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| **Applied Psychology 2024/2025** |
| **Academic Studies** |



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| **Start Date** | 9th September 2024 |
| **End Date** | 7th July 2025 (End of Year 1)  July 2026 (End of Year 2) |
| **Level of course** | Level 3 |
| **Awarding Body** | Pearson (Edexcel) |
| **Specification** | <https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/applied-psychology/2017/specification-and-sample-assessments/btec-l3-nat-ext-cert-in-applied-psych-spec.pdf> |

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| YOUR SUBJECT TEACHERS |

We are a small, but developing team at Joseph Wright Centre…



 Monisha has a BSc (Hon) degree in Psychology from University of Birmingham. She studied for her PGCE at the University of Wolverhampton which specialised in Psychology. Monisha has taught GCSE, A level and Applied psychology in Birmingham and now Derby. She has a particular passion for Biopsychology and Attachment. Email: Monisha.Daley@derby-college.ac.uk



Jessica O’Reilly has a Psychology BSc (Hon) degree from Nottingham Trent University where she also completed her PGCE. She went on to further complete a Master’s in Education (MA) from the University of Nottingham. Jessica has taught GCSE and A-Level across Nottingham and Derby. She also is an examiner for AQA.

Email: [Jessica.turnbull@derby-college.ac.uk](mailto:Jessica.turnbull@derby-college.ac.uk)

A person with a long beard

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Glyn Pickering has taught Psychology for nearly 25 years and is a Chartered Psychologist, Chartered Scientist, and an Associate Fellow of the British Psychological Society.  Glyn has a BSc (Hons) in Psychology and a PGCE. He is the Internal Verifier for Applied Psychology.

Email: [glyn.pickering@derby-college.ac.uk](mailto:glyn.pickering@derby-college.ac.uk)

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| INTRODUCTION & AIMS OF THE COURSE |

About the Course

Welcome to Applied Psychology and well done for selecting Psychology as an area of study. Whatever the reasons for your choice I hope that you enjoy this course, and you gain much knowledge and pleasure from it. Psychology is a popular choice among students, it is the science of the mind (do not let anyone else tell you otherwise!).

Studying Applied Psychology requires you to be develop your analysis skills as well as draw upon your knowledge and understanding of psychological theories, approaches, and studies. [Psychology](https://www.learndirect.com/blog/should-i-take-gcse-psychology)explores why we behave the way we do as it helps us to understand the human mind and gives us insight into the motives behind our actions.  Through the work psychologists do we have gained a greater understanding of how the mind functions. The insight you will gain from studying Applied Psychology can help you better understand the people around you and as a result, this will make you more compassionate and give you real-life skills to apply in everyday situations.

Which subjects does Psychology work well with?

STEM Subjects: Biology, Chemistry and Maths

It complements other science-based A Level subject which apply similar scientific methods of research investigation and lab-report write-up. The brain is the main organ of interest for psychologists and therefore all aspects of ***Biopsychology*** overlap with the ‘hard’ sciences.

A substantial part of the ***Research Methods*** module involves understanding mathematical operations and statistics. This is not as advanced as Maths A Level but there is overlap.

Social Sciences: Criminology and Sociology

Similarly, it complements other social sciences which aim to investigate human behaviour on a more applied and wider basis. ***Aggression*** and ***Memory*** look at criminal behaviour and eyewitness testimony. These aim to answer questions about reasons criminals offend and how to improve the accuracy of eyewitness testimony. The application to forensics overlaps significantly with Criminology. Also, psychology aims to look at group behaviours and wider applications for society. Specifically, ***Social Approach*** and ***Gender*** overlap with Sociology.

Humanities: Law, Applied Law, Philosophy

Law and Applied Law overlap in a similar way to Criminology. There is also an emphasis on implications for policy and the judicial system in some areas of the course. Before psychology became an independent subject in its own right, there was biology and philosophy. Therefore, philosophical underpinnings form the backbone of the subject and famous philosophers such as Ren**é** Descartes and John Locke have initial influence in later psychological theories. These are discussed in ***Approaches***.

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Click the QR code for more information, including what the role involves, how to get into the career and the pay, for each of these career paths in psychology.

Health Psychology Qr code

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Educational Psychology Qr code

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Occupational Qr code

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Neuropsychology Sport & Exercise Qr code

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| COURSE STRUCTURE |

Assessment overview – [BTEC Nationals | Applied Psychology (2018) | Pearson qualifications](https://qualifications.pearson.com/en/qualifications/btec-nationals/applied-psychology.html)

In Year 1:

You will study the following topics:

Psychological Approaches and Applications

Conducting Psychological Research

**In Year 2:**

**You will study the following topics:**

**Health Psychology**

**Introduction to Psychopathology**

**BTEC Pearson Assessment structure:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit 1 (Exam 1.5 hours, 72 Marks)** | **Unit 2 (Assessment)** | **Unit 3 (2 hours, 70 Marks)** | **Unit 6 (Assessment)** |
| Psychological Approaches and Applications | Conducting Psychology Research | Health Psychology | Introduction to Psychopathology |

**\*\*All sections of the exams can include short answer and extended writing questions. The longest question you will have to answer in psychology is worth 9 marks.**

**All questions are marked using Assessment Objectives and for psychology they are the following:**

* **AO1**: Demonstrate psychological knowledge, be able to recall key assumptions, concepts and research.
* **Command words**: describe, give, give a reason why, identify, name, state
* **Marks**: range from 1-4 marks
* **AO2**: Demonstrate understanding by explaining the link between psychological assumptions, concepts and research to behaviour in society.
* **Command words**: describe, explain, interpret, justify
* **Marks**: range from 1-4 marks
* **AO3**: Apply and evaluate psychological assumptions, concepts and research to explain contemporary issues of relevance to society.
* **Command words**: analyse, assess, compare, discuss, evaluate, explain
* **Marks**: range from 1-9 marks

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| KEY COURSE INFORMATION |

Headline

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| --- | --- |
| Length of Study | BTEC Applied Psychology is a 2-year course. You will have 3 lessons a week which total 5 hours. Year 1 study for 36 weeks and Year 2 for 31 weeks. |
| Your classrooms | TBC |
| Key skills you will be developing during the course to be successful | Psychology requires you to have a good level of analytical writing skills which are reinforced and embedded in each area of study. You will also develop mathematical skills by analysing data and using statistics.  Psychology allows students to explore all aspects of life which mean the subject successfully explores individual liberty throughout the whole course. For example, through the study of approaches in Psychology students are encouraged to see that, whilst we may all be similar in many respects, there are always anomalies in human behaviour that cannot be predicted. |
| What will lessons look like? | Psychology lessons use a variety to techniques to support your learning and your participation is crucial. This may be through your feedback on independent tasks, collaborative tasks, psychology practicals and written based activities. |
| Informal Assessment Methods | You will be complete four formal assessments before Christmas in preparation for your January exam and assessments from January onwards are ongoing assessed coursework components. |
| Essential Equipment/ Resources | For each topic you are required to have a ‘topic folder’, regularly access Teams for resources and a revision table to organise all your notes. A digital textbook will be provided for you and a calculator is needed. |

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| YEAR PLAN OF STUDY |

Year 1:

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| --- | --- | --- | --- | --- |
| **Week** | **P1** | **P2** | **P3** | **Independent Tasks** |
| **0** | Induction week |  | | |
| **1** | Key assumptions of Cognitive approach | Characteristics of memory & remembering | Reconstructive memory | Research – key studies Bartlett, Loftus & Palmer |
| **2** | Cognitive priming | Cognitive scripts | Cognitive biases | Research – key study Harris et al |
| **3** | Key assumptions of social approach | Conformity | Types of conformity | Research – key studies Asch, Zimbardo |
| **4** | Social categorisation | Intra group Dynamics | Influence of others on self-concept | Research – key study Chatard |
| **5** | Key assumptions of behaviourist approach | Classical & operant conditioning, SLT | Assessment 1 | Research – key studies Watson & Raynor, Skinner, Bandura |
| **6** | Key assumptions of biological approach | Influence of biology on traits/behaviour | DIRT  Genes  Neuroanatomy | Research – key study Harlow  Corrections |
|  | Half Term |  | | |
| **7** | Aggression: cognitive approach | Aggression: social approach | Assessment 2 | Revision |
| **8** | Aggression: learning approach | Aggression biological approach | DIRT | Corrections |
| **9** | Consumer behaviour: cognitive approach | Consumer behaviour: social approach | Revision | Revision |
| **10** | Consumer behaviour: learning approach | Consumer behaviour: biological approach | Revision | Revision |
| **11** | Gender: cognitive approach | Gender: social approach | Assessment 3 | Revision |
| **12** | Gender: learning approach | Gender: biological approach | DIRT | Corrections |
| **13** | Revision & exam practice | Revision & exam practice | Assessment 4 | Revision |
| **14** | Revision & exam practice | Revision & exam practice | DIRT | Corrections |
|  | Christmas Hols |  | | |
|  | Christmas Hols |  | | |
| **15** | Revision & exam practice | Revision & exam practice | Revision & exam practice | Unit 1 Psychological Approaches & Applications Wed 11th Jan 2023 |
| **16** | Research & scientific process | Purposes of research | Types of research | Coursework preparation & construction |
| **17** | Hypotheses & literature reviews | Sampling techniques | Reliability & validity | Coursework preparation & construction |
| **18** | Ethical issues | Pilots, qualitative & quantitative methods | Experiments – types & designs | Coursework preparation & construction |
| **19** | Survey methods | Observational methods | Content & thematic analysis, case studies & correlations | Coursework preparation & construction |
| **20** | Planning & managing your pilot study | Quantitative data analysis – central tendency & dispersion. Graphical statistics |  | Coursework preparation & construction |
|  | Half Term |  | | |
| **21** | One-to-one support/guidance | One-to-one support/guidance | One-to-one support/guidance | Unit 2 Conducting Psychological Research Task 1 Report (A) & Task 2 Pilot Proposal (B) 16/02/2023 |
| **22** | One-to-one support/guidance | One-to-one support/guidance | One-to-one support/guidance | Coursework preparation & construction |
| **23** | One-to-one support/guidance | One-to-one support/guidance | One-to-one support/guidance | Coursework preparation & construction |
| **24** | One-to-one support/guidance | One-to-one support/guidance | One-to-one support/guidance | Coursework preparation & construction |
| **25** | One-to-one support/guidance | One-to-one support/guidance | One-to-one support/guidance | Coursework preparation & construction |
|  | Easter Hols |  | | |
|  | Easter Hols |  | | |
| **26** | Revision &/or resubmission work | Revision &/or resubmission work | Revision &/or resubmission work | Unit 2 Task 2 Pilot Study Report (C & D) 24/03/2023 |
| **27** | Revision | Revision | Revision | Revision |
| **28** | Revision | Revision | Revision | Revision |
| **29** | Revision | Revision | Revision | Revision |
| **30** | PROGRESSION EXAMS | PROGRESSION EXAMS | PROGRESSION EXAMS |  |
| **31** | PROGRESSION EXAMS | PROGRESSION EXAMS | PROGRESSION EXAMS |  |
|  | Half Term |  | | |
| **32** |  |  |  | Unit 1 Psychological Approaches & Applications resit exam date TBC |
| **33** | Start Year 2 content | Start Year 2 content | Start Year 2 content |  |
| **34** |  |  |  |  |
| **35** |  |  |  |  |
| **36** |  |  |  |  |
| **37** |  | Work experience/ Admin week | | |

Year 2 plan of study

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| --- | --- | --- | --- | --- |
| **Week** | **P1** | **P2** | **P3** | **Independent study** |
| **0** | Induction week |  |  |  |
| **1** | Defining health stress & addiction | Biological approach to health | Behavioural approach to health | Pittsberg Sleep Quality Questionnaire; ‘I am not addicted’ activity |
| **2** | SLT approach to health | Cognitive approach to health | Health Beliefs Model (HBM) | Cognitive dissonance worksheet; ‘Alice changes her mind’ activity |
| **3** | Rotter’s Locus of Control (LoC) | Theory of Planned Behaviour (TPB) |  | LoC Questionnaire. Research – key studies – Rotter, Abouserie, Krause, Louis et al & Cooke et al |
| **4** | Self-efficacy theory | Transtheoretical model | Causes of stress: life events & daily hassles | Self-efficacy, life events & daily hassles Questionnaires. Research – key studies – Bandura & Adams, Marlatt et al, Rahe et al & Kanner et al |
| **5** | Causes of stress: workplace & personality | Physiological stress response | Assessment 1 | Type A/B & Hardiness Questionnaires. Research – key studies – Johanson et al, Kiecole-Glaser et al, Maddi & Rosenman et al. |
| **6** | Stress & illness | Explanations of smoking: biological & learning | DIRT  Explanations of drinking: cognitive & learning | HSCL-25, Fagerstrom & ACES Questionnaires. Research – key study – Vink et al  Corrections |
|  | Half Term |  |  |  |
| **7** | Explanations for gambling: cognitive & learning | Explanations for shopping: cognitive & learning | Assessment 2 | Dysfunctional thinking Questionnaire. Research – key study – Griffiths |
| **8** | Hovland-Yale theory of persuasion | Fear arousal theory of persuasion | DIRT  Elaboration-Likelihood model | Need for Cognition (NFC) Questionnaire. Research – key studies – Hovland & Weiss, Janis & Feschbach, Petty et al  Corrections |
| **9** | Mindfulness | Physiological stress management: biofeedback | Psychological stress management: SIT | Revision & exam practice |
| **10** | Psychological stress management: social support | Physiological treatments for addiction: nicotine substitutes | Drugs for alcohol withdrawal/detox  Over the counter remedies for stress Exercise | Revision & exam practice |
| **11** | Psychological treatments for addiction: CBT | Physiological treatments for addiction: skills training | Counselling/Guided self-help  Assessment 3 | Revision & exam practice |
| **12** | Reasons for non-adherence | Methods to improve non-adherence | DIRT | Corrections  Revision & exam practice |
| **13** | Revision & exam practice | Revision & exam practice | Assessment 4 | Revision & exam practice |
| **14** | Revision & exam practice | Revision & exam practice | DIRT | Corrections  Revision & exam practice |
|  | Christmas Hols |  |  |  |
|  | Christmas Hols |  |  |  |
| **15** | Revision & exam practice | Revision & exam practice | Revision & exam practice | Revision & exam practice |
| **16** | Revision & exam practice | Revision & exam practice | Revision & exam practice | Unit 3 Health Psychology exam Thurs 19th Jan 2023 |
| **17** | Mental health & well-being | Definitions of psychopathology | Approaches to psychopathology | Coursework preparation & construction |
| **18** | Classification systems, early perceptions | Medical model | Asylum & community care models | Coursework preparation & construction |
| **19** | Prenatal, biological & health factors | Social, political & cultural factors | Personality disorders (PD) | Unit 6 Task 1 (A) 06/02/2023 |
| **20** | Self-harm (NSSID) | Psychotic disorders | Anxiety disorders & OCD | Coursework preparation & construction |
|  | Half Term |  |  |  |
| **21** | Mood disorders | Eating disorders | Psychodynamic therapy | Coursework preparation & construction |
| **22** | Behaviour therapy | Cognitive therapy | Family system therapy (FST) | Coursework preparation & construction |
| **23** | e-therapy | Diagnosis & treatments by professionals/support groups | One-to-one support/guidance | Coursework preparation & construction |
| **24** | One-to-one support/guidance | One-to-one support/guidance | One-to-one support/guidance | Coursework preparation & construction |
| **25** | One-to-one support/guidance | One-to-one support/guidance | One-to-one support/guidance | Unit 6 Task 1 (B & C) 31/03/2023 |
|  | Easter Hols |  |  |  |
|  | Easter Hols |  |  |  |
| **26** | Revision | Revision | Revision | Revision |
| **27** | Revision | Revision | Revision | Revision |
| **28** | Revision | Revision | Revision | Revision |
| **29** | Revision | Revision | Revision | Revision |
| **30** | *A-level exams start* | Revision | Revision | Revision |
| **31** | Revision | Revision | Revision | Revision |
|  | Half Term Whit Week |  |  |  |
| **32** | *A-level exams* | *A-level exams* | *A-level exams* | Unit 3 Health Psychology exam DATE TBC |
| **33** | *A-level exams* | *A-level exams* | *A-level exams* |  |
| **34** | *A-level exams* | *A-level exams* | *A-level exams* |  |
| **35** | *A-level exams* | *A-level exams* | *A-level exams* |  |
| **36** | *A-level exams* | *A-level exams* | *A-level exams* |  |
| **37** |  |  |  |  |

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| ENRICHMENT AND VISITS |

During your time studying A-Level Psychology we aim for you to gain direct access to Psychologists working in the field which will help provide an understanding of the opportunities within the multidiscipline that Psychology can offer. Here are some the enrichment opportunities students have experienced over the last few years, such as opportunities to attend conferences with world class guest speakers to raise expectations of students in terms of progression and opportunity within the field.

A forensic masterclass with a criminal profiling expert, David Canter.

This will [include resources to support students. Masterclass with Professor David Canter.](https://dcg.padlet.org/DCGGlynPickering/zt3c7fujg7pfsqqt)

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One the most famous female psychologists who helped define the unreliability of the eyewitness’s testimony - Professor Elizabeth Loftus

Students have attended national conferences to hear her insight into how our memory works.

Other visits and planned enrichment opportunities have included the National Science Museum in London, Imperial War Museum, Freud Museum, and guest speakers from the industry and academic specialists.



Creator of the famous Stanford Prison experiment. Students have travelled to London to go to a conference to meet Philip Zimbardo and experience his insight into the Lucifer Effect first hand.

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| SUCCESSFUL LEARNER HABITS |

**Attendance & Punctuality**

This qualification requires you complete 360 GLH and failure to do so could jeopardise your successful completion of the course. In addition, DCG requires a minimum attendance of 93%. Several studies have shown that attendance is an important determinant of academic outcomes: students who attend more classes earn higher final grades (e.g. Kirby and McElroy, 2003).

**Planning & Organisation**

Managing your time effectively can help you feel more in control of your life so that you can find more free time and more effective study time.

* Structure your study schedule as if it were a working week.
* Use a planner or calendar to record all your regularly scheduled activities as well as any dates for assessments or exams.
* Determine your best study environment and time of the day. Plan study time each week that is consistent with your style.
* Take ten minutes before each class to review your notes from the previous class. Take ten minutes after each class to review the notes just taken.
* Break large tasks into smaller manageable steps and reward yourself for completing tasks.

**PEEL technique**

This technique is used to evaluate studies and theories effectively:

* Point – state simply the point you wish to make
* Elaborate – explain the point you are making
* Evidence – use evidence and/or examples to illustrate the point
* Link – finish with a conclusion like, ‘This shows…’ or, ‘This suggests…’ or ‘Therefore…’.

**Revision Strategies**

* Before trying to memorise, assess your concentration level. If you are unable to focus, you are not likely to retain much information. Determine what you need to be able to focus (e.g., food, a short nap, a walk, several deep breaths, etc.), take care of this need then refocus.
* Use flash cards. Write a word or formula on the front of a card and its definition on the back. Go through the cards until you can define each word correctly.
* Create acronyms. Make up a word or phrase using the first letter of each term you what to remember (e.g. ROYGBIV for the colours in a rainbow).
* Draw diagrams of concepts that you are trying to remember. Be able to verbally explain the concept and reproduce the diagram.
* Study to the point of recall, not simply recognition. This means that you can define and explain material in your own words.

**Managing Stress**

* Recognise how you typically respond to stress (physically, emotionally and cognitively).
* Assess your stress level before you begin studying. If you are experiencing a high degree of stress you won’t be able to study as effectively.
* Respond to your stress by engaging in sporting activity, talk to someone, and finding healthy ways to play (e.g., listening to music, reading, etc.).
* Remember, some anxiety or stress is normal and can enhance your performance!

# HABITS

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| STUDENT VOICE |

There is no bigger group of people than students in the classroom! Therefore, listening to students is essential. Student Voice refers to listening to what students think and feel about their time in education at DCG. We want to know what students/apprentices think about different aspects of college life including positives, improvements, and new ideas. DCG listens to students/apprentices through Surveys, Focus Groups, and through the Student Rep system.

What are Student Reps?

* Students Representatives or Student Reps are volunteers for students/apprentices in their class/subjeect. Student Reps gather the feedback from their class and pass that information to their Academy Representatives and leaders within the college.

What are Academy Reps?

* This is a senior volunteer role, but rather than one in every class, there are two in each Academy. Academy reps present feedback from student reps in their Academy to the senior leadership team (the people who lead the whole college).

Remember to:

* Complete upcoming Student Voice Surveys. DCG needs to listen to Students and will improve, keep doing things students/apprentices enjoy and support them to progress.
* Become a Student/Academy Representative and represent your class. More information on this will be released during October.
* Talk to your class Student Rep about the positives, improvements, and ideas you have to further improve your college and course experience.

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| SUBJECT RESOURCES FOR STUDENTS |

Year 1 textbook

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Work books will be provided for each of the four units as you work through the course, however, there are several text books available, should you wish to purchase them:

Flannagan, C; Liddle, R & Walsh, M (2019)

Pearson BTEC National Applied Psychology: Book 1 Certificate Units. Illuminate Publishing Ltd, Gloucestershire ISBN: 9781912820047

Flannagan, C; Berry, D; Liddle, R; McGinty, J & Walsh, M (2019) Pearson BTEC National Applied Psychology: Book 2 Extended Certificate Units. Illuminate Publishing Ltd, Gloucestershire ISBN: 9781912820054

Year 2 textbook

Graphical user interface

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Important websites:

[BTEC Nationals | Applied Psychology (2018) | Pearson qualifications](https://qualifications.pearson.com/en/qualifications/btec-nationals/applied-psychology.coursematerials.html#%2FfilterQuery=category:Pearson-UK:Category%2FExternal-assessments) – access past papers and mark schemes, candidate responses and examiner comments to improve your exam skills.

[Free Homework & Revision for A Level, GCSE, KS3 & KS2 (senecalearning.com)](https://senecalearning.com/en-GB/) – very useful to consolidate your A01 – knowledge and understanding of studies and theories.

[Psych Boost - YouTube](https://www.youtube.com/c/PsychBoost/about) – video based learning on a range of topics

[tutor2u | A-Level, GCSE & vocational qualification support resources](https://www.tutor2u.net/psychology/reference) – exam based support on many topic areas. For example essays with model answers.

<https://quizlet.com/> - create your own or access the vast library of revision resources and test yourself

Reading list for Psychology available via the library:

<https://moodle.derby-college.ac.uk/mod/glossary/view.php?id=174783&mode=letter&hook=P&sortkey&sortorder&fullsearch=0&page=1>

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| TERMINOLOGY GLOSSARY |

The following list is a brief glossary of terms that you will use regularly within this subject.

Pearson Edexcel Command Words for Psychology:

Command words are the words and phrases used in exams and other assessment tasks that tell students how they should answer the question.

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| **Command** | **Definition** |
| Analyse | Present the outcome of a methodical and detailed examination, either by breaking down:   * a themed topic or situation in order to interpret/study the relationships between the parts and/or: * information or data to interpret and study key trends or interrelationships. |
| Assess | Give careful consideration of varied factors or events that apply to a specific situation and identify which are the most important or relevant. Make a judgement on the importance of something and come to a conclusion. |
| Compare or  Compare & contrast | Look for the similarities and differences of two (or more) things. Should not require the drawing of a conclusion. Answer must relate to both (or all) things mentioned in the question. The answer must include at least one similarity and one difference. |
| Describe | Give an account of something. Statements in the response need to be developed, as they are often linked, but do not need to include a justification or reason. |
| Discuss | Identify the issue/situation/problem/argument that is being assessed in the question. Explore all the aspects of an issue/situation/problem/argument. Investigate the issue/situation, etc. by reasoning or argument. A conclusion is not required. |
| Evaluate | Consider various aspects of a subject’s qualities in relation to its context, such as strengths or weaknesses, advantages or disadvantages, pros or cons. Come to a judgment, supported by evidence, which will often be in the form of a conclusion. |
| Explain | Explanations require a justification/exemplification of a point. Their answers must contain some element of reasoning/justification to satisfy the definition of ‘explain’. The mark scheme should be clearly laid out so, that to gain full marks, there must be a minimum of 1 mark for some element of reasoning/ justification to satisfy the definition of ‘explain’. |
| Give | Recall from memory a feature, characteristic or use. |
| Give a reason (why) | When a statement has been made and the requirement is only to give the reason why. |
| Identify | Select the correct answer from the given stimulus/resource. |
| Interpret | Recognise a single or multiple trend(s) or pattern(s) within a given stimulus /resource. |
| Justify | Give reasons/evidence to support a statement given in the question. |
| Name | Recall from memory the correct object, process, law etc., using the correct terminology. |
| State | Recall from memory facts, dates, legal implications etc. |