

Skills Exercises AO2 Application

Cambridge IGCSE™ Psychology 0266

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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](#).

AO2 Application

The ability to apply interpretation and application skills is essential to be able to access interpretation and application marks and to achieve good quality analysis and evaluation. Learners should be able to:

- interpret evidence from source material and apply relevant psychological concepts, theories, evidence, views and research methods to support points or develop arguments
- explain how psychological concepts, theories, evidence, views and research methods apply to a particular issue or question.

The following table contains some command words that might indicate to learners that they need to demonstrate interpretation and application.

Command word	Definition
Describe	State the points of a topic/give characteristics and main features.
Explain	Set out purposes or reasons/make the relationships between things clear/say why and/or how and support with relevant evidence.
Justify	Support a case with evidence/argument.
Suggest	Apply knowledge and understanding to situations where there are a range of valid responses in order to make proposals/put forward considerations.

Exercise 1: Applying knowledge of research methods

For Paper 1 and Paper 2 there is a compulsory section on research methods. Paper 1 focuses on Experimental methods. Paper 2 focuses on Non-experimental methods (observation, questionnaires and interviews, and case studies). Both papers address shared components across methods like sampling, validity, reliability, ethics, the research process and interpretation of data.

The first activity in this exercise is designed to help learners with the application of ethical guidelines. Learners will be expected to apply knowledge of ethical guidelines to novel scenarios as well as being able to suggest improvements to increase adherence to these guidelines.

Activity 1: Applying ethics to novel scenarios

Give learners **Worksheet 1: Applying ethics to novel scenarios**. Explain to learners that they are required to describe two ethical guidelines not upheld. To show understanding, learners need to explain why these ethical rules have not been followed using relevant evidence from the source.

The second part of the activity is about suggesting ways to improve the adherence to the ethical guidelines, and understanding the specific situation given in the source. This activity can be completed in pairs. Each learner should think of two possible ethical considerations. They then compare with their partner to see if they have described the same or different ones.

Another way to approach the task is by asking learners to identify how many of the ethical guidelines have not been followed. Share these across learners so they all complete different combinations of guidelines.

Go through **Worksheet 1: Applying ethics to novel scenarios answers**, ensuring learners understand why the ethical guidelines in the scenario were not followed.

Activity 2: Applying research design

This activity can be completed after all of the research methods have been explained as a way to check understanding.

Give **Worksheet 2: Applying research design** to learners. Explain to learners that they need to think about the main points they need to consider for each of the research methods. Learners can do this activity in small groups where each learner focuses on one research method, or it can be done independently to test knowledge.

Go through **Worksheet 2: Applying research design answers** with learners. Learners peer assess each other's work. Go through the answers.

Ensure any misconceptions are addressed.

Extension activity: Learners decide which method would be better for the investigation and justify with supporting arguments the reason for their decision. This activity can be adapted for different scenarios and can be used as a starter to refresh learners' knowledge and understanding of the research methods in the syllabus.

Activity 3: Applying knowledge of data

In Paper 1 and Paper 2 learners are required to work with data collected and to apply data tables and bar charts to novel situations.

A way to do this is by regularly showing learners tables with data as well as bar charts and asking them to use the information presented to explain the relevance of the evidence in relation to the aim of the research presented.

Give learners **Worksheet 3: Applying knowledge of data**. This activity can be completed individually or in pairs. If completed individually focus on one of the sources, if completed in pairs, each learner should work on a source and then compare their information once they have completed the activity. Once completed go through the answers with learners using **Worksheet 3: Applying knowledge of data answers**.

Ensure any misconceptions are addressed.

Exercise 2: Applying knowledge of topics

For Paper 1 and Paper 2 learners are expected to understand and apply their knowledge of the six compulsory topics in Psychology:

- Memory and forgetting
- Sleep and dreams
- Prosocial behaviour
- Visual perception
- Motivation and needs
- Language development

Activity 1: Applying psychological knowledge

Give learners **Worksheet 4: Applying psychological knowledge**. In this activity, learners are required to identify the correct statement(s) that apply to the provided concept, model or study. This activity can be completed as a paired activity or as an exit pass during revision lessons to see if learners have the correct understanding across the topics.

If used as an exit pass, use the information to decide what is best to focus on in the next revision lesson based on learners' answers.

Use **Worksheet 4: Applying psychological knowledge answers** and ask learners to peer assess their work. Go through learners' answers as a class.

Ensure any misconceptions are addressed.

Extension activity: Learners create their own multiple choice questions to test other learners.

Activity 2: Applying concepts to examples

There are key concepts at the beginning of each of the six compulsory topics that learners need to learn and understand before applying their knowledge of the whole topic to novel scenarios.

In this activity learners can start practising that skill by applying some of these key concepts to examples.

Give learners **Worksheet 5: Applying concepts to examples**. Go through the worksheet with learners to make sure they know what to do.

This activity can be done in pairs or groups where the different examples are shared and each learner takes responsibility for one of them. The rest of the pair or group can then add their own ideas, once the learner responsible has finished their explanation. This activity can also be set as homework that learners can complete online to check understanding after finishing a particular topic.

Once completed, go through **Worksheet 5: Applying concepts to examples answers** with learners, ensuring any misconceptions are addressed.

Extension activity: Remove the concepts and ask learners to think what concepts explain the behaviours shown in the examples best.

Activity 3: Applying topics to novel sources

Paper 1 covers the following three topics:

- Memory and forgetting
- Sleep and dreams
- Prosocial behaviour.

Paper 2 tests the following three topics:

- Visual perception
- Motivation and needs
- Language development.

This activity is designed to take place when you are either recapping one of the six topics or recapping on the three topics specific to one of the exam papers.

Give learners **Worksheet 6: Applying topics to novel sources**. Go through the worksheet with learners to ensure they understand the task.

This activity has a topic from each paper so there is the option to build a bigger activity from it. The activity can be completed in pairs or individually and can be made easier by asking learners to identify concepts relevant to the scenario or by giving them the concepts to write their own applications.

The activity can be made more challenging by removing the concepts and asking learners to give several examples using the scenario given.

Once completed use **Worksheet 6: Applying topics to novel sources answers** and go through answers with learners.

Ensure any misconceptions are addressed.

The activity can also be used as homework to get learners to think ahead of the topic as a part of flipped learning style of teaching.

Exercise 3: Applying knowledge of theories

Learners need to gain knowledge about several psychological theories that are used to explain behaviour. Some of these theories are topic specific but others are applicable to several of the topics covered on the syllabus. This exercise aims to get learners familiar with some of the theories.

Activity 1: Applying psychodynamic theory

Psychodynamic theory is one of the most famous theories in Psychology and is used across different areas of research.

Learners need to apply this theory across three topics:

- Memory and forgetting
- Sleep and dreams
- Motivation and needs.

For this reason, a good knowledge of this theory would help learners to answer questions on Paper 1 (memory and forgetting and sleep and dreams) and Paper 2 (motivation and needs).

This activity can be completed after all the topics have been completed or it can be broken down to do the points relevant for each of the topics, once they have been taught.

Give learners **Worksheet 7: Applying psychodynamic theory**. Go through the worksheet with learners and make sure they understand what to do. This activity would work better as a discussion in pairs where learners share ideas on how the theory explains the particular topic they are working on.

Use **Worksheet 7: Applying psychodynamic theory answers** and ask learners to peer assess each other's answers. Go through learners' responses.

Ensure any misconceptions are addressed.

Extension activity: Learners create examples to show their understanding of the concepts. For example, as well as identifying the defence mechanism of displacement, they can come up with examples (hitting the wall after an argument with a parent – they are displacing their anger for their parent into the wall).

Activity 2: Applying theories through examples

The syllabus covers several psychological theories across all of the topics.

This activity needs to be completed once the theories have been explained so learners can check their understanding by looking at the scenarios.

This activity can be adapted to the different needs of learners. Clues could be provided, e.g. the names of the theories or what topic the information belongs to, in order to help learners if they find the activity too challenging in the current format.

Give learners **Worksheet 8: Applying theories through examples**. Go through the worksheet with learners to make sure they understand what needs to be done.

The activity can be completed in pairs, or individually or could be set as homework to check understanding. If the aim is to create a discussion it would work better as a paired activity, where learners share ideas on how a theory explains the scenario they are working on.

Use **Worksheet 8: Applying theories through examples answers** and ask learners to peer assess their work. Lead a class discussion to go through the answers with learners.

Ensure any misconceptions are addressed.

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