

International Advanced Level
Subject: Psychology
The need for Transferable Skills

Sources: Cognitive/Intrapersonal and Interpersonal skills adapted and taken from the NRC framework

In recent years, higher education institutions and employers have consistently highlighted the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work. The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as ‘the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning’.

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, the team identified the National Research Council’s (NRC) framework as the most evidence-based and robust skills framework, and have used this as a basis for our adapted skills framework.

The framework includes cognitive, intrapersonal skills and interpersonal skills. These skills have been interpreted to ensure they are appropriate for this subject. All of the skills listed are evident or accessible in the teaching, learning and/or assessment of the qualification.

Identifying and highlighting these skills in International Advanced Level qualifications ensures that it is not only the academic and cognitive skills that are developed, but those broader elements that universities highlight as being essential for success. Skills such as self-directed study, independent research, self-awareness of own strengths and weaknesses and time-management are skills that students cannot learn from a textbook but have to be developed through the teaching and learning experience that can be provided through an international curriculum.

In the tables below, we have taken the NRC framework skills and provided definitions of how each skill can be interpreted for this subject. This will enable teachers and learners to understand examples of how they can develop each skill through an International Advanced Level qualification.

NRC framework skill	Skill interpretation in this subject	Where the skill is covered in content	Where the skill is explicitly assessed in examination	Opportunity for the skill to be developed through teaching and learning approach
Cognitive skills				
Cognitive Processes and Strategies				
Critical thinking	Developing a critical perspective on psychology by analysing the way psychological theory and research can be critically evaluated.	Throughout the specification students may be required to respond to stimulus material using psychological concepts, theories and research from across topic areas (p.5). Topic E Developmental Psychology. Students must show an understanding that developmental psychology is about the development of the individual from before birth to adolescence and beyond, in that what we experience as children affects us including our later development. Topic I Psychological Skills. Students will be asked to draw on other areas of the qualification in order to understand conceptual and methodological issues and issues and debate from across all topic areas (except optional topics).	WPS01 3 Extended written essay with levels based assessment. WPS02 11 synoptic extended written essay with levels based assessment. WPS03 5 synoptic issues extended written essay with levels based assessment. WPS04 1(a)(i)(ii) implications of psychological theory. WPS04 7 Key question for society extended essay with levels based assessment. WPS04 8 Issues and debates extended essay with levels based assessment.	Students can use core evaluative concepts, such as issues of validity, reliability, credibility, ethics, generalisability, objectivity, subjectivity to analyse material within lessons and debate the outcomes of their decisions; for example, application of evaluations to key studies such as Burger (2009). Students can present research evidence that they have investigated that supports or goes against a theory and determine the strengths and weaknesses of the theory as an explanation; for example, finding evidence for or against Atkinson and Shiffrin’s (1968) multi-store model as an explanation of memory.

<p>Problem solving</p>	<p>Utilise problem solving skills to explore how psychological theory and research can be developed and applied to contexts. Mathematical skills and calculations.</p>	<p>Throughout the specification students may be required to respond to stimulus material using psychological concepts, theories and research from across topic areas (p.5).</p> <p>Topic I Psychological Skills.</p> <p>Students will be asked to draw on other areas of the qualification in order to understand conceptual and methodological issues and issues and debate from across all topic areas (except optional topics).</p> <p>Mathematical Skills (Appendix D).</p> <p>Throughout the course of study, students will develop competence in mathematical skills, with opportunities for students to develop these skills throughout the content and apply the skills to relevant psychological contexts.</p>	<p>WPS01 1(e), 4(b)(c)(d) mathematical skills.</p> <p>WPS02 5(b) application of skills to real-life context.</p> <p>WPS02 6 concepts applied to novel situations.</p> <p>WPS03 5 synoptic issues extended written essay with levels based assessment.</p> <p>WPS03 3 (a)(b) mathematical interpretation.</p> <p>WPS03 8(a) 13(a) mathematical calculations and graphical representations of data.</p> <p>WPS04 7 Key question for society extended essay with levels based assessment.</p> <p>WPS04 8 Issues and debates extended essay with levels based assessment.</p>	<p>Students can create unseen case studies and scenarios to share with each other in lessons for their peers to apply theoretical concepts; for example, a case of an aggressive teenager to be explained using material from Topic C and D.</p> <p>Students could develop mathematical quiz activities to develop their understanding and use these to test their peers; for example, designing a set of results that meet the requirement of a chi-squared test and asking peers to explain which test, why, and calculate the significance.</p>
<p>Analysis</p>	<p>Analyse and evaluate aspects of psychological theory and research, and the issues and debates surrounding psychology as a discipline.</p>	<p>Throughout the specification students may be required to consider issues of validity, reliability, credibility, generalisability, objectivity and subjectivity in their evaluation of studies and theories. (p.5).</p> <p>Topic I Psychological Skills.</p> <p>Students will be asked to draw on other areas of the qualification in order to understand conceptual and methodological issues and issues and debate from across all topic areas (except optional topics).</p> <p>Mathematical Skills (Appendix D).</p> <p>Throughout the course of study, students will develop competence in mathematical skills, with opportunities for students to develop these skills throughout the content and apply the skills to relevant psychological contexts.</p>	<p>WPS01 1(e), 4(b)(c)(d) mathematical skills.</p> <p>WPS01 3 Extended written essay with levels based assessment.</p> <p>WPS02 5(b) application of skills to real-life context.</p> <p>WPS02 11 synoptic extended written essay with levels based assessment.</p> <p>WPS03 5 synoptic issues extended written essay with levels based assessment.</p> <p>WPS04 1(a)(i)(ii) implications of psychological theory.</p> <p>WPS04 7 Key question for society.</p> <p>WPS04 8 Issues and debates extended essay with levels based assessment.</p>	<p>Students can practice extended essays as homework or in test conditions; for example, using SAMs and past papers.</p> <p>Students could design an extended essay question and mark scheme for their peers to practice; for example, an evaluation of a core theory or study.</p>
<p>Reasoning/argumentation</p>	<p>Develop students' ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject.</p>	<p>Throughout the specification students may be required to respond to stimulus material using psychological concepts, theories and research from across topic areas. To consider issues of validity, reliability, credibility, generalisability, objectivity and subjectivity in their evaluation of studies and theories (p.5).</p> <p>Mathematical Skills (Appendix D).</p> <p>Throughout the course of study, students will develop competence in mathematical skills, with opportunities for students to develop these skills throughout the</p>	<p>WPS01 1(e), 4(b)(c)(d) mathematical skills.</p> <p>WPS01 3 Extended written essay with levels based assessment.</p> <p>WPS02 11 synoptic extended written essay with levels based assessment.</p> <p>WPS03 5 synoptic issues extended written essay with levels based assessment.</p> <p>WPS04 7 Key question for society extended essay with levels based assessment.</p>	<p>Students can peer assess extended essays as homework or in test conditions; for example, using SAMs and past papers.</p> <p>Students could design an extended essay question and mark scheme as a homework task for their teachers to check; for example, an evaluation of a therapy.</p>

		content and apply the skills to relevant psychological contexts.	WPS04 8 Issues and debates extended essay with levels based assessment.	
Interpretation	Demonstrate knowledge and understanding through the application of theory to contextualised examples. Interpret data and evidence.	Throughout the specification students may be required to respond to stimulus material using psychological concepts, theories and research from across topic areas (p.5). Mathematical Skills (Appendix D). Throughout the course of study, students will develop competence in mathematical skills, with opportunities for students to develop these skills throughout the content and apply the skills to relevant psychological contexts.	WPS01 1(e), 4(b)(c)(d) mathematical skills. WPS02 6 concepts applied to novel context. WPS02 11 synoptic extended written essay with levels based assessment. WPS03 3 (a)(b) mathematical interpretation. WPS03 8(a) 13(a) mathematical calculations and graphical representations of data. WPS04 7 Key question for society extended essay with levels based assessment. WPS04 8 Issues and debates extended essay with levels based assessment.	Students can be given unseen case studies and scenarios to undertake research and wider reading in order to apply theoretical concepts; for example, a patient with a specific mental health issue to be explained using material from Topic H. Students can calculate and present their data and findings from their practical investigations.
Decision making	Construct well-informed and balanced arguments and conclusions about psychological theory and research. Make mathematical decisions of significance, relevance and data based evidence.	Throughout the specification students may be required to respond to stimulus material using psychological concepts, theories and research from across topic areas. To consider issues of validity, reliability, credibility, generalisability, objectivity and subjectivity in their evaluation of studies and theories (p.5). Mathematical Skills (Appendix D). Throughout the course of study, students will develop competence in mathematical skills, with opportunities for students to develop these skills throughout the content and apply the skills to relevant psychological contexts.	WPS01 1(e), 4(b)(c)(d) mathematical skills WPS01 3 Extended written essay with levels based assessment. WPS02 5(b) application of skills to real-life context. WPS02 11 synoptic extended written essay with levels based assessment WPS03 5 synoptic issues extended written essay with levels based assessment. WPS03 8(a) 13(a) mathematical calculations and graphical representations of data. WPS04 7 Key question for society extended essay with levels based assessment. WPS04 8 Issues and debates extended essay with levels based assessment.	Students can compare two key studies and determine which is better in terms of core evaluative concepts, such as issues of validity, reliability, credibility, ethics, generalisability, objectivity, subjectivity; for example, comparing Watson and Rayner (1920) with Raine et al. (1997) in terms of credibility. Students can present an argument to explore which theory is more plausible from a particular topic; for example, whether social learning theory is more plausible than operant conditioning when explaining human behaviour. Lesson starts could include 'quick fire' maths; for example, calculations of a mean, media and mode.
Adaptive learning	Ability to construct well-argued, well-informed, balanced and structured written arguments drawing on psychological understanding for unseen contextual materials.	Throughout the specification students may be required to respond to stimulus material using psychological concepts, theories and research from across topic areas. To consider issues of validity, reliability, credibility, generalisability, objectivity and subjectivity in their evaluation of studies and theories (p.5). Topic D Learning Theories and development.	WPS01 3 Extended written essay with levels based assessment. WPS02 6 concepts applied to novel context. WPS02 11 synoptic extended written essay with levels based assessment. WPS03 5 synoptic issues extended written essay with levels based assessment.	Students can practice extended essays as homework or in test conditions; for example, using SAMs and past papers. Students could design an extended essay question and mark scheme for their peers to practice; for example, an evaluation of a core theory or study.

		<p>Students must show an understanding that learning theories are about learning from the environment.</p> <p>Topic E Developmental Psychology.</p> <p>Students must show an understanding that developmental psychology is about the development of the individual from before birth to adolescence and beyond, in that what we experience as children affects us including our later development.</p>	<p>WPS04 7 Key question for society extended essay with levels based assessment.</p> <p>WPS04 8 Issues and debates extended essay with levels based assessment.</p>	
Executive function	<p>Challenge students to reflect on and develop their understanding of psychological theory and research to consider improvements to research, developments of theory and an application to unseen contexts.</p>	<p>Throughout the specification students may be required to respond to stimulus material using psychological concepts, theories and research from across topic areas (p.5).</p> <p>Topic B Cognitive psychology.</p> <p>Students must show an understanding that cognitive psychology is about the role of cognition/cognitive processes in human behaviour.</p> <p>Topic I Psychological Skills.</p> <p>Students will be asked to draw on other areas of the qualification in order to understand conceptual and methodological issues and issues and debate from across all topic areas (except optional topics).</p> <p>Mathematical Skills (Appendix D).</p> <p>Throughout the course of study, students will develop competence in mathematical skills, with opportunities for students to develop these skills throughout the content and apply the skills to relevant psychological contexts.</p>	<p>WPS01 1(d) giving research suggestions for investigations.</p> <p>WPS01 1(e), 4(b)(c)(d) mathematical skills</p> <p>WPS02 5(b) application of skills to real-life context.</p> <p>WPS02 6 concepts applied to novel context.</p> <p>WPS02 11 synoptic extended written essay with levels based assessment.</p> <p>WPS03 5 synoptic issues extended written essay with levels based assessment.</p> <p>WPS04 1(a)(i)(ii) implications of psychological theory.</p> <p>WPS04 7 Key question for society extended essay with levels based assessment.</p> <p>WPS04 8 Issues and debates extended essay with levels based assessment.</p>	<p>Students could reflect on their progress using target based improvements to develop their learning; for example, improvements to an assessment question to achieve a higher mark.</p> <p>Students can develop psychology 'diaries' to reflect on current issues or news they see on a day to day basis that they can connect to their classroom learning; for example, where there are reports of mental health issues in the media they could link these to Topic H.</p>
Creativity				
Creativity	<p>Offer students opportunities to engage in creative ways in exploring psychological explanations of human behaviour.</p>	<p>Throughout the specification students may be required to respond to stimulus material using psychological concepts, theories and research from across topic areas (p.5).</p> <p>Topic I Psychological Skills.</p> <p>Students will be asked to draw on other areas of the qualification in order to understand conceptual and methodological issues and issues and debate from across all topic areas (except optional topics).</p>	<p>WPS02 5(b) application of skills to real-life context.</p> <p>WPS02 6 concepts applied to novel context.</p> <p>WPS02 11 synoptic extended written essay with levels based assessment.</p> <p>WPS03 5 synoptic issues extended written essay with levels based assessment</p> <p>WPS04 1(a)(i)(ii) implications of psychological theory.</p> <p>WPS04 7 Key question for society extended essay with levels based assessment.</p> <p>WPS04 8 Issues and debates extended essay with levels based assessment.</p>	<p>Students could design their own 'key questions for society' as a way to draw together each topic area and present these to the class.</p> <p>Teachers could ask students to use the issues and debates at the end of each topic to evaluate the content; for example, use the idea of 'psychology as a science' to review biological psychology.</p>

<p>Innovation</p>	<p>Construct well-informed and balanced arguments and conclusions showing innovative thought processes when considering unseen materials within the scope of psychological applications to society.</p>	<p>Throughout the specification students may be required to respond to stimulus material using psychological concepts, theories and research from across topic areas. To consider issues of validity, reliability, credibility, generalisability, objectivity and subjectivity in their evaluation of studies and theories (p.5).</p> <p>Topic I Psychological Skills.</p> <p>Students will be asked to draw on other areas of the qualification in order to understand conceptual and methodological issues and issues and debate from across all topic areas (except optional topics).</p> <p>9.2.1 Key Questions.</p>	<p>WPS01 1(d) giving research suggestions for investigations.</p> <p>WPS01 3 Extended written essay with levels based assessment.</p> <p>WPS02 5(b) application of skills to real-life context .</p> <p>WPS02 6 concepts applied to novel context.</p> <p>WPS02 11 synoptic extended written essay with levels based assessment.</p> <p>WPS03 5 synoptic issues extended written essay with levels based assessment.</p> <p>WPS04 7 Key question for society extended essay with levels based assessment.</p> <p>WPS04 8 Issues and debates extended essay with levels based assessment.</p>	<p>Students could design leaflets explaining a 'key questions for society' as a way to draw together each topic area and debate these in groups to determine who presented the most innovative arguments.</p> <p>Students can be given unseen case studies and scenarios to undertake research and wider reading in order to apply theoretical concepts; for example, therapies from learning theories.</p>
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NRC framework skill	Skill interpretation in this subject	Where the skill is covered in content	Where the skill is explicitly assessed in examination	Opportunity for the skill to be developed through teaching and learning approach
Intrapersonal skills				
Intellectual openness				
Adaptability	Apply knowledge and understanding in different circumstances and situations in order to analyse questions based on unseen scenarios and new materials.	<p>Throughout the specification students may be required to respond to stimulus material using psychological concepts, theories and research from across topic areas (p.5).</p> <p>Topic D Learning Theories and development.</p> <p>Students must show an understanding that learning theories are about learning from the environment.</p> <p>Topic I Psychological Skills.</p> <p>Students will be asked to draw on other areas of the qualification in order to understand conceptual and methodological issues and issues and debate from across all topic areas (except optional topics).</p>	<p>WPS01 1(d) giving research suggestions for investigations.</p> <p>WPS02 5(b) application of skills to real-life context.</p> <p>WPS02 6 concepts applied to novel context</p> <p>WPS02 11 synoptic extended written essay with levels based assessment.</p> <p>WPS03 3 (a)(b) mathematical interpretation.</p> <p>WPS04 7 Key question for society extended essay with levels based assessment.</p> <p>WPS04 8 Issues and debates extended essay with levels based assessment.</p>	<p>Students can create unseen case studies and scenarios to share with each other in lessons for their peers to apply theoretical concepts; for example, a case of insomnia to be explained using material from Topic C.</p> <p>Students could be given unseen 'key questions for society' as a way to compare ideas across topic areas; for example, a key question requiring Topic B and Topic D content in a response.</p>
Personal and social responsibility	Challenge students to reflect on and develop an understanding of the implications of psychological research in society and for social issues.	<p>Topic A Social Psychology .</p> <p>Students must show an understanding that social psychology is about aspects of human behaviour that involve the individual's relationship to other persons, groups and society, including cultural influences on behaviour.</p> <p>Topic D Learning Theories and development.</p> <p>Students must show an understanding that learning theories are about learning from the environment.</p> <p>Topic E Developmental Psychology.</p> <p>Students must show an understanding that developmental psychology is about the development of the individual from before birth to adolescence and beyond, in that what we experience as children affects us including our later development.</p> <p>Topic I Psychological Skills.</p> <p>Students will be asked to draw on other areas of the qualification in order to understand conceptual and methodological</p>	<p>WPS02 5(b) application of skills to real-life context.</p> <p>WPS02 10 use of therapy in society extended essay with levels based assessment.</p> <p>WPS03 5 synoptic issues extended written essay with levels based assessment.</p> <p>WPS03 9 & 14 ethical issues in psychological investigations with vulnerable groups.</p> <p>WPS04 1(a)(i)(ii) implications of psychological theory.</p> <p>WPS04 7 Key question for society extended essay with levels based assessment.</p> <p>WPS04 8 Issues and debates extended essay with levels based assessment.</p>	<p>Teachers could ask students to use the issues and debates at the end of each topic to evaluate the content; for example, use the idea of 'social control' to review psychology research and applications.</p> <p>Students can develop psychology 'diaries' to reflect on current issues or news they see on a day to day basis that they can connect to their classroom learning; for example, where there are reports of blind obedience in the media they could link these to possible solutions from their understanding of Topic A.</p>

		<p>issues and issues and debate from across all topic areas (except optional topics).</p> <p>9.2.1 Key Questions.</p>		
Continuous learning	<p>Challenge students to reflect on and develop their skills and understanding of psychology to adapt to novel situations within and across society.</p>	<p>Throughout the specification students may be required to respond to stimulus material using psychological concepts, theories and research from across topic areas (p.5).</p> <p>Topic D Learning Theories and development</p> <p>Students must show an understanding that learning theories are about learning from the environment.</p> <p>Topic E Developmental Psychology.</p> <p>Students must show an understanding that developmental psychology is about the development of the individual from before birth to adolescence and beyond, in that what we experience as children affects us including our later development.</p> <p>Topic I Psychological Skills.</p> <p>Students will be asked to draw on other areas of the qualification in order to understand conceptual and methodological issues and issues and debate from across all topic areas (except optional topics).</p> <p>9.2.1 Key Questions.</p>	<p>WPS01 1(d) giving research suggestions for investigations.</p> <p>WPS02 5(b) application of skills to real-life context.</p> <p>WPS02 6 concepts applied to novel context</p> <p>WPS02 11 synoptic extended written essay with levels based assessment.</p> <p>WPS03 5 synoptic issues extended written essay with levels based assessment.</p> <p>WPS04 1(a)(i)(ii) implications of psychological theory.</p> <p>WPS04 7 Key question for society extended essay with levels based assessment.</p> <p>WPS04 8 Issues and debates extended essay with levels based assessment.</p>	<p>Students could reflect on their progress using target based improvements to develop their learning; for example, improvements to an assessment question to achieve a higher mark.</p> <p>Students can be asked to return to an unseen case study presented on one topic area and review this again in light of their learning from another topic area; for example, a case of gang behaviours to be explained using material from Topic A originally, and then topics C and D.</p>
Intellectual interest and curiosity	<p>Develop students' intellectual interest and curiosity through stimulus materials and research evidence to support and critique psychological understanding of human behaviour.</p> <p>Undertaking a research task which is self- directed – pursuing a line of personal interest, such as key questions for society, through appropriate research methods, including information technology and wider reading.</p>	<p>Throughout the specification students may be required to respond to stimulus material using psychological concepts, theories and research from across topic areas. To consider issues of validity, reliability, credibility, generalisability, objectivity and subjectivity in their evaluation of studies and theories (p.5).</p> <p>Topic I Psychological Skills.</p> <p>Students will be asked to draw on other areas of the qualification in order to understand conceptual and methodological issues and issues and debate from across all topic areas (except optional topics).</p> <p>9.2.1 Key Questions.</p>	<p>WPS01 3 Extended written essay with levels based assessment.</p> <p>WPS02 11 synoptic extended written essay with levels based assessment.</p> <p>WPS03 5 synoptic issues extended written essay with levels based assessment.</p> <p>WPS04 1(a)(i)(ii) implications of psychological theory.</p> <p>WPS04 7 Key question for society extended essay with levels based assessment.</p> <p>WPS04 8 Issues and debates extended essay with levels based assessment.</p>	<p>Students can develop psychology 'diaries' to reflect on current issues or news they see on a day to day basis that they can connect to their classroom learning; for example, where there are reports of new drug treatments and therapies for mental health issues.</p> <p>Students could be given unseen 'key questions for society' to compare ideas across topic areas without being guided on the areas to consider.</p>

Work ethic/conscientiousness				
Initiative	<p>Apply initiative in unseen material and novel scenarios drawing on their psychological skills and understanding to address new ideas.</p> <p>Making comparisons between explanations and research studies.</p>	<p>Throughout the specification students may be required to respond to stimulus material using psychological concepts, theories and research from across topic areas. To consider issues of validity, reliability, credibility, generalisability, objectivity and subjectivity in their evaluation of studies and theories (p.5).</p> <p>Topic I Psychological Skills.</p> <p>Students will be asked to draw on other areas of the qualification in order to understand conceptual and methodological issues and issues and debate from across all topic areas (except optional topics).</p> <p>9.2.1 Key Questions.</p>	<p>WPS01 1(d) giving research suggestions for investigations</p> <p>WPS02 5(b) application of skills to real-life context</p> <p>WPS02 6 concepts applied to novel context.</p> <p>WPS02 11 synoptic extended written essay with levels based assessment.</p> <p>WPS04 7 Key question for society extended essay with levels based assessment.</p> <p>WPS04 8 Issues and debates extended essay with levels based assessment.</p>	<p>Students could be given unseen 'key questions for society' to compare ideas across topic areas without being guided on the areas to consider.</p> <p>Students can be asked to return to an unseen case study presented on one topic area and review this again in light of their learning from another topic area; for example, a case of gang behaviours to be explained using material from Topic A originally, and then topics C and D.</p> <p>Students could design an extended essay question and mark scheme for their peers to practice; for example, an evaluation of a core theory or study.</p>
Self-direction	<p>Enable a wide range of psychological understanding and evidence to be presented through extended writing through individualised writing techniques.</p>	<p>Throughout the specification students may be required to respond to stimulus material using psychological concepts, theories and research from across topic areas. To consider issues of validity, reliability, credibility, generalisability, objectivity and subjectivity in their evaluation of studies and theories (p.5).</p> <p>Topic I Psychological Skills.</p> <p>Students will be asked to draw on other areas of the qualification in order to understand conceptual and methodological issues and issues and debate from across all topic areas (except optional topics).</p>	<p>WPS01 3 Extended written essay with levels based assessment.</p> <p>WPS02 5(b) application of skills to real-life context.</p> <p>WPS02 11 synoptic extended written essay with levels based assessment.</p> <p>WPS03 5 synoptic issues extended written essay with levels based assessment.</p> <p>WPS04 7 Key question for society extended essay with levels based assessment.</p> <p>WPS04 8 Issues and debates extended essay with levels based assessment.</p>	<p>Students can use core evaluative concepts, such as issues of validity, reliability, credibility, ethics, generalisability, objectivity, subjectivity to analyse material within lessons and debate the outcomes of their decisions; for example, application of evaluations to key studies such as Rosenhan (1973).</p> <p>Students can present research evidence that they have investigated that supports or goes against an explanation and determine the strengths and weaknesses of the explanation; for example, finding evidence for or against genetic explanations of aggression.</p> <p>Students can be given unseen case studies and scenarios to undertake research and wider reading in order to apply theoretical concepts; for example, a patient with a specific mental health issue to be explained using material from Topic H.</p>
Responsibility	<p>Consideration of the implications of psychological concepts and the sensitive nature of the content.</p>	<p>Throughout the specification students may be required to consider issues of validity, reliability, credibility, generalisability,</p>	<p>WPS01 3 Extended written essay with levels based assessment.</p>	<p>Teachers could ask students to use the issues and debates at the end of each topic to evaluate the content; for example, use the idea of 'ethical</p>

	Develop students' ability to take responsibility to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of psychology.	<p>objectivity and subjectivity in their evaluation of studies and theories. (p.5). (p.5).</p> <p>Topic E Developmental Psychology.</p> <p>Students must show an understanding that developmental psychology is about the development of the individual from before birth to adolescence and beyond, in that what we experience as children affects us including our later development.</p> <p>Topic I Psychological Skills.</p> <p>Students will be asked to draw on other areas of the qualification in order to understand conceptual and methodological issues and issues and debate from across all topic areas (except optional topics).</p>	<p>WPS02 10 use of therapy in society extended essay with levels based assessment.</p> <p>WPS02 11 synoptic extended written essay with levels based assessment</p> <p>WPS03 5 synoptic issues extended written essay with levels based assessment</p> <p>WPS03 9 & 14 ethical issues in psychological investigations with vulnerable groups.</p> <p>WPS04 1(a)(i)(ii) implications of psychological theory.</p> <p>WPS04 7 Key question for society extended essay with levels based assessment.</p> <p>WPS04 8 Issues and debates extended essay with levels based assessment.</p>	<p>issues' to review psychology research and applications.</p> <p>Students can develop psychology 'diaries' to reflect on current issues or news they see on a day to day basis that they can connect to their classroom learning; for example, where there are reports of blind obedience in the media they could link these to possible solutions from their understanding of Topic A.</p>
Perseverance	Develop students' ability to persevere in finding solutions and applying knowledge and understanding in novel situations. To persevere through mathematical applications and skills to reach correct calculations.	<p>Throughout the specification students may be required to respond to stimulus material using psychological concepts, theories and research from across topic areas (p.5).</p> <p>Mathematical Skills (Appendix D).</p> <p>Throughout the course of study, students will develop competence in mathematical skills, with opportunities for students to develop these skills throughout the content and apply the skills to relevant psychological contexts.</p> <p>Topic I Psychological Skills.</p> <p>Students will be asked to draw on other areas of the qualification in order to understand conceptual and methodological issues and issues and debate from across all topic areas (except optional topics).</p> <p>9.2.1 Key Questions.</p>	<p>WPS01 1(d) giving research suggestions for investigations.</p> <p>WPS01 1(e), 4(b)(c)(d) mathematical skills.</p> <p>WPS02 6 concepts applied to novel context.</p> <p>WPS03 3 (a)(b) mathematical interpretation.</p> <p>WPS03 8(a) 13(a) mathematical calculations and graphical representations of data.</p> <p>WPS04 7 Key question for society extended essay with levels based assessment.</p>	<p>Students could develop mathematical quiz activities to develop their understanding and use these to test their peers; for example, designing a set of results that meet the requirement of a spearman's rank test and asking peers to explain which test, why, and calculate the significance.</p> <p>Students can present research evidence that they have investigated that supports or goes against an explanation and determine the strengths and weaknesses of the explanation; for example, finding evidence for or against nativist and interactionist theories of language development.</p>
Productivity	<p>Demonstrate an ability to develop knowledge, understanding and evaluative skills through a range of assessment styles and taxonomy command words.</p> <p>To utilise mathematical skills to analyse data and produce data sets and results.</p>	<p>Taxonomy words (Appendix G).</p> <p>Mathematical Skills (Appendix D).</p> <p>Throughout the course of study, students will develop competence in mathematical skills, with opportunities for students to develop these skills throughout the content and apply the skills to relevant psychological contexts.</p> <p>Topic D Learning Theories and development.</p>	<p>WPS01 1(e), 4(b)(c)(d) mathematical skills.</p> <p>WPS01 3 Extended written essay with levels based assessment.</p> <p>WPS02 5(b) application of skills to real-life context.</p> <p>WPS02 11 synoptic extended written essay with levels based assessment.</p>	<p>Students could produce summary sheets or mind maps for each of the 'issues and debates' in Topic I by reviewing the work they have produced over the duration of the course and linking their knowledge to new ideas; for example, issues of culture and gender as an influence on psychological research and theoretical explanations of behaviour.</p>

		Students must show an understanding that learning theories are about learning from the environment.	WPS03 5 synoptic issues extended written essay with levels based assessment. WPS03 3 (a)(b) mathematical interpretation. WPS03 8(a) 13(a) mathematical calculations and graphical representations of data.	Students could create a decision tree for statistical test choices to embed their understanding of the underpinning requirements of a test; for example that a chi-squared requires nominal data and independent groups design.
Self-regulation (metacognition, forethought, reflection)	Ability to work autonomously, be self-motivating and self-monitoring and reflecting on psychological learning, and areas for development, drawing on their ability to apply concepts coherently and with reasoned logic.	Throughout the specification students may be required to respond to stimulus material using psychological concepts, theories and research from across topic areas. To consider issues of validity, reliability, credibility, generalisability, objectivity and subjectivity in their evaluation of studies and theories (p.5). Topic B Cognitive psychology Students must show an understanding that cognitive psychology is about the role of cognition/cognitive processes in human behaviour. Topic E Developmental Psychology Students must show an understanding that developmental psychology is about the development of the individual from before birth to adolescence and beyond, in that what we experience as children affects us including our later development. Topic I Psychological Skills. Students will be asked to draw on other areas of the qualification in order to understand conceptual and methodological issues and issues and debate from across all topic areas (except optional topics).	WPS01 3 Extended written essay with levels based assessment. WPS02 11 synoptic extended written essay with levels based assessment. WPS04 1(a)(i)(ii) implications of psychological theory. WPS04 7 Key question for society extended essay with levels based assessment. WPS04 8 Issues and debates extended essay with levels based assessment.	Students could reflect on their progress using target based improvements set by the teacher and self-assessment targets that they have set to develop their learning; for example, working as a class to create an essay of 'full marks' quality and using this as an essay plan to write their own 'perfect' answer. Students can be asked to return to an unseen case study presented on one topic area and review this again in light of their learning from another topic area; for example, a case of gang behaviours to be explained using material from Topic A originally, and then topics C and D. Students could design a revision programme using their understanding of memory techniques from Topic A and reinforcement from Topic D.
Ethics	Encourage debate and consideration of the ethical implications of psychological knowledge and the ways in which ethical issues are evident within psychological research to address the needs of others.	Throughout the specification students may be required to respond to stimulus material using psychological concepts, theories and research from across topic areas. To consider issues of validity, reliability, credibility, generalisability, objectivity and subjectivity in their evaluation of studies and theories (p.5). Topic A Social Psychology. Students must show an understanding that social psychology is about aspects of human behaviour that involve the individual's	WPS01 1(a) ethical issues in psychological research. WPS01 3 drawing on ethical issues to evaluate research in an extended essay with levels based assessment. WPS02 5(b) application of skills to real-life context. WPS02 10 use of therapy in society extended essay with levels based assessment.	Teachers could ask students to use the issues and debates at the end of each topic to evaluate the content; for example, use the idea of 'ethical issues' to review psychology research and applications. Students can use ethics as a core evaluative concept, to analyse material within lessons and debate whether some research should or should not break ethical guidance for the greater good; for example, application of ethics to research in

		<p>relationship to other persons, groups and society, including cultural influences on behaviour.</p> <p>Topic E Developmental Psychology.</p> <p>Students must show an understanding that developmental psychology is about the development of the individual from before birth to adolescence and beyond, in that what we experience as children affects us including our later development.</p> <p>Topic H Clinical Psychology.</p> <p>Students must show an understanding of mental health issues, including diagnosis, features and symptoms, explanations, treatments and therapies.</p> <p>Topic I Psychological Skills.</p> <p>Students will be asked to draw on other areas of the qualification in order to understand conceptual and methodological issues and issues and debate from across all topic areas (except optional topics).</p> <p>9.1.1 Ethical issues.</p>	<p>WPS03 9 & 14 ethical issues in psychological investigations with vulnerable groups.</p> <p>WPS04 1(a)(i)(ii) implications of psychological theory.</p> <p>WPS04 8 Issues and debates extended essay with levels based assessment.</p>	<p>Topic A, perhaps drawing on Baumrind's review of Milgram's work.</p> <p>Students could review the ethical guidelines for human and animal research and design posters explaining the importance of ethical considerations.</p> <p>Students must consider the ethical issues within their practical investigations to ensure they meet the requirements of psychological studies.</p> <p>Students could produce summary sheets or mind maps for each of the 'issues and debates' in Topic I by reviewing the work they have produced over the duration of the course and linking their knowledge to new ideas; for example, issues of socially sensitive research.</p>
Integrity	Maintain an open and objective perspective on the needs of others, including those with needs such as mental health.	<p>Topic A Social Psychology.</p> <p>Students must show an understanding that social psychology is about aspects of human behaviour that involve the individual's relationship to other persons, groups and society, including cultural influences on behaviour.</p> <p>Topic C Biological Psychology.</p> <p>Students must show an understanding that biological psychology is about the mechanisms within our body and how they affect our behaviour, focusing on aggression and body rhythms.</p> <p>Topic H Clinical Psychology.</p> <p>Students must show an understanding of mental health issues, including diagnosis, features and symptoms, explanations, treatments and therapies.</p> <p>Topic I Psychological skills.</p> <p>Students will be asked to draw on other areas of the qualification in order to</p>	<p>WPS01 1(a) ethical issues in psychological research.</p> <p>WPS02 5(b) application of skills to real-life context.</p> <p>WPS02 10 use of therapy in society extended essay with levels based assessment.</p> <p>WPS02 11 synoptic extended written essay with levels based assessment.</p> <p>WPS04 1(a)(i)(ii) implications of psychological theory</p> <p>WPS04 2(a)(b)(c) application of clinical explanations.</p> <p>WPS04 4 clinical psychology extended essay with levels based assessment.</p> <p>WPS04 7 Key question for society extended essay with levels based assessment.</p> <p>WPS04 8 Issues and debates extended essay with levels based assessment.</p>	<p>Students must consider the ethical issues within their practical investigations to ensure they meet the requirements of psychological studies.</p> <p>Students could produce summary sheets or mind maps for each of the 'issues and debates' in Topic I by reviewing the work they have produced over the duration of the course and linking their knowledge to new ideas; for example, issues of the use of psychological knowledge in society.</p>

		understand conceptual and methodological issues and issues and debate from across all topic areas (except optional topics).		
Positive Core Self Evaluation				
Self-monitoring/self-evaluation/self-reinforcement	Ability to work autonomously, be self-motivating and self-monitoring and reflecting on psychological learning, and areas for development, drawing on their ability to apply concepts coherently and with reasoned logic.	<p>Throughout the specification students may be required to respond to stimulus material using psychological concepts, theories and research from across topic areas (p.5).</p> <p>Topic D Learning Theories and development.</p> <p>Students must show an understanding of the effects of conditioning, reinforcement, punishment, the role of reward and social learning.</p> <p>Topic I Psychological Skills.</p> <p>Students will be asked to draw on other areas of the qualification in order to understand conceptual and methodological issues and issues and debate from across all topic areas (except optional topics).</p>	<p>WPS01 3 Extended written essay with levels based assessment.</p> <p>WPS02 5(b) application of skills to real-life context.</p> <p>WPS02 6 concepts applied to novel context.</p> <p>WPS02 11 synoptic extended written essay with levels based assessment.</p> <p>WPS03 5 synoptic issues extended written essay with levels based assessment.</p> <p>WPS04 1(a)(i)(ii) implications of psychological theory.</p> <p>WPS04 7 Key question for society.</p> <p>WPS04 8 Issues and debates.</p>	Students could reflect on their progress using target based improvements set by the teacher and also self-assessment targets that they have set to develop their learning; for example, working as a class to create an essay of 'full marks' quality and using this as an essay plan to write their own 'perfect' answer.

NRC framework skill	Skill interpretation in this subject	Where the skill is covered in content	Where the skill is explicitly assessed in examination	Opportunity for the skill to be developed through teaching and learning approach
Interpersonal skills				
Teamwork and collaboration				
Communication	Enable students to utilise a number of different opportunities to exhibit communication skills in variety of ways including written and verbal, through written discussions and debates surrounding psychological core concepts and arguments.	<p>Throughout the specification students may be required to respond to stimulus material using psychological concepts, theories and research from across topic areas. To consider issues of validity, reliability, credibility, generalisability, objectivity and subjectivity in their evaluation of studies and theories (p.5).</p> <p>Conduct practical investigations in topics A, B, C, D, H.</p>	<p>WPS01 3 Extended written essay with levels based assessment.</p> <p>WPS02 8(a)(b) assessment of practical investigation.</p> <p>WPS02 11 synoptic extended written essay with levels based assessment.</p> <p>WPS03 5 synoptic issues extended written essay with levels based assessment.</p> <p>WPS03 3 (a)(b) mathematical interpretation.</p> <p>WPS03 8(a) 13(a) mathematical calculations and graphical representations of data.</p> <p>WPS04 4 clinical psychology extended essay with levels based assessment.</p> <p>WPS04 7 Key question for society extended essay with levels based assessment.</p> <p>WPS04 8 Issues and debates extended essay with levels based assessment.</p>	<p>Students can present independent research and homework activities in a number of different ways throughout their learning; for example,</p> <p>Presentations of independent research into a mental health issue.</p> <p>Leaflets explaining the stages of cognitive development.</p> <p>Posters showing the strengths and weaknesses of a theory.</p> <p>Debates about the most plausible explanation of schizophrenia.</p> <p>Written extended essays as tests or homework.</p> <p>Summaries or mind maps of key questions for society such as whether working memory can help children with Dyslexia.</p> <p>Designing case studies and scenarios to share with peers.</p>
Collaboration	Working with others to develop knowledge and understanding of psychological theory and evidence, working together to address the core features of psychological debate.	<p>Throughout the specification students may be required to respond to stimulus material using psychological concepts, theories and research from across topic areas. To consider issues of validity, reliability, credibility, generalisability, objectivity and subjectivity in their evaluation of studies and theories (p.5).</p> <p>Conduct practical investigations in topics A, B, C, D, H.</p> <p>Topic D Learning Theories and development.</p> <p>Students must show an understanding that learning theories are about learning from the environment.</p> <p>Topic I Psychological Skills.</p>	<p>WPS01 3 Extended written essay with levels based assessment.</p> <p>WPS02 8(a)(b) assessment of practical investigation.</p> <p>WPS02 11 synoptic extended written essay with levels based assessment.</p> <p>WPS03 5 synoptic issues extended written essay with levels based assessment.</p> <p>WPS04 7 Key question for society extended essay with levels based assessment.</p> <p>WPS04 8 Issues and debates extended essay with levels based assessment.</p>	<p>Students could work in teams in revision activities; for example, a 'university challenge' style quiz lesson about the procedures of classic and contemporary studies.</p> <p>Students could create a 'dragons den' business case to 'sell' a particular theory as the best explanation; for example, brain structure as the most appropriate explanation of aggression.</p>

		Students will be asked to draw on other areas of the qualification in order to understand conceptual and methodological issues and issues and debate from across all topic areas (except optional topics).		
Teamwork	Working with others to develop knowledge and understanding of psychological theory and evidence, working together to address the core features of psychological debate.	<p>Throughout the specification students may be required to respond to stimulus material using psychological concepts, theories and research from across topic areas. To consider issues of validity, reliability, credibility, generalisability, objectivity and subjectivity in their evaluation of studies and theories (p.5).</p> <p>Conduct practical investigations in topics A, B, C, D, H.</p> <p>Topic D Learning Theories and development</p> <p>Students must show an understanding that learning theories are about learning from the environment.</p> <p>Topic I Psychological Skills.</p> <p>Students will be asked to draw on other areas of the qualification in order to understand conceptual and methodological issues and issues and debate from across all topic areas (except optional topics).</p>	<p>WPS01 3 Extended written essay with levels based assessment.</p> <p>WPS02 8(a)(b) assessment of practical investigation.</p> <p>WPS02 11 synoptic extended written essay with levels based assessment.</p> <p>WPS03 5 synoptic issues extended written essay with levels based assessment.</p> <p>WPS04 7 Key question for society extended essay with levels based assessment.</p> <p>WPS04 8 Issues and debates extended essay with levels based assessment.</p>	<p>Students could work in teams in revision activities; for example, a 'university challenge' style quiz lesson about the evaluation points for of classic and contemporary studies.</p> <p>Students could create a 'dragons den' business case to 'sell' a particular theory as the best explanation; for example classical conditioning as the best explanation of phobias.</p>
Co-operation	Challenge themselves and others to reflect on and develop their evaluations and assessments of psychological content and methodology to support the development of understanding.	<p>Throughout the specification students may be required to respond to stimulus material using psychological concepts, theories and research from across topic areas. To consider issues of validity, reliability, credibility, generalisability, objectivity and subjectivity in their evaluation of studies and theories (p.5).</p> <p>Conduct practical investigations in topics A, B, C, D, H.</p> <p>Topic D Learning Theories and development.</p> <p>Students must show an understanding that learning theories are about learning from the environment.</p> <p>Topic I Psychological Skills.</p> <p>Students will be asked to draw on other areas of the qualification in order to understand conceptual and methodological issues and issues and debate from across all topic areas (except optional topics).</p>	<p>WPS01 1(d) giving research suggestions for investigations.</p> <p>WPS01 3 Extended written essay with levels based assessment.</p> <p>WPS02 8(a)(b) assessment of practical investigation.</p> <p>WPS02 11 synoptic extended written essay with levels based assessment.</p> <p>WPS04 7 Key question for society extended essay with levels based assessment.</p> <p>WPS04 8 Issues and debates extended essay with levels based assessment.</p>	<p>Students could design 'exemplar' responses to exam style questions; for example, agreeing to write a paragraph each on a particular piece of content and drawing all these together for a final agreed answer.</p> <p>Students could create a 'talent show' for particular theorists where they present their ideas as the best explanation and a panel of judges decides; for example Vygotsky explaining cognitive development.</p>

Interpersonal skills	Provide opportunities for students to engage with others to discuss and debate psychological explanations of human behaviour and the issues surrounding the use of psychology within society.	<p>Throughout the specification students may be required to respond to stimulus material using psychological concepts, theories and research from across topic areas. To consider issues of validity, reliability, credibility, generalisability, objectivity and subjectivity in their evaluation of studies and theories (p.5).</p> <p>Conduct practical investigations in topics A, B, C, D, H</p> <p>Topic I Psychological Skills.</p> <p>Students will be asked to draw on other areas of the qualification in order to understand conceptual and methodological issues and issues and debate from across all topic areas (except optional topics).</p>	<p>WPS01 3 Extended written essay with levels based assessment.</p> <p>WPS02 5(b) application of skills to real-life context.</p> <p>WPS02 8(a)(b) assessment of practical investigation.</p> <p>WPS02 11 synoptic extended written essay with levels based assessment.</p> <p>WPS03 5 synoptic issues extended written essay with levels based assessment.</p> <p>WPS04 1(a)(i)(ii) implications of psychological theory.</p> <p>WPS04 4 clinical psychology extended essay with levels based assessment.</p> <p>WPS04 7 Key question for society extended essay with levels based assessment.</p> <p>WPS04 8 Issues and debates extended essay with levels based assessment.</p>	<p>Students could develop mathematical quiz activities to develop their understanding and use these to test their peers; for example, designing a set of data to be drawn in chart format and then marking each other's work to give targets and feedback.</p> <p>Groups of students can present research evidence that they have investigated that supports or goes against an explanation and debate the strengths and weaknesses of the explanation as a class; for example, finding evidence for or against circadian or infradian rhythms.</p>
Empathy/perspective taking	To examine human behaviour from multiple perspectives, drawing on unseen and novel contexts and enable a broader understanding of the reasoning for why people behave the way they do.	<p>Throughout the specification students may be required to respond to stimulus material using psychological concepts, theories and research from across topic areas. To consider issues of validity, reliability, credibility, generalisability, objectivity and subjectivity in their evaluation of studies and theories (p.5).</p> <p>Topic A Social Psychology.</p> <p>Students must show an understanding that social psychology is about aspects of human behaviour that involve the individual's relationship to other persons, groups and society, including cultural influences on behaviour.</p> <p>Topic C Biological Psychology.</p> <p>Students must show an understanding that biological psychology is about the mechanisms within our body and how they affect our behaviour, focusing on aggression and body rhythms.</p> <p>Topic E Developmental Psychology.</p> <p>Students must show an understanding that developmental psychology is about the</p>	<p>WPS01 1(d) giving research suggestions for investigations.</p> <p>WPS02 5(b) application of skills to real-life context.</p> <p>WPS02 6 concepts applied to novel context.</p> <p>WPS02 8(a)(b) assessment of practical investigation.</p> <p>WPS02 11 synoptic extended written essay with levels based assessment.</p> <p>WPS03 5 synoptic issues extended written essay with levels based assessment.</p> <p>WPS04 1(a)(i)(ii) implications of psychological theory.</p> <p>WPS04 2(a)(b)(c) application of clinical explanations.</p> <p>WPS04 4 clinical psychology extended essay with levels based assessment.</p> <p>WPS04 7 Key question for society extended essay with levels based assessment.</p>	<p>Teachers could ask students to use the issues and debates at the end of each topic to evaluate the content; for example, use the idea of 'ethical issues' to review psychology research and applications.</p> <p>Students could review the ethical guidelines for human and animal research and design posters explaining the importance of ethical considerations.</p> <p>Students must consider the ethical issues and needs of participants within their practical investigations to ensure they meet the requirements of psychological studies.</p> <p>Students could produce summary sheets or mind maps for each of the 'issues and debates' in Topic I by reviewing the work they have produced over the duration of the course and linking their knowledge to new ideas; for example, issues of socially sensitive research.</p> <p>Students can develop psychology 'diaries' to reflect on current issues or</p>

		<p>development of the individual from before birth to adolescence and beyond, in that what we experience as children affects us including our later development.</p> <p>Topic H Clinical Psychology.</p> <p>Students must show an understanding of mental health issues, including diagnosis, features and symptoms, explanations, treatments and therapies.</p> <p>Topic I Psychological Skills.</p> <p>Students will be asked to draw on other areas of the qualification in order to understand conceptual and methodological issues and issues and debate from across all topic areas (except optional topics).</p> <p>9.3 Issues and Debates.</p>	<p>WPS04 8 Issues and debates extended essay with levels based assessment.</p>	<p>news they see on a day to day basis that they can connect to their classroom learning; for example, where there are reports of blind obedience in the media they could link these to possible solutions from their understanding of Topic A.</p>
Negotiation	<p>Work with others to develop an ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of psychological content and methodology.</p>	<p>Throughout the specification students may be required to respond to stimulus material using psychological concepts, theories and research from across topic areas. To consider issues of validity, reliability, credibility, generalisability, objectivity and subjectivity in their evaluation of studies and theories (p.5).</p> <p>Conduct practical investigations in topics A, B, C, D, H.</p>	<p>WPS01 3 Extended written essay with levels based assessment.</p> <p>WPS02 8(a)(b) assessment of practical investigation.</p> <p>WPS02 11 synoptic extended written essay with levels based assessment.</p> <p>WPS03 5 synoptic issues extended written essay with levels based assessment.</p> <p>WPS04 7 Key question for society extended essay with levels based assessment.</p> <p>WPS04 8 Issues and debates extended essay with levels based assessment.</p>	<p>Groups of students can present research evidence that they have investigated that supports or goes against an explanation and debate the strengths and weaknesses of the explanation as a class; for example, finding evidence for or against circadian or infradian rhythms.</p> <p>Students could create a 'talent show' for particular theorists where they present their ideas as the best explanation and a panel of judges decides; for example Vygotsky explaining cognitive development.</p> <p>Students could create a 'dragons den' business case to 'sell' a particular theory as the best explanation; for example classical conditioning as the best explanation of phobias.</p>
Leadership				
Leadership	<p>Take the lead in demonstrating knowledge and understanding of key sources of evidence, studies and theoretical concepts.</p>	<p>Throughout the specification students may be required to respond to stimulus material using psychological concepts, theories and research from across topic areas. To consider issues of validity, reliability, credibility, generalisability, objectivity and subjectivity in their evaluation of studies and theories (p.5).</p>	<p>WPS01 3 Extended written essay with levels based assessment.</p> <p>WPS02 8(a)(b) assessment of practical investigation.</p> <p>WPS02 11 synoptic extended written essay with levels based assessment.</p>	<p>Groups of students can present research evidence that they have investigated that supports or goes against an explanation and debate the strengths and weaknesses of the explanation as a class with two student co-ordinating either side of the debate; for example, evidence for and against agency theory.</p>

		Conduct practical investigations in topics A, B, C, D, H.	WPS04 7 Key question for society extended essay with levels based assessment. WPS04 8 Issues and debates extended essay with levels based assessment.	Students could create a 'dragons den' business case to 'sell' a particular theory as the best explanation and nominate someone to present this; for example reconstructive memory as the most useful explanation of memory.
Responsibility	<p>Consideration of the implications of psychological concepts and the sensitive nature of the content.</p> <p>Develop students' ability to take responsibility to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of psychology.</p>	<p>Throughout the specification students may be required to respond to stimulus material using psychological concepts, theories and research from across topic areas. To consider issues of validity, reliability, credibility, generalisability, objectivity and subjectivity in their evaluation of studies and theories (p.5).</p> <p>Conduct practical investigations in topics A, B, C, D, H.</p> <p>Topic A Social Psychology.</p> <p>Students must show an understanding that social psychology is about aspects of human behaviour that involve the individual's relationship to other persons, groups and society, including cultural influences on behaviour.</p> <p>Topic H Clinical Psychology.</p> <p>Students must show an understanding of mental health issues, including diagnosis, features and symptoms, explanations, treatments and therapies.</p> <p>Topic I Psychological Skills.</p> <p>Students will be asked to draw on other areas of the qualification in order to understand conceptual and methodological issues and issues and debate from across all topic areas (except optional topics).</p> <p>9.3 Issues and Debates.</p>	<p>WPS01 1(d) giving research suggestions for investigations.</p> <p>WPS01 3 Extended written essay with levels based assessment.</p> <p>WPS02 5(b) application of skills to real-life context.</p> <p>WPS02 8(a)(b) assessment of practical investigation.</p> <p>WPS02 11 synoptic extended written essay with levels based assessment.</p> <p>WPS03 5 synoptic issues extended written essay with levels based assessment.</p> <p>WPS04 1(a)(i)(ii) implications of psychological theory.</p> <p>WPS04 2(a)(b)(c) application of clinical explanations.</p> <p>WPS04 4 clinical psychology extended essay with levels based assessment.</p> <p>WPS04 7 Key question for society extended essay with levels based assessment.</p> <p>WPS04 8 Issues and debates extended essay with levels based assessment.</p>	<p>Teachers could ask students to use the issues and debates at the end of each topic to evaluate the content; for example, use the idea of 'social control' to review psychology research and applications.</p> <p>Students must take responsibility to organise their time and resources to conduct and write-up practical investigations.</p> <p>Students could produce summary sheets or mind maps for each of the 'issues and debates' in Topic I by reviewing the work they have produced over the duration of the course and linking their knowledge to new ideas; for example, issues of socially sensitive research.</p> <p>Students could reflect on their progress using target based improvements set by the teacher and self-assessment targets that they have set to develop their learning; for example, working as a class to create an essay of 'full marks' quality and using this as an essay plan to write their own 'perfect' answer.</p>
Assertive communication	Enable students to utilise a number of different opportunities to exhibit communication skills in variety of ways including written and verbal, through written discussions and debates surrounding psychological core concepts and arguments.	<p>Throughout the specification students may be required to respond to stimulus material using psychological concepts, theories and research from across topic areas. To consider issues of validity, reliability, credibility, generalisability, objectivity and subjectivity in their evaluation of studies and theories (p.5).</p> <p>Conduct practical investigations in topics A, B, C, D, H.</p>	<p>WPS01 3 Extended written essay with levels based assessment.</p> <p>WPS02 6 concepts applied to novel context.</p> <p>WPS02 8(a)(b) assessment of practical investigation.</p> <p>WPS02 11 synoptic extended written essay with levels based assessment.</p>	<p>Students can present independent research and homework activities in a number of different ways throughout their learning; for example,</p> <p>Presentations about each research methodology and examples of them.</p> <p>Leaflets explaining the strengths and weaknesses of the DSM and ICD.</p>

		<p>Topic D Learning Theories and development.</p> <p>Students must show an understanding that learning theories are about learning from the environment.</p>	<p>WPS03 3 (a)(b) mathematical interpretation.</p> <p>WPS03 8(a) 13(a) mathematical calculations and graphical representations of data.</p> <p>WPS04 7 Key question for society extended essay with levels based assessment.</p> <p>WPS04 8 Issues and debates extended essay with levels based assessment.</p>	<p>Posters showing how psychology has developed over time in each topic area</p> <p>Debates about the UNCRC and its influence of ethics in developmental psychology.</p> <p>Written extended essays as tests or homework.</p> <p>Summaries or mind maps of debates in clinical diagnosis, such as culture, reliability and validity.</p> <p>Designing case studies and scenarios to share with peers.</p>
Self-presentation	<p>Enable students to utilise a number of different opportunities to exhibit communication skills in variety of ways including written and verbal discussions and debates surrounding the nature of psychology.</p>	<p>Throughout the specification students may be required to respond to stimulus material using psychological concepts, theories and research from across topic areas. To consider issues of validity, reliability, credibility, generalisability, objectivity and subjectivity in their evaluation of studies and theories (p.5).</p> <p>Conduct practical investigations in topics A, B, C, D, H.</p> <p>Topic E Developmental Psychology.</p> <p>Students must show an understanding that developmental psychology is about the development of the individual from before birth to adolescence and beyond, in that what we experience as children affects us including our later development.</p>	<p>WPS01 3 Extended written essay with levels based assessment.</p> <p>WPS02 6 concepts applied to novel context.</p> <p>WPS02 8(a)(b) assessment of practical investigation.</p> <p>WPS02 11 synoptic extended written essay with levels based assessment.</p> <p>WPS03 8(a) 13(a) mathematical calculations and graphical representations of data.</p> <p>WPS04 7 Key question for society extended essay with levels based assessment.</p> <p>WPS04 8 Issues and debates extended essay with levels based assessment.</p>	<p>Students could reflect on their progress using target based improvements set by the teacher and self-assessment targets that they have set to develop their learning; for example, working as a class to create an essay of 'full marks' quality and using this as an essay plan to write their own 'perfect' answer.</p> <p>Groups of students can present research evidence that they have investigated that supports or goes against an explanation and debate the strengths and weaknesses of the explanation; for example, evidence for and against the cross-cultural nature of attachment.</p> <p>Teachers could ask students to use the issues and debates at the end of each topic to evaluate the content; for example, use the idea of 'practical issues in research' to review classic and contemporary studies.</p>