

Pearson Edexcel A level Psychology

Improving Practice 9PS0-2002

First teaching in 2015

First assessment 2017



Agenda

- Teaching strategies for more challenging areas of the specification content
(40 minutes)
- Skills for mathematics and experimental design
(20 minutes)
- Comfort break
(10 minutes)
- The construction of question papers and mark schemes
(40 minutes)
- Address common issues and FAQs
(10 minutes)

Aims and objectives

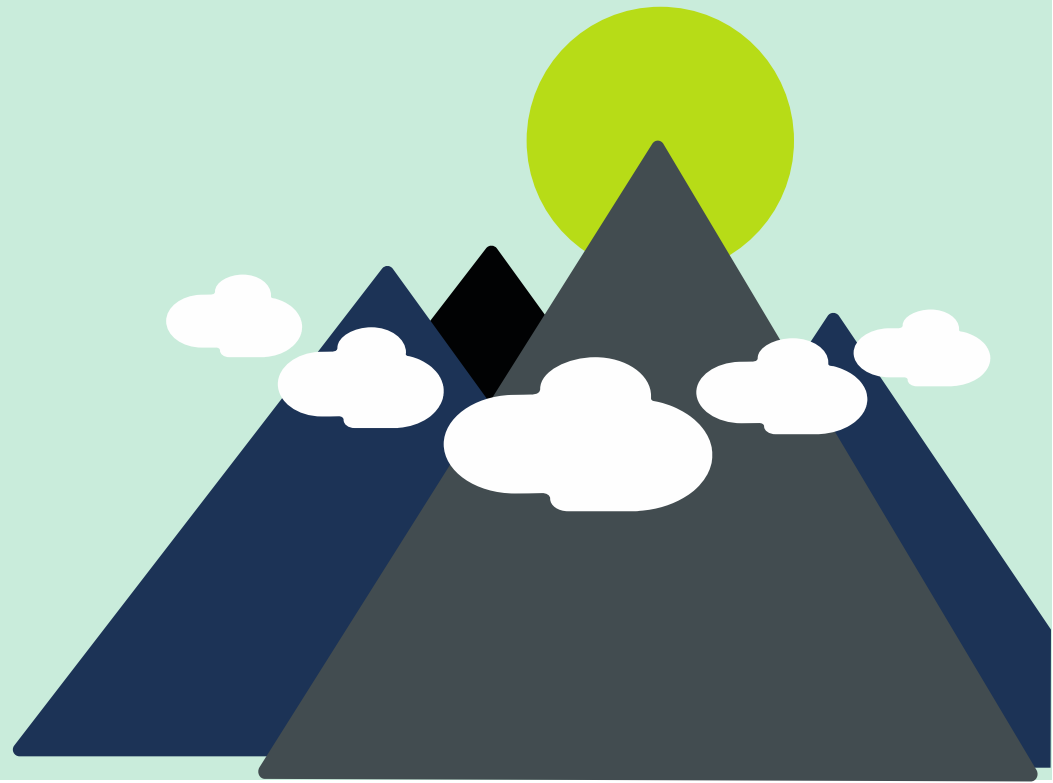
Delegates will

- Consider teaching strategies for more challenging areas of the specification content such as the key questions, and issues and debates
- Discuss how skills for mathematics and experimental design can be assessed and how they can be taught.
- Look at how question papers and mark schemes are constructed, to help students interpret questions more accurately
- Address common issues and FAQs

Getting to know you

Poll 1 Getting to know you.

Teaching strategies for more challenging areas of the specification.



Key Questions

- What the specification says
 - One key question of relevance to today's society, discussed as a contemporary issue for society rather than an academic argument.
 - Concepts, theories and/or research (as appropriate for the chosen key question) drawn from social psychology as used in this specification.
- Suitable examples
 - How can knowledge of social psychology can be used to reduce prejudice in situations such as crowd behaviour or rioting?
 - How can social psychology can be used to explain heroism?

Key Questions

- How to decide on the key question
 - Allow students to pick their own key question of relevance to today's society
 - Give students a choice of some key questions of relevance to today's society.
 - Teacher picks the key question of relevance to today's society.

Key Questions:

Knowledge and understanding

- The following could be used by students to demonstrate their knowledge and understanding of the key question.
 - How is the key question relevant for today's society?
 - How may the key questions directly affect individuals in today's society?
 - How is the key question likely to affect society as a whole?
 - Are there any relevant examples which could help show knowledge of the key question?

Key Questions:

Concepts theories and/or research

- The following could be used by students to demonstrate their application of concepts theories and/or research to the key question.
 - What concepts theories and/or research can be used from the content from the specification to explain the key question?
 - How can they explain how the key question has developed in today's society?
 - How can they explain how to reduce or eliminate the impact of the key question on today's society?

Key Questions: An example

- Could this answer be improved?

Issues and debates

- They are at the end of every topic.
- They are the same issues and debates in every topic.
- 9PS0/01 and 9PS0/03 will have extended writing questions specifically about issues and debates.
- Issues and debates can be used when explaining strengths and weaknesses or as part of the AO3 in essays as well.

Issues and debates

- The issues and debates are:
 - Ethics
 - Practical issues in the design and implementation of research
 - Reductionism
 - Comparisons between ways of explaining behaviour using different themes
 - Psychology as science
 - Culture

Issues and debates

- The issues and debates also include:
 - Nature-nurture
 - An understanding of how psychological understanding has developed over time
 - Issues of social control
 - The use of psychological knowledge within society
 - Issues related to socially sensitive research

Issues and debates

- When to teach issues and debates:
 - At the start of the course.
 - With content from the specification as the content lends itself to specific issues and/or debates
 - At the end of each topic
 - At the end of the first year
 - At the end of the course

Issues and debates

- Ways to teach issues and debates:
 - Give a worked example and the students create their own examples
 - Group work and presentations
 - Mind maps
 - Round robin essay
 - Practice essays
 - Any other ideas?

Issues and debates

- How to answer an issues and debates essay:
 - Use a variety of content from the relevant parts of the specification.
 - Explain how the content links to the issue and debate
 - Include both sides of the argument
 - Have frequent judgements and/or conclusions

Help for teaching the content of the course

- <https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/psychology-2015.coursematerials.html#filterQuery=Pearson-UK:Category%2FTeaching-and-learning-materials>
- Component guides
- Exemplar material
- https://qualifications.pearson.com/content/dam/pdf/A%20Level/Psychology/2015/teaching-and-learning-materials/Selected_studies_summaries.pdf
- Selected studies summary booklet

Mathematical skills and Methods



Mathematical skills

- What can be assessed:
 - The mathematical skills named in the methods subject content in each topic in the specification.
 - Mathematical skills in Appendix 3 of the specification

Mathematical skills

- How they can be assessed:
- Short answer questions.
 - e.g. 1. State two reasons why Nancy selected a Mann-Whitney U test to use on her data. (2)
 - e.g. 2. Explain why Marya used the mean, rather than the mode, in her field experiment. (2)

Mathematical skills

- How they can be assessed:
- Mathematical calculations.
 - e.g. 1 Calculate the range of Condition B and complete Table 2 with your answer. (1)
 - e.g. 2 Nancy's results are shown in Table 1. Complete Table 1 and calculate the Mann-Whitney U for the data in Table 1. You **must** give your answer to one decimal place. (4)

Mathematical skills

- How they can be assessed:
- Drawing graphs or tables.
- e.g. Using the data from Table 1, draw a bar chart to represent the number of males and females who watched a horror film (3)

Mathematical skills:

- When they can be delivered:
 - Throughout the course within each topic area.
 - As discreet lessons throughout the two years.
 - In a block of lessons at a set time.
 - When do you teach mathematical skills?

Mathematical skills

- How could they be delivered:
 - Worked examples
 - Group work
 - Within the practical investigation
 - Practice
 - Any other ideas or questions?

Methods

- What can be assessed:
 - Methods named under the methods section in the subject content for each topic
 - Assessed across all papers.

Methods

- How they can be assessed:
 - Short answer questions.
 - e.g. 1. Fuchsia was interested to see whether location affected prejudice. She is planning to visit three towns in her area and ask participants questions to judge how prejudiced they are.
 - (a) Describe how Fuchsia could recruit her participants using a volunteer sampling technique (2)
- Explain **one** strength and **one** weakness of a cross-sectional study (4)

Methods

- How they can be assessed:
- Extended written question.
- e.g. When studying learning theories you will have covered the observational research method.

Evaluate the usefulness of observational methods for studying human behaviour. (8)

Methods

- How they could be delivered:
 - Use examples
 - Use the studies from the subject content
 - In class practicals
 - The practical investigation

Methods

- How they could be delivered:
 - Sharing strategies

Comfort break



Assessing the specification



How exams are put together

- Assessment objectives:
 - AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.
 - AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures.
 - AO3: Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues to: make judgements and reach conclusions an/or develop and refine practical design and procedures.

How exams are put together

- Question types:
 - Stimulus and data response questions
 - Short answer questions
 - Extended response questions

Command words

- Command words
- Definition/meaning
- Extended response questions

Command words

- Exercise: Is anything wrong with these questions?

Command words and mark schemes

- Mark scheme instructions:
 - Describe: Up to xx marks for relevant description of...
 - Explain: One mark for identification of a strength.
One mark for justification of the strength
 - Extended response answers.

Teaching strategies

- Students create exam questions and mark schemes
- Students peer mark
- Round robin
- Mark examples
- Any other ideas?

Marking exercise

- Example 1

Marking exercise

- Example 2.

Any questions?

Support



Your Subject Advisor

Irine Muhiuddin

Twitter: [@PearsonSciences](#)

[Email or live chat](#)

You can sign up for Irine's e-updates by completing this [online form](#)

We also have an online [community](#) especially for Science teachers.



Support

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- <https://qualifications.pearson.com/en/support/Services/examwizard.html>
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- <https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/psychology-2015/training-and-events.html>

Support

- Each other