



CAMBRIDGE
International Education

Skills Exercises

AO1 Knowledge and understanding

Cambridge IGCSE™
Psychology 0266

For examination from 2027



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Introduction

Cambridge IGCSE Psychology attracts a variety of learners from many different backgrounds. For some learners Psychology is a new subject and an opportunity to explore an area of study that interests them, while developing a set of transferable skills. Other learners have previously studied Psychology and are looking to continue developing their knowledge of the subject. Either way, the study of Psychology allows learners to challenge relevant issues in psychological theory and research and gain the knowledge needed to understand how psychology can be applied to improve people's lives and society in general.

Skills and why they are important?

Skills are the key to success. The performance of candidates in Cambridge IGCSE Psychology exams have shown a range of areas where improvement would be helpful. These areas of improvement tend to centre around the assessment objectives (AOs) of the course and we have addressed these AOs in a series of exercises and activities.

- AO1 Knowledge and understanding
- AO2 Application
- AO3 Analysis and evaluation

Skills Exercises make use of examination questions and include exercises, activities and worksheets to help skills development and incorporate suggested teaching approaches, such as group work, discussion, structured support and writing in sequence. They do not attempt to cover all possible aspects of the examinations, only those problem areas which have presented consistently over time.

How will these skills be developed?

Skills Exercises aim to help learners develop skills in:

- using knowledge and understanding of terminology, studies, theories and concepts to answer examination questions
- applying psychological knowledge and understanding to a range of scenarios from everyday life and theoretical scenarios
- using skills of analysis and evaluation to recognise strengths and weaknesses of evidence and reach conclusions based on evidence.

Skills Exercises provide suggestions so you can have confidence that the materials you prepare and use in the classroom are building skills and resilience in your learners. This document should be used alongside the other teaching and learning resources provided on the [School Support Hub](#).

AO1 Knowledge and understanding

To access AO1 Knowledge and understanding marks, learners are required to show knowledge and understanding of psychological terminology, concepts, theories and research methods.

As well as that, learners must also consider the ethics and practicality of planning and conducting psychological research, including the techniques used by psychologists in the real world.

Exercise 1: Key terminology

Cambridge IGCSE Psychology uses terminology that learners require in order to know and understand psychological research, evaluate studies and theories and to apply this knowledge as required in the examinations.

Activity 1: Key terms meanings

Psychology is a science and as such, there are some key terms that learners need to understand and know how to apply, as they are used regularly.

The list in **Worksheet 1: Key terms meanings** can be used to help with these terms. Learners need to write the correct term next to the relevant definition. Go through the worksheet with the learners to check they understand the task. For this activity learners may work individually or in pairs.

Use **Worksheet 1: Key terms meanings answers** and ask learners to peer assess each other's work.

Extension activity: Cut out the terms and definitions from **Worksheet 1: Key terms meanings answers**. Learners match the term with the definition as a starter activity at a later date, ensuring any misconceptions that might not have been seen before are addressed.

Activity 2: Key terms across topics

Explain to learners that some key terminology is present in one topic and some key terminology is present across several topics.

This activity can be used as a starter in order to get learners to remember the content covered. Give learners **Worksheet 2: Key terms across topics** and ask them to tick the correct option for each question. Once completed, use **Worksheet 2: Key terms across topics answers** and ask learners to peer assess each other's work. Lead a discussion to go through the answers.

Ensure any misconceptions are addressed.

Extension activity: Use the format of this activity and create a further activity, by asking learners to create their own MCQ (multiple choice questions) at the end of a subtopic.

Learners can be further challenged by asking them to identify what the incorrect answers mean.

Activity 3: Topics and key terms

Learners should be able to identify and define specific terms for each of the six topics in the syllabus.

For Paper 1, 60 out of 90 marks are on the topics of Memory and forgetting, Sleep and dreams and Prosocial behaviour.

For Paper 2, 60 out of 80 marks are available for the topics of: Visual perception, Motivation and needs and Language development.

This activity can be completed by learners either individually or as a pair. Give learners **Worksheet 3: Topics and key terms** and ask learners to write the definition for each of the specialist terms. Once completed, learners peer assess each other's work using **Worksheet 3: Topics and key terms answers**. Another way to carry out the activity is to cut the definitions from the answer sheet and ask learners to put them under the correct term.

Extension activity: Learners use this design to create their own small glossaries specific to each topic.

Exercise 2: Understanding studies

Within each topic, theories and explanations are drawn from a range of approaches to represent different perspectives in psychology. The syllabus selects one argument for and one argument against the psychological theories and explanations in the content, from the many that are available.

Studies are named for each topic and are used as evidence to support a theory or explanation. Candidates will not be expected to evaluate a study in terms of its strengths and weaknesses.

Candidates are not expected to have read the original study.

Cambridge provides summaries of the named studies which contain a sufficient level of detail for learners studying a course based on this syllabus. The summaries can be found in the Named studies: Summaries and reference list for Cambridge IGCSE Psychology 0266, available on the [School Support Hub](#).

Activity 1: Matching researchers to topics

This activity is aimed at the topics on Paper 1. The worksheet can be adapted for the topics on Paper 2.

For this activity learners may work individually or in pairs. Give learners **Worksheet 4: Matching researchers to topics**. Ask learners to write the name of the researchers in the correct topic box. Once they have completed the task, use **Worksheet 4: Matching researchers to topics answers** and ask learners to peer assess each other's work. Go through the answers.

Ensure any misconceptions are addressed.

Extension activity: Lead a class competition to check who can remember more facts about each of the nine studies listed on the worksheet.

Activity 2: Identifying key research

This activity works better in pairs or groups of three. One learner should have the named study, the other one the researcher(s) name(s).

Give learners **Worksheet 5: Identifying named studies**. Learner 1 starts with the name of the research and Learner 2 needs to give the correct information about the title. Learner 2 then gives a title, and Learner 1 needs to identify the correct researcher(s). If there is a Learner 3 then they use **Worksheet 5: Identifying named studies answers** and have all of the correct answers. Learner 3 awards points to Learner 1 and Learner 2 if they give the correct answers.

Extension activity: Ask learners to recall the key information about the studies they have matched successfully with the correct researcher(s). This activity can be adapted for the named studies on Paper 1

Activity 3: Named study presentations

Learners should be familiar with the summaries of the named studies. Learners do not need to have a detailed knowledge of the original studies. Learners will only be expected to have knowledge of each named study summary to support theories, concepts and explanations in the syllabus.

Where the original research article includes more than one experiment or study, the study the learner is required to know is indicated.

Learners would benefit from creating clear posters/summaries of the named studies. These posters/summaries should include the following points:

- Aims
- Brief procedure
- Results
- Conclusion(s)

Give each learner one of the named studies and **Worksheet 6: Presentation information** which contains information and examples of what the posters could look like.

Option A: Ask learners to create a visual poster to present / display in the classroom. Using the design on **Worksheet 6: Presentation information** give learners a proforma poster to complete individually or in pairs.

Option B: Ask learners to create a presentation to show to the whole class. Each learner completes their own summary for the studies. Depending on the number of learners, you might need to give each learner more than one study or, if you want to work on the studies for one paper, you might ask them to complete this activity in pairs / small groups.

The studies can be shared across learners so they can all create individual presentations for one or more of the named studies. They can use visual aids to explain the procedure or have pictures that help them understand and recall the study.

Once all the presentations have been done, learners can use digital devices to take photos of the other presentations the rest of the group has created.

Exercise 3: Methodological concepts

The Cambridge IGCSE Psychology syllabus requires learners to understand research methodology used by psychologists to investigate human and animal behaviour.

The basic methodological concepts can be summarised so they can be easily recalled by learners.

Activity 1: Research methods connectives

Paper 1 covers the Experimental research method and Paper 2 the Non-experimental research methods.

Overall, learners need to know about experiments, observation, self-report (interviews and questionnaires) and case studies.

Give learners **Worksheet 7: Research methods connectives**. Learners need to connect the circles with the correct boxes. This activity can be completed individually or in pairs.

Once learners have checked their answers using **Worksheet 7: Research methods connectives answers**, challenge learners and get them to define some of the points and then add others that are not listed on the worksheet.

Activity 2: Fill in the gaps

Learners need to know about sampling and this information could be present in both examination papers.

The two techniques listed in the IGCSE Psychology syllabus are opportunity and volunteer sampling. As well as being able to identify them and define them, learners need to be able to apply both to novel scenarios.

This activity is designed to remind learners of the two sampling techniques on the syllabus before applying this knowledge to a novel scenario. Give learners **Worksheet 8: Fill in the gaps** and ask them to write the correct word in the gap. Use **Worksheet 8: Fill in the gaps answers** and ask learners to peer assess each other's work.

This activity can be completed individually first and then learners swap their answers with a peer to see how they answered the activity and check agreement.

Ensure any misconceptions are addressed.

Activity 3: Starter and plenary

Learners need to work with data to reach conclusions. This knowledge is assessed in both Paper 1 and Paper 2 and it covers some concepts learners might know from other science related subjects.

The starter can be set before any of these concepts that learners might be familiar with, are explained. This way the focus can be on what is not known or fully understood.

It can also be used to check learners' knowledge from the previous lesson on a concept, e.g. ethics. For this reason, **Worksheet 9: Starter and plenary** can also be edited and used as a template that can be adapted for different content.

The plenary at the end can be set as a whole class activity where learners say what they can remember from the lesson.

Another way to approach the plenary is by asking learners to complete exit cards about the concept that has been explained (for example ethics)

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