

Psychology Skills Mapping

Skill	Year 12 (Paper 1 and Paper 2)	Year 13 (Paper 3)
Knowledge and understanding <i>inc. key psych terminology</i> AO1	Skill Demonstration: Students are required to respond to questions using psychological theory and evidence to show their knowledge and understanding of differing perspectives on what best describes and investigates human behaviour. Across both papers they will be required to consolidate a vast amount of new knowledge on a series of behaviours. They must understand the theories, understand how they relate to each other and what evidence suggests about it. The skills obtained at GCSE to consolidate new knowledge to recall later are further developed across this year to help them tackle the amount to learn and understand. Psychology is new to most students’ taking this subject and therefore the terminology is key to ensure that students are applying it appropriately throughout the range of skills assessed in the papers. Consolidation sheets containing AO1 sections are given to students from the start of the course to encourage them to writhe about their newly acquired knowledge to see if they understand it and to support consolidation. The sheets are used for revision throughout the two years. Knowledge tests are given during topic to test efforts made to consolidate. Bell work low-stakes testing is done in every lesson.	Skill Demonstration: Students continue to make conscious efforts in using and expanding their psychological knowledge. They will learn the importance of revision to aid this skill. Knowledge is now being built upon previous knowledge and assumptions about new theories are expected and deepen understanding. Consolidation sheets, knowledge tests and bell work continue. Internal assessments include topics from Paper 1 and Paper 2 to further encourage consolidation and a deep understanding of the content.
Application AO2	Skill Demonstration: Students must be able to apply psychological knowledge to novel scenarios in exam questions. This is a skill that has little development prior to A Level study. Both short and extended answer questions are scaffolded in lesson to support how to maximise outcomes with these questions.	Skill Demonstration: Extended answer questions are now demonstrated to students in full length and given as part of all internal examinations. General understanding is now stronger so application becomes much more accessible. Real world application of theory and evidence is an opportunity regularly given to students via wider reading around the subject and class discussion.
Compare AO1 AO2 AO3	Skill demonstration: Students need to be aware of the basic different psychological approaches, theories, treatments and debates. To build up to the questions in the examinations we do low-stakes comparisons in talk-and-chalk on the board when we have finished a theory/treatment/approach etc. this helps develop evaluation and synoptic skills also.	Skill demonstration: Low-stakes turns to frequent inclusion of comparison questions in internal assessments to allow opportunity to practice.
Analysis AO3	Skill Demonstration: Using the knowledge and understanding they have already presented (AO1) students will then set about analysing (AO3) this information. Students must take the what was ‘done’ and ‘found’ in psychological research and say what it suggests which is a novel skill when the transition to A Level study. They focus on the knowledge of the evidence but struggle to interpret it and make inferences about its findings without being told. We provide sign-posts and lots of dialogue when looking at research to talk about whether it supports or contradicts a theory/approach etc. This is a big focus in marking and feedback as it is a common difficult skill to get off the ground in Y12. Specific extended answer questions are given that require the use of this skill.	Skill Demonstration: Skill further develops through practice and more of a focus is now given to offering a number of contradictory pieces of research in extended answer questions now that more marks are available. Paper 3 ‘Issues and Debates’ also brings with it analysis of content to demonstrate positions in debates. This is a difficult step-up but a specific structure to answer questions like this is given to build confidence and allow students to maximise outcomes in related questions.
Evaluation AO3	Skill Demonstration: Be able to appropriately state strengths and limitations of theory/research/approaches/treatments etc. Students struggle to separate their own thoughts to objective evaluation at the start of A Level study. This is a skill that is developed from the beginning of the course and evaluation points are given for every piece of content and evidence learnt. These are a skeleton bank of points to encourage independent thought and application later.	Skill Demonstration: Students are now encouraged to think of their own evaluation to content based on principles they have been taught to consider when trying to achieve 10 marks worth of AO3 evaluation. This skill is encouraged via the essay planning sheets and feedback and marking is focused on pushing these independent points.
Synoptic AO1 AO2 AO3	Skill Demonstration: Be able to understand new content and see how it links to previous content. There is less focus on this skill in Y12 as there is a lack of knowledge for them to be synoptic with but by with the approaches running through topics, we flag linked areas when introducing content and use the ‘nature/nurture’ debate to encourage this thinking.	Skill Demonstration: Paper 3 (more specifically ‘Issues and Debates’) requires students to be synoptic in applying previous content appropriate to issues and debates within psychology. The other topics within the paper are all synoptic in the use of different psychological assumptions, issues and debates also. Tasks requiring students to state when they have seen evidence/theory to support sides of debates/issues is given each lesson.