

# AS Psychology



## SCHEME OF WORK (SOW)

AS level – standalone qualification

# GCE Psychology 2015: Scheme of Work

## Introduction

This document provides a sample scheme of work for GCE Psychology that can be adapted by centres to fit their timetabling and staffing arrangements. It is meant as an example approach only and it not intended to be prescriptive.

For the purposes of this scheme of work, it has been assumed that the centre are delivering to 34 teaching weeks in each year including part of the summer term after the AS examinations. The separate course planner document provides a range of examples of delivery options that can be used for planning alongside this document.

## Foundations of Psychology (AS Only)

This section looks at a possible scheme of work for AS content only.

Week	Topic	Content	Suggested resources
1	Introduce ideas around methodology and doing psychology – psychology and science	Introducing Psychology as science of mind and behaviour. Brief overview of 4 topics: cognitive, social, biological, learning. Discussion: is Psychology a science? Introduce features of science (objectivity, hypothesis testing, theories construction and empirical evidence) and link to each of the 4 approaches.	Sorting cards with key terminology Students produce posters debating the question 'Is Psychology a science?'
<b>Social Psychology</b>			
2	Obedience	Definition of obedience; theories of obedience, including agency theory and social impact theory.	Description of agency theory Description of social impact theory Slide-show on Holocaust

3	Obedience and bring in key question	Factors affecting obedience and affect/resistance obedience, including individual differences (personality and gender), situation and culture Bring in key question; apply main concepts on obedience to it. Milgram's research into obedience, including three of his variations studies: Rundown Office Block (experiment 10); Telephonic instructions (experiment 2); Ordinary Man gives orders (experiment 13). Application of BPS ethical guidelines to Milgram's study.	Factors helping to resist obedience are put on cards; students to explain the ones assign to them Description of the key issue Video of Milgram  Overview of the BPS guidelines for human research <a href="http://www.bps.org.uk/system/files/Public%20files/bps_code_of_ethics_2009.pdf">http://www.bps.org.uk/system/files/Public%20files/bps_code_of_ethics_2009.pdf</a>
4	Prejudice	Explanations and research into prejudice, including social identity theory (Tajfel and Turner, 1979, 1986) and realistic conflict theory (Sherif, 1966).	Definition cards (prejudice; discrimination; social categorisation; social identification; social comparison) Video of real-life discrimination
5	Prejudice and bring in key question	Factors affecting prejudice (and discrimination), including individual differences (personality), situation and culture.	Factsheet on factors affecting prejudice and discrimination for students to complete
6	Classic study and contemporary study; issues and debates	Classic study: Sherif et al (1954/1961) Intergroup conflict and cooperation: The Robbers Cave Experiment One contemporary study	Description of Sherif's study Original footage of Sherif's study Card with Social Identity key terms to apply to the findings (social categorisation; social identification; social comparison; prejudice; discrimination) TED talk/video on contemporary study
7	Methodology (and practical) - interview and questionnaire	Unstructured, semi-structured and structured interviews, open, closed (including ranked scale) questions. Designing and conducting questionnaires and interviews, considering researcher effects.	Example questionnaire with different types of questions for students to identify. Examples of poorly constructed questionnaire and questions for students to identify mistakes. Sampling techniques descriptions and multiple choice questions: <a href="http://www.simplypsychology.pwp.blueyonder.co.uk/samp">http://www.simplypsychology.pwp.blueyonder.co.uk/samp</a>

		Alternate hypotheses and risk management.	<a href="#">ling.html</a> Worksheets to design practice interview
8	Methodology (and practical) - qualitative and quantitative, sampling and ethics	Analysis of quantitative data: calculating measures of central tendency, frequency tables, graphical presentation using a bar chart, measures of dispersion (range and standard deviation). Analysis of qualitative data using thematic analysis. Random, stratified, volunteer and opportunity sampling techniques. BPS code of ethics and conduct (2009)	Descriptions of different types of data and methods of analysis Questions for students to practice measures of qualitative/quantitative data Advertising clips to use for thematic analysis BPS ethical guidelines <a href="http://www.bps.org.uk/system/files/Public%20files/bps_code_of_ethics_2009.pdf">http://www.bps.org.uk/system/files/Public%20files/bps_code_of_ethics_2009.pdf</a>
9	Methodology - analysis of data (and practical)	Design and conduct a questionnaire, based on social psychology material, to gather both qualitative and quantitative data to look for a difference in the data.	Guidance for study plan
<b>Cognitive Psychology</b>			
10	Multi store model and episodic and semantic memory (and key question)	Description and evaluation of Multi-store memory model (Atkinson and Shiffrin, 1968) Explanations of episodic and semantic memory Application of theories and concepts to relevant key question	Definition cards (memory, STM, LTM, episodic and semantic memory, capacity, duration, encoding) Multi-store memory diagram for students to label
11	Working memory model and reconstructive memory model (and key question)	Description and evaluation of Working memory model (Baddeley & Hitch, 1974) Reconstructive memory concept (Bartlett, 1932), including schema theory	Materials for replicating 'War of Ghost' experiment Information on 'War of Ghost' study and Allport & Postman (1974) study <a href="http://www.simplypsychology.org/eyewitness-testimony.html">http://www.simplypsychology.org/eyewitness-testimony.html</a> Working memory diagram for students to label
12	Classic study and contemporary	Classic study: Baddeley (1966b) Working memory model: The	Description of Baddeley (1966b) study Summary of contemporary study in different sections to put into a

	study; issues and debates	Influence of acoustic and semantic similarity on long-term memory for word sequences. One contemporary study	report format
13	Case studies of brain damaged patients and analysis of data	Case study of brain damaged patients, including Henry Molaison (HM) and the use of qualitative data.	HM case material <a href="http://www.simplypsychology.org/anterograde-amnesia.html">http://www.simplypsychology.org/anterograde-amnesia.html</a> Video of HM case Use of qualitative data to investigate memory worksheet
14	Experimental method and issues (and practical) (include what is needed in biological psychology)	Designing and conducting experiments, including field and laboratory experiments. Independent and dependent variables. Experimental and null hypotheses. Directional (one-tailed) and non-directional (two-tailed) tests and hypotheses. Experimental and research designs: repeated measures, independent groups and matched pairs. Operationalisation of variables, extraneous variables and confounding variables. Counterbalancing, randomisation and order effects. Situational and participant variables. Objectivity, reliability and validity. Experimenter effects, demand characteristics and control issues. Analysis of quantitative data: calculate measures of central tendency, frequency tables, percentages. Graphical presentation of data (bar graph, histogram).	Hypotheses examples. Study examples for students practise writing hypothesis, identifying type of design and suggesting control of variables. Multiple-choice questions for students to answer on experimental method and issues. Key terms cards.
15	Statistics and analysis (and	Decision-making and interpretations of inferential statistics, including:	Data sets for students to analyse Statistical

	practical) (include what is needed in biological psychology) Levels of measurement, using critical value tables	<ul style="list-style-type: none"> <li>• Mann Whitney and Wilcoxon tests</li> <li>• Probability and level of significance</li> <li>• Observed and critical values, use of critical values.</li> <li>• Type I and type II errors.</li> </ul>	tables: <a href="http://www.simplypsychology.pwp.blueyonder.co.uk/stats%20tables.pdf">http://www.simplypsychology.pwp.blueyonder.co.uk/stats%20tables.pdf</a>  Graph paper to present appropriate data from the test
16	Statistics and analysis (and practical) (include what is needed in biological psychology) reasons for tests calculating tests	Design and conduct a laboratory experiment to gather quantitative data and include descriptive statistics as analysis and a non-parametric test of difference	Study guidelines Statistical tables: <a href="http://www.simplypsychology.pwp.blueyonder.co.uk/stats%20tables.pdf">http://www.simplypsychology.pwp.blueyonder.co.uk/stats%20tables.pdf</a>
<b>Biological Psychology</b>			
17	Mode of function of recreational drugs, neurotransmitters; (and key question)	The central nervous system (CNS) and neurotransmitters in human behaviour, including the structure and role of the neuron, the function of neurotransmitters and synaptic transmission The effect of recreational drugs on the transmission process in the central nervous system	Neuron diagram for students to label Key terms cards Matching name and functions of different neurotransmitters Video/TED talk on effects of recreational drugs on the central nervous system
18	Brain function and structure including for aggression; evolution and aggression (and key question)	Structure of different brain areas (e.g. prefrontal cortex) and brain functioning as explanations of aggressive behaviour Role of evolution and natural selection in aggressive behaviour Key question	'Brain map' Localisation of functions diagram Video on evolution and aggression (e.g. Human Instinct by R. Winston)
19	Hormones; Freud's theory and aggression (and key question)	Role of hormones (e.g. testosterone) in aggressive behaviour Freud's explanation of aggression Key question	Case studies of aggressive behaviour to apply Freud's, evolutionary, hormonal and brain functions explanation Application of biological concepts to a key question

20	Brain scanning; twin and adoption studies	Brain scanning techniques (PET, MRI) and their use to investigate human behaviour (e.g. aggression) Examples of one twin and one adoption studies	Brain scanning techniques descriptions Description of studies Case studies of use of PET and MRI techniques to investigate aggressive behaviour
21	Correlations and analysis of correlations	The use of the correlational research method in psychology including co-variables; types of correlation: positive, negative; the use of scatter diagrams; issues surrounding the use of correlations. Analysis of correlations: drawing conclusions from correlational studies, use of scatter diagrams, Spearman Rho test.	Examples of correlational studies, including set of data, for students to analyse
22	Practical and Spearman analysis including doing the test using algebraic equation	Design and conduct a correlational study, linked to aggressive behaviour or attitudes to drug use. Use inferential statistics on obtained data and explain significance of the results Use of descriptive statistics on data gathered in practical	Guidelines for conducting the study and analysing the data
23	Classic and contemporary study; issues and debates	Classic study: Raine et al., 1977 Brain abnormalities in murderers indicated by positron emission tomography. One contemporary study	Description and evaluation of the studies
<b>Learning Theories</b>			
24	Classical conditioning and the ethics of using animals (and key question)	The main features of classical conditioning including: unconditioned stimulus (UCS); unconditioned response (UCR); conditioned stimulus (CS); neutral stimulus (NS); conditioned response (CR); extinction, spontaneous	Key terms sorting cards Pavlov dog game: <a href="http://www.nobelprize.org/educational/medicine/pavlov/">http://www.nobelprize.org/educational/medicine/pavlov/</a> Example for students to apply conditioning mechanism to explain (e.g. how would you teach someone to blink when you call their name?) Material for 'ethical committee' game deciding whether to allow a proposed experiment using animals

		recovery and stimulus generalisation. Pavlov (1927) experiment with salivation in dogs. Ethical issues regarding the use of animals in laboratory experiments	
25	Operant conditioning; social learning (and key question)	The main features of operant conditioning, including reinforcement and punishment (positive and negative) Primary and secondary reinforcements, schedules of reinforcement Behaviour modification Main features of Social learning theory (observation, imitation, modelling and vicarious reinforcement).	Classical and operant conditioning examples <a href="http://www.ar.cc.mn.us/biederman/courses/p1110/conditioning2.htm">http://www.ar.cc.mn.us/biederman/courses/p1110/conditioning2.htm</a> Examples of reinforcement schedules
26	Social learning theory (cont'd); phobias (and key question)	Social learning 'stages' of attention, retention, reproduction and motivation (reinforcement). Bandura (1961, 1963) original Bobo doll experiments. Bandura (1965) Bobo doll experiment with vicarious reinforcement. Learning theories explanations for the acquisition and treatment of phobias. Treatments for phobias based on theories of learning, including systematic desensitisation and one other.	Bobo Doll study <a href="http://www.simplypsychology.org/bobo-doll.html">http://www.simplypsychology.org/bobo-doll.html</a> Original video of Bandura's study Description of an extreme phobic individual.
27	Classic and contemporary study; issues and debates	Classic study: Watson and Rayner (1920) Little Albert: conditioned emotional reactions. One contemporary study	Description of the studies Original footage of Little Albert study
28	Using animals and experimental	The use of animals in laboratory experiments where results can be	Video on pros and cons of using animals in psychology experiments

	method	related to humans.	
29	Observations and analysis (and practical)	Types of naturalistic observation: participant; non-participant; overt; covert Gathering quantitative and qualitative data through observation, including tallying, event and time-sampling Use of content analysis as a research method Chi-squared test Practical: observations using both qualitative and quantitative data, related to learned behaviour	Examples of observations for students to analyse Chi squared test calculations/formula. Statistical tables: <a href="http://www.simplypsychology.pwp.blueyonder.co.uk/stats%20tables.pdf">http://www.simplypsychology.pwp.blueyonder.co.uk/stats%20tables.pdf</a> Guidelines for practical and data analysis
30	Revision for AS exam	Revising Social Approach	Exam questions, marking scheme
31	Revision for AS exam	Revising cognitive approach	Exam questions, marking scheme
32	Revision for AS exam	MOCK EXAM Unit 1 Return marked work; suggestions for improvement	Exam questions, marking scheme
33	Revision for AS exam	Revise Biological and Learning approach	Exam questions, marking scheme
34	Revision for AS exam	MOCK EXAM Unit 2 Return marked work; suggestions for improvement	Exam questions, marking scheme

## GCE Psychology: Schemes of Work

**Note:** Although the ethos of this specification is for mathematical skills to be integrated into unit delivery throughout the course, some centres may wish to choose to deliver mathematical skills as a discrete module. There are advantages to this approach in that the learners will develop these skills in a focused way and the teacher/lecturer can then refer back to these skills at relevant times as the need arises in each of the units. This approach could also enable some centres to draw on the skills of colleagues from the mathematics department to help with delivery the content and build on the mathematical skills already developed in KS4.

How to deliver and develop the mathematical skills needed by learners in Psychology is very much a centre decision to be determined by the nature of the centre learners.