

# AS and A Level Psychology



## SCHEME OF WORK (SOW)

AS and A level – co-teachable SoW

# 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 (Co-teachable with AS)

This section illustrates how A level will be co-taught with the AS qualification and the issues and debates content (which is A level content only) will be taught at the end of the second year to allow for co-teachability.

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 approaches: 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	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/s">http://www.simplypsychology.pwp.blueyonder.co.uk/s</a>

		Alternate hypotheses.	<a href="#">ampling.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
10	Key assumptions and mock exam		
<b>Cognitive Psychology</b>			
11	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
12	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
13	Classic study and contemporary study	Classic study: Baddeley (1966b) Working memory model: The Influence of acoustic and semantic	Description of Baddeley (1966b) study Video of contemporary study

		<p>similarity on long-term memory for word sequences.</p> <p>One contemporary study</p>	
14	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.	<p>HM case material <a href="http://www.simplypsychology.org/anterograde-amnesia.html">http://www.simplypsychology.org/anterograde-amnesia.html</a></p> <p>Video of HM case</p> <p>Use of qualitative data to investigate memory worksheet</p>
15	Experimental method and issues (and practical) (include what is needed in biological psychology)	<p>Designing and conducting experiments, including field and laboratory experiments.</p> <p>Independent and dependent variables.</p> <p>Experimental and null hypotheses.</p> <p>Directional (one-tailed) and non-directional (two-tailed) tests and hypotheses.</p> <p>Experimental and research designs: repeated measures, independent groups and matched pairs.</p> <p>Operationalisation of variables, extraneous variables and confounding variables.</p> <p>Counterbalancing, randomisation and order effects.</p> <p>Situational and participant variables.</p> <p>Objectivity, reliability and validity.</p> <p>Experimenter effects, demand characteristics and control issues.</p> <p>Analysis of quantitative data: calculate measures of central tendency, frequency tables, percentages.</p> <p>Graphical presentation of data (bar graph, histogram).</p>	<p>Hypotheses examples.</p> <p>Study examples for students practise writing hypothesis, identifying type of design and suggesting control of variables.</p> <p>Multiple-choice questions for students to answer on experimental method and issues.</p> <p>Key terms cards.</p>
16	Statistics and analysis (and practical) (include what is needed in	<p>Decision-making and interpretations of inferential statistics, including:</p> <ul style="list-style-type: none"> <li>• Mann Whitney and Wilcoxon tests</li> <li>• Probability and level of significance</li> </ul>	<p>Data sets for students to analyse</p> <p>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></p>

## GCE Psychology: Schemes of Work

	biological psychology)	<ul style="list-style-type: none"> <li>Observed and critical values, use of critical values.</li> <li>Type I and type II errors.</li> </ul>	Graph paper to present appropriate data from the test
17	Statistics and analysis (and practical) (include what is needed in biological psychology)	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>
18	Key assumptions and mock exam		
<b>Biological Psychology</b>			
19	Mode of function of heroin, 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
20	Brain function including for aggression and brain lateralisation; 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)
21	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
22	Brain scanning; twin and adoption studies	Brain scanning techniques (PET, MRI) and their use to investigate human behaviour (e.g. aggression)	Brain scanning techniques descriptions Description of studies Case studies of use of PET and MRI techniques to investigate

		Examples of one twin and one adoption studies	aggressive behaviour
23	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
24	Practical	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
25	Classic and contemporary study	Classic study: Raine et al., 1977 Brain abnormalities in murderers indicated by positron emission tomography. One contemporary study	Description and evaluation of the studies
26	Key assumptions and mock exam		
<b>Learning Theories</b>			
27	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 recovery and stimulus generalisation. Pavlov (1927) experiment with salivation in dogs. Ethical issues regarding the use of animals in laboratory experiments	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

28	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
29	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.
30	Classic and contemporary study	Classic study: Watson and Rayner (1920) Little Albert: conditioned emotional reactions. One contemporary study	Description of the studies Original footage of Little Albert study
31	Using animals and experimental method	The use of animals in laboratory experiments where results can be related to humans.	Video on pros and cons of using animals in psychology experiments
32	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	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

		qualitative and quantitative data, related to learned behaviour	
33	Key assumptions and mock exam	Revising Social Approach	Exam questions, marking scheme
34	Revision weeks for AS - or mop up weeks	Revising cognitive approach	Exam questions, marking scheme
35		MOCK EXAM Unit 1 Return marked work; suggestions for improvement	Exam questions, marking scheme
36		Revise Biological and Learning approach	Exam questions, marking scheme
37		MOCK EXAM Unit 2 Return marked work; suggestions for improvement	Exam questions, marking scheme

## Applications of Psychology

This section 'Applications of Psychology' is year two content only the issues and debates content (which is A level content only) will be taught at the end of the second year to allow for co-teachability of Year one and AS content.

Week	Topic	Content	Suggested resources
1	Introduce Year Two and format, link to Year One	Introduce topics to be studied in Year Two Knowledge audit – what do students already know about them?	Course outline Exam papers
<b>Clinical Psychology</b>			
2	4 'D's and DSM	Diagnosis of mental disorders, including deviance, dysfunction, distress, danger. Reliability and validity of classification systems (DSM IVR or DSM V, and ICD).	Sorting cards of diagnosis of mental disorder Case studies to assess reliability and validity of classification systems
3	Schizophrenia - symptoms, features, two	Description of features and symptoms of	Video to analyse symptoms (e.g. 'Beautiful mind')

	explanations (and key question)	schizophrenia, including thought insertion, hallucinations, delusions and disordered thinking. Function of neurotransmitters as an explanation for schizophrenia One other biological theory One other non-biological theory Key question	Description of the explanations
4	Schizophrenia - two treatments (and key question)	Two treatments of schizophrenia from two different topics (e.g. one biological and one psychological )	Description of the treatments Treatments evaluation worksheet
5	Other disorder - symptoms, features, two explanations (and key question)	Symptoms and features of other disorder Biological and non-biological (two) explanations of other disorder	Sorting cards for the symptoms Mind map of the explanations to complete
6	Other disorder - two treatments (and key question)	Two treatments of other disorder from two different topics (e.g. One biological and one psychological)	Description of the treatments Treatments evaluation worksheet
7	Classic and contemporary studies; issues and debates	Classic study: Rosenhan (1973) On being sane in insane places Contemporary study on schizophrenia: Carlsson et al (1999) Network interactions in schizophrenia – therapeutic implications. One contemporary study on another disorder	Fill gap activity on the studies Evaluation worksheet Guidelines to writing a diary extract from the fake patient in Rosenhan's study
8	HPCP guidelines for research	Awareness of Health and Care Professions Council (HPCP) guidelines for clinical practitioners.	HPCP research guidelines <a href="http://www.hpc-uk.org/assets/documents/10002BDBResearchstrategy-enc11.pdf">http://www.hpc-uk.org/assets/documents/10002BDBResearchstrategy-enc11.pdf</a>
9	Longitudinal research design, cross sectional, cross cultural, meta-analysis	The use of longitudinal, cross-sectional, cross-cultural methods, meta-analysis, and the use of primary and secondary data in clinical research Example of research: Lavarenne et al	Case studies to analyse research methods Methods strengths/weaknesses worksheet

		(2013) Containing psychotic patients with fragile boundaries: a single group case study.	
10	Interview research method and case studies	The use of interviews in clinical psychology, to include an example study: eg. Thaden et al (2006) Early-onset schizophrenia is associated with impaired adolescent development of attentional capacity using the identical pairs continuous performance test.	Video using interviews in clinical psychology Methods strengths/weaknesses worksheet
11	Practical	Design and conduct summative content analysis of at least two sources exploring attitudes towards mental health	Guidelines to students on conducting content analysis
12	Key question and mock exam	Key question Mock exam	Video/slide show on key question Questions and marking scheme
<b>Option: Criminological Psychology</b>			
13	Explanations of criminal behaviour - biological and learning (incl gender) (and key question)	Key terms: crime, deviance, anti-social behaviour. Biological explanation of criminal behaviour, including brain injury, role of amygdala in aggression, XYY syndrome and personality. Key question of choice	Terms sorting cards Description of biological explanations Evaluation template Video on key question
14	Explanations of criminal behaviour - social (incl gender) (and key question)	Social explanations of criminal behaviour – labelling and self-fulfilling prophecy. Gender differences in criminal behaviour. Key question of choice	Terms sorting cards Description of social explanations Evaluation template
15	Treatments - behavioural, CBT, biological (and key question)	Cognitive -behavioural treatments of offenders, including anger management, training in social and problem-solving skills,	Guidelines for students to create presentations on different treatments Video on behavioural techniques (e.g. 'Anger management')

		assertiveness training. Biological treatments: improved diet, hormonal treatment.	
16	Eye witness reliability and cognitive interview (and key question)	Factors influencing reliability of EWT (post-event information; weapon focus) Loftus and Palmer (1974) study Reconstruction of auto mobile destruction Cognitive interview as a method of improving reliability of EWT	Video of Loftus & Palmer (1974) study Description of Loftus & Palmer (1974) Guidelines to conduct cognitive interview of the witnesses of the mock crime scene Reliability of eyewitness testimony programme <a href="http://www.bbc.co.uk/programmes/b00s6qdj">http://www.bbc.co.uk/programmes/b00s6qdj</a>
17	Jury decision making (and key question)	Factors influencing jury decision-making, including characteristics of the defendant and pre-trial publicity Studies in this area, e.g. Bradbury, M.D. & Williams, M.R. (2013) Diversity and Citizen Participation: The Effects of Race on Juror Decision Making. Administration & Society Key question of choice	Article on recent case to analyse factors in jury decision-making Description of studies
18	Psychological formulation	The use of psychological formulation to understand the function of offending behaviour in the individual and cognitive interviewing Key question of choice	Forensic psychology information: <a href="http://careers.bps.org.uk/area/forensic">http://careers.bps.org.uk/area/forensic</a> Formulation information: <a href="http://www.ncbi.nlm.nih.gov/pubmed/24101408">http://www.ncbi.nlm.nih.gov/pubmed/24101408</a> <a href="http://www.rmascotland.gov.uk/index.php/download_file/view/731/629/">www.rmascotland.gov.uk/index.php/download_file/view/731/629/</a> Cognitive interview, a starting point: <a href="http://www.slideshare.net/sssfpsychology/cognitive-interview-16525761?next_slideshow=1">http://www.slideshare.net/sssfpsychology/cognitive-interview-16525761?next_slideshow=1</a>
19	Classic and contemporary studies; issues and debates	Classic study: Loftus and Palmer (1974) Reconstruction of auto mobile destruction: An example of the interaction between language and memory.	Description of studies Original footage of Loftus and Palmer (1974) study

		One contemporary study of choice	
20	Experiment and analysis of quantitative data (and sampling)	<p>Research methods used to assess eye witness effectiveness, including laboratory experiments and field experiments.</p> <p>Sampling techniques:</p> <ul style="list-style-type: none"> <li>• Random</li> <li>• Stratified.</li> <li>• Volunteer</li> <li>• Opportunity</li> </ul>	<p>Examples of research studies for students to identify types of experiment and sampling techniques</p> <p>Guidelines for students to design their own study to the research methods and sampling specification.</p>
21	Case study and analysis of qualitative data	<p>Case studies as a research method.</p> <p>Analysis of qualitative data.</p>	Case studies examples for students to identify strengths and weaknesses.
22	Practical	<p>Design and conduct research study on a topic from Criminological Psychology, using questionnaire, interview or experiment.</p> <p>Practical should gather qualitative and/or quantitative data, but <b>must</b> use quantitative data for analysis.</p>	Guidelines for students on designing and conducting the practical.
23	Key assumptions and mock exam	<p>Re-cap of key assumptions of Criminological Psychology</p> <p>Mock exam on Criminological psychology</p>	Past papers and marking scheme
<b>Option: Child Psychology</b>			
13	Bowlby and Ainsworth on attachments including cross cultural research (and key question)	<p>Bowlby's work on attachment</p> <p>Ainsworth's work on attachment, including Strange Situation procedure and types of attachment</p> <p>Cross-cultural research into attachment types</p>	<p>Guidelines to re-enacting Ainsworth's strange situation</p> <p>Case studies to identify attachment type</p>
14	Separation and deprivation research (and key question)	<p>Research into deprivation (short-term and long-term effects) and how negative effects can be reduced</p> <p>Research into privation and whether</p>	<p>Description of research</p> <p>Video on privation (e.g. 'Mocking bird don't sing' – Genie case)</p> <p>Students' presentations on deprivation/ privation cases</p>

		negative effects can be reversed	
15	Research into pros and cons of day care (and key question)	Research into day care, including advantages and disadvantages for the child and what makes good and poor quality child care.	Websites of day care facilities to analyse quality of day care Description of research
16	ADHD or Autism - features, explanations, treatments/therapies (and key question)	The features of autism One biological explanation for autism One other explanation for autism Therapies for helping children with autism	Features sorting cards Case study of autism Description of the explanations Case studies of therapies
17	Classic and contemporary studies; issues and debates	Classic study: van IJzendoorn and Kroonenberg (1988) Crosscultural patterns of attachment: A Meta-Analysis of the Strange Situation One contemporary study of choice Issues and debates in Developmental Psychology	Description of the studies Class debate instructions (issues and debates)
18	Observations	The use of the observational research method in child psychology including the gathering of both qualitative and quantitative data (including tallying). Types of observation: participant, non-participant, overt and covert.	Case examples to analyse methods used
19	Cross cultural methods and meta analyses	The use of the cross-cultural research method, including the Strange Situation, in child psychology, including nature-nurture issues and issues of cross-sectional versus longitudinal designs. The use of meta-analysis using cross-cultural research to draw conclusions about the universality of attachment types.	Case examples to analyse methods used

20	Interview and questionnaire	The use of both questionnaires and interviews in child psychology, including the gathering of both qualitative and quantitative data. Issues around using surveys: semi-structured, structured, unstructured interviews; sampling; open and closed questions; social desirability; demand characteristics.	Instructions to students to design questionnaire/interview on a topic from Developmental Psychology Example of poor questionnaire for students to improve
21	Ethical issues and researching with children	The ethics of researching with children, including children's rights and the UNCRC (1989), and issues around participation and protection.	Guidance for students to prepare presentations on ethics of researching with children UNCRC (1989) <a href="https://www.gov.uk/government/policies/creating-a-fairer-and-more-equal-society/supporting-pages/the-United-nations-convention-on-the-rights-of-the-child-uncrc">https://www.gov.uk/government/policies/creating-a-fairer-and-more-equal-society/supporting-pages/the-United-nations-convention-on-the-rights-of-the-child-uncrc</a>
22	Practical	Design and conduct practical research on the topic relevant to Child Psychology, using questionnaire, interview or observation	Guidance for students
23	Key assumptions and mock exam	Review of key assumptions of Child Psychology Mock exam on Child Psychology	Past papers, marking scheme
<b>Option: Health Psychology</b>			
13	Mode of action of alcohol and one other drug (not heroin) (and key question)	Issues around drug taking, including addiction, tolerance, physical and psychological dependency and withdrawal, using examples of alcohol and one other drug	Case studies to analyse
14	Explanations of drug misuse - one biological, one learning (and key	One biological explanation each for alcohol, heroine and nicotine addiction One learning explanation each for alcohol,	Description of the explanations Evaluation worksheet

	question)	heroin and nicotine addiction	
15	One anti-drug campaign including psychological strategies (and key question)	One anti-drug campaign and psychological strategies behind it.	Guidance for students to conduct independent research and analysis of the campaigns to present in class Psychological strategies mind-map
16	Two treatment for alcohol addiction and its effectiveness, and one study related to this (and key question)	Aversion therapy for alcohol addiction and one other treatment	Descriptions of the therapies Evaluation worksheet Video on treating alcohol addiction
17	Two treatments for heroin and nicotine addiction, and its effectiveness, and one study related to this (and key question)	Aversion therapy for heroin and nicotine addiction and one other treatment for each	Descriptions of the therapies Evaluation worksheet Video/articles on treating heroin and nicotine addiction
18	Classic and contemporary studies; issues and debates	Classic study: Olds & Milner (1954) Positive reinforcement produced by electrical stimulation of septal area and other regions of rat brain One contemporary study	Description of studies Evaluation handout
19	Animal lab experiments, ethics and issues	The use of animal laboratory experiments to study drugs. Ethics of using animals to study drugs.	Examples of studies for 'ethical committee' game
20	Two methods to study drugs and humans, and ethical issues - and analysis of qualitative and quantitative data	Two research methods using humans to study drugs. Ethics of using human participants to study drugs. Analysis of quantitative and qualitative data	Guidance to students on preparing for the debate on the ethics of using humans to study drugs.
21	Cross cultural research and nature-nurture issues	The use of cross-cultural research, including nature-nurture issues related to	Guidance to students on writing scientific article of use of cross-cultural research.

		drug misuse.	
22	Practical	Design and conduct practical investigation relevant to topics covered in health psychology, using a questionnaire, interview or a content analysis.	Guidance to students on conducting the practical.
23	Key assumptions and mock exam	Summary of key assumptions in Health psychology Mock exam on Health Psychology	Past papers, marking scheme

## Psychological Skills

This section 'Psychological Skills' is year two content only and is design to allow students to make connections across all the topic and draw upon knowledge and understanding across the research methods, psychological studies and issues and debates.

Week	Topic	Content	Suggested resources
24	Methodology and issues	Research methods in psychology, including their strengths and limitations	Research examples to identify methodology Evaluation worksheets Past papers and marking scheme
25	Inferential stats and math	Inferential statistics, including: Levels of measurement. Appropriate choice of statistical test. The criteria for and use of Mann Whitney U, Wilcoxon, Spearman's, Chi squared (for difference) tests. Directional and non-directional testing.	Statistical tables Data set examples to apply inferential tests Past papers and marking scheme
26	Practice method questions	Applying knowledge to exam material Peer and self-assessment	Past papers and marking scheme Guidance to students on peer and

			self-assessment
27	Review of studies practice questions on unseen material	Applying knowledge to exam material	Past papers and marking scheme
28	Practice questions on the classic studies	Applying knowledge to exam material	Past papers and marking scheme
29	Review Issues and Debates	Issues in Psychology, including: Ethical, Practical, Cultural, Gender, social control and socially sensitive research.	Guidance for students to prepare presentations Past papers and marking scheme
30	Review Issues and Debates	Debates in Psychology: Reductionism, Determinism, Nature-Nurture, Psychology as a Science.	Guidance for students to prepare for debate Past papers and marking scheme
31	Review Psychological Skills (mock exam)	Mock exam on Psychological skills, including methodology, issues and debates	Past paper, marking scheme
32	Revision weeks	Revising psychological skills	Past paper, marking scheme
33	Revision weeks	Revising psychological skills	Past paper, marking scheme Guidance for peer assessment
34	Revision weeks	Revising psychological skills	Past paper, marking scheme

**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.