

## PSYCHOLOGY FOR WJEC AS LEVEL REVISED EDITION

# Psychology for WJEC AS Level Teacher Resource CD-ROM Revised Edition

## Introduction

This resource is designed to be used by teachers of the revised 2008 WJEC AS Psychology specification. One of the advantages of this specification is that, due to the quantity and coherence of the content, there is time in the classroom for teachers to spend genuinely educating their students. One of the aims in producing these activities was to enhance students' educational experience. As a teacher, you select from the activities those that are most suited to your own teaching style and the needs of your classes. To allow for the range of requirements, there are different types of activities and levels of difficulty included within each chapter. The outline of contents below describe how the different features in each chapter are designed to be used, although you will no doubt discover alternative ways to use the same ideas within your own teaching.

Where you as the teacher need to do anything in advance in order to use an activity, this is indicated in the initial bullet points under the heading *Preparation*. This includes making packs of cards, collecting objects, printing out worksheets, etc. Where these resources are provided, this will be indicated in the *Resources* section. For more complex activities, an *Introduction* is included. This will give you some background information so that you can set the class up on the task and see how it relates to the specification. Where relevant, there are references provided. The *Task* follows, indicating what the students are expected to do. Some activities, such as 'Working it out' and 'Research methods' consist largely of A4 handouts. These can be printed directly from the CD-ROM. For the Powerpoint presentations in Chapter 6, you can access a 'Notes' section by right-clicking on the slide and selecting 'Edit Slides'.

## Outline of contents

### Working together

These are group activities designed for the teacher to use with the whole class, either as one group or several smaller ones (depending on the activity and class size). Some are teacher-led, others student-led, tasks. They always involve at least some advance preparation.

### Working it out

These are individual and pair activities designed to consolidate learning. They include a range of tasks such as source-based questions, sequencing tasks, cloze exercises, matching tasks, etc. They could be used for classwork or homework. They are mainly A4 sheets that you can print out directly from the CD-ROM and use immediately. Where there are 'answers', such as to cloze exercises, these are included.

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### Research methods

These are tasks specifically designed to enhance understanding of and competence in research methods. They consist of questions contextualised within the content of each topic. The aim is to use these when teaching of each theoretical approach or key study has been completed, in order to allow for phased testing of the different ideas from the research-methods specification content alongside the main subject content. These are handout-based exercises which you can print out directly from the CD-ROM and use immediately.

### Revision activities

These tasks aim to allow the student to test his or her learning through activities such as completing flowcharts. They are intended to consolidate understanding rather than to prepare candidates for examination-style questions. Some tasks require the students to use websites and others, such as labelling drawings and doing word searches, involve worksheets that can be printed out from the CD-ROM. Where there are specific 'answers', such as to word searches and diagrams, these are included.

### Gifted and talented activities

These are designed to be interesting, creative activities. This is a chance to give very able students something special to do, and to excite and stretch them. These activities work well as small group exercises and could equally be used with whole classes as extension work. They use a range of stimulus material such as scenarios, websites and images. Most of the tasks need to be explained to the students rather than printed out.

### Think psychologically

This section is an extension of the 'Thinking psychologically' activities students will have encountered if they use *Psychology for WJEC AS Level Revised Edition* as their core textbook. It presents scenarios and situations in which students (who could be working alone or in groups) have to use their psychological knowledge of the topic to design a solution. The tasks require both imagination and application of knowledge. The scenarios can be printed from the CD-ROM to hand out in class.

### Just looking

I have added this feature for fun. It provides some interesting but relevant asides that you might use, for example, as lesson introductions.

### Spidograms

These are summary network diagrams illustrating the essential material from most topics.

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### Scheme of work

The scheme of work provides a possible route through which the WJEC AS course content may be taught. It illustrates how the research methods content can be contextualised within the general specification content.

### A note on links to websites

None of the sites listed as links require a fee-paying subscription. However, if you experience difficulty accessing sites there may be several explanations. Educational establishments use security procedures such as 'net nannies' to prevent access to potentially harmful material. Inevitably, some websites we want to access for psychology contain words that trigger such protection. If you try to access a site and encounter a message saying 'access blocked' (or the equivalent) you may be able to contact your IT service and have access to that particular site allowed. Access to websites may occasionally be dependent upon registration. For example, if you experience difficulty accessing the *Daily Telegraph* website, you can register on their system for free. Finally, the Internet is an ever-changing resource and pages are not necessarily permanent, so some may simply cease to be available. These have all been checked prior to publication, but this does not guarantee their continued existence.