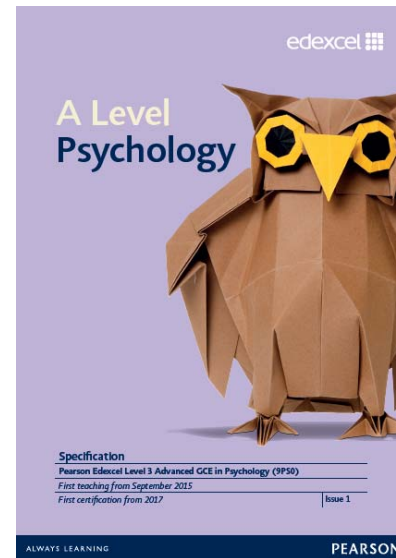
Maths, research methods, practical investigations

Assessment

**Section one:
Requirements for
Year 2 delivery on the
2015 specification**

Requirements for Year 2 delivery on the 2015 specification

See updated Specification and
Getting Started Guide



A-level Assessment

Students must:		% in GCE
A01	Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures	30-35%
A02	Apply knowledge and understanding of scientific ideas, processes, techniques and procedures: <ul style="list-style-type: none">• in a theoretical context• in a practical context• when handling qualitative data• when handling quantitative data	30-35%
A03	Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to: <ul style="list-style-type: none">• make judgements and reach conclusions• develop and refine practical design and procedures	35-40%
Total		100%

Section two: Research studies

SECTION TWO:

Studies and AOs

Candidates need to know how to:

- Knowledge and understanding of a study (AO1)
- Application of the knowledge and understanding of a study to a novel scenario, key question, or concept in Issues and Debates (AO2)
- Analyse, interpret, evaluate, and make judgements or conclusions about the study and be able to refine and improve the study (AO3)

SECTION TWO: Studies and AOs

AO1

Accurate recall of any element of the study

Elements include aim(s), procedure, findings, conclusion(s)

AO2

Application of the study to a novel scenario

Application to key questions

Application to another concept in Issues and Debates

AO3

Judgements about strengths and weaknesses of the study

Judgements about issues and debates in relation to the study

Refining and improving the study

Year 2 / A level: Key studies

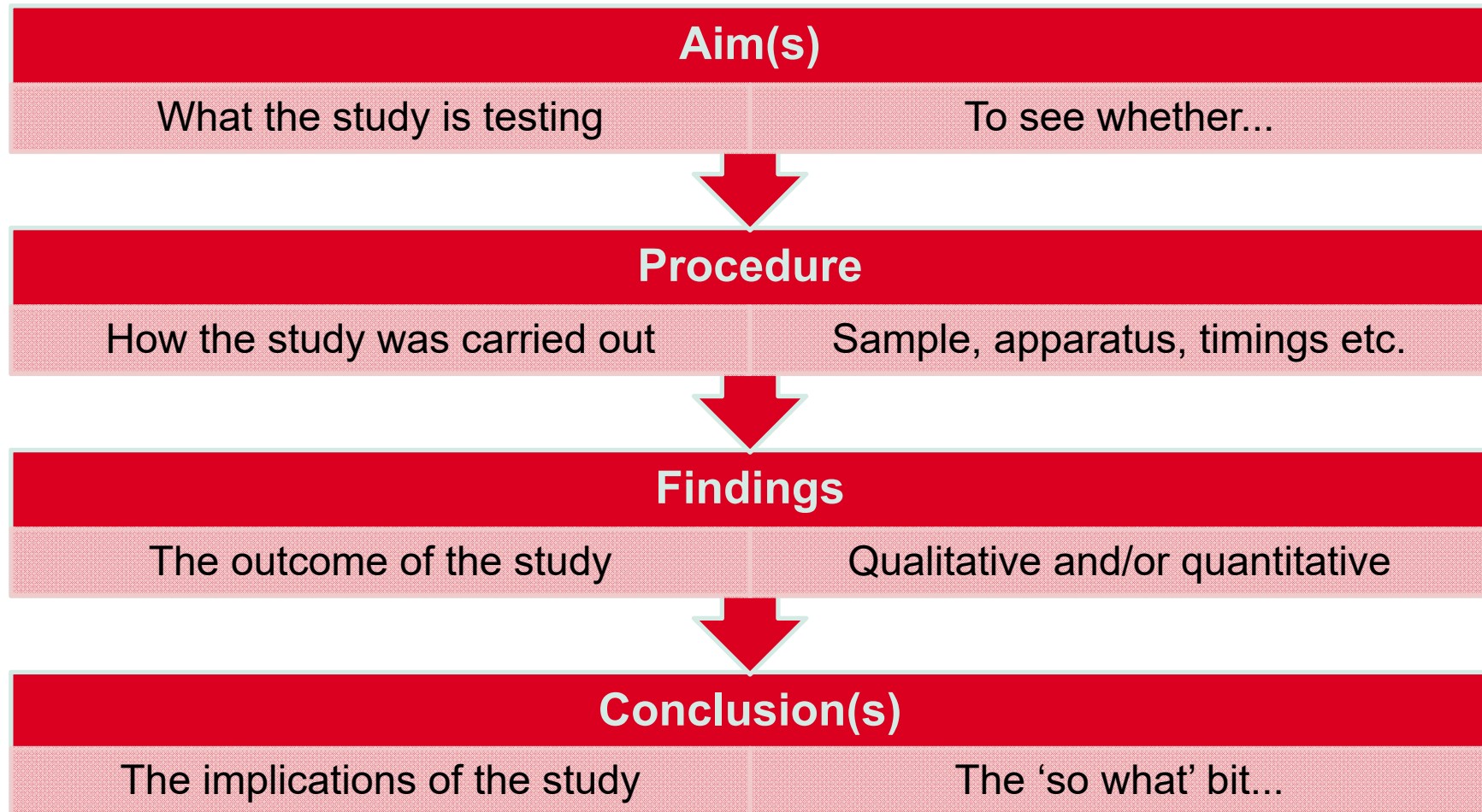
Clinical	Criminological	Child	Health
Rosenhan (1973)	Loftus and Palmer (1974)	van IJzendoorn and Kroonenberg (1988)	Olds and Milner (1954)
Carlsson et al. (2000)		Bowlby	
		Ainsworth	
A case study	Bradbury M D and Williams, M R (2013) Valentine T and Mesout J (2009) Howells et al. (2005)	Cassibba et al. (2013) Gagnon-Oosterwaal et al. (2012) Li et al. (2013)	Mundt et al. (2012) Dixit et al. (2012) Pengpid et al. (2012)
An interview			
One contemporary study			

SECTION TWO:

Possible approaches to delivering studies

- Use the original journal article if possible.
- There are two endorsed text books and some student guides but double check accuracy before use.
- Conduct a partial/full replication.
- Use videos to show clips of the study or the relevance of what the study is testing.
- Students could draw a storyboard of the study. These can be cut out and then used for a revision task later where they can be sorted from start to finish.
- Students could act the study out.
- Use quiz and directed questioning to check understanding.
- Use APFC for AO1, PEA for AO2, and GRAVE for AO3.

Studies: knowledge and understanding



Studies – application

Point

- Identify the relevant part of the study
- e.g. Carlsson's findings are relevant to Steven's behaviour

Evidence

- Give accurate information from the study
- e.g. Carlsson suggested that hypoglutamatergia can increase dopamine so it is the interaction between glutamate and dopamine that contributes to schizophrenia

Apply

- Link the part of the study to the scenario explicitly
- e.g. Steven may have a reduction in his glutamate (via GABA or glutamate neurons) which may be the reason for him experiencing auditory hallucinations

Studies – evaluation, analysis, interpretation

Generalisability

- Sample = target population?

Reliability

- Consistency over time

Application

- Real world help

Validity

- Measure what it says it measures

Ethical issues

- Adhere to BPS code of conduct (2009)?

Activity 1

- Rosenhan (1973) classic study – sort and plan.



Delegate Feedback



Section three: Theories

SECTION THREE:

Theories/explanations and AOs

Candidates need to know how to:

- Knowledge and understanding of a theory (AO1)
- Application of the knowledge and understanding of a theory to a novel scenario, key question, or concept in Issues and Debates (AO2)
- Analyse, interpret, evaluate, and make judgements or conclusions about the theory and be able to refine and improve the theory (AO3)

SECTION THREE:

Theories/explanations and AOs

AO1

Accurate recall and explanation of assumptions and key terms within the theory. Relevant examples can be used to explain concepts as appropriate

AO2

Application of the theory to a novel scenario

Application to key questions

Application to another concept in Issues and Debates

AO3

Judgements about strengths and weaknesses of the theory

Judgements about issues and debates in relation to the study

Refining and improving the theory

Year 2 / A level: Theories / Explanations

Clinical	<i>Criminological</i>	<i>Child</i>	<i>Health</i>
The function of neurotransmitters and Schizophrenia	Biological explanations: Brain injury Amygdala XYY Personality	Bowlby's work on attachment	One biological explanation for each of alcohol, heroin, nicotine
One other biological theory/ explanation for Schizophrenia		Biological explanation for Autism	
One biological theory/ explanation for other chosen disorder	Social explanations: Labelling Self-fulfilling Prophecy Social learning theory	One other explanation for Autism	One learning explanation for each of alcohol, heroin, nicotine
One non-biological theory/explanation for Schizophrenia and another disorder			

SECTION THREE:

Possible approaches to delivering theories

- Use the original journal article if possible.
- There are two endorsed text books and some student guides but double check accuracy before use.
- Use videos to show the relevance of the theory to the real world.
- Use diagrams from the original journals (or text books if they are accurate) to show how the theory works.
- Use quiz and directed questioning to check understanding.
- Ask students to compare theories to check understanding.
- Use assumptions and key terms (including examples) for AO1, PEA for AO2, and SODA for AO3.

Theory – knowledge and understanding

Assumptions of the theory

- How does the theory assume the concept is caused?
- Schizophrenia is caused by hyperactive or hypoactive neurotransmitter levels in the brain

Key term / idea 1

- Describe the first key term / idea with elaboration.
- Original dopamine hypothesis = Positive symptoms caused by over stimulation of the mesolimbic pathway whereas negative symptoms caused by mesocortical pathway

Key term / idea 2

- Describe the second key term / idea with elaboration.
- Revised dopamine hypothesis = hyperactive DA mesolimbic; hypoactive PFC; dysregulation in other brain areas important in emotional functioning (PFC; amygdala)

Key term / idea 3

- Define the third key term / idea with elaboration.
- Recent evidence suggests other neurotransmitters involved, for example Glutamate. Some drugs induce psychotic symptoms, reduce glutamate, and reduce DA, so glutamate must have a role.

Theory - application

Point

- Identify the relevant part of the theory
- e.g. The function of neurotransmitters could explain why Kadija is experiencing auditory hallucinations

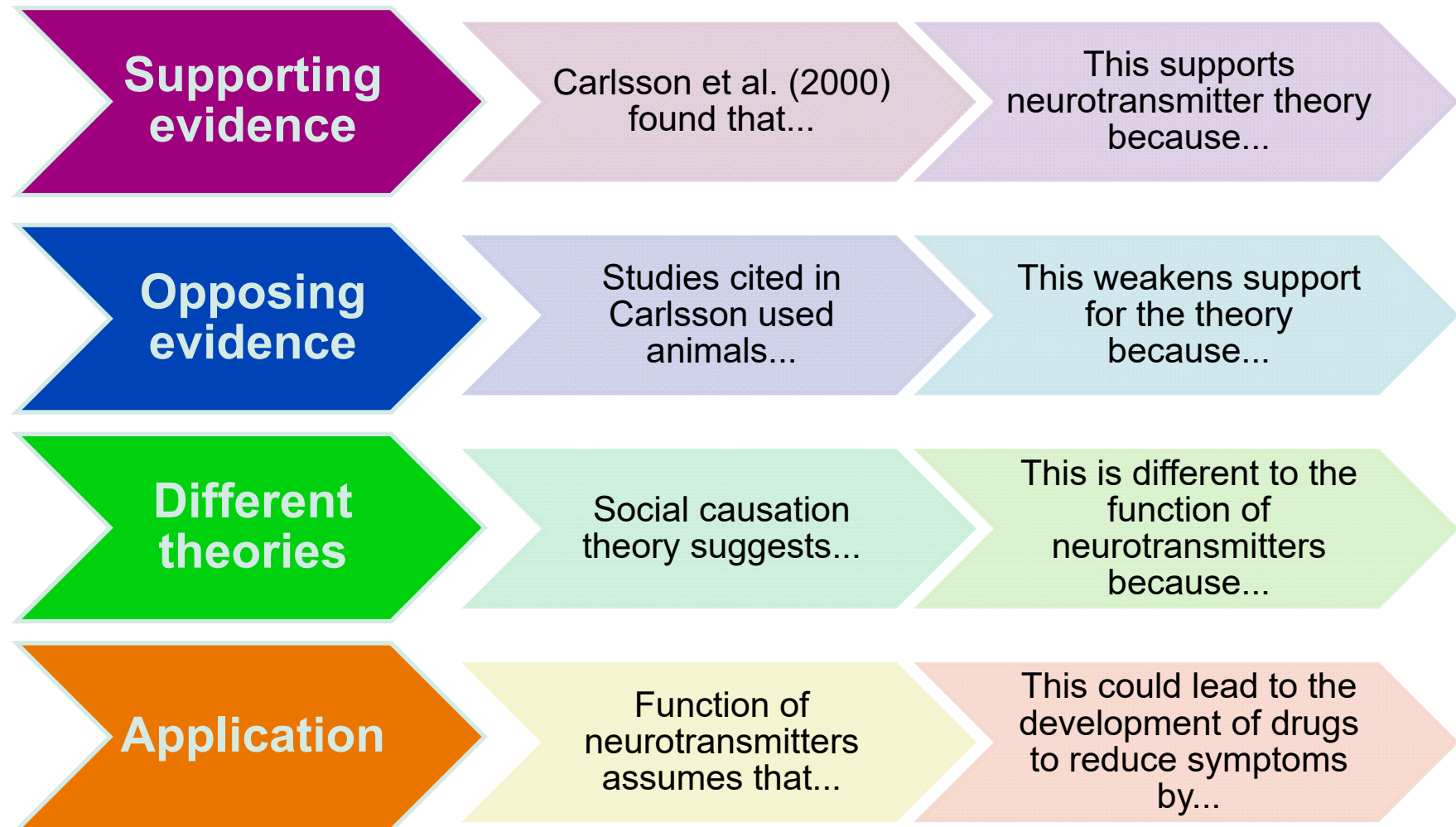
Evidence

- Define the key term or idea from the theory
- e.g. Hyperactive dopamine in the mesolimbic pathway and hypoactive dopamine in the pre-frontal cortex could cause positive symptoms.

Apply

- Link the key term to the scenario in a relevant way
- e.g. Kadija may have an excess of dopamine in her mesolimbic pathway and a lack of dopamine in her pre-frontal cortex so is hearing voices that are not there

Theory – evaluation, analysis, interpretation



Activity 2

Identify the AO1, AO3 for Social Learning theory (for options 6 and 8)
and consider approaches to delivering the theory



Delegate Feedback



Section four:
Maths,
research methods,
and
practical
investigations

Maths, research methods, and practical investigations

Candidates need to know how to:

- Calculate and interpret quantitative and qualitative data (usually AO2)
 - Appendix 3 and Appendix 4 in A-level specification show requirements for maths and statistics
- Recall (AO1), apply (AO2), make judgements and refine (AO3) research methods named in the specification
 - 1.2, 2.2, 3.2, 4.2, 5.2, 6.2, 7.2, 8.2, 9.1 in A-level specification
- Conduct and write-up practical investigations (AO2)
 - 1.5, 2.5, 3.5, 4.5, 5.5, 6.5, 7.5, 8.5 in A-level specification

Approaches to delivering Maths

- Maths and statistics could be taught together or split throughout the qualification
 - See Mathematical Guidance document for suggestions
- Videos can be useful to explain probability, levels of significance and the reason behind inferential statistics
- Use of workbooks with activities are a good way to get candidates involved
- Real study examples or silly/funny theoretical studies can retain interest
- Check accuracy of external sources (e.g. BBC Bitesize website or text books) before delivery

Approaches to delivering research methods

- Research methods could be taught in an applied way using real or theoretical studies
- Videos can show method being conducted by real psychologists
- Method may be carried out during practical investigation which brings it to life for candidates
- Card sort activity can show the process of the method
- Posters can compare methods and highlight strengths and weaknesses through similarities and differences
- Precise language is needed during exam technique to avoid inaccuracy (N.B. avoid categorical language)

Approaches to delivering practical investigations

- Your role should be as a supervisor to support and facilitate the practical investigation
- Templates could be used to help guide candidates
- BPS Code of ethics and conduct (2009) needs to be adhered to by candidates (you need to ensure this) – research proposal or you could facilitate practical
- Workbooks given at beginning of practical investigation could be helpful to support and guide candidates
- Maths and statistics could be covered here as suggested in Mathematical Guidance document
- Easier to have candidates work in groups on a single investigation and analyse data together during a lesson (write-up must be individually conducted though)

Activity 3

Consider ways of combining maths, research methods, and practical investigations using Primack et al. (2008)



Delegate Feedback



Section five: Assessment

SECTION FOUR:

Assessment of studies

Short response questions (1 – 7 marks)

- AO1 – recall all or a specified part of a study
- AO2 – apply a study to a novel scenario , key question, or to Issues and Debates (Issues and Debates A-level only)
- AO1/AO3 – identify (AO1) and make judgements (AO3) on strengths and weaknesses or suggest improvements/refine the study

Extended response questions (8 – 20 marks)

- AO1/AO2 – recall and apply to a novel scenario , key questions, or Issues and Debates (Issues and Debates A-level only)
- AO1/AO3 – recall and strengths and weaknesses with judgements
- AO1/AO2/AO3 – recall, apply, strengths/weaknesses

SECTION FOUR:

Assessment of theories

Short response questions (1 – 7 marks)

- AO1 – recall a theory or key terms from a theory
- AO2 – apply a theory to a novel scenario , key questions, or to Issues and Debates (Issues and Debates A-level only)
- AO1/AO3 – identify (AO1) and make judgements (AO3) on strengths and weaknesses or suggest improvements/refine the theory

Extended response questions (8 – 20 marks)

- AO1/AO2 – recall and apply to a novel scenario , key questions, or Issues and Debates (Issues and Debates A-level only)
- AO1/AO3 – recall and strengths and weaknesses
- AO1/AO2/AO3 – recall, apply, strengths/weaknesses

Activity 4

Sort the questions into their different Assessment Objectives (AOs)



Delegate Feedback



Approaches to assisting with assessment 1

- Provide sample points (not whole answers) to show your students what is expected
 - Sample AO1, AO2, AO3 made relevant to a study, theory, key question, maths/practical/research method
- Mix up key sentences for a paragraph and ask the students to put them in the correct order
- Provide a paragraph with gap fill to show your students logical chains of reasoning and appropriate prose
- Give your students a paragraph with mistakes in spelling and grammar and ask them to correct it
- Get students to write out a point each for a theory/study/method and put them together at the end

Approaches to assisting with assessment 2

Use an individual learning plan for self-assessment and to set agreed targets (see example in delegate pack)

Students to write a response in class without their notes and mark their own work (self-assessment)

Students to write a response in class without their notes and get another student to mark their work (peer-assessment)

Students to be given 3 pre-marked responses and have to mark it using a mark scheme

For all of the above, they could use the mark scheme to identify strategies to improve the responses

Activity 5

Look at the examples in your booklet and discuss your approaches to assessment and share ideas with those in your group



Delegate Feedback



Support

Subject Advisor: **Stephen Nugus**

Email: TeachingPsychology@pearson.com

Telephone: **020 7010 2190**

Twitter: **@EdexcelScience**

<http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/psychology-2015.html>

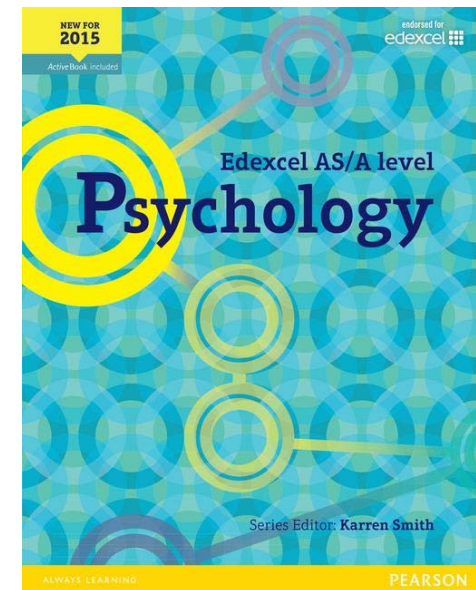
Pearson Paid-For Published Resources

We are committed to helping teachers deliver our Edexcel qualifications and students to achieve their full potential.

To do this, we aim for our qualifications to be supported by a wide range of high-quality resources, produced by a range of publishers, including ourselves.

However, it is not necessary to purchase endorsed resources to deliver our qualifications.

<http://www.pearsonschoolsandfecolleges.co.uk/Secondary/SocialScience/Psychology/EdexcelASALevelPsychology2015/EdexcelASALevelPsychology2015.aspx>



Other useful links

1. [Grade Boundaries](#)

This page shows the minimum marks needed to achieve a certain grade for all UK and international examinations. Also refer to the examiners report which is available for download with other documents.

2. [Examination Results Statistics](#)

Results statistics summarise the overall grade outcomes of candidates sitting Edexcel examinations.

3. [Results Plus](#)

- Edexcel's free online service giving instant and detailed analysis of your students' exam and mock performance.
- See your students' scores for every exam question.
- Understand how your students' performance compares with Edexcel national averages.

Any questions?

**Thank you for
attending this event.**

How did we do?

*Please fill in the evaluation form that you'll
receive via e-mail in a few minutes.*

There's so much more to learn

Find out more about our range of events at
<http://qualifications.pearson.com/training>

ALWAYS LEARNING