INTERNATIONAL ADVANCED LEVEL
Psychology

Getting Started Guide
and Schemes of Work

Pearson Edexcel International Advanced Subsidiary in Psychology (XPS01)

Pearson Edexcel International Advanced Level in Psychology (YPS01)

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First examination June 2016

Issue 3
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A Getting started for teachers

Introduction

This Getting Started guide will give you an overview of the International Advanced Level (IAL) in Psychology qualification and what it means for you and your students. This guidance is intended to help you plan the course in outline and give you further insight into the principles behind the content to help you and your students succeed.

Key principles

The specification has been developed with the following key principles:

Clear specification

Clear guidance on what students need to learn, providing clarity for planning, teaching and assessment. A review of other curricula and qualifications was undertaken to ensure that it is comparable with those taken in high-performing jurisdictions internationally. Key stakeholders were consulted on content and assessment, including higher education academics, teachers and employers to ensure this qualification is suitable for an international context.

Progression, not repetition

The specification allows the development of understanding while at the same time avoiding repetition, ensuring students are engaged and thereby inspired to develop their knowledge.

Reflect today’s global world

The International Advanced Level in Psychology specification develops an understanding of current developments in Psychology.

Clear assessments

Clear and consistent use of command words across assessments and between series. Our approach to assessments, definitions for the command words and details of how the command words are explained can be found in the glossary.

Clear mark schemes

The new mark schemes provide a consistent understanding of the skills, and connections between these skills, required for each question type. Clear wording reflects how teachers and examiners describe the qualities of student work, so the expectations are clear for teachers and markers.

Skills for progression

The variety of content that will be found in the examination allows the student to demonstrate knowledge as well as its application, which are required elements for further study or progression into employment.
Support for delivering the new specification

Our package of support to help you plan and implement the new specification includes:

Planning – In this guide, we have provided a course planner and scheme of work that you can adapt to suit your department.

Teaching and learning – To support you in delivering the new specification, we will be providing suggested resource lists and suggested activities.

Understanding the standard – Sample assessment materials will be provided.

Tracking learner progress – Results Plus provides the most detailed analysis available of your students’ exam performance. It can help you identify topics and skills where students could benefit from further learning.

Support – Our subject advisor service, and online community will ensure you receive help and guidance from us as well as enabling you to share ideas and information with each other. You can sign up to receive e-newsletters from the subject advisor to keep up to date with qualification updates, and product and service news.

Our subject advisor team, can be contacted with any questions in the following ways:

- E-mail: TeachingPsychology@pearson.com
- Phone: 020 7010 2190

Centres may find it beneficial to review this document in conjunction with:

- International Advanced Level Psychology 2015 Sample Assessment Material
- Assessment Objective descriptors in International Advanced Level Psychology 2015 specification (page 47)
- Mathematical Skills descriptors in Appendix D of the specification International Advanced Level Psychology 2015 (page 67-69)
- Taxonomy (command words) descriptors in Appendix G of the specification International Advanced Level Psychology 2015 (page 77-78)
- Levels Based Mark Band guidance
- Component guides that exemplify the topics in the specification. (NEW)
- Summary of studies for classic and contemporary studies in each topic. (NEW)
- Exemplar candidate responses to SAMs material (NEW)
- Examiner reports on the prior examinations when available after each examination series

Qualification Overview

This section provides an overview of the course to help you see what you will need to teach. The overview gives a general summary of each of the examined papers.

**Specification overview**

The chart below provides an overview of the course. The IAL Psychology is structured into 4 units with 4 externally assessed examinations:

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social and cognitive psychology</td>
<td>Biological psychology, learning theories and development</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 3</th>
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<tr>
<td>Applications of psychology</td>
<td>Clinical psychology and psychological skills</td>
</tr>
</tbody>
</table>

**Assessment overviews**

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>External assessment: written examination</td>
<td>External assessment: written examination</td>
</tr>
<tr>
<td>Total marks: 64</td>
<td>Total marks: 96</td>
</tr>
<tr>
<td>Weighting: 40% of the total IAS marks</td>
<td>Weighting: 60% of the total IAS marks</td>
</tr>
<tr>
<td>Weighting: 20% of the total IAL marks</td>
<td>Weighting: 30% of the total IAL marks</td>
</tr>
<tr>
<td>Examination time: 1 ½ hours</td>
<td>Examination time: 2 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>External assessment: written examination</td>
<td>External assessment: written examination</td>
</tr>
<tr>
<td>Total marks: 64</td>
<td>Total marks: 96</td>
</tr>
<tr>
<td>Weighting: 20% of the total IAL marks</td>
<td>Weighting: 30% of the total IAL marks</td>
</tr>
<tr>
<td>Examination time: 1 ½ hours</td>
<td>Examination time: 2 hours</td>
</tr>
</tbody>
</table>
### Assessment objectives

The Assessment Objectives are the same for both AS and A2 level but the weightings are different.

| AO1 | Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures  
IAS 35% - 40%  
IAL 30% - 35% |
|------|----------------------------------------------------------------------------------------------------------------------------------|
| AO2 | Apply knowledge and understanding of knowledge and understanding of scientific ideas, processes techniques and procedures:  
- In a theoretical context  
- In a practical context  
- When handling qualitative data  
- When handling quantitative data  
IAS 30% - 35%  
IAL 30% - 35% |
| AO3 | Analyse interpret and evaluate scientific information, ideas and evidence, including in relation to issues to:  
- Make judgements and reach conclusions  
- Develop and refine practical design and procedure  
IAS 30% - 35%  
IAL 35% - 40% |
## Assessment guidance

### Unit 1: Social and cognitive psychology

<table>
<thead>
<tr>
<th>Unit code WP501</th>
<th>Externaly assessed</th>
<th>Available: January, June and October</th>
<th>First assessment: June 2016</th>
<th>The assessment is 1 hour 30 minutes.</th>
<th>The assessment consists of 64 marks.</th>
<th>40% of the total IAS raw marks</th>
<th>20% of the total IAL raw marks</th>
</tr>
</thead>
</table>

**Content summary**

- Topic A Social psychology
- Topic B Cognitive psychology

**Assessment:**

- Written examination.
- Students must answer all questions from three sections:
  - Section A: Social psychology, totals 26 marks and comprises short-answer questions and one eight-mark extended open-response question.
  - Section B: Cognitive psychology, totals 26 marks and comprises short-answer questions and one eight mark extended open-response question.
  - Section C: comprises one 12-mark extended open-response question on either social or cognitive psychology.
- Calculators may be used in the examination.

### Unit 2: Biological psychology, learning theories and development

<table>
<thead>
<tr>
<th>Unit code WP502</th>
<th>Externaly assessed</th>
<th>Available: January, June and October</th>
<th>First assessment: June 2016</th>
<th>The assessment is 2 hours.</th>
<th>The assessment consists of 96 marks.</th>
<th>60% of the total IAS raw marks</th>
<th>30% of the total IAL raw marks</th>
</tr>
</thead>
</table>

**Content summary**

- Topic C Biological psychology
- Topic D Learning theories and development

**Assessment:**

- Written examination.
- Students must answer all questions from three sections:
  - Section A: Biological psychology, totals 34 marks and comprises short-answer questions and one eight-mark extended open-response question.
  - Section B: Learning theories and development, totals 34 marks and comprises short-answer questions and one eight-mark extended open-response question.
  - Section C: comprises one 12-mark and one 16-mark extended open-response question.
  - The 12-mark question covers either biological psychology or learning theories and development and the 16-mark question covers **both** biological psychology, and learning theories and development.
- Calculators may be used in the examination.
### Unit 3: Applications of psychology

| Externally assessed | availability: January, June and October  
| First assessment: January 2017  
| The assessment is 1 hour 30 minutes  
| The assessment consists of 64 marks. |

#### Content summary
- Students must answer all questions from Topic E and choose one of the optional Topics F or Topic G
  - Topic E Developmental psychology
  - Topic F Criminology psychology
  - Topic G Health psychology

#### Assessment:
- Students must answer all questions from Section A and all questions from a choice of two topic areas in Section B.
- Section A: Developmental psychology, totals 32 marks and comprises short-answer questions and two eight-mark extended open-response question. One eight-mark question focuses on developmental psychology and one eight-mark synoptic question is based on developmental psychology and issues from Units 1 and 2.
- Section B: presents students with a choice of one from either criminological or health psychology. Each section totals 32 marks and comprises short-answer questions and two eight-mark extended open-response questions.

### Unit 4: Clinical psychology and psychological skills

| Externally assessed | availability: January, June and October  
| First assessment: June 2017  
| The assessment is 2 hours  
| The assessment consists of 96 marks. |

#### Content summary
- Topic H Clinical psychology
- Topic I Psychological skills

#### Assessment:
- Written examination.
- Students must answer all questions from five sections.
- Section A: Clinical psychology, totals 32 marks and comprises short-answer questions.
- Section B: Clinical psychology, comprises one 16-mark extended open-response question
- Section C: Psychological skills, totals 20 marks and comprises short-answer questions drawing on research methods from other topic areas (except Topics F and G)
- Section D: Psychological skills, comprises one eight-mark extended open-response question based on the analysis of an unseen study key question from other topic areas (except Topics F and G)
- Section E: Psychological skills, comprises one 20-mark synoptic question based on issues and debates from other topic areas (except Topics F and G).
- Calculators may be used in the examination.
Planning

Planning and delivering modular IAS and IAL Courses in Psychology

The IAL in Psychology qualification can be taught and assessed as either:

- distinct modules of teaching and learning with related units of assessment taken at appropriate stages during the course; or
- a linear course, that’s is assessed in its entirety at the end

Delivery models

One of the first decisions that centres will have to make is whether they intend to offer a sequential or thematic approach. A modular A Level will offer a more flexible approach as topics can be selected in an order that meets the needs of the students.

With all examinations available in January, June and October, there is flexibility for unit delivery and teaching.

Suggested resources

To support the teaching and learning of the new specification, we have provided comprehensive suggested resources throughout the scheme or work and a list to capture a range of sources you may find useful on page 89.

* All weblinks have been checked as active at publication, however the nature of online resources is that they can be removed or replaced by webhosting services and so it cannot be guaranteed that these sites will remain available throughout the lifetime of the qualification.
Unit overview

The overview gives a summary of the content of each unit so that you can organise your teaching effectively.

<table>
<thead>
<tr>
<th><strong>Unit 1: Social and cognitive psychology</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topics</strong></td>
</tr>
<tr>
<td><strong>A Social psychology</strong></td>
</tr>
<tr>
<td>Content – Obedience, Conformity</td>
</tr>
<tr>
<td>Methods – Experiments and experimental design, List A Quantitative data: calculating measures of central tendency (mean, median, and mode) data tables (frequency tables, summary tables), graphical presentation (bar chart, histogram), measures of dispersion (range and standard deviation), percentages, ratios fractions. List B Decision making and interpretation of inferential statistics Levels of measurement, Wilcoxon non parametric test of difference (also covering Spearman’s test and Chi – squared once unit 2 has been covered) probability and levels of significance ($p &lt; .10$ p &lt; .05 $p &lt; .01$), observed and critical values, and sense checking of data, one-or-two-tailored regarding inferential testing. Type I and type II errors. Scanning techniques, twin studies</td>
</tr>
<tr>
<td>Studies – Classic study, Contemporary study, one contemporary study from the following two choices; Yi Huang et al. (2014) or Haun et al (2014).</td>
</tr>
<tr>
<td>Practical investigation - One practical research exercise to gather data relevant to topics covered in social psychology. The practical research exercise must adhere to ethical principles in both content and intention.</td>
</tr>
<tr>
<td><strong>B Cognitive psychology</strong></td>
</tr>
<tr>
<td>Content – Models of memory</td>
</tr>
<tr>
<td>Methods – Experiments and experimental design</td>
</tr>
<tr>
<td>Studies – Classic Study, Contemporary study, one contemporary study from the following two choices (Darling et al (2007) and Sacchi et al (2007) )</td>
</tr>
<tr>
<td>Practical investigation - One practical research exercise to gather data relevant to topics covered in cognitive psychology. The practical research exercise must adhere to ethical principles in both content and intention.</td>
</tr>
</tbody>
</table>
Unit 2: Biological psychology, learning theories and development

Topics

C Biological psychology
Content – Structure and function of brain regions focusing on aggression, Body rhythms,
Methods – Correlational research List B Decision making and interpretation of inferential statistics Levels of measurement, Wilcoxon non parametric test of difference (also covering Spearman’s test and Chi – squared once unit 2 has been covered) probability and levels of significance \((p < .10 \ p < .05 \ p < .01)\), observed and critical values, and sense checking of data, one-or-two-tailed regarding inferential testing. Type I and Type II errors. Scanning techniques, twin studies.
Studies – Classic study, Contemporary study, one contemporary study from the following two choices McDermott (2008) and Hoefelmann et al. (2006).
Practical investigation - One practical research exercise to gather data relevant to topics covered in biological psychology. The practical research exercise must adhere to ethical principles in both content and intention.

D Learning theories and development
Content- Classical conditioning, operant conditioning, social learning theory, Freud’s psychosexual stages of development and Therapies/treatments
Methods- Observations, Content analysis, Case studies, Quantitative data and qualitative data List A Quantitative data: calculating measures of central tendency (mean, median, and mode) data tables (frequency tables, summary tables), graphical presentation (bar chart, histogram), measures of dispersion (range and standard deviation), percentages, ratios fractions. List B Decision making and interpretation of inferential statistics Levels of measurement, Wilcoxon non parametric test of difference (also covering Spearman’s test and Chi – squared once unit 2 has been covered) probability and levels of significance \((p < .10 \ p < .05 \ p < .01)\), observed and critical values, and sense checking of data, one-or-two-tailed regarding inferential testing. Type I and type II errors. Scanning techniques, twin studies.
Studies – Classic Study, Contemporary study, one contemporary study from the following two choices Prot (2014) and Bastian et al. (2011).
Practical investigation - Two observations (one observation can be carried out if both qualitative and quantitative data are gathered in the same observation).
Unit 3: Applications of psychology

<table>
<thead>
<tr>
<th>Topics</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mandatory content</td>
<td></td>
</tr>
<tr>
<td><strong>Topic E: Developmental psychology</strong></td>
<td></td>
</tr>
<tr>
<td>Content – Attachment, deprivation and privation, Cognitive and language development, Social emotional development</td>
<td></td>
</tr>
<tr>
<td>Studies – Classic study, Contemporary study, and one contemporary study from the following two choices Ashdown and Bernard (2012) Ding et al (2014)</td>
<td></td>
</tr>
<tr>
<td>Methods - The use of methods in psychology when carrying out research in developmental psychology; methods from units 1 and Units 2, as appropriate, related to developmental psychology, clinical interviewing in developmental psychology to understand the world of the child, Ethnographic field work including Punch in Bolivia (2002) related to developmental psychology and longitudinal/cross-cultural research in developmental psychology, The use of the cross-cultural research method, including the Strange Situation, in developmental psychology, including nature-nurture issues. The use of meta-analysis using cross-cultural research to draw conclusions about the universality of attachment types. Ethics and the UNCRC (1989) Participation versus protection rights and research, getting data from children. Ethical issues when children are the participants. Decision making and interpretation of data: List A from Topic A, as appropriate List B from Topic B, as appropriate. Evaluation of research in developmental psychology, Issues of reliability, validity, generalisability, credibility, objectivity, subjectivity, ethics and practical application of findings as appropriate.</td>
<td></td>
</tr>
<tr>
<td>Issues – The extent to which psychological research in developmental psychology is scientific, drawing on material from Units 1 and 2. The strength and weaknesses of psychological research in developmental psychology, drawing on material from Units 1 and 2. And ethical issues in psychological research as an issue in developmental psychology and drawing on material from Units 1 and 2</td>
<td></td>
</tr>
<tr>
<td><strong>Optional Topics (Students must study one)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Topic F: Criminological psychology</strong></td>
<td></td>
</tr>
<tr>
<td>Content – Explanations for crime and anti-social behavior, understanding the offender, factors influencing identification of offenders, treatment</td>
<td></td>
</tr>
<tr>
<td>Studies – Classic Study, Contemporary study, and one contemporary study from the following two choices Ruva, McEvoy and Bryant (2007) and Valentine T and Mesout J (2009)</td>
<td></td>
</tr>
<tr>
<td>Methods - The use of methods in psychology when carrying out research in criminological psychology; The use of methods in psychology when carrying out research in criminological psychology, Methods from Units 1 and 2, as appropriate, related to criminological psychology, Experiments as used in the study of eye witness memory. Mock jury research as a method for studying jury decision-making. Ethical guidelines British Psychological Society (BPS) Code of Ethics and Conduct (2009). Risk management when carrying out research in psychology Decision making and interpretation of data: List A from Topic A, as appropriate List B from Topic B, as appropriate. Evaluation of research in criminological psychology, Issues of reliability, validity, generalisability, credibility, objectivity, subjectivity, ethics and practical application of findings as appropriate.</td>
<td></td>
</tr>
<tr>
<td><strong>Topic G: Health psychology</strong></td>
<td></td>
</tr>
<tr>
<td>Content – Physiology of stress, factors affecting stress, coping strategies, Treatment and therapy for anxiety (biological and psychological)</td>
<td></td>
</tr>
<tr>
<td>Studies – Classic Study, Contemporary study, and one contemporary study from the following two choices Avdagic et al (2014) Russell et al (2015)</td>
<td></td>
</tr>
<tr>
<td>Methods - The use of methods in psychology when carrying out research in health psychology. To include methods from Units 1 and 2, as appropriate, related to health psychology. The use of standardised questionnaires, including Adolescent Lifestyle Questionnaire (ALQ) related to health psychology. Use of focus groups. Use of non-human animals in experiments in psychology practical and ethical issues and the Animals (Scientific Procedures) Act 1986. Decision making and interpretation of data: List A from Topic A, as appropriate; List B from Topic B, as appropriate. Evaluation of research in health psychology issues of reliability, validity, generalisability, credibility, objectivity, subjectivity, ethics and practical application of findings as appropriate.</td>
<td></td>
</tr>
</tbody>
</table>
Unit 4: Criminal psychology and psychological skills

Topics

Topic H Clinical psychology

Content – Definitions and debates in diagnosis, Mental health disorders, symptoms, features explanations and Therapy/treatment

Studies – Classic Study, Contemporary study and one contemporary study from the following two choices, choosing one that suits the chosen 'other' disorder: Depression Hans and Hiller (2013) or Ma, Quan and Liu (2014) or for Anorexia nervosa – Becker et al (2007) or Reichel et al (2014)

Methods - The use of methods in psychology when carrying out research in clinical psychology.

Methods from Units 1 and 2, as appropriate. Randomised controlled trials (RCTs) related to clinical psychology.

Neuroimaging, including structural and functional brain scanning related to clinical psychology. Conventions of published psychological research: abstract, introduction, aims and hypotheses, method, results, discussion; the process of peer review. Awareness of Health and Care Professions Council (HCPC) guidelines for clinical practitioners. Decision making and interpretation of data (List A and List B). Evaluation of research in clinical psychology issues of reliability, validity, generalisability, credibility, objectivity, subjectivity, ethics and practical application of findings as appropriate.

Practical Investigation - One practical research exercise to gather data relevant to topics covered in clinical psychology. This practical research exercise must adhere to ethical principles in both content and intention. Content analysis that explores attitudes to mental health.

Topic I Psychological skills

This is a synoptic section in which students will be asked to draw on other areas of the qualification in order to understand conceptual and methodological issues. Students will develop an understanding of how to use theories, methodology and evidence from many areas of psychology and apply them to issues. Relevant psychological skills have been contextualised in Topics A–H. This topic collects them together (excluding Topics F and G) in order to ensure that all content has been covered. Students must consider issues and debates from across all topics in order to develop a general knowledge of key issues and debates.

Psychological skills incorporate methodologies from across the qualification. Alongside key questions for society using concepts, theories or research from one or more of Topics A to H (except Topics F and G) and psychological issues and debates: Ethical issues in research (animal and human), Practical issues in the design and implementation of research, Reductionism versus holism when researching human behaviour, Ways of explaining behaviour using different approaches, models or theories, The issue of psychology as a science, Cultural and gender issues in psychological research, The role of both nature and nurture in psychology, An understanding of how psychology has developed over time, The use of psychology in social control, The use of psychological knowledge in society, Issues relating to socially sensitive research.
Course Planner

This section contains a course planner for each of the units in the Pearson Edexcel IAL in Psychology specification.

The course planner follows the specification in topic order.

This is only a suggested course planner and it does not need to be followed. However, it may be useful when working through the specification for the first time. Centers may wish to consider the availability of examinations when deciding topic orders, for example:

With an academic year that has a September start date and June end date, Unit 1 could be examined in January, Unit 2 in May/June, Unit 3 in October or January and Unit 4 in June.

Timings

The following tables show the suggested timings for each topic.

IAS Units 1 and 2

<table>
<thead>
<tr>
<th>Topic</th>
<th>Time (approx hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic A: Social psychology</td>
<td>35</td>
</tr>
<tr>
<td>Topic B: Cognitive psychology</td>
<td>25</td>
</tr>
<tr>
<td>Two revision weeks</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total teaching time (hours)</strong></td>
<td><strong>60</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>Time (approx hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic C: Biological psychology</td>
<td>50</td>
</tr>
<tr>
<td>Topic D: Learning theories and development</td>
<td>50</td>
</tr>
<tr>
<td>Two revision weeks</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total teaching time (hours)</strong></td>
<td><strong>110</strong></td>
</tr>
</tbody>
</table>
IAL Units 3 and 4

### Unit 3 Applications of Psychology

<table>
<thead>
<tr>
<th>Topic</th>
<th>Time (approx hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic E</td>
<td>Developmental psychology</td>
</tr>
<tr>
<td>Topic F or</td>
<td>Criminological or</td>
</tr>
<tr>
<td>Topic G</td>
<td>Health psychology</td>
</tr>
<tr>
<td>Two revision weeks</td>
<td></td>
</tr>
<tr>
<td><strong>Total teaching time (hours)</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Unit 4 Clinical psychology and psychological skills

<table>
<thead>
<tr>
<th>Topic</th>
<th>Time (approx hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic H</td>
<td>Clinical psychology</td>
</tr>
<tr>
<td>Topic I</td>
<td>Psychological skills</td>
</tr>
<tr>
<td>Two revision weeks</td>
<td></td>
</tr>
<tr>
<td><strong>Total teaching time (hours)</strong></td>
<td></td>
</tr>
</tbody>
</table>
# SCHEME OF WORK

## Unit 1: Social and cognitive psychology

### Social Psychology

#### Content

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Introduction to psychology</th>
<th>Understanding the nature of psychological investigation and building of knowledge.</th>
</tr>
</thead>
</table>

**Learning outcomes:**
- To build a general understanding of psychological approaches, theory/explanation and research studies, and how to use science to evaluate research and the building of scientific knowledge.
- Gain an understanding of ethical implications of psychological research with human participants.

**Suggested activities/resources:**

Students to consider the question ‘what is a garden?’ through discussing what types of people are interested in a garden; how they would see the garden, what they would be interested in and what tools they would use in the garden. This activity will help them understand that the psychological approaches take different perspectives and have different methodologies when building psychological knowledge. Students to build a brief account of the assumptions of the social, cognitive, biological and learning approaches and use them to understand a range of novel behaviour.

Provide students with a brief account of psychological research and theory, asking students to identify which is theory and which research and to match them. This demonstrates how knowledge is built through evidence and how evidence can be used to support psychological explanations.

Start to develop evaluation skills using De Bono’s Six Thinking Hats to discuss the explanations and studies (https://www.tes.co.uk/teaching-resource/developing-thinking-strategies-de-bono-s-six-hats-6163983 ). Introduce concepts of validity, generalisability, reliability, objectivity/subjectivity, credibility and ethics and get students to build a student evaluation toolkit.

Students to develop a vocabulary book to identify key terms and supply definitions.

Develop a student toolkit for evaluation of theory and research studies. Use the toolkit to revisit one study and one explanation that can be further evaluated. Laminate the student toolkit for later use.

Introduce students to the taxonomy. Display each injunction in the classroom and add the taxonomy with interpretation in the vocabulary book.

**Teaching points to note:**

Ensure students have a complete set of notes on the key assumptions of each of the four approaches and the student toolkit. These can be laminated and used throughout the course. Use the vocabulary books regularly when a new term is encountered. De Bono’s Six Thinking Hats encourages students to be reflective learners and have the skills to evaluate and consider without fear of criticism. https://www.psycholtron.co.ukhttp://www.psychlotron.org.uk/ is a resource for teaching activities, worksheets, video clips, etc. Look to see if they are Edexcel relevant before use.
### Week 2

<table>
<thead>
<tr>
<th>Social psychology: obedience</th>
<th>Explanations and research into obedience</th>
</tr>
</thead>
</table>

**Learning outcomes:**

- Understand two theories of obedience and the research that demonstrates obedience/dissent.

#### 1.1.1 Obedience

**Definition of obedience and its historical significance in psychological research; theories of obedience, including agency theory and social power theory.**

**Suggested activities/resources:**

- Students to discuss how obedience could have been a factor in a particular context, e.g. the holocaust, or other given example ([https://www.youtube.com/watch?v=fCVlI-4GZQ](https://www.youtube.com/watch?v=fCVlI-4GZQ)).
- Description of agency theory; students to represent pictorially using diagram or illustration. Conduct independent research to find evidence/evaluation for the theory ([http://www.psychlotron.org.uk/resources/social/AS_AQA_socinf_obagencyevidencediscuss.pdf](http://www.psychlotron.org.uk/resources/social/AS_AQA_socinf_obagencyevidencediscuss.pdf)).
- Description of social power theory; students to predict the level of obedience to given scenarios using types of power (coercive, referent, reward, informational, legitimate and expert). French and Raven, and Weber. Understand how social power applies to real life situations e.g. the workplace ([https://www.youtube.com/watch?v=e5b06mh7EHA](https://www.youtube.com/watch?v=e5b06mh7EHA)).

#### 1.1.2 Research into obedience

- Milgram’s (1963) research into obedience and three of his variation studies: Rundown Office Block (Experiment 10), Telephonic instructions (Experiment 7), Ordinary man gives orders (Experiment 13) as they demonstrate situational factors that encourage dissent.

**Suggested activities/resources:**

- Show video footage of Milgram’s research – experiment 5, ‘A new Baseline’ is often referred to as his original study ([https://www.youtube.com/watch?v=1HcMWlTtFQ](https://www.youtube.com/watch?v=1HcMWlTtFQ)). Give descriptions of variation studies for students to predict the level of obedience found. Identify the factors present in the variations that encourage dissent. Students to identify relevant situational factors and predict obedience level in a range of novel situations; use this information to explain such situations.
- Review activity – evaluate the explanations of obedience and Milgram’s studies. Use the student toolkit to evaluate Milgram’s research and the explanations of obedience.

**Teaching points to note:**

- Students should be able to draw overall conclusions about factors informed by the conclusions of the variation studies. Distinguish between theory/explanation and research studies, and how research can be used as evidence. Draw attention to the nature of building psychological knowledge from research. Focus on using the student toolkit and refining how evaluation is done in psychology. Encourage students to add to their vocabulary books regularly.
- Other research can be used to evaluate explanations of obedience e.g. Bickman, Bushman, Hofling.
- Prepare homework using the taxonomy to familiarize students with some of the main injunctions. Pay particular attention to the taxonomy for essay/extended writing, and set an essay for students to tackle based on a main theory or study in this section.
Week 3  Social psychology: obedience and dissent


Learning outcomes:
- the factors that can affect obedience and dissent.
- the contemporary study of Burger (2009) and compare this to Milgram’s original research.

1.1.3 Factors affecting obedience and dissent/resistance
Individual differences (personality and gender), situation and culture.

Suggested activities/resources:
Examine gender difference in obedience using a range of research, for example.
Examine cross cultural variation in obedience using a range of Milgram replications/adaptations. Construct a table of cross cultural findings and annotate the table with procedural differences compared to Milgram.

1.3.2 Contemporary study: Burger (2009) Replicating Milgram: Would people still obey today?

Suggested activities/resources:
There is a summary of this study available on the IAL Psychology Pearson website.
Read the original journal (http://www.apa.org/pubs/journals/releases/amp-64-1-1.pdf) introduction and predict the methodology and outcomes of the study. Draw an illustration of the procedure of Burger’s study, using annotations to identify comparisons with Milgram’s research and key variables/controls. Read the results of the study and annotate the illustration further. Use the student toolkit to evaluate the study and suggest how it could have been improved.

Teaching points to note:
You may wish to use C.R.E.A.T.E as a way of getting students to reflect deeply on original journal articles that are accessible (http://teachcreate.org/?pageID=163) or use aspects of C.R.E.A.T.E and build this process up throughout the course.
### Week 4

<table>
<thead>
<tr>
<th>Social psychology: conformity</th>
<th>Types, explanations and research into conformity</th>
</tr>
</thead>
</table>

#### Learning outcomes:
- Informational and normative conformity and explanations for these types (internalisation and compliance) and social impact theory as an explanation for conformity.
- the research by Asch and factors affecting conformity

1.1.4 Define conformity and identify types and explanations of conformity.

#### Suggested activities/resources:
- Describe compliance and internalisation as types of conformity and explain each using informational and normative conformity. Students to identify types and provide explanations given a range of scenarios. Think up three real life examples of the different types of conformity; classmates to identify type from examples.
- Visit [www.psychteacher.co.uk](http://www.psychteacher.co.uk) for information.
- Describe and illustrate social impact theory. Predict level of conformity of given examples using the elements of social impact theory (power, strength, immediacy). Think up three real life examples and get classmates to predict the level of conformity.

1.1.5 Describe and evaluate Asch (1951) and his variation studies (1952, 1956).

#### Suggested activities/resources:
- Research Asch and divide the study into aims, method, procedure, controls, results and conclusions. Use De Bono’s Six Hats to discuss the study and its implications. Use the student toolkit to evaluate the study further.
- Describe the variations studies and identify factors resulting in different levels of conformity. Relate these findings to compliance, internalisation and social impact theory.

1.1.7 Factors affecting conformity.

#### Suggested activities/resources:
- Using Asch’s research identify situational factors affecting conformity (group size, number of influencers). Describe locus of control to explain individual differences in personality. Students to complete a locus of control questionnaire and conformity questionnaire.
- Research cross cultural differences in conformity (Bond and Smith) and how conformity research has changed over time.

#### Teaching points to note:
- Ensure students understand the different types of conformity well and can apply their knowledge to a range of novel situations. Use internalisation and compliance to help explain the type of conformity shown. Encourage students to predict the level of conformity likely using the elements of social impact theory. Draw upon Asch’s variation studies to discuss situational factors likely to affect conformity levels.
Week 5  |  Social psychology: conformity and minority influence  | One contemporary study of conformity. Minority influence, Moscovici’s research and factors affecting minority influence.
--- | --- | ---

**Learning outcomes:**
Describe and evaluate one contemporary study from:
- Yi Huang et al (2014) Conformity to the opinions of other people lasts for no more than 3 days.
- Students to understand minority influence and the research by Moscovici, 1976 et al (1969)

1.3.3 / 1.3.4 Contemporary study of choice

**Suggested activities/resources:**
There is a summary of these studies available on the IAL Psychology Pearson website.
Divide the study into aims, method, procedure, controls, results and conclusions. Use De Bono’s Six Hats to discuss the study and its implications.
Use the student toolkit to write two strengths and two weaknesses of the methodology and ethical issues associated with the chosen study.

1.1.6 Minority influence (Moscovici, 1976).

**Suggested activities/resources:**
Describe the nature of minority influence, and importance to social change.
Using an example, such as the Suffragette movement, identify key features of minority influence displayed by this movement (e.g. consistency, flexibility, thinking style).
Consider historical figures (Martin Luther King, Mandela, Ghandi) and identify the features that made them a minority influence.


**Suggested activities/resources:**
There is a summary of this study available on the IAL Psychology Pearson website.
Conduct independent research to identify the aims, method, procedure, results and conclusion of this study. Use the student toolkit to evaluate this research.

**Teaching points to note:**
Use Moscovici’s theory of minority influence and his research to identify personality (charisma) and situational factors affecting minority influence. Consider Nemeth’s flexibility and compromise and Hogg & Vaughan (1995) social conditions (visit [http://www.psychology4a.com/social-influence.html](http://www.psychology4a.com/social-influence.html)).
## Week 6

### Social psychology: methods

<table>
<thead>
<tr>
<th>Learning outcomes:</th>
<th>Self-report techniques, types of data and sampling methods. Ethical issues in psychology</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students to understand self-report techniques as a research method used in social psychology.</td>
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<tr>
<td>• Students to distinguish between primary and secondary data types.</td>
<td></td>
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<tr>
<td>• Students to understand sampling and apply sampling techniques.</td>
<td></td>
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<tr>
<td>• Review ethical guidelines</td>
<td></td>
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<tr>
<td>• Prepare for the practical investigation</td>
<td></td>
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</tbody>
</table>

#### 1.2.1 1.2.3 Self-report techniques

**Suggested activities/resources:**
Describe the nature of self-report data. Identify different types of interview and questionnaire, adding key terms and definitions to vocabulary books. Student’s to construct their own questionnaire (using different types of questions) to investigate conformity, administer the questionnaire and ask respondents for constructive feedback. Matching task; match methodological and ethical comments to types of self-report.

#### 1.2.2 Types of data: primary and secondary

**Suggested activities/resources:**
Distinguish between primary data collection and secondary data collection (perhaps using meta-analysis as an example of secondary data collection).

#### 1.2.4 Alternative hypotheses.

**Suggested activities/resources:**
Construct operationalised alternative hypotheses for a range of given study aims. Identify and construct hypotheses for the key studies in this specification.

#### 1.2.5 Sample selection and sampling techniques

**Suggested activities/resources:**
Sampling with different coloured sweets: conduct a random, stratified, volunteer and opportunity sampling technique on a packet of coloured sweets. Consider the strengths and weaknesses of choosing different coloured sweets: sweets this way in terms of being representative of the target population (i.e. all different coloured sweets). Identify the target population from a range of research aims/given examples. Sampling techniques descriptions and multiple choice questions: [http://www.simplypsychology.org/sampling.html](http://www.simplypsychology.org/sampling.html)

#### 1.2.9 British Psychological Society (BPS) code of ethics and conduct (2009), including risk management when carrying out research in psychology.

**Suggested activities/resources:**
Use the guidelines ([http://www.bps.org.uk/sites/default/files/documents/code_of_human_research_ethics.pdf](http://www.bps.org.uk/sites/default/files/documents/code_of_human_research_ethics.pdf)) to identify strengths and weaknesses of the studies students need to know in this topic. Using De Bono’s Six Hats, identify emotional issues with the research, reflect on good practice, and discuss implications for the restriction of future research in this area. Group discussion: Can any meaningful social psychological research in psychology be conducted with strict adherence to the BPS ethical guidelines.

#### 1.4.1 Practical investigation

**Students can prepare a questionnaire using both open and a range of closed questions (including ranked scale or Likert) to investigate whether males or females self-report more obedience. This can be set as homework and students can swap questionnaire to pilot them. Students can get further information on questionnaire construction from [http://www.simplypsychology.org/questionnaires.html](http://www.simplypsychology.org/questionnaires.html).**

**Teaching points to note:**
For their practical investigation, students need to gather data that can be analysed using measures of central tendency and dispersion, and to place in appropriate tables and graphs. They will need to consider carefully how they will analyse this data prior to constructing their questions. They will also need to gather meaningful qualitative data; a story completion task or extended open question will achieve this.
### Week 7

<table>
<thead>
<tr>
<th>Social psychology: methods</th>
<th>Quantitative and qualitative data</th>
</tr>
</thead>
</table>

#### Learning outcomes:

- **Students to analyse quantitative data:** calculating measures of central tendency, data tables, graphical presentation, and measures of dispersion, percentages, ratios, fractions and distribution.
- **Students to understand qualitative data analysis.**

1.2.6 Measures of central tendency, dispersion, data tables, graphs, percentages, ratios and fractions.

#### Suggested activities/resources:
Practice calculating measures of central tendency and dispersion, percentages, fractions and ratios on novel scenarios related to social psychology. [http://www.bbc.co.uk/schools/websites/11_16/site/maths.shtml](http://www.bbc.co.uk/schools/websites/11_16/site/maths.shtml)

Draw different types of graphical representations and annotate when and how they are used. Practice interpreting data tables using annotations. Use the SAMS material and past paper questions to practice on novel scenarios.

1.2.7 Normal and skewed distribution

#### Suggested activities/resources:
Conduct a class survey for height and shoe size. Calculate the standard deviations for both variables and construct a distribution graph. Discuss normal and skewed distribution based on the data achieved.

1.2.8 Qualitative data analysis using thematic analysis

#### Suggested activities/resources:
Select qualitative data to analyse such as magazine, newspaper article, speech, song (Barbie Girl by Aqua is useful to detect gender stereotyping [http://www.azlyrics.com/lyrics/aqua/barbiegirl.html](http://www.azlyrics.com/lyrics/aqua/barbiegirl.html)). Students can read through the material and in small groups suggest themes that they can use to analyse the material. Produce a summary of the themes with evidence from the selected material.

1.4.1 Practical investigation

Students will need to analyse the data gathered from their questionnaire and evaluate their investigation fully. They can complete a short report of their practical and hand it in as homework to include a write up of the procedure, results and discussion section of their report.

#### Teaching points to note:

Conduct a skills audit on students to assess mathematical competence.

Remember that all tables and graphs should be appropriate to the data, fully labelled and titled. Students often confuse bar graphs and histograms, so it is important they know why and how each graph type is used.

Completing the practical investigation will aid revision of research methods, but students should be reminded to revise the content of the topic in preparation for an end of topic test.
**Classic study**

1.3.1 Moscovici et al. (1969) Influence of a Consistent Minority on the Responses of a Majority in a Color Perception Task.  
http://dtserv2.compsy.uni-jena.de/ss2011/sozpsy_uj/30001722/content.nsf/Pages/16D97836CB240977C12578BF00509E02/FILE/Moscovici%20on%20Influence%20of%20a%20Consistent%20Minority%20on%20the%20Responses%20of%20a%20Majority%20in%20Color%20Perception%20Task.pdf

**Contemporary study**

1.3.2 Burger (2009) Replicating Milgram: Would people still obey today?  
http://www.apa.org/pubs/journals/releases/amp-64-1-1.pdf

**One contemporary study from the following two choices:**

1.3.3 Yi Huang et al. (2014) Conformity to the opinions of other people lasts for no more than 3 days.  
http://www.researchgate.net/publication/262577706_Conformity_to_the_Opinions_of_Other_People_Lasts_for_No_More_Than_3_Days

1.3.4 Haun et al. (2014) Children Conform to the Behavior of Peers; Other Great Apes Stick With What They Know.  
http://pss.sagepub.com/content/25/12/2160

**Research into obedience**

https://www.harpercollins.com/9780061765216/obedience-to-authority

**Research into conformity**

Asch, S. E. (1951). Effects of group pressure upon the modification and distortion of judgment  

http://psycnet.apa.org/books/10025/016

Psychological monographs: General and applied, 70(9), 1-70.  

**Ethics**

British Psychological Society code of ethics and conduct (2009)  
Cognitive Psychology

### Week 8

<table>
<thead>
<tr>
<th>Cognitive psychology: memory</th>
<th>Models of memory</th>
</tr>
</thead>
</table>

#### Learning outcomes:

- **Understand the nature of the cognitive approach and how memory is explained.**

2.1.1 The multi-store model of memory (Atkinson and Shiffrin, 1968), including short- and long-term memory and ideas about information processing, encoding, storage and retrieval, capacity and duration.

#### Suggested activities/resources:

Students should be aware of evidence that supports the model, for example Miller, Peterson and Peterson and they can draw on the case of HM in their supporting evidence points.

Students can be asked to write down the name of Snow White’s Seven Dwarves or Santa’s reindeer (or other culturally appropriate list) to discuss the nature of encoding, storage and retrieval. Capacity and duration of short term memory can be tested using lists of letters/numbers/words.

Conduct a primacy/recency class experiment to demonstrate short-term and long-term memory.

Students to use text books and the Internet to investigate the multi-store model of memory (https://www.youtube.com/watch?v=I2BK8JAn1LA) and find evidence for or against the Multi-store model of memory (https://www.youtube.com/watch?v=egzvLaP3498). Students to be encouraged to assess the evidence they find using the student toolkit. Watch the video of Clive Wearing to understand the distinction between short-term and long-term memory (https://www.youtube.com/watch?v=ipD_G7U2FcM).

Add new key terms to vocabulary book.

2.1.2 The working memory model (Baddeley and Hitch, 1974).

#### Suggested activities/resources:

Students to complete a brief working memory test (http://www.cogmed.com/working-memory-challenge).

Student to investigate working memory and represent the model using a diagram, poster, model or other visual representation. Conduct a dual processing task to demonstrate the difficulty with performing two similar tasks (e.g. verbal) compared to one visual and one verbal task. They should know all components along with the addition of the Episodic Buffer. Add new key terms to vocabulary book.

#### Teaching points to note:

Students will need to compare models of memory, so it would be useful to draw a table of comparison points between the multi-store model and working memory model.

When evaluating the multi-store model of memory it is important that they understand the purpose of the model was to provide a distinction between short-term and long-term memory, therefore any evaluation should relate to this. This means that evaluating the model just using evidence for short-term memory is not sufficient without contrasting evidence for long-term memory in order to highlight this distinction.
### Cognitive psychology: memory

<table>
<thead>
<tr>
<th>Week 9</th>
<th>Reconstructive memory and Bartlett’s study. One contemporary study.</th>
</tr>
</thead>
</table>

### Learning outcomes:
- The reconstructive memory as an alternative to structural models and understand Bartlett’s War of the Ghosts study.

Describe and evaluate one contemporary study from:
- Darling et al. (2007) Behavioural evidence for separating components within visuo-spatial working memory.

2.1.3 Reconstructive memory (Bartlett, 1932), including schema theory.

#### Suggested activities/resources:
Demonstrate schema by asking students to recall Bransford (1979) glass pitcher story and other examples of verbal (https://www.youtube.com/watch?v=o4HHdGfMkcl) and visual material (Brewer and Treyens, 1981).

2.3.1 Bartlett (1932) War of the Ghosts.

#### Suggested activities/resources:
There is a summary of this study available on the IAL Psychology Pearson website.

Conduct an experiment on the class using Bartlett’s War of the Ghosts story using serial or repeated reproduction. Students to quantify their recall using key story concepts or word number.

Use the student toolkit to evaluate the War of the Ghosts study.

2.3.3 / 2.3.4 Contemporary study of choice

#### Suggested activities/resources:
There is a summary of these studies available on the IAL Psychology Pearson website.

Divide the study into aims, method, procedure, controls, results and conclusions. Use De Bono’s Six Hats to discuss the study and its implications or students to read the original journal in sections and use C.R.E.A.T.E to reflect on the study.

Use the student toolkit to write two strengths and two weaknesses of the methodology and ethical issues associated with the chosen study.

#### Teaching points to note:
You may wish students to read the story and reproduce it at a later date as Bartlett did.

Students should use a structure to describe Bartlett’s study, such as ‘aim, method, procedure, results and conclusion’ to avoid them biasing their detail to reproduction of the story.
Week 10

Learning outcomes:

- Experiments as a research tool, experimental design, construction and issues with experiments.

2.2.1 Designing and conducting experiments, including field and laboratory experiments.

Suggested activities/resources:

Students to identify the key features of field and laboratory experiments and construct a table to compare the types of experiment. Independent research to find an example of psychological research employing laboratory and field experiment, draw an illustration of the example study and annotate with key features of an experiment.

2.2.2 Independent and dependent variables.

2.2.3 Experimental and null hypotheses.

2.2.4 Directional (one-tailed) and non-directional (two-tailed) tests and hypotheses.

2.2.6 Operationalisation of variables, extraneous variables and confounding variables.

Suggested activities/resources:

Identify independent and dependent variables from given study examples. Construct hypotheses using the operationalised independent and dependent variables. Convert directional into non-directional hypotheses and write a null hypothesis for given study examples. Identify potential confounding variables that could affect hypotheses. Add key terms to vocabulary book and write definitions for each.

2.2.5 Experimental and research designs: repeated measures, independent groups and matched pairs, the issues with each and possible controls.

2.2.7 The use of control groups, counterbalancing, randomisation and order effects.

2.2.8 Situational and participant variables.

Suggested activities/resources:

Conduct a simple memory experiment using different research designs with the class e.g. word search performance with distraction and without (matching on self-reported word search ability). Class discussion concerning the practical and methodological strengths and weaknesses of using each design. Conduct a further simple experiment on the class using counterbalancing and randomisation. Add key terms to vocabulary book and write definitions.

2.2.9 Objectivity, reliability and validity (internal, predictive and ecological).

2.2.10 Experimenter effects, demand characteristics and control issues.

Suggested activities/resources:

Add key terms to vocabulary book and find definitions. Create a poster display using the key definitions to display in the classroom for future reference.

2.2.11 List A from Topic A.

Suggested activities/resources:

Use revision exercises and adapted SAMs material to check knowledge of list A

Teaching points to note:

It is likely that some of these issues will have cropped up in the previous topic. Inform students that issues associated with experiments, although similar, are not the same as issues associated with self-report methods, e.g. social desirability and demand characteristics are often confused, as are experimenter effects and researcher bias. Take care with counterbalancing and randomisation, as students often confuse these, and that ABBA is a form of counterbalancing that requires alternate sequences twice for each participant which are then averaged (so more complicated than just counterbalancing).
### Week 11

<table>
<thead>
<tr>
<th>Cognitive psychology: methods</th>
<th>Inferential statistics</th>
</tr>
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</table>

#### Learning outcomes:

- **Appropriate conditions for use of statistical tests, probability and statistical significance. How to calculate statistical tests and interpret the findings.**

#### 2.2.12 Levels of measurement

**Suggested activities/resources:**

Use a classroom demonstration to group students into nominal data (tall and short), ordinal data (shortest to tallest and assigned a position number), and interval/ratio data (actual height recorded). Repeat the process with a different measured variable (shoe size, time taken to do a word search). Students to identify level of measurement from given examples. Add terms and definitions to vocabulary book.

#### 2.2.12 Probability and levels of significance

**Suggested activities/resources:**

Use coin toss or other example when chance is an element (e.g. Zener cards) and pair students to complete the task, recording the findings. Discuss the probability of achieving heads of tails by chance and the point at which the number of heads or tails achieved would no longer be due to chance but some other variable. Link to the concept of statistical significance and how to interpret the levels of significance (p≤.10 p≤.05 p≤.01).

#### 2.2.12 Wilcoxon non-parametric test of difference, observed and critical values and sense checking of data.

**Suggested activities/resources:**

Use a classroom experiment to gather data (e.g. simple memory experiment using a repeated measures design). Collate the results and demonstrate how to calculate the Wilcoxon test using the formula in the specification only. Compare the observed value to a table of critical values and sense check the outcome to the raw data. Students to write a statement of statistical significance and interpret the findings.

#### 2.2.12 One or two tailed testing and type I and type II errors.

**Suggested activities/resources:**

Using the critical values tables, practise shifting columns for one and two tailed testing. Students to identify whether given hypotheses are directional and non-directional in order to use one or two tailed testing. Students to research what is meant by Type I and II errors using the Internet (e.g. https://www.youtube.com/watch?v=Qg3hYXAP1QY), and come up with their own examples of Type I and II errors. Relate the likelihood of type I and II errors to probability and shifting between columns on a critical values table.

#### Teaching points to note:

Students will need to be able to use the formula to calculate a Wilcoxon test under examination conditions. Break down the formula into a step by step process and practice with lots of different data sets.
### Week 12

**Cognitive psychology: methods**

- **Case studies of brain damaged patients including HM, and one contemporary study. Conduct a practical investigation into memory.**

<table>
<thead>
<tr>
<th>Learning outcomes:</th>
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<tbody>
<tr>
<td>• Students to understand how case studies of brain damaged patients inform our understanding of how memory works.</td>
</tr>
<tr>
<td>• Students to describe and evaluate the contemporary study Schmolck et al. (2002)</td>
</tr>
<tr>
<td>• Students to conduct and write up a practical memory investigation</td>
</tr>
</tbody>
</table>

2.2.13 Case studies of brain-damaged patients related to research into memory, including the case of Henry Molaison (HM).

**Suggested activities/resources:**

Students to watch the video of HM [https://www.youtube.com/watch?v=7mvx-mAUJL8](https://www.youtube.com/watch?v=7mvx-mAUJL8) and conduct an information gathering Internet search for information on HM and other case studies of brain damaged patients and use De Bono’s Six Hats to form a class discussion. Use the student toolkit to evaluate case studies of brain damaged patients as a way of understanding how memory functions.

2.3.2 Schmolck et al. (2002) Semantic knowledge in patient HM and other patients with bilateral medial and lateral temporal lobe lesions.

**Suggested activities/resources:**

There is a summary of this study available on the IAL Psychology Pearson website. Students to find and label images of the brain, highlighting areas of the brain studied in Schmolck et al’s study. Annotate the images with the results of the study as they relate to HM and the other patients. Produce a concluding paragraph explaining how brain regions are implicated in memory. Use the student toolkit to evaluate the study. Add key terms to vocabulary book.

2.4 Practical investigation

**Suggested activities/resources:**

Conduct a dual task experiment under laboratory conditions using a repeated measures design (visual and verbal, then verbal and verbal) for example drawing a picture of a house whilst remembering a list of words, and remembering a list of words whilst calculating mathematical sums. Students to conduct a Wilcoxon inferential test and produce a report on the procedure, results and discussion.

**Teaching points to note:**

The practical investigation requires design decision making, so a teacher led class exercise is not appropriate, students will need to gather their own data. It is important for the report on the practical investigation to include operationalization, controls, ethics, sampling decision, strengths and weaknesses and suggestions for improvement. Generic issues of reliability, validity, generalisability, credibility, subjectivity and objectivity to guide evaluation.
### Week 13

**Social psychology: revision**

**Review social psychology topic**

**Learning outcomes:**

- **Students to revise social psychology in preparation for an end of unit one test**

**Suggested activities/resources:**

Top Trumps/Rate or Slate: students to develop Top Trumps cards rating class and contemporary studies on validity, reliability, generalisability, credibility, subjectivity/objectivity and ethics. The game of Top Trumps can be played once a full set of cards is achieved. Students to develop evaluation revision cards; two strengths and two weaknesses for each theory/study/research method/concept studied. A clue to the evaluation points is written on one side of the card and the answer to the clue on the reverse. Once a student can answer all the clues on a card by checking the reverse, it can be placed in a ‘done’ pile. Incorrect answers mean the revision card is placed in the ‘to do’ pile.

Application of knowledge exercises. Students to write out situations of obedience and conformity that need to be explained using psychological theory and research by their partner. True or false? Teacher led class quiz including statements concerning social psychology that are either true or false. Students to hold up a green or red card to indicate choice or write down their answer individually for later scoring. Practice data analysis on tables and graphs using past papers and SAMs material.

**Teaching points to note:**

In the first year of teaching, the SAMs material could be modified for classroom use as you may wish to save the SAM test paper for a mock examination.

### Week 14

**Cognitive psychology: revision**

**Review social psychology topic**

**Learning outcomes:**

- **Students to revise cognitive psychology in preparation for and end of unit one test**

**Suggested activities/resources:**

Students to review their class notes on cognitive psychology and prepare a set of ten multiple choice questions/single answer questions. Questions can be pooled for a class quiz.

Students to use the specification to target set. Using coloured highlighter pens, students to colour green for those areas of the specification that are well known (just needs revision), yellow where they are less sure of their knowledge (more revision needed), and red for areas of the specification that they are very uncertain about. The colour coding helps target revision in the right areas. Students to use mindmaps and comparison tables to help with visual revision.

Students to practice using the taxonomy, identifying what skills and knowledge the injunction is targeting in an answer.

Students to create examination style answers using the entire taxonomy.

Students to complete an end of unit test under examination conditions.

**Teaching points to note:**

Look for other revision activities (e.g. http://www.uniview.co.uk/pdf/JRMay08Revision.pdf)
**Classic study**

2.3.1 Bartlett (1932) War of the Ghosts.


**Contemporary study**

2.3.2 Schmolck et al. (2002) Semantic knowledge in patient HM and other patients with bilateral medial and lateral temporal lobe lesions.

https://www2.bc.edu/elizabeth-kensinger/Schmolck_Kensinger_2002.pdf

**One contemporary study from the following two choices:**

2.3.3 Darling et al. (2007) Behavioural evidence for separating components within visuo-spatial working memory.

http://www.researchgate.net/publication/6405834_Behavioural_evidence_for_separating_components_within_visuo-spatial_working_memory

2.3.4 Sacchi et al. (2007) Changing history: doctored photographs affect memory for past public events.

https://webfiles.uci.edu/eloffus/Sacchi_Agnoli_Loftus_ACP07.pdf
Unit 2: Biological psychology, learning theories and development

Biological psychology

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Introduction to Biological psychology</th>
<th>Recognising the role of biology in explanations of behaviour as only one explanation</th>
</tr>
</thead>
</table>

**Learning outcomes:**

- To refresh the knowledge about the assumptions of the two approaches, social and cognitive covered in Unit 1 and appreciate the role of biology in explanations of behaviour.
- Students to understand the value of the biological approach and its limitations
- Students to know the basic structure of the nervous system

**Suggested activities/resources:**
In four groups, each group using their notes from unit 1 on approaches summarize the basic assumptions of one approach for the class, producing a visual aid.
Provide a statement such as “I find eating chocolate comforting to the extent that I am addicted to it”, then divide into 6 groups and use the De Bono’s six thinking hats idea to put forward an evaluation of the statement and how it could be explained with reference to the different approaches. How would one test if the biological approach could explain the behaviour?

3.1.1 The role of 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.

**Suggested activities/resources:**
http://www.bbc.co.uk/schools/gcsebitesize/science/add_ocr_pre_2011/brain_mind/  
Using the link to BBC bite size and internet/book resources to acquire images and a summary of the nervous system and synaptic transmission/provide students with diagrams to label up and annotate.

**Teaching points to note:**
Ensure that all students have a good grasp of the assumptions of the four approaches and appreciate that competing explanation exist for same piece of behaviour. Be aware of the differing level of knowledge of students in terms of structure of the nervous system; ensure that those with less secure biological knowledge are not intimidated. If their prior knowledge/performance in GCSE biology is known they could be grouped/paired up so that knowledgeable students can help those who are less able with ref to their biological knowledge.
Week 2

### Biological psychology: brain structure

#### Learning outcomes:
- Be familiar with the basic structure of the brain and in particular those structures relevant to aggression and internal pacemakers.
- Know the techniques used to scan the brain and their advantages and disadvantages.

3.1.2 The structure of the brain, different brain areas including the pre-frontal cortex and limbic system and brain functioning as an explanation of aggression as a human behaviour.

#### Suggested activities/resources:
Provide an unlabeled diagram of a brain, outside view and cross-sectional view. Use the BBC link [http://www.bbc.co.uk/science/humanbody/body/interactives/organs/brainmap/brain.swf](http://www.bbc.co.uk/science/humanbody/body/interactives/organs/brainmap/brain.swf) which has an interactive brain to label and annotate.

[http://bigpictureeducation.com/brain-case-study-phineas-gage](http://bigpictureeducation.com/brain-case-study-phineas-gage) research brain damage, such as Phineas Gage, and how it affected the personality research the case of Charles Whitman [http://brainmind.com/Case5.html](http://brainmind.com/Case5.html) to show brain damage of the amygdala caused by a tumor creating aggression.

### Scanning techniques

3.2.5 Brain-scanning techniques (CAT, PET, and fMRI). The use of brain-scanning techniques to investigate human behaviour, including aggression.

#### Suggested activities/resources:
In groups research the details of scanning techniques [https://faculty.washington.edu/chudler/image.html](https://faculty.washington.edu/chudler/image.html) gives a good summary of brain scan techniques. Each group makes basic notes on method and pros and cons then they “teach” this to another group, then that group teaches to the whole class with the original groups checking for correct detail. A third group then is tasked to produce a visual poster of the technique.

[http://koenigslab.psychiatry.wisc.edu/pdfs/wolf_koenig_ScienceInCourt.pdf](http://koenigslab.psychiatry.wisc.edu/pdfs/wolf_koenig_ScienceInCourt.pdf) has an article of the use of fMRI used in a law case with ref to aggression and some good pictures with explanation. Have class debate about the use of brain damage as a reason for aggression.

#### Teaching points to note:
The opportunity to debate allows the students to express their ideas and the structured group work and sharing in class allows all students to take part in the discussions. As before with nervous system structure be aware of differing knowledge base of the students.
### Week 3

<table>
<thead>
<tr>
<th>Biological psychology: role of hormones in aggression. The classic study in brain abnormality and aggression</th>
<th>Knowing the hormonal effect on behaviour especially aggression, details of Raine et al (1997)</th>
</tr>
</thead>
</table>

#### Learning outcomes:
- understand how hormones can influence behaviour in particular aggression
- know the detail and evaluation of Raine et al (1997)

3.1.3 The role of hormones (and genes) in aggression.

#### Suggested activities/resources:

Details as to what hormones are and how they work, which are the glands of the body and some examples, e.g. insulin and the pancreas will be familiar. Make sure the reproductive organs and hormones are included for later.

Research details of which hormones have been highlighted in aggression, see link below to a slide share giving AO1,2 and AO3 pointers.


Class/group debate about whether male aggression is due to testosterone or are males socialized into aggressive behaviour. Discuss how this could be investigated and what are the consequences of explaining male aggression using a hormonal idea. Introduce the nature/nurture debate and Free will versus determinism.

Research studies giving evidence of hormonal involvement in aggression, for example Direction to testosterone. As groups each find two pieces of research and make basic notes, then share their evidence with the rest of the class. Compare all the research in a table to assess the value of each piece, i.e. what does it show, what method was used to investigate it, how valid (internal and external) is the evidence.

**Classic study**

3.3.1 Raine et al. (1997) Brain abnormalities in murderers indicated by positron emission tomography.

Contemporary study Brendgen et al (2005) Examining genetics and environmental effects of social aggression; A study of 6 year –old twins

#### Suggested activities/resources:

There is a summary of this study available on the iAL Psychology Pearson website.

http://www.holah.karoo.net/rainestudy.htm Holah’s site for the classic study. Psychlotron has a slide show of the classic study. In groups give each member of the group one part of the study (Title, Aim, Procedure, Results, Conclusions) to research/or have a hand out of the details. Then each member of each group “teaches” their counterpart that part of the study that they were responsible for researching. Each pair judge each others description, comparing their notes.

Students return to their groups and produce a poster per group of Raine’s study. When all posters are complete the class judges them for accurate detail.

#### Teaching points to note:

Could use the planning of an investigation as a homework to refresh the ideas of IV, DV, Hypothesis etc from Unit 1

Ensure that by the end of the lessons all students have a complete accurate set of notes on the Raine study, emphasis that this is a classic compulsory study.
Week 4 | Biological psychology: The role of genes in aggression | Know the role of genes in aggression and understand the nature/nurture debate

Learning outcomes:

- Understand how genes can control behaviour
- Be familiar with the use of twin studies to discover genetic involvement in behaviour, particularly in aggression

3.2.6 The use of twin studies to investigate genetic relatedness and aggression.

Types of twins and consequences in terms of gene similarities. Basic idea of gene inheritance and control of characteristics (genetic coding of characteristics). Refer to their GCSE and/or teach the basics of inheritance.

Suggested activities/resources:

- http://www.slideshare.net/Jjanpsychology/genetics-and-aggression-a2 slide share on aggression and genetics.
- Meaning of concordances with some examples from studies e.g. of schizophrenia
- Raise issues with twin studies of disentangling nature from nurture.
- Use Siamese twins who show different personalities as an example that genetics isn’t the only factor
- Raise issues of validity of twin studies MZ versus DZ, adoption, twins reared apart, treatment of MZs maybe more similar than DZ so environment more similar as well as having same genes. DZs can be two sexes but MZs can’t. Relate to the hormonal argument.

Nature/nurture debate

Give this as a home work/class research project to prepare arguments for and against the idea that personality is inherited or develops through experience. Use twin studies as main argument.

Teaching points to note:

The concepts involved I genetics will have to be reviewed, do not assume the students know this, they probably don’t even if they covered it at GCSE Bring out idea of nature nurture through debate. If any twins are available see if they have tastes etc in common, especially if have MZ and DZ to compare. Could research different real twins examples. Be sensitive to twins’ privacy.
### Week 5

| Biological psychology: contemporary studies of aggression in relation to genetics. Writing an extended essay | Knowing the details of the contemporary studies including their evaluation. Knowing how the paper two is assessed including an extended essay |

#### Learning outcomes:
- The detail and evaluation of Brendgen et al. (2005)
- The detail and evaluation of McDermott et al. (2008)
- How to structure an extended essay answer

3.3.2 Brendgen et al. (2005) Examining genetic and environmental effects on social aggression: A study of 6-year-old twins.

3.3.3 McDermott (2008) Monoamine oxidase A gene (MAOA) predicts behavioral aggression following provocation.

#### Suggested activities/resources
There is a summary of these studies available on the IAL Psychology Pearson website.

- Provide a version of the two studies or research online and use C.R.E.A.T.E to assess the studies.
- Writing an extended essay
- Use an essay title to show how a 8 mark essay could be answered e.g. Evaluate the biological explanation of human aggression
- Review command words from the spec pg 77 go through the use of AO1, AO2 and AO3 and how the command words say which are required. That no two command words will be used in one essay and review the structure of the exam paper, i.e. an 8 mark question will appear in both section A and B and will be either 4 marks of AO1 plus 4 of AO3 or 4 marks of AO2 and 4 marks of AO3. Section C will have a 12 marker and a 16 marker.

#### Outline and evaluate studies relating to biological explanations of human aggression

Whilst this is NOT an example of how the taxonomy would be used in the exam, it is useful to highlight how AO1 and AO3 can link. This question would be evaluate studies relating to biological explanations of human aggression where the AO1 is the underpinning ideas that lead to AO3. This could be used with the whole class to illustrate how to approach an essay then in groups students work on the essay title above. Write out the plan and then pass it to another group for feedback. Finish essay formally for homework. The peer mark next lesson.

#### Teaching points to note:
Ensure that by the end of the lessons all students have a complete accurate set of notes on both contemporary studies. Centres should choose select one study and cover it in depth: The McDermott study or Hoefelmann study. Ensure that all students have a final essay answer which can be marked either by the teacher or better as a peer marked exercise. cover the 12 and 16 marker essay at the end of topic D, because they need both topics to have been taught.
Week 6

<table>
<thead>
<tr>
<th><strong>Biological psychology: Body rhythms</strong></th>
<th>Internal pacemakers and external zeitgebers in circadian sleep-wake cycles and infradian rhythms.</th>
</tr>
</thead>
</table>

**Learning outcomes:**

- the role of internal pacemakers and external zeitgebers in the circadian sleep-wake cycle
- the research that has been carried out in the sleep-wake cycle

**Body rhythms**

3.1.4 The role of internal pacemakers (body clock) and external zeitgebers in the regulation of the circadian sleep-wake cycle.

3.1.6 Research into the circadian sleep-wake cycle

**Suggested activities/resources**

Refer back to labelled brain to show pineal gland and hypothalamus and add detail about the SCN.

Introduce Siffre cave study [http://www.cabinetmagazine.org/issues/30/foer.php](http://www.cabinetmagazine.org/issues/30/foer.php) interview with Siffre [https://www.youtube.com/watch?v=7DziUN7kts](https://www.youtube.com/watch?v=7DziUN7kts) you tube interview with Siffre. Use other clips of Siffre e.g. [https://www.vimeo.com/7409930](https://www.vimeo.com/7409930)

Emphasise the lack of external zeitgebers with cave studies but still show a circadian rhythm AND that internal pacemaker not 24 hours so need for zeitgebers is to retrain the clock every day.

Evaluate the study using the student evaluation tool kit.

[http://www.psychteacher.co.uk/biologicalrhythms/circadian_rhythms.html](http://www.psychteacher.co.uk/biologicalrhythms/circadian_rhythms.html)

Students visit link above, which gives other research studies into circadian rhythms including experiments on Hamsters. Debate about the usefulness/ethics of animal studies.

Objective evidence implicating the SCN as the internal pacemaker BUT discussion of the issue of it being on an animal, which is nocturnal.

SAD below can be used to evaluate the biological theory that light levels are causing changes in brain chemistry, which in turn are causing SAD to occur because of disrupted rhythms.

3.1.5 Infradian rhythms including the menstrual cycle and seasonal affective disorder and therapies, including light therapy. CBT could be covered as an alternative. Also another biological therapy using drugs.

**Suggested activities/resources:**

Summarise the menstrual cycle (might come from Biology GCSE), refer back to the role of hormone teaching from aggression. Review studies in menstrual cycles, cave, cotton wool and armpit study. Research evidence of menarche in girls throughout the seasons (winter versus summer) and in blind girls.

gives all the cycles but especially menstrual summary and the basic research studies.

[https://www.youtube.com/watch?v=FodtMhRnkRo](https://www.youtube.com/watch?v=FodtMhRnkRo) has an interview with a person with SAD and she shows her light therapy

Explore an alternative therapy for SAD for evaluative purposes in an extended essay.


use the link above to explore further therapy for SAD, also evaluate CBT as a therapy which is not biological and so refutes the role of the pineal gland as the only element in SAD. Cause and effect can be discussed, e.g. brain changes causing changes in behaviour BUT changing behaviour causes brain changes.

**Teaching points to note:**

Ensure all students have sufficient detail of the main studies with evaluation and how they relate to the role of internal pacemakers versus external zeitgebers.

Check the vocabulary book is up to date; this could be set for homework. The 8 marker from the SAMS could be used as a homework on biorhythms. There is an exemplar booklet with responses on the website that could aid in peer marking activities here.
### Week 7

<table>
<thead>
<tr>
<th>Learning outcomes:</th>
<th>Biological psychology: contemporary study of sleep and correlation studies</th>
<th>Knowing the details of the contemporary study including evaluation. Use of correlations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• understand Hoefelmann et al (2006) study on sleep</td>
<td>• understand the use of correlational studies</td>
<td>• know the different types of correlations and to recognize them in scatter graphs.</td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>• know the different types of correlations and to recognize them in scatter graphs.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.3.4 Hoefelmann et al. (2006) Behaviors associated to sleep among high school students: cross-sectional and prospective analysis.

### Suggested activities/resources:

There is a summary of this study available on the IAL Psychology Pearson website. 

The Hoefelmann article can be accessed and students use C.R.E.A.T.E to reflect on it. Provide sheet with basic detail after this.

### Correlational research

3.2.1 The use of the correlational research method in psychology, including co-variables.

3.2.2 Types of correlation: positive, negative and including the use of scatter diagrams.

3.2.3 Issues surrounding the use of correlations in psychology; issues with cause and effect, other variables.

Carry out a practical exercise in class (maybe average hours of sleep versus self-report of how much exercise taken on a scale) plot data as a scatter graph. Introduce the types of correlations.

https://www.mathsisfun.com/data/correlation.html 

This site is American but has a good summary: the stats test at the end though is Pearson so needs to be ignored Find examples from the news and evaluate them discuss them maybe using six hats idea. Does the correlation seem to be ignoring other possible variables? Introduce the idea of causality not possible without carrying out an experiment.

http://www.tylervigen.com/spurious-correlations

Visit the web site above and each student pick their own example of a spurious correlation and record the data and draw a scatter diagram. Why can’t causality be assumed? Share their example with other students in groups along with their evaluation as to which other variables might be involved.

### Teaching points to note:

Ensure all students have a complete set of notes on the contemporary study. Students only need one of the two option studies. Do not assume students can draw scatter diagrams surprisingly it is very difficult for some to get the hang of and so all need to do several of their own. Spurious correlations are a good way of getting students to understand the causality limitation of correlations. At this stage just treat the strength of the correlation as ranging from +1 to -1. The use of inferential statistics is best left to a later lesson.
### Week 8

**Biological psychology: Planning a correlation investigation and carrying out a Spearman rank test**

#### Learning outcomes:

- Plan own investigation using a correlational method
- Consider the ethical issues in such research

3.4.1 One practical research exercise to gather data relevant to topics covered in biological psychology. This practical research exercise must adhere to ethical principles in both content and intention.

3.2.4 List B from Topic B, focusing on the Spearman Rank test.

#### Suggested activities/resources:

Students list the ethical issues from Unit 1 and individual members of the class asked to relay one to the rest and a chosen student say how it might be dealt with. Continue until all issues covered.

Provide some suggestions of topics that could be investigated (see the spec for two ideas). Individual students work on their own idea and write a hypothesis and a plan to carry out the investigation into recording two variables, which might be correlated. Hand the plan in for assessing before continuing.

Plan in detail how to carry out the investigation and create the materials needed, e.g. a rating sale for self-report on aggression. Start to gather data in class but continue out of school ensuring ethical issues in plan are adhered to.

#### Teaching points to note:

It is essential to check students’ progress as they plan their way through this investigation and that they fully take on board the ethics involved. Revision of material from unit 1 is important at the outset of the planning. Make it clear that it is important to carry this out for themselves since the exam is heavily weighted towards methodology and the best way to learn this is to do it. Allow plenty of class time to prepare the materials.

### Week 9

**Spearman test used and report written on correlation investigation**

#### Learning outcomes:

- analyse data using scatter diagrams and Spearman’s rank test
- understand the formal way to write up an investigation

3.2.4 List B from Topic B, focusing on the Spearman Rank test.

3.2.2 Types of correlation: positive, negative and including the use of scatter diagrams.

3.4.1 One practical research exercise to gather data relevant to topics covered in biological psychology.

#### Suggested activities/resources:

Produce tables of the data collected and transfer into a scatter graph. Go through when spearman is used and what it is designed to show. Review List B content from Unit 1. Use a close exercise sheet giving the summary of spearman details and some examples of values found with the task of interpreting them using critical value tables.

Carry out a class exercise on the calculating of Spearman and using critical tables.

https://explorable.com/spearman-rank-correlation-coefficient gives an example and advice on ranks.

could use the data gathered from the spurious correlation web site. See the SAMS for extra guidance and use their tables. Students analyse their own data. Look at some examples of original papers to show how they are written up go through each section to say what should be included. Provide a badly written report for the students to criticise. Students complete their write ups individually.

#### Teaching points to note:

This needs some time spent on it despite it being their third practical it still will need time for them to realize the detail needed in a report. Also those who are math’s phobic will need to be taken carefully through the use of inferential statistics, especially the concept of critical values and probabilities.
A Getting started for teachers

| Week 10 | Biological psychology: question styles and definitions of key words | Knowing the details of the types of questions that might be set in the exam. Especially of scenario style questions which test AO2 |

Learning outcomes:
- Understand the different types of questions that are used in the examination
- Understand that AO2 uses scenarios and must be answered using the scenario.
- Students to update vocabulary in their books
- Understand which words need to be learnt as definitions.

Suggested activities/resources:
Use the SAMs to review question styles. Give out, or review if they already have it, the document laying out the differences between the AOs. Pay particular attention to AO2. Try some scenario questions from the SAMs.
Ask the students in groups to compose their own questions in this style and write a mark scheme. Then pass these to other groups to answer, then pass back to peer review. Check any vocabulary that needs to be updated in books.
List words that need to be learnt as a definition. A good dictionary should be recommended/provided.

Teaching points to note
It is essential that students recognize the different question styles. They seem to be wary of AO2 questions and so these need extra practice to ensure they give an answer using the scenario. Definition questions are easy marks in the exam but only if the students have and have learnt decent definitions of the key terms. A good dictionary is essential.

Classic study
3.3.1 Raine et al. (1997) Brain abnormalities in murderers indicated by positron emission tomography [link] [link]

Contemporary study
3.3.2 Brendgen et al. (2005) Examining genetic and environmental effects on social aggression: A study of six-year-old twins. [link] [link]

One contemporary study from the following two choices:
3.3.3 McDermott et al. (2008) Monoamine oxidase A gene (MAOA) predicts behavioural aggression following provocation. [link]
3.3.4 Hoefelmann et al. (2006) Behaviors associated to sleep among high school students: cross-sectional and prospective analysis. [link]
## Learning theories and development

<table>
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<tr>
<th>Week 11</th>
<th>Learning theories and development: introduction to behaviourism and classical conditioning</th>
<th>Knowing the assumptions of Learning theories. Understanding the process of classical conditioning and the classic study of Little Albert.</th>
</tr>
</thead>
</table>

### Learning outcomes:
- The main assumptions of the behaviourist approach of learning theory
- The process of classical conditioning and to be familiar with the terminology
- The detail of the classic study of Watson and Rayner in conditioning a phobia into Little Albert

### Classical conditioning

4.1.1 The main features of classical conditioning (Pavlovian), including unconditioned stimulus (UCS); unconditioned response (UCR); conditioned stimulus (CS); neutral stimulus (NS); conditioned response (CR); extinction, spontaneous recovery and stimulus generalisation.

### Classic study

4.3.1 Watson and Rayner (1920) Little Albert: Conditioned emotional reactions.

### Suggested activities/resources:

- There is a summary of this study available on the IAL Psychology Pearson website.
- Review Learning theories and development: approach covered in Unit 1, similar to the activity for the biological approach in unit 1 first lesson. Refer to a classically conditioned response that exists already e.g. when school dinner bell goes we might start to salivate. This is an association of the bell with time to eat. Discuss advantages of this approach and some examples of its use. Describe Pavlov's work with dogs, give the terms UCS, UCR, CS, NS, CR, spontaneous recovery and stimulus generalisation.


- Follow the link above to find a game to play, which shows the main principles of classical conditioning. Try using a noise first and watch the dog’s response. Then feed the dog and watch the response Next make the noise again AND feed the dog several times. Finally try the noise on its own again and see the difference.

  [https://www.youtube.com/watch?v=9hBfnXACsOI](https://www.youtube.com/watch?v=9hBfnXACsOI)

- Following the link above to show a video explaining the famous little Albert study. It lasts around 6 minutes (but the last minute is just credits and not worth watching) and has footage of the actual experiment. Notice how the experiment started with ‘base-line’ data to ensure that Albert was not afraid of certain objects at the outset. At about 4 minutes into the video you will see how Albert generalised his fear response from a Rat to other similar objects. If there is not this effect then discrimination is said to have happened. Details of the study need to be summarized.

- Discuss the ethics of the study.

### Teaching points to note:

Ensure the assumptions of behaviourism are firmly understood before carrying on to classical conditioning.

Check that the details of the Little Albert study are accurate, there is confusion in some accounts.

Make sure the vocabulary books are updated for the terminology of classical conditioning.
Week 12

| Learning theories and development: Operant conditioning | Understanding the process of operant conditioning and its applications. Practise AO2 style questions on conditioning |

Learning outcomes:

- The main assumptions of the behaviourist/behaviourism approach
- The process of operant conditioning and to be familiar with the terminology
- The concept of reinforcement and the different types of reinforcement
- How to distinguish between reinforcement and punishment
- How to distinguish between classical and operant conditioning and how these apply to everyday life
- Students to familiarize themselves with scenario type questions on conditioning.

Suggested activities/resources:

Demonstration of operant conditioning planned by some of the class to perform on the rest of the class without their knowledge. [Link to lesson bank resources](http://sfn.education.uiowa.edu/teach/socialstudies/lesson-bank) this link gives some ideas for ‘praise and punish your peers’ (along with other lesson bank resources). Talk through the activity and say why the technique is an example of the behaviourist approach. Distinguish between operant and classical conditioning clearly.

[Link to animation](http://www.kscience.co.uk/animations/anim_5.htm)

Try out this animation to learn when rewards are given. The instructions need careful reading before the file is downloaded; basically you use number 1, 2 or 3 to enter the box with different conditions. To get back out and try a new condition you press X.

[Link to short clip](https://www.youtube.com/watch?v=MOgowRy2WC0) Watch this short clip to see a rat in a Skinner box receiving food pellets when pressing a lever after a light is shone. Go through the various types of reinforcement and students should reproduce them in a way to help them learn them e.g. make a spider diagram out of it. Creating a mnemonic for the different types might help remember them. The best way to remember them is to have a good example of each, so students should think up their own personal examples. Draw on Skinner, Superstition in the Pigeon to examine Operant conditioning further, and also provide a good example for the link to Animal Ethics further in this unit. [Link to resources](http://psychclassics.yorku.ca/Skinner/Pigeon/) and [Link to superstition](https://www.psychologistworld.com/superstition.php)

[Link to s-cool resource](http://www.s-cool.co.uk/a-level/psychology/determinants-of-animal-behaviour/revise-it/types-of-conditioning)

Following the link above will take you to a very useful resource called s-cool. Get the students to have a look at the page on conditioning and try the test.

Give an example of a question using a scenario, which involves conditioning, and discuss the answer needed with the class. Students should then, in groups, think of some applications of conditioning, both classical and operant that they could explain using the conditioning theory. They should then write out an exam question and mark scheme using the application and pass to another group to answer it. The groups feedback their answers to the class, and the original group will judge their answer.

Teaching points to note:

Confusion of classical and operant conditioning is very common and time is needed to ensure the students tease out the difference between the two. Also the same goes for punishment versus negative reinforcements, real life examples will help. Terminology is very important here and needs to be put in books ASAP. This topic lends it well to AO2 questions and could make some useful home works.
Week 13

Learning theories and development: social learning theory.
Introduction to the observational method

Understanding the process of social learning theory and its applications. Appreciate the bridge between behaviorism and cognitive approach

Learning outcomes:
• The main assumptions of the behaviorist approach
• The main assumptions of the cognitive approach
• The process of SLT and to be familiar with the terminology
• The concept of imitation and vicarious reinforcement
• How to distinguish between SLT and operant conditioning involving cognition
• Students to apply SLT to everyday life
• The work of Bandura and to appreciate the use of observations in research

Social learning theory

4.1.3 The main features of social learning theory, including observation, imitation, modelling and vicarious reinforcement, attention, retention, motivation and reproduction.

Suggested activities/resources:
Compare cognitive and behavioural approaches in terms of the role of “thinking”. Introduce Bandura’s study using the Bobo doll. https://www.youtube.com/watch?v=NjTxQy_U3ac By following this link you can see some original footage of Bandura’s research on SLT. It lasts just over 3 minutes, at the beginning you are presented with a summary of the research and in the last minute it shows the application of SLT theory in terms of the learning of aggression. https://www.youtube.com/watch?v=128Ts5r9NRE Here is another version of Bandura’s work done in cartoon fashion. The whole video lasts over nine minutes but the first couple of minutes are enough to give you the essence of SLT. It then goes on to review classical and operant conditioning.

Describe the process paying particular attention to the terminology and get the students to record the definitions of the key words into their books.

Discuss peer pressure and conformity to role models. Students research some famous cases of people who were high profile “role models” and were censured for their behaviour e.g. Richard Bacon was the first host to be sacked from the children’s show Blue Peter in 1998 for taking cocaine. Survey the class for their role models and come up with a list of different role models. Discuss the expected behaviour of these people.

In groups produce a cartoon strip showing Bandura’s study, make sure ethical considerations are included and vicarious reinforcement.

Refer to the technique of observations and state the advantages and disadvantages including demand characteristics and ethical considerations of using children and covert observations.

Debate the role of SLT in the behaviour of children paying particular attention to the desire for fame and programmes like big brother etc. Consider children’s television programmes and video games.

Teaching points to note:
As with conditioning there is a great deal of terminology here that needs defining and recording in books. Be sensitive to the student’s choice of role models. Use the opportunity to introduce the idea of “socially sensitive” research i.e. the use of the findings in a detrimental way by society. But also can be used to improve society.

Observational categories can be introduced here in relation to Bandura’s research.
Learning outcomes:
- understand how desensitisation can be used to treat a phobia
- The details of Capafon et al.’s study (1998)
- Students to discuss the ethics of using conditioning theory in changing people’s behaviour, in contrast to methods such as flooding
- Students to revisit the plan for an 8 mark AO2 question

Therapies/treatments
4.1.5 Systematic desensitization

Contemporary study
4.3.2 Capafons et al. (1998) Systematic desensitisation in the treatment of the fear of flying.

Suggested activities/resources:
There is a summary of this study available on the IAL Psychology Pearson website.
Review the Little Albert study showing that a phobia can be conditioned so logically they can be deconditioned.
Introduce the concept of systematic desensitization, get the students to list the categories that might be used for a phobia of their choice. Survey the class for any phobias and discuss what it means to be phobic. Students research examples of use of systematic desensitization, https://www.youtube.com/watch?v=omYECykyQWE there are many you tube examples, this one has some rather noisy music but the video itself is clear.
In groups illustrate the use of systematic desensitization in a real life situation, could act it out or produce a power point or do it as a cartoon. Discuss the advantages and disadvantages of using systematic desensitization, also the ethics of it, e.g. informed consent is crucial so is protection from harm. Compare it to flooding and the use of cognitive therapy. Those with phobias might like to answer the question “do you think you can remove a phobia by rationalising it?” by definition a phobia is irrational.
Use the SAMs material Q6 to create a question using a scenario of a person with a phobia, set the task of writing their own exam questions involving AO1 and AO2 so an 8 marker is needed. This would be a DISCUSS question. Plan an answer and write a mark scheme. Assess their plans before they write the full answer for homework.

Teaching points to note:
Beware of eliciting anxiety in people with phobias and don’t push them to share if they are reluctant.
Use different activity types here to suit different talents; there is a good opportunity to use active role-play.
### Week 15

<table>
<thead>
<tr>
<th>Learning theories and development: Freud’s theory and therapies using psychoanalysis</th>
<th>Know the basic premises of Freud’s ideas to include his stage theory. Application of Freud’s theory to treat phobias.</th>
</tr>
</thead>
</table>

**Learning outcomes:**
- Appreciate Freud’s basic ideas
- Understand Freud’s ideas on stage theory
- Understand Freud’s use of psychoanalysis

**Freud’s psychosexual stages of development**

4.1.4 Freud’s psychosexual stages (oral, anal, phallic, latent and genital) and the role of the unconscious in the development of personality.

4.1.6 Psychoanalysis, including free association and dream analysis, transference and counter transference, and the object relations school of thought.

**Suggested activities/resources**

Students in groups research the theory of Freud, there is plenty of resources to access such as [http://www.simplypsychology.org/Sigmund-Freud.html](http://www.simplypsychology.org/Sigmund-Freud.html)

Each group produce a presentation for the class, including a visual aid on the stages plus one other aspect. Class judges each other’s presentations.

Provide a description of Little Hans phobia of horses and Freud’s explanation. Have a discussion of his interpretation of the phobia and let them suggest other answers. Also get them to suggest how the behaviorists would remove the phobia.

Give groups each one of Freud’s psychoanalytical techniques to research write brief notes and then each group teach another group it and they teach another group and the original group judge the final group’s ideas.

Discuss the validity of Freud’s ideas and the unscientific nature (refer back to the work in Unit 1) also the ecological validity. Why was and is Freud not liked by scientists. Why do some value his ideas?

Compare psychoanalysis and systematic desensitization, as methods of treating phobias.

**Teaching points to note:**

Students find Freud fascinating but often get carried away so a sense of seriousness will need to be restored once the main theory has been covered. Also there is a tendency to dismiss Freud but this must not be done; students need to think about the theory logically and be able to put forward arguments for and against the theory.

Ensure that the terminology and the psychoanalysis methods are properly defined and put into their books.
Week 16

| Learning theories and development: contemporary studies. | Know the details of two contemporary studies. Recap of types of data and experimental design |

Learning outcomes:

- Students will understand the details of Prot (2014) and Bastian et al. (2011)
- Students to compare the two studies
- Students to refresh their knowledge of types of data including qualitative and quantitative
- Students to revisit experimental design issues

One contemporary study from the following two choices:

4.3.3 Prot (2014) Long-Term Relations Among Prosocial-Media Use, Empathy, and Prosocial Behavior.
4.3.4 Bastian et al. (2011) Cyber-dehumanization: Violent video game play diminishes our humanity.

Suggested activities/resources:

There is a summary of these studies available on the IAL Psychology Pearson website.

Provide details of the two studies and ask students in groups to make a table comparing them e.g. methods used, sample methods, type of data, ethics involved and how dealt with, value of findings, validity etc.

Rate the two studies on quality scale and then ask how to convert this into a quantity scale. Which study comes out best and why? Ask the groups to present their ideas to the class, record the quantitative value of the two studies, given independently by every member of the class, on a common scale agreed by the whole class. Collect the figures as a tally chart and ask the class to say what the results show. Also collect the qualitative descriptors and try to organize them into categories and tally them. Also discuss the benefits etc of qualitative and quantitative data when might either be useful?

In another session repeat this exercise for all the studies in this Unit as a revision tool and to help in the evaluation of the studies. Give groups a study each and ask them to redesign it in light of the evaluation carried out, present this to the class.

Teaching points to note:

These two studies are a choice but both need teaching and then the students can choose when revising which they prefer to use in the exam. Do not tell them this until after both have been studied. An important AO3 skill in the exam is to improve studies; this exercise here will not only help in learning the studies but to let students practice AO3.
Learning theories and development: observational research

<table>
<thead>
<tr>
<th>Week 17</th>
<th>Learning outcomes:</th>
</tr>
</thead>
</table>
|         | The use of the observational research method in psychology, including the gathering of both qualitative and quantitative data (including tallying, event and time sampling).
|         | Types of observation: participant, non-participant, structured, naturalistic, overt and covert. |

**Suggested activities/resources:**

- [http://holah.co.uk/investigations/observation/](http://holah.co.uk/investigations/observation/) Holah has a clear description of terms here
- Carry out a class exercise on a video (even better if allowed to visit a zoo etc and do it in real life on an animal). Watch it first then discuss what they can see. Come up with behaviours by brainstorming put up on the board to create an ethogram, decide on some groupings, devise a hypothesis with the class using the categories seen, e.g. if have a video of children playing could suggest that males are more physical in their play than females.
- Re-watch the video using the categories in a chart and by tallying, try event and time sampling.
- Record all the figures for the class when watching the same piece of video, keep each person’s figures intact and compare qualitatively for reliability, then ask how reliability could be tested statistically.
- Discuss the ethics of observing people either covertly or overtly and how to deal with them.
- [http://www.simplypsychology.org/reliability.html](http://www.simplypsychology.org/reliability.html)
- [http://holah.co.uk/page/reliability/](http://holah.co.uk/page/reliability/)
- Try out a Spearman analysis for reliability (Needs to be a chi-squared for learning)
- Give the details of the different types of observations and get students to put into a table with columns for advantages and disadvantages and for ethical issues. Also suggest when each is most appropriate.

**Teaching points to note:**

- It is important to ensure students have understood the basic process of observational research and that the terms are covered and put in their books. This is a good place to cover reliability in a practical situation and to use spearman rank test again.
## Week 18

<table>
<thead>
<tr>
<th>Learning theories and development: observational research planning and carrying out investigation.</th>
<th>Knowing how to plan an observational investigation and how to carry out a thematic analysis</th>
</tr>
</thead>
</table>

### Learning outcomes:

- **Understand how to carry out a thematic analysis**
- **Students to plan their own investigation using the observational method and recording qualitative and quantitative data**

#### 4.2.6 Analysis of qualitative data using thematic analysis.

#### 4.4.1 design and conduct two observations (or one that gathers both qualitative and quantitative data) and include descriptive statistics as analysis, qualitative analysis using themes and a chi-square statistical test on an aspect of learned behaviour.

### Suggested activities/resources:

[http://www.analytictech.com/borgatti/ryantext.htm](http://www.analytictech.com/borgatti/ryantext.htm)  link to a paper describing how to carry out a thematic analysis

Students read the article above and summarise the study paying particular attention to the analysis of unique words.

Design, individually, an observational investigation to record qualitative and quantitative data, e.g. they might suggest a nursery/playground/shopping centre/football match to record differences between males and females or young and old, in terms of aggressive behaviour. Write hypothesis.

Suggest the behaviours they will record as descriptors for qualitative data and which behaviours they will record as categorical for a tally of quantitative data. E.g a behaviour might be described as very aggressive or as submissive or might be given a number on a scale from aggressive to submissive. Must include a record sheet, bearing in mind that they are going to carry out a thematic analysis and an inferential statistical test on the tallied data, and a consideration of ethical issues and their solutions.


Swap plans with other students and discuss them. Hand in plan for checking, particular care must be taken about the ethical considerations before the student is allowed to progress.

Trial observations to test for validity and make modifications before carrying out full observations.

Work in threes so that each can check each other’s for inter-rater reliability as described in previous lesson

### Teaching points to note:

If possible then this would be better carried out at a zoo etc. on non-human animals, then the ethical issues are reduced, or on videoed materials such as on you tube or commercial films. If it has to be done on people then extreme care is needed to ensure that the ethical issues are addressed and that the students are safe. With clever planning students can accompany each other but with one investigation each being carried out to gather both quantitative and qualitative data. They can also help each other in assessing inter-rater reliability.
| Week 19 | Learning theories and development: analyzing observational research data using chi squared and thematic analysis. Write up of investigation | Know how to carry out a chi-squared test and a thematic analysis; write up a report. Know what probability means and be able to use a table of critical values and relate back to the rejection or acceptance of a hypothesis. Students to carry out a full write up of the investigation involving both the qualitative and the quantitative data, or two investigations if that is appropriate. |

**Learning outcomes:**
- Understand how to carry out a chi squared test
- Carry out a chi squared test on their own data
- Use critical value tables and relate to their hypothesis
- Carry out a thematic analysis on their own data
- Suggest improvements to their method

**Suggested activities/resources:**
Provide data to carry out chi squared on and thematic analysis on. Take the class through the calculations and the use of critical value tables. Revisit work done on type I and type II errors and probability.
Below are some resources for chi squared
http://study.com/academy/lesson/what-is-a-chi-square-test-definition-example.html
https://www.youtube.com/watch?v=P3tlNC10ewY
http://www.resourcd.com/@psychexchange/file/show/18556  this is a link to “resourcd” which is a web site for sharing resources it is easy to register and then you will find lots of resources

The students carry out their own analysis and deductions with monitoring assistance. Write up report using notes from the previous investigations carried out. Remember to include both the qualitative and the quantitative findings and conclusions and evaluations.

**Teaching points to note:**
Since this is an individual investigation the students must carry out the analysis themselves but they will need careful introduction to the chi squared test and thematic analysis through class work. Presenting of their work to the class might help them to understand its limitations and so can suggest modifications which is good practice for AO3 in the exam.
## Week 20

<table>
<thead>
<tr>
<th>Learning theories and development: Ethics of animal research</th>
<th>Know the issues involved in animal research and be able to debate the issues objectively</th>
</tr>
</thead>
</table>

### Learning outcomes:

- Review several pieces of animal research they have studied
- Debate the pros and cons of animal research
- Know about animal research and ethics

### Suggested activities/resources:

Students choose three pieces of work they have studied which used animals (for example Pavlov and Skinner) and summarise the procedure and the reasons why the work was done. In groups discuss these in relation to the issues for the animals and the use of the findings by humans. Suggest how the work might have been carried out not using animals.

- [http://www.bbc.co.uk/ethics/animals/defending/legislation_1.shtml](http://www.bbc.co.uk/ethics/animals/defending/legislation_1.shtml)
- [http://www.understandinganimalresearch.org.uk/how/regulation/](http://www.understandinganimalresearch.org.uk/how/regulation/)

Read about the welfare of animals in research and the Animals (Scientific Procedures) Act 1986 by following the links above and other internet searches. Provide details of the Bateson cube approach to assessing the value of animal research

- [http://www.umces.edu/sites/default/files/pdfs/oraa/BatesonPaper.pdf](http://www.umces.edu/sites/default/files/pdfs/oraa/BatesonPaper.pdf) you can read about this approach here
- [https://en.wikipedia.org/wiki/Bateson%27s_cube](https://en.wikipedia.org/wiki/Bateson%27s_cube) there is a good diagram of the cube on Wikipedia

Choose an area of research and let the class have a debate about how the animals were used and if there was other ways of carrying out the research, include the value of the research. Do they think the research should have been done on humans instead?

### Teaching points to note:

Students usually have strong opinions on this topic and although this needs to be respected they will need to be able to have a rational argument about the way they feel. They must use logic and not just emotion in their debate. It is an interesting point that the more the animal is like a human the more valuable it is for research and the more unethical it is to use it for this purpose, catch 22 situation. The Bateson cube approach is one way of forcing students to rationalize their opinions about the use of animals in research.

## Week 21

<table>
<thead>
<tr>
<th>Biological psychology: revision</th>
<th>Review biopsychology</th>
</tr>
</thead>
</table>

### Learning outcomes:

- Revise Biological psychology in preparation for an end of unit two test

### Suggested activities/resources:

In groups prepare “flash cards” etc for self and class testing of the studies and key terms.

Play various games such as “bingo” “blockbusters” (look on [http://www.resourcd.com for ideas](http://www.resourcd.com for ideas)).

Provide a copy of the specification in table form and ask students to make comments about what they know and what they need to know. Set up groups for revision help, place students together on the basis of their professed understanding of topics. Produce posters, mind maps, mnemonics etc. Use the SAMs material to see exam style questions and exemplar responses. Students write questions and answers for each other. Students to complete an end of unit test under examination conditions.

### Teaching points to note:

There are many ideas on the internet, which provide students with revision activities. Choose different ones for each Unit so that the students receive a variety of techniques and they can see which they prefer in their own revision.
Week 22 | Learning theories and development: revision | Review learning theories and development

Learning outcomes:

- Revise learning theories and development in preparation for and end of unit two test

Suggested activities/resources:

In groups prepare “flash cards” etc for self and class testing of the studies and key terms.

Play various games such as “bingo” “blockbusters” (look on http://www.resourcd.com for ideas).

Provide a copy of the specification in table form and ask students to make comments about what they know and what they need to know.

Set up groups for revision help, place students together on the basis of their professed understanding of topics.

Produce posters, mind maps, mnemonics etc.

Use the SAMs material to see exam style questions.

Students write questions and answers for each other.

Students to complete an end of unit test under examination conditions.

Teaching points to note:

There are many ideas on the internet, which provide students with revision activities. Choose different ones for each Unit so that the students receive a variety of techniques and they can see which they prefer in their own revision.

Week 23 | REVISION

Week 24 | REVISION

Classic study


Contemporary study


One contemporary study from the following choices


Skinner (1948) Superstition in the Pigeon http://psychclassics.yorku.ca/Skinner/Pigeon/

Bandura, Ross and Ross (1961) Transmission of aggression through imitation of aggressive models http://psychclassics.yorku.ca/Bandura/bobo.htm

Bandura, Ross and Ross (1963) Imitation of film mediated aggressive models https://www.uky.edu/~eushe2/Bandura/Bandura1963ASP.pdf

Bandura (1965) Influence of models reinforcement contingencies on the acquisition of imitative responses https://www.uky.edu/~eushe2/Bandura/Bandura1965PSP.pdf
Unit 3: Applications in psychology

Developmental Psychology

<table>
<thead>
<tr>
<th>Week 25</th>
<th>Developmental psychology: the importance of attachment, deprivation and privation</th>
<th>Understanding attachment, deprivation and privation.</th>
</tr>
</thead>
</table>

Learning outcomes:

- Bowlby’s maternal deprivation hypothesis (attachment, privation and deprivation)
- the 44 Juvenile Thieves study
- the ethics of researching with children.

Also to consider evaluation issues in psychology as well as ethics including researching with children and the three issues in the specification (science, strengths and weaknesses of research and ethics).

5.1.1 Bowlby’s maternal deprivation hypothesis and theory of attachment, including the 44 Juvenile Thieves study (1944). Also the terms privation and deprivation and their meaning related to Bowlby’s work.

5.3.4 Ethics and the UCRC (1989): participation v protection rights and research; getting data from children; ethical issues when children are the participants.

5.3.1 Methods from Units 1 and 2 related to developmental psychology

5.3.6 Evaluation of research in developmental psychology including issues of reliability, validity, generalisability, credibility, objectivity, subjectivity, ethics and practical application of findings.

5.4.1 The extent to which psychological research in developmental psychology is scientific, drawing on material from Units 1 and 2.

5.4.2. The strengths and weaknesses of psychological research in developmental psychology, drawing on material from Units 1 and 2.

5.4.3 Ethical issues in psychological research as an issue in developmental psychology and drawing on material from Units 1 and 2.

Suggested activities/resources:

Use the videos accesses using this link: [http://www.simplypsychology.org/bowlby.html](http://www.simplypsychology.org/bowlby.html).

The same link gives the 44 Thieves study in shortened form including evaluation. Students can use this shortened form to explore the study and related issues and also to find at least two more relevant study (there are links).

Use a study template for the 44 Thieves study [http://www.slideshare.net/preethibalan9/bowlbys-theory-of-attachment](http://www.slideshare.net/preethibalan9/bowlbys-theory-of-attachment) is a slide share link focusing on Bowlby’s theory to use as a resource or students can use this to write their own summary of his theory (which could be turned into a poster, in small groups).

Relate methods used by Bowlby and the other chosen studies to methods in Units 1 and 2 - draw up a template or poster to display those methods and have a column to add in developmental psychology methods to show differences (e.g. Bowlby uses a lot of qualitative data in his 44 Thieves study).

[http://www.uncrcletsgetitright.co.uk/images/PDF/UNCRCRights.pdf](http://www.uncrcletsgetitright.co.uk/images/PDF/UNCRCRights.pdf) is a website to help with the articles of the UNCRC and other information. Use De Bono’s Six Thinking Hats to discuss the ethics of researching with children ([https://www.tes.co.uk/teaching-resource/developing-thinking-strategies-de-bono-s-six-hats-6163983](https://www.tes.co.uk/teaching-resource/developing-thinking-strategies-de-bono-s-six-hats-6163983)). Review concepts of validity, generalisability, reliability, objectivity/subjectivity, credibility and ethics and use the student evaluation toolkit if developed in Unit One. If not, develop a toolkit now.

Student’s to continue with their vocabulary book (from unit one and unit two) to identify key terms and supply definitions including material deprivation hypothesis, attachment.

Use the student toolkit for evaluation of theory and research studies from Unit One. Use the toolkit to look at the 44 Juvenile Thieves study and at least one other related study. Review the taxonomy and set some short homework questions using some of the taxonomy words - continue to do this through this section, ranging across the different injunctions to practise what is required for each (e.g. ‘explain’ and ‘evaluate’).
Teaching points to note:
If you have used the scheme of work for Year One, remind students about their student toolkit, the Six Hats and their evaluation toolkit as well as the vocabulary books. If they did not use these in Year One, review Week One of this Scheme of Work to see what was suggested, and start those activities/practices now for Year Two. Use the vocabulary books regularly when a new term is encountered. De Bono’s Six Thinking Hats encourages students to be reflective learners and have the skills to evaluate and consider without fear of criticism.

Remember to bring in the Units 1 and 2 materials when appropriate, such as methods from Units 1 and 2, evaluation issues, issues around psychology and science, and ethical issues.

The general focus on evaluation points, ethical issues when researching with children, developmental psychology as science (including Units 1 and 2 material), strengths and weaknesses of developmental psychology (including Units 1 and 2 material) and ethics in general (including Units 1 and 2 material) are threaded through the study of developmental psychology. Use three posters (perhaps laminate for students) one for Units 1 and 2 and science, one for Units 1 and 2 and evaluation and one for Units 1 and 2 ethics, to make relating to them familiar throughout. As methods from Units 1 and 2 are also in developmental psychology, another poster for them would also be useful.

http://www.psychlotron.org.uk is a fantastic resource for teaching activities, worksheets, video clips, etc. Look to see if they are Edexcel relevant before use. This material is covered in the UK A level and so in the UK A level textbooks (Child psychology).
**Week 26**

| Developmental psychology: Ainsworth’s work on attachment, the classic and contemporary study | Understanding Ainsworth’s ideas, cross-cultural studies, van iJzendoorn and Kroonenberg (1988) and Cassibba et al. (2013) (and ethics) |

**Learning outcomes:**

- Ainsworth’s ideas, cross-cultural method
- van iJzendoorn and Kroonenberg (1988)
- Cassibba et al. (2013).

Also to consider evaluation issues in psychology as well as ethics including researching with children and the three issues in the specification (science, strengths and weaknesses of research and ethics).

5.1.2 Ainsworth’s work on attachment including cross-cultural research into attachment types, caregiver sensitivity and the strange situation procedure.

5.2.1 van iJzendoorn and Kroonenberg (1988)

5.2.2 Cassibba et al. (2013)

5.3.1 Methods from Units 1 and 2 related to developmental psychology

5.3.6 Evaluation of research in developmental psychology including issues of reliability, validity, generalisability, credibility, objectivity, subjectivity, ethics and practical application of findings.

5.4.1 The extent to which psychological research in developmental psychology is scientific, drawing on material from Units 1 and 2.

5.4.2. The strengths and weaknesses of psychological research in developmental psychology, drawing on material from Units 1 and 2.

5.4.3 Ethical issues in psychological research as an issue in developmental psychology and drawing on material from Units 1 and 2.

**Suggested activities/resources:**

There are You Tube videos you can use to look at the strange situation procedure. Here is one link: [https://www.youtube.com/watch?v=s608077NtNl](https://www.youtube.com/watch?v=s608077NtNl)

There is a paper by Ainsworth (1979) about infant-mother attachment that could be used - also helpful to show students what ‘real’ articles are like: [http://s3.amazonaws.com/prealiance_oneclass_sample/YzKXql3k2r.pdf](http://s3.amazonaws.com/prealiance_oneclass_sample/YzKXql3k2r.pdf)

Ainsworth’s ideas are summarised alongside Bowlby’s using this link, and students can focus on attachment types by scrolling down: [http://psychology.about.com/od/loveandattraction/a/attachment01.htm](http://psychology.about.com/od/loveandattraction/a/attachment01.htm)


There is a slideshare that focuses on the strange situation procedure including evaluation: [http://www.slideshare.net/sssfcpshychology/cross-cultural-variations-in-attachment-type-19161908](http://www.slideshare.net/sssfcpshychology/cross-cultural-variations-in-attachment-type-19161908)

A paper about cross-cultural research could be used to develop a worksheet for students: [http://www.researchgate.net/publication/42385722_What_is_Cross-cultural_Research](http://www.researchgate.net/publication/42385722_What_is_Cross-cultural_Research)

Students can produce a PowerPoint on the value of using meta-analysis as a method including use the two studies required as examples. A link to start them off might be: [http://www.psychologicalscience.org/index.php/news/releases/meta-analysis-helps-psychologists-build-knowledge.html](http://www.psychologicalscience.org/index.php/news/releases/meta-analysis-helps-psychologists-build-knowledge.html)
**Teaching points to note:**

The students will need to have knowledge of the two studies as they will need to describe and evaluate the studies in the exam. Though this looks like a lot, start with Ainsworth, attachment types and the strange situation. Then the two meta-analysis as the two studies. Then the rest could be discussion around the various issues that need to be taken from this week’s learning.

You may wish to use C.R.E.A.T.E as a way of getting students to reflect deeply on original journal articles that are accessible ([http://teachcreate.org/?pageID=163](http://teachcreate.org/?pageID=163)) or use aspects of C.R.E.A.T.E and build this process up throughout the course. This idea was introduced in Unit One.

*Remember to bring in the Units 1 and 2 materials when appropriate, such as methods from Units 1 and 2, evaluation issues, issues around psychology and science, and ethical issues.*

Prepare homework using the taxonomy to familiarize students with some of the main injunctions. Pay particular attention to the taxonomy for essay/extended writing, and set an essay for students to tackle based on a main theory or study in this section.

Some of this material is covered in the UK A level qualification and so in the UK A level textbooks (Child psychology).
**Week 27**

<table>
<thead>
<tr>
<th>Developmental psychology: learning theories - of attachment and of language</th>
<th>Understanding learning theories including Skinner and language learning as well as social learning and attachment theory (including parenting).</th>
</tr>
</thead>
</table>

**Learning outcomes:**

- understand learning theories of attachment
- O’Connor et al.’s (2013) study on social learning, parenting and attachment.
- learning theories of language.

5.1.1 Theories of attachment: learning theories including O’Connor et al.’s (2013) social learning, parenting and attachment study.

5.1.3. Theories of Language: Skinner’s learning theory.

5.1.3 Theories of language; nativist including Chomsky’s language acquisition device.

**Suggested activities/resources:**

The abstract to O’Connor et al. (2013) can be found using this link: [http://www.tandfonline.com/doi/abs/10.1080/15374416.2012.723262#.VeWarWBREol](http://www.tandfonline.com/doi/abs/10.1080/15374416.2012.723262#.VeWarWBREol)

A chapter on parenting that includes social learning theory ideas (and O’Connor et al., 2013) can be found at this link. Students could have a section each to make notes on and then exchange/present (in small groups): [http://iamhealthkcl.net/wp-content/uploads/2015/03/Scott-Gardner-2015-Parenting-Programmes-Rutter-text-proof.pdf](http://iamhealthkcl.net/wp-content/uploads/2015/03/Scott-Gardner-2015-Parenting-Programmes-Rutter-text-proof.pdf) A useful resource that brings in social learning and parenting as well as information about attachment can be found using this link (O’Connor and Scott, Joseph Rowntree Foundation: [http://www.jrf.org.uk/sites/files/jrf/parenting-outcomes.pdf](http://www.jrf.org.uk/sites/files/jrf/parenting-outcomes.pdf))

Compare Chomsky and Skinner’s explanations for language using material in this link: [http://users.ecs.soton.ac.uk/hamad/Hypermail/Thinking.Psychologically96/0097.html](http://users.ecs.soton.ac.uk/hamad/Hypermail/Thinking.Psychologically96/0097.html) Students could set up a debate to help them learn. Nature-nurture can be brought into the discussion. And nativist v behaviourist (interactionist is covered later). A general discussion with links on human language development, bring in Vygotsky as well can be found here: [https://www.boundless.com/psychology/textbooks/boundless-psychology-textbook/language-10/human-language-development-235-12770/](https://www.boundless.com/psychology/textbooks/boundless-psychology-textbook/language-10/human-language-development-235-12770/) This can help with a presentation on language development. And bring in AS learning about learning theories too.

**Teaching points to note:**

Although this is about attachment and parenting as well as about language development, the theme is learning theories so draw on previous understanding of learning theories. Also consider methodology in developmental psychology such as Skinner’s experiments and generalising to children.

*Remember to bring in the Units 1 and 2 materials when appropriate, such as methods from Units 1 and 2, evaluation issues, issues around psychology and science, and ethical issues.*

Use O’Connor et al.’s (2013) study and the study template as well as evaluation of studies to develop skills.

There is a lot in this week that links to psychology and science, one of the issues in developmental psychology. This material is in UK A level, however not in the PEARSON’S UK A level textbooks.
### Week 28

| Developmental psychology: Cognitive and language development | Continuing with language develop to look at Piaget and Vygotsky as well as their theories of cognitive development. |

#### Learning outcomes:

- **Understand cognitive development (Piaget and Vygotsky)**
- **Understand language development (review Skinner and Chomsky and bring in Piaget and Vygotsky as well as stages of language development).**

5.1.3 Piaget's stages of cognitive and language development
5.1.3 Vygotsky’s zone of proximal development (ZPD)
5.1.3 Stages of language development
5.1.3 Interactionist theory of language development including Vygotsky
5.2.4 Ding et al. (2014) focusing on attachment and cognitive development. This is a choice of study. (If choosing Ashdown, see week 29)
5.3.1 Clinical interviewing in developmental psychology to understand the world of the child
5.3.1 Ethnographic field work including Punch in Bolivia (2002) related to developmental psychology and longitudinal/cross-sectional research in developmental psychology.

#### Suggested activities/resources:

**There is a summary of the study in the Summary of Studies booklet available on the iAL Psychology website**

A useful source for summarising Piaget’s ideas: [http://www.learningandteaching.info/learning/piaget.htm](http://www.learningandteaching.info/learning/piaget.htm). Students could use the terms to draw up a poster and also to add them to their vocab book. Piaget’s theory can be understood through terms. Background on Vygotsky can be found using this link. Homework could be an essay about Vygotsky himself, using this link: [http://s-f-walker.org.uk/pubsebooks/pdfs/Vygotsky_Thought_and_Language.pdf](http://s-f-walker.org.uk/pubsebooks/pdfs/Vygotsky_Thought_and_Language.pdf)

To understand the zone of proximal development here is a link: [http://www.toolsofthemind.org/philosophy/scaffolding/](http://www.toolsofthemind.org/philosophy/scaffolding/). Students could give examples of their own learning experiences that can be explained using ZPD.

A slideshare for stages of language acquisition can be found using this link: [http://www.slideshare.net/kiprus/stages-of-acquisition-of-first-language](http://www.slideshare.net/kiprus/stages-of-acquisition-of-first-language). Any of the individual studies can be found using Library facilities or via the internet.

Students need to describe in detail and evaluate in depth Vygotsky’s theory can be found summarised here, with Bruner’s, which might be good for comparison but is not needed. Students could role play learning a new language and using the different theories to see which would help: [http://soda.ustadistancia.edu.co/enlinea/MAURICIO_BUITRAGO_ingles_PSICOLINGUISTICS_PRIMER_MOMENTO/Interactionism.pdf](http://soda.ustadistancia.edu.co/enlinea/MAURICIO_BUITRAGO_ingles_PSICOLINGUISTICS_PRIMER_MOMENTO/Interactionism.pdf) Ethnographic field work and Sam Punch can be accessed via a PowerPoint using this link: [http://www.york.ac.uk/media/qmn/files/Sam%20Punch%20powerpoint%2029.11.11.ppt](http://www.york.ac.uk/media/qmn/files/Sam%20Punch%20powerpoint%2029.11.11.ppt)

**Teaching points to note:**

Compare the ideas on attachment, deprivation and privation and the way they are studied with the more formal (scientific) methods looking at cognitive and language development. Social and emotional development are to come, and they have a different focus again and will help to draw things together. This week is about cognitive and language development except for Skinner and Chomsky from last week so build on those ideas. When discussing consider using the Six Hats idea and CREATE (see Unit One for information about these ideas). Remember to bring in the Units 1 and 2 materials when appropriate, such as methods from Units 1 and 2, evaluation issues, issues around psychology and science, and ethical issues. Ding et al. (2014) is one of the contemporary studies you can choose and if you do choose it, use the study template and evaluation and add it to a file of studies needed for the course/Unit 3.
### Week 29

<table>
<thead>
<tr>
<th>Developmental psychology: social and emotional development</th>
<th>Erikson, Vygotsky and mindfulness - focusing on social and emotional development</th>
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<table>
<thead>
<tr>
<th>Learning outcomes:</th>
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</thead>
<tbody>
<tr>
<td>• Erikson’s stages of psychosocial development</td>
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<tr>
<td>• Vygotsky’s theory of social development and mindfulness enhancing social, emotional and cognitive development.</td>
</tr>
<tr>
<td>• Ashdown and Bernard (2012) if not choosing Ding et al. (2014).</td>
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</tbody>
</table>

5.1.4 Social and emotional development including Erikson, Vygotsky and mindfulness

5.2.3 Ashdown and Bernard (2012) though this is a choice with Ding et al. (2014), see Week 4, choose one or the other.

<table>
<thead>
<tr>
<th>Suggested activities/resources:</th>
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<tbody>
<tr>
<td>There is a summary of the study in the Summary of Studies booklet available on the iAL Psychology website.</td>
</tr>
<tr>
<td>There are a lot of sites to help with a summary of the ideas including this one: <a href="http://www.learning-theories.com/eriksons-stages-of-development.html">http://www.learning-theories.com/eriksons-stages-of-development.html</a>. Students could compare Erikson with Piaget (e.g. life span approach versus ending at adolescence). Look at what sites for parents say about children and their social development and perhaps students could write a case study of a child and consider their social and emotional developing using Erikson’s and Vygotsky’s ideas. Or draw up a poster. Or do a presentation or a debate. Here is a link that might help: <a href="http://www.kidspot.com.au/discoverycentre/Development-Development-Social-and-emotional-development-in-babies-and-children+5368+553+article.htm">http://www.kidspot.com.au/discoverycentre/Development-Development-Social-and-emotional-development-in-babies-and-children+5368+553+article.htm</a>.</td>
</tr>
<tr>
<td>For an academic look at mindfulness and enhancing social, emotional and cognitive development using this link: <a href="http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4323355/">http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4323355/</a>. A work sheet could be developed from some of the ideas in this article. Consider the method too and what was done. Use the intervention to show how such studies are carried out including looking at ethics and participants.</td>
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<tr>
<th>Teaching points to note:</th>
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<tbody>
<tr>
<td>Can draw on what was learned about Vygotsky when looking at language and cognitive development as his ideas about social development were probably covered then, so just review. Remember to bring in the Units 1 and 2 materials when appropriate, such as methods from Units 1 and 2, evaluation issues, issues around psychology and science, and ethical issues. Relate Erikson to the psychodynamic approach from Unit Two and learning and development there. Also looking at Erikson can help to see that developmental psychology goes from birth to adolescence and beyond and what we experience as children affects our later development. A lot of research regarding young children looks at their cognitive, social and emotional development, perhaps link developmental psychology and what has been covered by researching daycare studies to show this ‘overall’ approach. This material is not in the UK A level and so not in the UK A level textbooks.</td>
</tr>
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</table>
### Week 30

<table>
<thead>
<tr>
<th>Developmental psychology: science and methods</th>
<th>Review the science and method material in developmental psychology</th>
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#### Learning outcomes:
- **Students to bring together all the material on methods, consider research methods in developmental psychology,**
- **look at the issues in 5.4**
- **review analysis including List A and List B**
- **qualitative and quantitative data**

5.3.1 Methods in developmental psychology  
5.3.3 Cross-cultural research  
5.3.4 Ethics and the UNCRC  
5.3.5 List A and List B regarding analysis of data and consider both qualitative and quantitative data  
5.3.6 Evaluation of research in developmental psychology  
5.4.1 Developmental psychology as science (draw in Units 1 and 2)  
5.4.2 Strengths and weaknesses of developmental psychology research (draw in Units 1 and 2)  
5.4.3 Ethical issues in developmental psychology (draw in Units 1 and 2)

#### Suggested activities/resources:
Students could put forward a research proposal for a piece of research in developmental psychology to look at different methods (e.g. longitudinal versus cross-sectional to look at language development).

Look at general sites about developmental psychology to review what has been covered, such as: [http://psychology.about.com/od/developmentalpsychology/](http://psychology.about.com/od/developmentalpsychology/)

There is some information on research methods in developmental psychology, here is a link: [http://psychology.about.com/od/developmentalpsychology/a/devresearch.htm](http://psychology.about.com/od/developmentalpsychology/a/devresearch.htm). Debates, posters, presentations, short answer questions, using matching cards, gapped tasks are all ways to revise the methods covered.

Give different scenarios that suit different methods (all about children) and students to put forward a research idea and share with the rest of the class.

#### Teaching points to note:
Draw on what was covered regarding BPS ethics and risk management in Units 1 and 2 and build on methods learnt in Units 1 and 2. It is suggested that Week 6 material is threaded through the other weeks and reviewed here only, e.g. cross-cultural research was considered including the classic and one of the contemporary studies. List A and List B are in the other option as well (criminological or child psychology) so that can be covered just once if preferred.

Use the templates and ideas from Unit One (such as the student toolkit). Use homework to practice synopticity as developmental psychology is where the AS material is reviewed/brought back. Quite a bit of this material is covered in the UK A level and so in the UK A level textbooks (Child psychology).
### Week 31

#### Developmental psychology: revision week

**Learning outcomes:**
- Use the time for catching up and/or revision of topic
- Students to revise developmental psychology in preparation for an end of unit three test

**Suggested activities/resources:**

Students to review their class notes on developmental psychology and prepare a set of ten multiple choice questions/single answer questions. Questions can be pooled for a class quiz. Students to use the specification to target set. Using coloured highlighter pens, students to colour green for those areas of the specification that are well known (just needs revision), yellow where they are less sure of their knowledge (more revision needed), and red for areas of the specification that they are very uncertain about. The colour coding helps target revision in the right areas. Students to use mindmaps and comparison tables to help with visual revision. Students to practice using the taxonomy, identifying what skills and knowledge the injunction is targeting in an answer. Students to create examination style answers using the entire taxonomy. Students to complete an end of unit test under examination conditions. Test in class

**Teaching points to note:**

Use the time to catch up as necessary

Look for other revision activities e.g. [http://www.uniview.co.uk/pdf/JRMay08Revision.pdf](http://www.uniview.co.uk/pdf/JRMay08Revision.pdf)

#### Classic study


#### Contemporary study


**One contemporary study from the following two choices:**


#### Bowlby (1944) 44 Juvenile Thieves [http://search.proquest.com/openview/8be442387fc5a1d2ea8a802da11d5653/1?pq-origsite=gscholar&cbl=1818729](http://search.proquest.com/openview/8be442387fc5a1d2ea8a802da11d5653/1?pq-origsite=gscholar&cbl=1818729)

#### O’Connor et al. (2013)


#### Ainsworth attachment research


#### Punch in Bolivia (2002)

[http://store.re.stir.ac.uk/bitstream/1893/1399/1/Youth%20transitions%20Punch%202002.pdf](http://store.re.stir.ac.uk/bitstream/1893/1399/1/Youth%20transitions%20Punch%202002.pdf)

#### UNCRC (1989)

Criminological Psychology (OPTIONAL TOPIC)

| *Week 8/32 | Criminological psychology: Explanations of crime and anti-social behaviour | Three explanations for crime and anti-social behaviour: self-fulfilling prophecy; social learning and the media; and anti-social personality disorder |

**Learning outcomes:**

- Understand three different explanations of crime and anti-social behaviour including
- learning theory (social learning),
- a social theory (self-fulfilling prophecy)
- a biological theory (anti-social personality disorder).

6.1.1. Social and personality explanations for crime and anti-social behaviour (self-fulfilling prophecy, social learning and the media, and anti-social personality disorder).

6.3.1 Methods from Units 1 and 2 related to criminological psychology

6.3.2 BPS Code of Ethics and Conduct (2009) and risk management

6.3.3 List A and List B from the AS as with developmental psychology

6.3.4 Evaluation of research in criminological psychology including issues of reliability, validity, generalisability, credibility, objectivity, subjectivity, ethics and practical application of findings.

**Suggested activities/resources:**

A short account of the different explanations can help in making a start, such as this link: [https://natmooo.wordpress.com/2011/11/18/are-criminals-born-or-made/](https://natmooo.wordpress.com/2011/11/18/are-criminals-born-or-made/)

Student could look and then draw up their own presentation.

Students could take an explanation each and present it, with a handout for the other students prepared ready.


**Teaching points to note:**

In this application studies are useful for all areas, not just eye-witness and juror decision-making but also looking at explanations, such as sfp (e.g. Jahoda’s study and Merton’s work) and social learning (e.g. Bandura’s work).

Remember to bring in the Units 1 and 2 materials when appropriate, such as methods from Units 1 and 2, evaluation issues, and ethical issues. The method focusing on eye-witness (experiments) and juror decision-making (mock jury) is separate but the rest of the method section can be threaded through as in developmental psychology.

These are three different explanations but studying them as a trio can be useful, comparing and contrasting them (including bringing in foundations and underpinning ideas such as social learning, social psychology and biology). Comparing theories can help with learning.

A lot of this material is covered in the UK A level and so in the UK A level textbooks (Criminological psychology).
Week 9 /33  |  Criminological psychology: understanding the offender  |  Cognitive interviewing and case formulation

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<tr>
<th>Learning outcomes:</th>
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<tbody>
<tr>
<td>Cognitive interview techniques to help witnesses and the policy and also case formulation to understand how offending behaviour is functional for the individual.</td>
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6.1.2 Cognitive interview techniques with witnesses
6.1.3 The use of psychological (case) formulation to understand the function of offending behaviour in the individual.

<table>
<thead>
<tr>
<th>Suggested activities/resources:</th>
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<tbody>
<tr>
<td>A worksheet could be developed using by students for homework to pick out certain areas in the document, such as short answer questions. A slideshare on cognitive interviewing is available for students to go through: <a href="http://www.slideshare.net/mpape/cognitive-interview-5777328">http://www.slideshare.net/mpape/cognitive-interview-5777328</a></td>
</tr>
<tr>
<td>Students could have a case from a newspaper and work on a cognitive versus a standard police interview to show the differences. A great deal of information is available in this book, for picking out some ideas to focus on: <a href="https://books.google.co.uk/books?hl=en&amp;lr=&amp;id=ftbdjHCXxxMCBoi=fn6pge=PR76dq=case+formulation+offenders&amp;ots=KQEs3ljxq&amp;sig=LCOYHdchFKweTArrFpjOObq3Z0#v=onepage&amp;q=case%20formulation%20offenders&amp;f=false">https://books.google.co.uk/books?hl=en&amp;lr=&amp;id=ftbdjHCXxxMCBoi=fn6pge=PR76dq=case+formulation+offenders&amp;ots=KQEs3ljxq&amp;sig=LCOYHdchFKweTArrFpjOObq3Z0#v=onepage&amp;q=case%20formulation%20offenders&amp;f=false</a></td>
</tr>
<tr>
<td>Use cases to work on and prepare a case formulation. Cases can be found using a search engine. Cases and more information can be found here too: <a href="http://toniau.ac.ir/doc/books/Clinical%20Case%20Formulation.pdf">http://toniau.ac.ir/doc/books/Clinical%20Case%20Formulation.pdf</a></td>
</tr>
<tr>
<td>Look up what a forensic psychologist does as a job, to see how case formulation fits with treatment (which is focused on later). Students could prepare a job description of a forensic psychologist (or do that later when treatments are covered too. Draw up a poster showing assessment, case formulation and treatment as a process. Consider professional ethics regarding the practical psychologist including BPS guidelines.</td>
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<th>Teaching points to note:</th>
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<tr>
<td>This material is covered in the UK A level and so in the UK A level textbooks (Criminological psychology). Consider the difference here in method and approach. This is about people’s emotions, experiences and individual differences rather than focusing on science and experiments.</td>
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<tr>
<td>Remember to bring in the Units 1 and 2 materials when appropriate, such as methods from Units 1 and 2, evaluation issues, and ethical issues.</td>
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<td>Week 10/34</td>
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**Learning outcomes:**
- Factors affecting the reliability of eye-witness memory including post-event information, weapons focus, the ‘other race’ effect and stress and trauma.
- The classic study, which relates to eye witness testimony (Loftus and Palmer, 1974)
- Valentine and Mesout (2009) if chosen (eye-witness identification and a field study).
- Related methodology and experiments in eye-witness testimony.

6.1.4 Factors influencing the reliability of eye-witness memory including post-event information, weapons effect, ‘other race’ effect and stress and trauma
6.2.1 Loftus and Palmer (1974)
6.2.3 Valentine and Mesout (2009) (this is a choice, you can choose Ruva et al. (2007) on juror decision-making instead)
6.3.1 Experiments as used in the study of eye-witness memory.
6.3.1 Methods from Units 1 and 2 related to criminological psychology
6.3.2 BPS Code of Ethics and Conduct (2009) and risk management
6.3.3 List A and List B from the AS as with developmental psychology
6.3.4 Evaluation of research in developmental psychology including issues of reliability, validity, generalisability, credibility, objectivity, subjectivity, ethics and practical application of findings.

**Suggested activities/resources:**
There is a summary of these studies available on the Ial Psychology Pearson website
Weapon focus has been widely researched. Some general ideas to start with can be found using this link: https://www.psychologytoday.com/blog/get-psyched/201301/the-weapons-effect. One way to study this area is to draw up a poster of about four studies (perhaps quarter the page) as evidence.

Use the Six Hats to think though the effect of a weapon in a scene someone is witnessing.
Post-event information links to reconstructive memory in Unit One. Use the game Chinese Whispers to see the effect of post-event information. The first student starts off a sentence then whispers it to the next one and so on and one is primed (after about six students) to add something else as they pass the message on. Does that ‘something else’ come through to the end?

There is an article on misinformation (which can be post-event) using this link, which can generally be a gapped handout perhaps or a homework essay: http://www.personal.kent.edu/~mzaragoz/publications/Zaragoza%20chapter%204%20Garry%20Hayne.pdf
Information about the ‘other race’ effect can be found here. This is quite detailed but students could use it as an example of a psychology article, which is good practice. They could write a newspaper article using this article or do a PowerPoint presentation (or a poster).

In the area of eye-witness memory role play could be used and an experiment done in class by pretending race or weapon focus. Stress and trauma is covered in Valentine and Mesout and their study can be accessed using this link: http://www.valentinemoore.co.uk/trv/londondungeon.pdf. Students could summarise it using their study template. They could do a presentation on the study or role play it in class.

The Loftus and Palmer study is also available. Here is the link: https://webfiles.uci.edu/eloftus/LoftusPalmer74.pdf. Consider drawing up a poster for each study (Valentine and Mesout and Loftus and Palmer) and then a separate poster comparing them and another one evaluating them both. That could cover the ‘experiments’ part of this week’s coverage.
You Tube video about unreliability of ewt can be found here https://www.youtube.com/watch?v=buhMdC7MO0U and Elizabeth Loftus can be seen here: https://www.youtube.com/watch?v=PB2Oegl6wvl. They are talking about eye-witness memory, which is useful, and you can pick up ideas about method too.
Teaching points to note:
This material is covered in the UK A level and so in the UK A level textbooks (Criminological psychology) except for the ‘other race’ effect and to an extent stress and trauma (though this is in Valentine and Mesout, which is in the UK A level). Remember to bring in the Units 1 and 2 materials when appropriate, such as methods from Units 1 and 2, evaluation issues, and ethical issues.
The studies themselves bring in the methods so there is no need to do more on the methods than look at the studies. Bring in studies for the factors as well as the classic and contemporary study listed here (such as Loftus and the weapon effect). The Valentine and Mesout study is a choice, you can use a juror decision-making instead which relates to pre-trial publicity. Bring in what is known about experiments from cognitive psychology in Unit One.
In Unit 3 extended writing tends to go up to 8 marks so use 8 mark homework questions a lot and bring in injunctions to practice them.
<table>
<thead>
<tr>
<th>Week 11/35</th>
<th>Criminological psychology: jury decision-making</th>
<th>Factors affecting jury decision-making</th>
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**Learning outcomes:**

- Understand jury decision-making through looking at how attractiveness and race of the defendant affects decision-making as well as pre-trial publicity.
- Penrod and Cutler (1989) Eyewitness Expert Testimony and Jury Decision making as research
- Bradbury and Williams (2013) study.
- There is also the optional contemporary study Ruva et al. (2007) to be covered if Valentine and Mesout was not chosen.

6.1.5 Factors influencing jury decision-making including attractiveness and race as characteristics of the defendant, pre-trial publicity and Penrod and Cutler’s (1989) study
6.2.2 Bradbury and Williams (2013)
6.2.3 Ruva et al. (2007) if Valentine and Mesout (2009) was not chosen
6.3.1 Mock jury research as a method for studying jury decision-making
6.3.1 Methods from Units 1 and 2 related to criminological psychology
6.3.2 BPS Code of Ethics and Conduct (2009) and risk management
6.3.3 List A and List B from the AS as with developmental psychology
6.3.4 Evaluation of research in developmental psychology including issues of reliability, validity, generalisability, credibility, objectivity, subjectivity, ethics and practical application of findings.

**Suggested activities/resources:**

There is a summary of the classic and contemporary studies available on the iAL Psychology website
Some information about Penrod and Culter’s (1989) Use the study to unpick the IV, DV and so on and consider controls. The full study can be found using this link: [http://psycnet.apa.org/journals/lhb/13/3/311/](http://psycnet.apa.org/journals/lhb/13/3/311/)
There is a Daily Mail article on ugly and attractive defendants talking about research. Here is the link: [http://www.dailymail.co.uk/news/article-443754/Ugly-defendants-likely-guilty-attractive-ones.html](http://www.dailymail.co.uk/news/article-443754/Ugly-defendants-likely-guilty-attractive-ones.html). Students could search for the study itself. Another large resource, which time about pre-trial publicity, is available using this link. Students could prepare a handout using this material. [http://link.springer.com/article/10.1023/A%3A1022325019080#page-1](http://link.springer.com/article/10.1023/A%3A1022325019080#page-1)
There are a lot of terms in this section (and in eye-witness memory) so using the vocab book can be helpful and perhaps draw up tables with terms and their meanings alongside them to help with revision.

**Teaching points to note:**

This material is covered in the UK A level and so in the UK A level textbooks (Criminological psychology) except for the Penrod and Cutler (1989) study though that is often mentioned in the books.

*Remember to bring in the Units 1 and 2 materials when appropriate, such as methods from Units 1 and 2, evaluation issues, and ethical issues.*
**Criminological psychology: treatments**

<table>
<thead>
<tr>
<th>Learning outcomes:</th>
<th>CBT as a therapy for offenders and its effectiveness</th>
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<tr>
<td><em>Week 12/36</em></td>
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**Learning outcomes:**

- **Understand the use of CBT as a therapy for offenders and its effectiveness**

6.1.6 Cognitive Behavioural Therapy (CBT) as a therapy for offenders. Including the use of CBT for offenders and its effectiveness.

**Suggested activities/resources:**

Information to get started on the effectiveness of CBT can be found using this link: [http://www.nij.gov/journals/265/pages/therapy.aspx](http://www.nij.gov/journals/265/pages/therapy.aspx). Also general sites on CBT are useful, to get the basic idea of how it is done. The focus is on its use and then its effectiveness. The Six Hats can suit that sort of focus (facts, emotions, creativity, strengths, weaknesses...)


A fact sheet can be found: [https://www.eaplstudent.com/publications/fact-sheets/cbt-offender-therapy](https://www.eaplstudent.com/publications/fact-sheets/cbt-offender-therapy). Students could use this information to draw up a poster, do a mind map that includes using CBT and some evidence of its effectiveness or to role play an offender case study and someone carrying out CBT.

Risk factors of using CBT are useful and this is a link that suggests some such factors: [http://offenderchange.org/research/treatment-effectiveness/](http://offenderchange.org/research/treatment-effectiveness/)

**Teaching points to note:**

This material is covered in the UK GCE A level and so in the UK A level textbooks (Criminological psychology) mostly, though it does not have to be as it is a choice therapy.

*Remember to bring in the Units 1 and 2 materials when appropriate, such as methods from Units 1 and 2, evaluation issues, and ethical issues.*
**Week 13/37**  

<table>
<thead>
<tr>
<th>Learning outcomes:</th>
<th>Criminological psychology: method focus</th>
<th>Review all the method material and the studies (method focus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>Revise criminal psychology methods</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.3.1 The use of methods in psychology when carrying out research in health psychology including methods from Units 1 and 3 as appropriate, experiments in eye-witness testimony and mock juror studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.3.2 BPS guidelines (2009) and risk management</td>
<td></td>
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<tr>
<td>6.3.3 List A and List B</td>
<td></td>
<td></td>
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<tr>
<td>6.3.4 Evaluation of research in criminological psychology including issues of reliability, validity, generalisability, credibility, objectivity, subjectivity, ethics and practical application of findings</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Suggested activities/resources:**
Top Trumps/Rate or Slate: students to develop Top Trumps cards rating studies in criminological psychology on validity, reliability, generalisability, credibility, subjectivity/objectivity and ethics. The game of Top Trumps can be played once a full set of cards is achieved.

Students to develop evaluation revision cards; two strengths and two weaknesses for each theory/study/research method/concept studied. A clue to the evaluation points is written on one side of the card and the answer to the clue on the reverse. Once a student can answer all the clues on a card by checking the reverse, it can be placed in a ‘done’ pile. Incorrect answers mean the revision card is placed in the ‘to do’ pile.

True or false? Teacher led class quiz including statements concerning criminological psychology that are either true or false. Students to hold up a green or red card to indicate choice or write down their answer individually for later scoring.

Practise data analysis on tables and graphs using past papers and SAMs material. Compare methods in developmental and criminological psychology with what they are researching to see how method suits topic. Develop some research questions in health psychology (related to the topics) and see what methods would suit - and strengths and weaknesses as well as ethics - use the list of terms in 6.3.4

**Teaching points to note:**
In the first year of teaching, the SAMs material could be modified for classroom use as you may wish to save the SAM test paper for a mock examination. These ideas are from Unit One, social psychology. Note how ideas can be recycled and students get used to them as well, which can help learning. A lot of this material is in the UK A level and the UK A level books are, therefore, suitable resources (criminological psychology) Remember to bring in the Units 1 and 2 materials when appropriate, such as methods from Units 1 and 2, evaluation issues, and ethical issues.
**Criminological psychology: revision**

**Learning outcomes:**

- Revise criminological psychology in preparation for an end of unit three test

**Suggested activities/resources:**

Students to review their class notes on criminological psychology and prepare a set of ten multiple choice questions/single answer questions. Questions can be pooled for a class quiz.

Students to use the specification to target set. Using coloured highlighter pens, students to colour green for those areas of the specification that are well known (just needs revision), yellow where they are less sure of their knowledge (more revision needed), and red for areas of the specification that they are very uncertain about. The colour coding helps target revision in the right areas. Students to use mind maps and comparison tables to help with visual revision.

Students to practice using the taxonomy, identifying what skills and knowledge the injunction is targeting in an answer. Students to create examination style answers using the entire taxonomy. Students to complete an end of unit test under examination conditions.

**Teaching points to note:**

Look for other revision activities (e.g. [http://www.uniview.co.uk/pdf/JRMay08Revision.pdf](http://www.uniview.co.uk/pdf/JRMay08Revision.pdf))

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**Classic study**

6.2.1 Loftus and Palmer (1974) Reconstruction of automobile destruction: An example of the interaction between language and memory.

[https://webfiles.uci.edu/eloftus/LoftusPalmer74.pdf](https://webfiles.uci.edu/eloftus/LoftusPalmer74.pdf)

**Contemporary study**


**One contemporary study from the following two choices:**

6.2.3 Ruva, McEvoy and Bryant (2007) Effects of pre-trial publicity and jury deliberation on jury bias and source memory errors.


[http://www.valentinemoore.co.uk/trv/londondungeon.pdf](http://www.valentinemoore.co.uk/trv/londondungeon.pdf)


**Penrod and Cutler (1989) and eyewitness expert testimony.**


**‘Other’ race effect on eyewitness memory example:** Wells and Olson (2001)

Health psychology (OPTIONAL TOPIC)

**Week 8/32**

<table>
<thead>
<tr>
<th>Health psychology: Physiology of stress</th>
<th>The HPA, cortisol, brain regions and GAS</th>
</tr>
</thead>
</table>

### Learning outcomes:
- The physiology of stress through studying the Hypothalamic-Pituitary-Adrenal (HPA) axis, cortisol, brain regions including the hippocampus, amygdala, prefrontal cortex
- Selye's General Adaptation Syndrome (GAS) including the alarm reaction.

#### 7.1.1 The HPA
#### 7.1.2 Cortisol the stress hormone
#### 7.1.3 Brain regions including hippocampus, amygdala, prefrontal cortex
#### 7.1.4 Selye's General Adaptation Syndrome (GAS) including the alarm reaction

#### 7.3.1 Methods from Units 1 and 2 related to health psychology
#### 7.3.3 List A and List B from the AS as with developmental psychology
#### 7.3.4 Evaluation of research in health psychology including issues of reliability, validity, generalisability, credibility, objectivity, subjectivity, ethics and practical application of findings.

### Suggested activities/resources:

What is stress and what is the HPA? Here is a link to start with: [http://www.simplypsychology.org/stress-biology.html](http://www.simplypsychology.org/stress-biology.html).

Students could research the terms, use their vocab books and also draw up a table of terms for Health Psychology for a poster for revision.

There is a slideshare on stress, another starting point: [http://www.slideshare.net/sssfcpsychology/intro-hpa-and-sam](http://www.slideshare.net/sssfcpsychology/intro-hpa-and-sam).

Students could watch and they prepare their own PowerPoint focusing on biological aspects for this week.

Cortisol, the stress hormone, can be looked up and here is a link: [https://www.adrenalfatigue.org/cortisol-adrenal-function](https://www.adrenalfatigue.org/cortisol-adrenal-function).

Students could prepare a leaflet for people with stress to give advice and explanation.

Find a picture of the brain showing the required regions and perhaps draw the brain and explain the role of the regions relating to stress: [https://www.google.co.uk/search?q=brain+regions+for+stress&biw=1440&bih=718&tbo=u&source=univ&sa=X&ved=0CEUQsARqTCKjOk_ac1scCFcKu2wodx8wB1Q](https://www.google.co.uk/search?q=brain+regions+for+stress&biw=1440&bih=718&tbo=u&source=univ&sa=X&ved=0CEUQsARqTCKjOk_ac1scCFcKu2wodx8wB1Q)

Research Selye and write about him as a person (Hans Selye). Here is a link to make a start: [https://explorable.com/general-adaptation-syndrome](https://explorable.com/general-adaptation-syndrome).

### Teaching points to note:

Remember to bring in the Units 1 and 2 materials when appropriate, such as methods from Units 1 and 2, evaluation issues, and ethical issues. The method focusing on eye-witness (experiments) and juror decision-making (mock jury) is separate but the rest of the method section can be threaded through as in developmental psychology.

This material is not covered in the UK A level and so is not in the UK A level textbooks (Health psychology).
**Week 9 /33**

**Health psychology: Brady and the use of non-human animals**

**The classic study (Brady, 1958) and the use of non-human animals in psychology**

**Learning outcomes:**
- Understand the classic study, Brady (1958)
- Understand the use of animals, which the study involves.

7.2.1 Brady (1958) Ulcers in executive monkeys
7.3.2 Use of non-human animals in experiments in psychology - practical and ethical issues and the Animals (Scientific Procedures) Act 1986
7.3.1 Methods from Units 1 and 2 related to health psychology
7.3.3 List A and List B from the AS as with developmental psychology
7.3.4 Evaluation of research in health psychology including issues of reliability, validity, generalisability, credibility, objectivity, subjectivity, and practical application of findings.

**Suggested activities/resources:**
A summary of studies can be found on the IAL Psychology Pearson website
A summary of the Brady study can be found here: [http://pirate.shu.edu/~hovancjo/exp/brady58.htm](http://pirate.shu.edu/~hovancjo/exp/brady58.htm) and [https://psychologygem.files.wordpress.com/2014/08/psya2-complete-key-studies-booklet.pdf](https://psychologygem.files.wordpress.com/2014/08/psya2-complete-key-studies-booklet.pdf)
Students can use this summary and form a study template including evaluation. Some more evaluation of the study can be found here: [https://thelittleblogofpsi.wordpress.com/2011/10/21/bradys-executive-monkeys-an-unethical-experiment/](https://thelittleblogofpsi.wordpress.com/2011/10/21/bradys-executive-monkeys-an-unethical-experiment/)
You can find the Animals (Scientific Procedures) Act 1986 using this link: [http://www.legislation.gov.uk/ukpga/1986/14/contents](http://www.legislation.gov.uk/ukpga/1986/14/contents). Students could draw up a poster or do a presentation on it.
Focus separately on ethics and practical issues, perhaps using a mind map for each, to separate them. A link to ‘pros and cons’ of using animals in psychological research is useful, such as [http://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=0CC0QFjAhUIwq5wahwWoWdsYHbIPICIQ&url=http%3A%2F%2Fwww.thestudentroom.co.uk%2Fattachment.php%3Fattachmentid%3D72638%26d%3D1244986553&ei=bdLlVenyDIOiy7QaDy6OgBw6usg-4FQjCNG2fWiMqKJalg9f0NjJhnyYLYL-T1fa6&sig2=Ta4vTUEkaCyCOWCPI-xnQ](http://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=0CC0QFjAhUIwq5wahwWoWdsYHbIPICIQ&url=http%3A%2F%2Fwww.thestudentroom.co.uk%2Fattachment.php%3Fattachmentid%3D72638%26d%3D1244986553&ei=bdLlVenyDIOiy7QaDy6OgBw6usg-4FQjCNG2fWiMqKJalg9f0NjJhnyYLYL-T1fa6&sig2=Ta4vTUEkaCyCOWCPI-xnQ). Pros and cons can form a useful debate. Students could use the BPS Code of Ethics and Conduct (2009) and compare it with the Animals (Scientific Procedures) Act 1986, perhaps use a table with two columns to show the differences and then a summary box too.
Students could use the Brady study and the Animals (Scientific Procedures) Act 1986 to see how far the ethics of using animals were broken or adhered to.

**Teaching points to note:**
In this week mention that animals are used and this is 1958 so perhaps not ethics as ‘we’ know it. Remember to bring in the Units 1 and 2 materials when appropriate, such as methods from Units 1 and 2, evaluation issues, and ethical issues. This is a good time to bring in other animal studies such as considering Skinner’s work in developmental psychology perhaps. Look thorough at the use of animals in experiments and issues like generalising so that this issue is covered for the whole of the A2.
**Week 10/34** | **Health psychology: factors affecting stress** | **Life events and daily hassles including Holmes and Rahe, individual differences and social support and how they affect stress**
---|---|---

**Learning outcomes:**

- Understand three factors affecting stress.

  7.1.5 Life events and daily hassles including the Holmes and Rahe stress scale
  7.1.6 Individual differences, including Type A personality and links to stress
  7.1.7 Social support
  7.3.1 Methods from Units 1 and 2 related to health psychology
  7.3.3 List A and List B from the AS as with developmental psychology
  7.3.4 Evaluation of research in health psychology including issues of reliability, validity, generalisability, credibility, objectivity, subjectivity, and practical application of findings

**Suggested activities/resources:**

There is a slide share on life changes and daily hassles which students can watch: [http://www.slideshare.net/JanetBrennan/stress-life-changes-daily-hassles](http://www.slideshare.net/JanetBrennan/stress-life-changes-daily-hassles).

There is a study that can be accessed using this link: [http://www.ohioupsychology.com/files/images/holroyd_lab/Holm%20&%20Holroyd%20The%20Daily%20Hassles%20Scale%20Revised%201992.pdf](http://www.ohioupsychology.com/files/images/holroyd_lab/Holm%20&%20Holroyd%20The%20Daily%20Hassles%20Scale%20Revised%201992.pdf). This has a daily hassles scale. Students can use it to investigate though there are ethical issues perhaps about some of the factors. This can usefully lead to a discussion about ethics.

The Holmes and Rahe stress scale is shown and discussed here: [http://www.mindtools.com/pages/article/newTCS_82.htm](http://www.mindtools.com/pages/article/newTCS_82.htm). Students can do the scale but with a health warning/stress warning. Type A personality and stress, linking to biological aspects and the physiology of health, can be looked at here: [http://stress.about.com/od/understandingstress/a/type_a_person.htm](http://stress.about.com/od/understandingstress/a/type_a_person.htm).

Social support can be a strategy to reduce stress: [http://psychcentral.com/lib/strategies-to-reduce-anxiety-and-stress/32/](http://psychcentral.com/lib/strategies-to-reduce-anxiety-and-stress/32/). Students could make up a story about an individual and how social support might alleviate their stress or find a real case reported on the Internet and see how social support might have/did help.

**Teaching points to note:**

These are life events and daily hassles (including the Holmes and Rahe stress scale), individual differences (including Type A personality), and social support. Also questionnaires (including the Adolescent Lifestyle Questionnaire) and the use of focus groups. Remember to bring in the Units 1 and 2 materials when appropriate, such as methods from Units 1 and 2, evaluation issues, and ethical issues. In Unit 3 extended writing tends to go up to 8 marks so use 8 mark homework questions a lot and bring in injunctions to practice them.


<table>
<thead>
<tr>
<th><strong>Week 11/35</strong></th>
<th>Health psychology: Coping strategies</th>
<th>Appraisal, problem and emotion focusing. Positive and negative techniques.</th>
</tr>
</thead>
</table>

**Learning outcomes:**

- **Understand ways of coping with stress including appraisal, problem and emotion focusing, as well as positive and negative techniques.**

7.1.8 Appraisal focusing, problem focusing, emotion focusing
7.1.9 Positive and negative techniques
7.2.2 Nakonz and Shik (2009)
7.3.1 Methods from Units 1 and 2 related to health psychology
7.3.3 List A and List B from the AS as with developmental psychology
7.3.4 Evaluation of research in health psychology including issues of reliability, validity, generalisability, credibility, objectivity, subjectivity, and practical application of findings

**Suggested activities/resources:**

There is a summary of studies available on the IAL Psychology Pearson website

Appraisal, problem and emotion focusing are covered in this article: [https://chicagobehavioralhealth.wordpress.com/tag/appraisal-focused-coping/](https://chicagobehavioralhealth.wordpress.com/tag/appraisal-focused-coping/). Students can use the article to write an essay comparing all three. Or they can present one argument for each and then debate them. The material could be used to produce a handout with tasks. There are a lot of YouTube videos on coping with stress. Here is one, consider others too: [https://www.youtube.com/watch?v=NRZEfxD0EWO](https://www.youtube.com/watch?v=NRZEfxD0EWO). A less detailed one focusing on practical tips is: [https://www.youtube.com/watch?v=atjYymAoWAY](https://www.youtube.com/watch?v=atjYymAoWAY). Students could discuss such videos and pick out the three coping mechanisms (appraisal, problem and emotion focusing). Consider a leaflet such as: [http://www.rcpsych.ac.uk/healthadvice/parentsandyouthinfo/youngpeople/copingwithstress.aspx](http://www.rcpsych.ac.uk/healthadvice/parentsandyouthinfo/youngpeople/copingwithstress.aspx) and students can draw up their own leaflet. For positive and negative coping skills see this list: [http://novella.mhhe.com/sites/0079876543/student_view0/junior_year-999/living13/coping_skills.html](http://novella.mhhe.com/sites/0079876543/student_view0/junior_year-999/living13/coping_skills.html). Could discuss and research more. The Six Hats would help a discussion on coping with stress as it is something people know about before more intensive studying. Nakonz and Shik (2009) abstract is found using this link: [http://www.ingentaconnect.com/content/routledge/cmhr/2009/00000012/00000001/art00002](http://www.ingentaconnect.com/content/routledge/cmhr/2009/00000012/00000001/art00002). This is ethnographic so link to developmental psychology and that method.

**Teaching points to note:**

Remember to bring in the Units 1 and 2 materials when appropriate, such as methods from Units 1 and 2, evaluation issues, and ethical issues.

These techniques can link to use of CBT for anxiety, which is in the next week also social support as a technique from the previous week so make the links.
| **Week 12/36** | **Health psychology: treatments for anxiety** | **SSRIs and SNRIs - drug therapy for anxiety**  
CBT for anxiety disorders and effectiveness of such treatment |

**Learning outcome:**

- **Understand the use of drug therapy (SSRIs and SNRIs) and CBT for anxiety (including effectiveness)**

7.1.10 SSRIs (Selective Serotonin Reuptake Inhibitors)
7.1.11 SNRIs (Serotonin and Norepinephrine Reuptake Inhibitors)
7.1.12 CBT for anxiety disorders and effectiveness of such treatment
7.2.3 Avdagic et al. (2014) or Russell et al. (2015)
7.3.1 Methods from Units 1 and 2 related to health psychology
7.3.3 List A and List B from the AS as with developmental psychology
7.3.4 Evaluation of research in health psychology including issues of reliability, validity, generalisability, credibility, objectivity, subjectivity, and practical application of findings

**Suggested activities/resources:**

There is a summary of these studies on the IAL Psychology website


SSRIs and anxiety treatment can be read about using this link: [http://www.anxieties.com/156/selective-serotonin-reuptake-inhibitors-ssris.html](http://www.anxieties.com/156/selective-serotonin-reuptake-inhibitors-ssris.html). Students could do a presentation on SSRIs or SNRIs and in both cases list the drugs, give the side effects and give strengths and weaknesses. SNRIs can be researched using this link: [http://www.anxieties.com/202/panic_medicine_SNRI](http://www.anxieties.com/202/panic_medicine_SNRI)

CBT can be investigated and then drug therapy v CBT compared drawing on their foundations (biology v cognitive/behavioural). General on CBT can be read about using this link: [http://www.rcpsych.ac.uk/mentalhealthinformation/therapies/cognitivebehaviouraltherapy.aspx](http://www.rcpsych.ac.uk/mentalhealthinformation/therapies/cognitivebehaviouraltherapy.aspx)

Look for case study comments about treatment for anxiety to see what people say about the therapies.

**Teaching points to note:**

Some of this material is covered in the UK GCE A level (e.g. SSRIs) and so in the UK A level textbooks (Clinical psychology) though mostly it is not covered. Remember to bring in the Units 1 and 2 materials when appropriate, such as methods from Units 1 and 2, evaluation issues, and ethical issues.
### **Week 13/37**

<table>
<thead>
<tr>
<th>Health psychology: method focus</th>
<th>Review all the method material and the studies (method focus)</th>
</tr>
</thead>
</table>

**Learning outcome:**

- **Revise health methods**

  7.3.1 The use of methods in psychology when carrying out research in health psychology including methods from Units 1 and 3 as appropriate, use of questionnaires including the ALQ and use of focus groups
  7.3.2 Use of non-human animals in experiments and practical/ethical issues and the Animals (Scientific Procedures) Act 1986
  7.3.3 List A and List B
  7.3.4 Evaluation of research in health psychology including issues of reliability, validity, generalisability, credibility, objectivity, subjectivity, and practical application of findings

**Suggested activities/resources:**

Top Trumps/Rate or Slate: students to develop Top Trumps cards rating studies in health psychology on validity, reliability, generalisability, credibility, subjectivity/objectivity and ethics. The game of Top Trumps can be played once a full set of cards is achieved.

Students to develop evaluation revision cards; two strengths and two weaknesses for each theory/study/research method/concept studied. A clue to the evaluation points is written on one side of the card and the answer to the clue on the reverse. Once a student can answer all the clues on a card by checking the reverse, it can be placed in a ‘done’ pile. Incorrect answers mean the revision card is placed in the ‘to do’ pile.

True or false? Teacher led class quiz including statements concerning criminological psychology that are either true or false. Students to hold up a green or red card to indicate choice or write down their answer individually for later scoring.

Practice data analysis on tables and graphs using past papers and SAMs material.

Compare methods in developmental and health psychology with what they are researching to see how method suits topic. Develop some research questions in health psychology (related to the topic stress) and see what methods would suit - and strengths and weaknesses as well as ethics - use the list of terms in 7.3.4

**Teaching points to note:**

In the first year of teaching, the SAMs material could be modified for classroom use as you may wish to save the SAM test paper for a mock examination.

*Remember to bring in the Units 1 and 2 materials when appropriate, such as methods from Units 1 and 2, evaluation issues, and ethical issues.*
**Week 14/38**

<table>
<thead>
<tr>
<th>Health psychology: revision</th>
<th>Review health psychology topic</th>
</tr>
</thead>
</table>

**Learning outcome:**

- **Revise health psychology in preparation for an end of unit three test**

**Suggested activities/resources:**

Students to review their class notes on health psychology and prepare a set of ten multiple choice questions/single answer questions. Questions can be pooled for a class quiz. Students to use the specification to target set. Using coloured highlighter pens, students to colour green for those areas of the specification that are well known (just needs revision), yellow where they are less sure of their knowledge (more revision needed), and red for areas of the specification that they are very uncertain about. The colour coding helps target revision in the right areas.

Students to use mindmaps and comparison tables to help with visual revision. Students to practice using the taxonomy, identifying what skills and knowledge the injunction is targeting in an answer. Students to create examination style answers using the entire taxonomy. Students to complete an end of unit test under examination conditions.

**Teaching points to note:**

Look for other revision activities (e.g. [http://www.uniview.co.uk/pdf/JRMay08Revision.pdf](http://www.uniview.co.uk/pdf/JRMay08Revision.pdf))

**Classic study**


**Contemporary study**


**One contemporary study from the following two choices:**

7.2.3 Avdagic et al. (2014) A randomised controlled trial of acceptance and commitment therapy (ACT) and cognitivebehavioural therapy (CBT) for generalised anxiety disorder. [https://www.cambridge.org/core/journals/behaviour-change/article/a-randomised-controlled-trial-of-acceptance-and-commitment-therapy-and-cognitive-behaviour-therapy-for-generalised-anxiety-disorder/E5A035290202050DED8A753E194C8AC3](https://www.cambridge.org/core/journals/behaviour-change/article/a-randomised-controlled-trial-of-acceptance-and-commitment-therapy-and-cognitive-behaviour-therapy-for-generalised-anxiety-disorder/E5A035290202050DED8A753E194C8AC3)

7.2.4 Russell et al. (2015) Adaptation of an adolescence coping assessment for therapeutic recreation and outdoor adventure settings. [http://scholarsarchive.byu.edu/cgi/viewcontent.cgi?article=4030&context=etd](http://scholarsarchive.byu.edu/cgi/viewcontent.cgi?article=4030&context=etd)


Unit 4 Clinical Psychology and psychological skills

Clinical psychology

<table>
<thead>
<tr>
<th>Week 39</th>
<th>Clinical psychology: Definitions of abnormality</th>
<th>History and two definitions</th>
</tr>
</thead>
</table>

**Learning outcome:**

- Understand the history of abnormality, the statistical infrequency definition and the failure to function adequately definition, including Rosenhan and Seligman (1989)

8.1.1 definitions of abnormality

8.1.1 statistical infrequency and failure to function adequately definitions (including Rosenhan and Seligman, 1989).

8.3.4 Methods from Units 1 and 2 related to clinical psychology

8.3.5 Evaluation of research in clinical psychology including issues of reliability, validity, generalisability, credibility, objectivity, subjectivity, ethics and practical application of findings.

**Suggested activities/resources:**

There is a PowerPoint on the history of abnormal psychology - not quite about ‘abnormality’: [http://www.slideshare.net/Alexvellappally/history-of-abnormal-psychology-36225756](http://www.slideshare.net/Alexvellappally/history-of-abnormal-psychology-36225756). Students could use it and then write their own.

A Chapter on understanding abnormality: [http://www.google.co.uk/url?sa=t&rlz=1T5d8Zd_enGB569GB569&esrc=s&source=web&cd=5&ved=0CDkQFjAEahUKEwjG_t_M3NFhAhWLoNsKHSKyAO4&url=http%3A%2F%2Fhighered.mheducation.com%2Fsites%2Fdl%2Ffree%2F007337069x%2F666309%2FhaL7069X_ch01.pdf&usg=AFQjCNHkXY6jPnVp4JqrF1LOEeKSh1kw6si2g3=yePToFOF0yDFhxRt6Cse0JQ](http://www.google.co.uk/url?sa=t&rlz=1T5d8Zd_enGB569GB569&esrc=s&source=web&cd=5&ved=0CDkQFjAEahUKEwjG_t_M3NFhAhWLoNsKHSKyAO4&url=http%3A%2F%2Fhighered.mheducation.com%2Fsites%2Fdl%2Ffree%2F007337069x%2F666309%2FhaL7069X_ch01.pdf&usg=AFQjCNHkXY6jPnVp4JqrF1LOEeKSh1kw6si2g3=yePToFOF0yDFhxRt6Cse0JQ). Students could use the case study at the start and then use other material to discuss ‘abnormality’ in that context.

Slides on the history of abnormality can be found here: [http://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=0CCsQFjAEahUKEwil-oG3dfHAhUGgdsKHVF4BbY6url=http%3A%2F%2Fwww.psychlotron.org.uk%2Fresources%2Fabnormal%2FAS_AQA_abnormality_definitions.ppt8usg=AFQjCNGC2WQSUX_6W_pjJbZMEBFRHRTRXOQ6sig2=q8n5w2LZoqQyfpJfUjAVw](http://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=0CCsQFjAEahUKEwil-oG3dfHAhUGgdsKHVF4BbY6url=http%3A%2F%2Fwww.psychlotron.org.uk%2Fresources%2Fabnormal%2FAS_AQA_abnormality_definitions.ppt8usg=AFQjCNGC2WQSUX_6W_pjJbZMEBFRHRTRXOQ6sig2=q8n5w2LZoqQyfpJfUjAVw). They include various definitions. Students could work in groups with one definition each and argue the strengths and weaknesses of it.

Rosenhan and Seligman (1989): [http://www.simplypsychology.org/abnormal-psychology.html](http://www.simplypsychology.org/abnormal-psychology.html). This gives information on ideal mental health. Students could use the Six Hats to discuss all this before looking at the resource and then compare. Also they could discuss cultural aspects that might affect the list.

**Teaching points to note:**

**Remember to bring in the Units 1 and 2 materials when appropriate, such as methods from Units 1 and 2, evaluation issues, and ethical issues.** This is a good week to focus on the evaluation issues as all the definitions of abnormality have strengths and weaknesses. The week on ‘debates’ picks up on the issues (reliability, validity and culture around abnormality and diagnosis).
Week 40

Clinical psychology: diagnosis and classification systems

The ICD and the DSM. DSM-IV-R and DSM-5. ICD-10 until ICD-11 when revised.

Learning outcome:

- Understand the ICD and DSM classification systems, certain versions in particular.

8.1.2 ICD-10 (ICD-11 when it published)
8.1.3 DSM-IV-R and DSM-5
8.3.1 Methods from Units 1 and 2 related to clinical psychology
8.3.4 List A and List B from the AS as with developmental psychology
8.3.5 Evaluation of research in clinical psychology including issues of reliability, validity, generalisability, credibility, objectivity, subjectivity, ethics and practical application of findings.

Suggested activities/resources:
The World Health Organisation site explains the ICD-10 so a good place to see it: http://apps.who.int/classifications/icd10/browse/2015/en. Students can browse and look at information about it. Focus on mental health issues but note the rest too. Make a list of 10 issues that relate to clinical psychology and then they can compare them with the DSM classification. DSM-IV-TR (this is the version needed) can be seen using the APA site and also here: http://behavenet.com/apa-diagnostic-classification-dsm-iv-tr. Students can write out the 5 axes with some of the examples to make their notes and then compare with the ICD-10, finding 5 differences. DSM-5 has its own site which students can browse looking at using DSM-5 codes and ICD-10 codes to see differences: http://www.dsm5.org/Pages/Default.aspx. Another site useful for exploring DMS 5 is this one: http://dsm.psychiatryonline.org/doi/book/10.1176/appi.books.9780890425596
Perhaps a debate with the two versions of the DSM and the ICD version to decide which is best as a classification system. The BPS (British Psychological Society) has written about the DSM-5 and students could follow the arguments about the DSM-5 and perhaps write a response in the form of an article to a newspaper a) defending it and b) ‘attacking’ it. http://apps.bps.org.uk/__publicationfiles/consultation-responses/DSM-5%202011%20-%20BPS%20response.pdf

Teaching points to note:
Link to debates next week to see issues with the classification systems (validity, reliability and cultural issues)
This material is covered in the UK A level so is in the UK A level textbooks. Remember to bring in the Units 1 and 2 materials when appropriate, such as methods from Units 1 and 2, evaluation issues, and ethical issues. Review the evaluation of studies and theories using reliability and validity and the use of those issues in diagnosis to check understanding (and generalisability and culture, subjectivity in interpreting symptoms, credibility).
**Week 41**

<table>
<thead>
<tr>
<th>Clinical psychology: Debates - reliability, validity, culture. Including the classic study.</th>
<th>Cultural issues in diagnosis, reliability and validity. Including the classic study.</th>
</tr>
</thead>
</table>

**Learning outcome:**

- Understand three debates about diagnosis, reliability, validity and cultural issues
- Rosenhan (1973)

8.1.3 Cultural issues in diagnosis, reliability and validity
8.2.1 Rosenhan (1973)
8.3.1 Methods from Units 1 and 2 related to clinical psychology
8.3.4 List A and List B from the AS as with developmental psychology
8.3.5 Evaluation of research in clinical psychology including issues of reliability, validity, generalisability, credibility, objectivity, subjectivity, ethics and practical application of findings.

**Suggested activities/resources:**

There is a summary of this study on the IAL Psychology website (NEW)

A source with a lot of information about cultural aspects of diagnosis can be found here: http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2755270/. This could be used by students as a resource for preparing a presentation or writing a 16-mark essay. Reliability and validity of diagnosis including specifically of the DSM can be found discussed on the internet. [http://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CCYQFjAAahUKEwif05Cr7tfHvVjodsKHUwkJQ4&url=http%3A%2F%2Fwww.appyschology.com%2FIB%2520Psych%2FB%2520PP%2FHLPP%2FAbnormal%2FDiagnosis.pptx&usg=AFQjCNH-uOFF2SXBh9HIA5GrASuY6hjIPw6&sig2=2THzSrKmQAKuqngwh1zdA](http://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CCYQFjAAahUKEwif05Cr7tfHvVjodsKHUwkJQ4&url=http%3A%2F%2Fwww.appyschology.com%2FIB%2520Psych%2FB%2520PP%2FHLPP%2FAbnormal%2FDiagnosis.pptx&usg=AFQjCNH-uOFF2SXBh9HIA5GrASuY6hjIPw6&sig2=2THzSrKmQAKuqngwh1zdA)

Another presentation might be useful: [https://prezi.com/f3wqprp7ehul/abnormal-psychology-reliability-and-validity-of-diagnosis/](https://prezi.com/f3wqprp7ehul/abnormal-psychology-reliability-and-validity-of-diagnosis/). Students could draw up three posters (perhaps focusing on one, in groups) focusing on validity, reliability and cultural issues in diagnosis. They can bring in studies as evidence.

There is a You Tube video on Rosenhan’s experiment: [https://www.youtube.com/watch?v=UnHvK6JjOO8](https://www.youtube.com/watch?v=UnHvK6JjOO8)

http://www.holah.karoo.net/roshenhanstudy.htm is a site giving an overview of the main study.

**Teaching points to note:**

This material is covered in the UK A level and is in the UK A level textbooks (cultural issues are not covered in the UK specification but are in some of the books). Remember to bring in the Units 1 and 2 materials when appropriate, such as methods from Units 1 and 2, evaluation issues, and ethical issues. Rosenhan (1973) is in the UK A level and in the UK A level books as is some of the material about abnormality and defining it. It would be useful to use Rosenhan (1973) to see the write up of a study but it is not as straightforward as an experiment. The students could see how it was set out though, ready to compare with a ‘lab’ report. In Unit 4 clinical psychology extended writing tends to go up to 16 marks so use 8 and 16 mark home-work questions and bring in injunctions to practice them. There is one section with a 16 mark question.
### Week 42

<table>
<thead>
<tr>
<th>Clinical psychology: Symptoms and features of schizophrenia and HCPC ethics for clinical psychologists</th>
<th>Symptoms and features of schizophrenia and HCPC guidelines</th>
</tr>
</thead>
</table>

#### Learning outcome:

- **Understand ways of coping with stress including appraisal, problem and emotion focusing, as well as positive and negative techniques.**

8.1.4 Symptoms and features of schizophrenia including thought insertion, hallucinations, delusions and disordered thinking.

8.3.3 Awareness of Health and Care Professions Council (HCPC) guidelines for clinical practitioners

8.3.1 Methods from Units 1 and 2 related to clinical psychology

8.3.4 List A and List B from the AS as with developmental psychology

8.3.5 Evaluation of research in clinical psychology including issues of reliability, validity, generalisability, credibility, objectivity, subjectivity, ethics and practical application of findings.

#### Suggested activities/resources:

Use the NHS site to look at symptoms and features and browse to look at other issues as well, including health psychology and stress, to link the applications. [http://www.nhs.uk/Conditions/Schizophrenia/Pages/Symptoms.aspx](http://www.nhs.uk/Conditions/Schizophrenia/Pages/Symptoms.aspx)

This is a useful week in which to look at clinical psychology in general and in practice rather than theory. Students could explore the role of the clinical psychologists and write a job specification or a job interview. [http://www.schizophrenia.com/earlysigns.htm](http://www.schizophrenia.com/earlysigns.htm) is about the early signs. Students could design a leaflet about schizophrenia and features and symptoms.

[http://www.nimh.nih.gov/health/publications/schizophrenia/index.shtml](http://www.nimh.nih.gov/health/publications/schizophrenia/index.shtml) this gives quite a bit of detail including the specific detail required (e.g. thought disorders). Students could have a worksheet based on this material or draw up a presentation. HCPC standards of proficiency can be found using this link: [http://www.hpc-uk.org/assets/documents/10002963sop_practitioner_psychologists.pdf](http://www.hpc-uk.org/assets/documents/10002963sop_practitioner_psychologists.pdf)

Students could prepare a PowerPoint for clinical psychologists about their guidelines. Students can explore guidelines for different professions using this link: [http://www.hcpc-uk.co.uk/aboutregistration/professions/index.asp?id=14](http://www.hcpc-uk.co.uk/aboutregistration/professions/index.asp?id=14)

The HCPC guidelines would be a good place to use the Six Hats as students could discuss issues and ideas using the BPS guidelines and then see what guidelines are actually in place.

#### Teaching points to note:

*Remember to bring in the Units 1 and 2 materials when appropriate, such as methods from Units 1 and 2, evaluation issues, and ethical issues. Emphasise the difference between symptoms and features in general, ready for the ‘other’ disorder as well. Also a good place for understanding what clinical psychology is about in general, when looking at HCPC guidelines for practitioners. Neurotransmitter functioning as an explanation could be brought forward from Week 19.*
Learning outcome:

- Understand the use of RCTs and neuroimaging (structural and functional scanning) in clinical psychology
- Two explanations (neurotransmitter and one other biological explanation).

8.3.1 Randomised controlled trials and neuroimaging as methods in clinical psychology (structural and functional scanning)
8.3.2 Conventions of published research: abstract, introduction, aims and hypotheses, method, results, discussion
8.3.3 Methods from Units 1 and 2 related to clinical psychology
8.3.4 List A and List B from the AS as with developmental psychology
8.3.5 Evaluation of research in clinical psychology including issues of reliability, validity, generalisability, credibility, objectivity, subjectivity, ethics and practical application of findings.

Suggested activities/resources:

An in depth source about RCTs can be found here, focusing on pain, and might have some information that can be used for a worksheet about the method: [http://web.comhem.se/u52239948/23/Eccleston2002RCTPhysiologicalTherapyChronicPainMetaAnalysisPainRelief.pdf](http://web.comhem.se/u52239948/23/Eccleston2002RCTPhysiologicalTherapyChronicPainMetaAnalysisPainRelief.pdf). It is a review but is written up in lab report format so useful for that part of clinical psychology, students could take all the headings as a worksheet and then briefly write underneath the sort of material covered.

[http://www.ebbp.org/course_outlines/randomized_controlled_trials/](http://www.ebbp.org/course_outlines/randomized_controlled_trials/) gives more on RCTs and questions to consider for students to work on. Neurotransmitters and schizophrenia can be read about using this link: [http://www.nimh.nih.gov/health/publications/schizophrenia/index.shtml](http://www.nimh.nih.gov/health/publications/schizophrenia/index.shtml). Students can use this link for drug therapy for schizophrenia as well - it is a useful level and they could use it to write a short account of schizophrenia covering all the elements they need for this course.

[http://psychcentral.com/news/2013/04/19/excess-neurotransmitter-in-brain-may-trigger-schizophrenia/53880.html](http://psychcentral.com/news/2013/04/19/excess-neurotransmitter-in-brain-may-trigger-schizophrenia/53880.html) is a source looking at dopamine and glutamate with some evidence. The biology of schizophrenia is a useful source with a lot of detail and giving two biological explanations (e.g. genes as well as neurotransmitters). Students could compare two biological explanations (one must be neurotransmitters) including evaluation of them both. Also look for evidence. Here is the link: [http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3181617/](http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3181617/)

Here is a link to a source about structural abnormalities in schizophrenia, including focus on neuroimaging: [http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2416751/](http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2416751/). There is a section on methodological implications. Students could make a list of different scan types, using other sources of information as well (focus on structural and functional).

Teaching points to note:

This material is covered in the UK GCE A level and so is in the UK A level textbooks (Clinical psychology)

Remember to bring in the Units 1 and 2 materials when appropriate, such as methods from Units 1 and 2, evaluation issues, and ethical issues.

Looking at research methods here can mean bringing up research terms such as control groups and possibly single or double blind techniques and so on. Comparing explanations is a useful thing to do, be sure to find evidence, and look at strengths and weaknesses as well as of the methods.
### Week 44

<table>
<thead>
<tr>
<th>Clinical psychology: Unipolar depression or anorexia nervosa</th>
<th>Symptoms and features, two explanations for the ‘other’ disorder</th>
</tr>
</thead>
</table>

### Learning outcome:

- **one ‘other’ disorder from unipolar depression and anorexia nervosa giving features and symptoms and one biological and one non-biological explanation for the disorder**

8.1.5 One other mental health disorder - unipolar depression and anorexia nervosa - looking at features and symptoms and two different explanations (biological and non-biological).

8.3.1 Methods from Units 1 and 2 related to clinical psychology

8.3.4 List A and List B from the AS as with developmental psychology

8.3.5 Evaluation of research in clinical psychology including issues of reliability, validity, generalisability, credibility, objectivity, subjectivity, ethics and practical application of findings.

### Suggested activities/resources: – unipolar depression

General information on unipolar depression can be found using this link. Can link to DSM and diagnosis. There are symptoms here (and drug treatment, which is needed for a later week). [http://obad.ca/information _ depression](http://obad.ca/information _ depression). Check ethics as individual students might be affected

This link gives symptoms, causes and treatments. A useful place to start though not a lot of depth: [http://www.healthline.com/health/clinical-depression#3](http://www.healthline.com/health/clinical-depression#3). A leaflet is a possibility, to help with learning.

One biological explanation is neurotransmitters. Can link to earlier understanding of neurotransmitter functioning and the explanation of schizophrenia. A link is: [https://www.mentalhelp.net/articles/biology-of-depression-neurotransmitters/](https://www.mentalhelp.net/articles/biology-of-depression-neurotransmitters/) which has quite good detail.

This is a link to a Word document giving explanations for depression and useful as there are studies as evidence. Students could look at other biological explanations to balance the neurotransmitter explanation and draw up a poster or do a presentation. There is a PowerPoint on depression which might be a good place to start: [http://www.slideshare.net/CSorrese/approaches-to-depression-4447715](http://www.slideshare.net/CSorrese/approaches-to-depression-4447715)

This is a link to the myth of biological depression and an argument for life experiences relating to depression. Students could write an essay based on this article as an evaluation of one biological cause they are covering and as a start looking at a non-biological cause. If health psychology was covered, there could be links to stress and life events (no problem if not). Life experiences and depression has been studied and one study is briefly explained here. Students could read about it and then design their own study. [http://psychcentral.com/news/2011/10/06/how-life-experiences-impact-anxiety-depression/30114.html](http://psychcentral.com/news/2011/10/06/how-life-experiences-impact-anxiety-depression/30114.html).

Brown et al. (1986) looked at social support and depression as an explanation (lack of social support). [http://www.integratedsociopsychology.net/support-esteem-depression.html](http://www.integratedsociopsychology.net/support-esteem-depression.html) is a link to a summary of their study

### Suggested activities/resources: – anorexia nervosa

The NHS site is a good place to start when looking at symptoms: [http://www.nhs.uk/Conditions/Anorexia-nervosa/Pages/Symptoms.aspx](http://www.nhs.uk/Conditions/Anorexia-nervosa/Pages/Symptoms.aspx). Students could use the Six Hats to discuss anorexia before they start looking, however. Check ethics as individual students might be affected.

[http://www.helpguide.org/articles/eating-disorders/anorexia-nervosa.htm](http://www.helpguide.org/articles/eating-disorders/anorexia-nervosa.htm) links to some more general information where students can search. They can do a presentation or a leaflet about this disorder and add in explanations as well.

A PowerPoint on anorexia and biological explanations: [http://www.slideshare.net/sssfcpsychology/anorexia-nervosa-explanations](http://www.slideshare.net/sssfcpsychology/anorexia-nervosa-explanations). This one also has a social learning explanation which can be the ‘non-biological’ one. Students can compare the two and use a worksheet with description of each and then strengths and weaknesses and a comparison as homework.

Genes and neurotransmitters are two biological explanations (students can choose one) and there is some evidence using this link, which has studies as evidence (important). [https://charlottepurdypsyc.wordpress.com/2012/10/12/biological-explanation-of-anorexia-nervosa/](https://charlottepurdypsyc.wordpress.com/2012/10/12/biological-explanation-of-anorexia-nervosa/)
Another powerpoint looking at biological explanations - students can watch the PowerPoints and then do their own:  
https://prezi.com/a1ntpnkmioxw/biological-explanations-for-anorexia-nervosa/  
http://www.psychlotron.org.uk/resources/abnormal/AS__AQA__abnormal__edslearningevaluation.pdf is a link to social  
learning and anorexia as the ‘non-biological’ explanation.

Teaching points to note:
A lot of this material is in the UK GCE A level and the UK A level books are, therefore, suitable resources (clinical  
psychology). Remember to bring in the Units 1 and 2 materials when appropriate, such as methods from Units 1 and 2,  
evaluation issues, and ethical issues.
Week 45

<table>
<thead>
<tr>
<th>Clinical psychology: two treatments for schizophrenia and a contemporary study</th>
<th>Drug therapy and family therapy for schizophrenia and the contemporary study</th>
</tr>
</thead>
</table>

**Learning outcome:**

- Drug therapy and family therapy for schizophrenia,
- Contemporary study Suzuki et al. (2014)

8.1.6 drug therapy and family therapy as treatments of schizophrenia
8.2.2 Suzuki et al. (2014) underweight and under nutrition in schizophrenia

**Suggested activities/resources:**

A summary of this study is available on the IAL Psychology website
Look back to the session on neurotransmitter explanations of schizophrenia to link to drug therapy. Draw up the neuron perhaps to show synaptic functioning. Can focus on dopamine.

http://psychcentral.com/disorders/schizophrenia/schizo_treatment.htm gives some detail on drug therapy and schizophrenia. Students could write out a list including side effects and other issues.

http://www.webmd.com/schizophrenia/guide/schizophrenia-medications is another site with information. A presentation could be put together including how drugs work. Students could write out a leaflet as if for someone with schizophrenia comparing the two treatments including positives and negatives. http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1525058/ this is a detailed look at treatments and family being involved. It could inform an essay. https://www.youtube.com/watch?v=q_4q9711NE is a You Tube link which might be of interest and there are others. Suzuki et al. (2014) is available online using this link: http://onlinelibrary.wiley.com/doi/10.1111/pcn.12082/pdf . It is a good study to show the write up of a study and can be used for that part of clinical psychology (how to write a report and peer reviewing). Students can use a study template to summarise the study including strengths and weaknesses, and link to research methods.

**Teaching points to note:**

Remember to bring in the Units 1 and 2 materials when appropriate, such as methods from Units 1 and 2, evaluation issues, and ethical issues. A lot of this is in the UK GCE specification and so in the UK textbook though not Suzuki et al. (2014) Link the drug therapy to the neurotransmitter explanation and to drug therapy for their ‘other’ disorder (see Week 47)
### Learning outcome:

- Understand drug therapy and CBT for either unipolar depression or anorexia nervosa
- Related contemporary study (see the specification and choose one from two contemporary studies).

8.1.7 Drug therapy and CBT for the chosen ‘other’ disorder from unipolar depression and anorexia nervosa

#### Unipolar depression

8.2.3 or 8.2.4 one of the two studies

#### Anorexia nervosa

8.2.5 or 8.2.6 one of the two studies

### Suggested activities/resources: – unipolar depression

A summary of the studies is available on the IAL Psychology website

An overview of Hans and Hiller (2013) can be found using this link:  [http://www.ncbi.nlm.nih.gov/pubmed/23379264](http://www.ncbi.nlm.nih.gov/pubmed/23379264) which helps in making a start on this study and/or whether to choose it. [http://commonweb.unifr.ch/artsdean/pub/gestens/taas/files/4660/39160_122122.pdf](http://commonweb.unifr.ch/artsdean/pub/gestens/taas/files/4660/39160_122122.pdf) is a link to Hans and Hiller’s study itself. It can be used to see how a report is written up.

Ma, Quan and Liu (2014) has an abstract here, to help to see what was done:  [https://www.sbp-journal.com/index.php/sbp/article/view/3610](https://www.sbp-journal.com/index.php/sbp/article/view/3610) and whether to choose it. A questionnaire is used so it is useful for method perhaps. Drug therapy for depression and other treatments are discussed on the NHS website where students can explore.  [http://www.nhs.uk/Conditions/Depression/Pages/Treatment.aspx](http://www.nhs.uk/Conditions/Depression/Pages/Treatment.aspx)  They can make a list of drugs and compare them (with side effects) with drugs for schizophrenia. Drugs for depression are often used for anorexia nervosa as well so if choosing anorexia some of the material about drugs for depression will apply.

A link for drugs for recurrent depression might add detail and gives names of others to look up, adding evidence:  [http://bip.rcpsych.org/content/178/4/294](http://bip.rcpsych.org/content/178/4/294)

[http://journals.plos.org/plosone/article?id=10.1371/journal.pone.0028099](http://journals.plos.org/plosone/article?id=10.1371/journal.pone.0028099) gives an internet article about internet-based CBT for depression. There is a lot of detail and it is written as a study so method issues can be examined and there can be evaluation.

### Suggested activities/resources: – anorexia nervosa

A summary of this study is available on the IAL Psychology Pearson website

Becker et al. (2002) is available online and is an example of how a study is written up too. The link is:  [http://corcom130-sp10-advertising.wikispaces.umb.edu/file/view/Fiji.pdf](http://corcom130-sp10-advertising.wikispaces.umb.edu/file/view/Fiji.pdf)  It links well to social learning and media influence as an explanation. Reichel et al. (2014) is available using this link:  [http://www.researchgate.net/publication/259723631_Glass_fairies_and_bone_children_Adolescents_and_young_adults_with_anorexia_nervosa_show_positive_reactions_towards_extremely_emaciated_body_pictures_measured_by_the_startle_reflex_paradigm](http://www.researchgate.net/publication/259723631_Glass_fairies_and_bone_children_Adolescents_and_young_adults_with_anorexia_nervosa_show_positive_reactions_towards_extremely_emaciated_body_pictures_measured_by_the_startle_reflex_paradigm)  Drug therapy for anorexia nervosa tends to be for depression that goes with it. A link is found here:  [http://www.webmd.com/drugs/condition-1010-Anorexia-Nervosa.aspx?diseaseid=1010&diseasename=Anorexia+Nervosa&source=0](http://www.webmd.com/drugs/condition-1010-Anorexia-Nervosa.aspx?diseaseid=1010&diseasename=Anorexia+Nervosa&source=0)  Students could put together a leaflet for anorexia including treatment and evaluation (CBT and drug therapy). Here is another link for drug therapy for anorexia, this time a lot of detail. A worksheet could be prepared from this material:  [http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3000192/](http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3000192/)  CBT for anorexia can be read about here:  [http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2928448/](http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2928448/)  Students can write an essay using this material or can pick out evidence and draw a poster/mind map.

### Teaching points to note:

Becker et al. (2002) is in the UK specification and so is in the UK textbook (in Year One). Both Unipolar depression and anorexia nervosa are in the UK specification and book though the treatment is a choice. Mostly this material is in the UK A level psychology textbook. Remember to bring in the Units 1 and 2 materials when appropriate, such as methods from Units 1 and 2, evaluation issues, and ethical issues.
### Week 47

| Clinical psychology: method focus and practical investigation | Review all the method material and the studies (method focus) and do a content analysis |

**Learning outcome:**

- **Revise methods relating to clinical psychology and to do a content analysis as a practical investigation**

8.3.1 The use of methods in psychology when carrying out research in health psychology including methods from Units 1 and 2 as appropriate, randomised controlled trials and neuroimaging including structural and functional brain scanning.

8.3.2 Conventions of published psychological research: abstract, introduction, aims and hypotheses, method, results, discussion, the process of peer review.

8.3.3 HCPC guidelines for clinical practitioners.

8.3.4 List A and List B.

8.3.5 Evaluation of research in clinical psychology including issues of reliability, validity, generalisability, credibility, objectivity, subjectivity, and practical application of findings.

8.4.1 One content analysis focusing on attitudes to mental health.

**Suggested activities/resources:**

Look at RCTs and scanning as experimental, controlled and so on and compare with content analysis, much less controlled and maybe more valid, but perhaps with more subjectivity. Use the evaluation terms in this task.

Use the UK A level Year Two clinical psychology coverage to see a content analysis that would be suitable and build on similar perhaps. For content analysis use this link to get started: [http://psychology.ucdavis.edu/faculty_sites/sommerb/sommerdemo/content/intro.htm](http://psychology.ucdavis.edu/faculty_sites/sommerb/sommerdemo/content/intro.htm). Bring in a newspaper or more, used any of the articles, do a content analysis on whatever they are focused on, discuss issues such as deciding on categories.

[http://resources.hoddereducation.co.uk/files/he/Psychology/9781471835452/835452_Addi_Material_Edexcel_Psycho_BK2_001-044.pdf](http://resources.hoddereducation.co.uk/files/he/Psychology/9781471835452/835452_Addi_Material_Edexcel_Psycho_BK2_001-044.pdf) provides an idea of a content analysis for clinical practicals. For a psychology report write up there are Internet links such as this one: [http://psychology.about.com/od/apastyle/p/labreport.htm](http://psychology.about.com/od/apastyle/p/labreport.htm). Use the content analysis that has been carried out and write it up (just some detail in the introduction and so on, to practice). For peer reviewing here is a link that can help: [http://www.elsevier.com/reviewers/what-is-peer-review](http://www.elsevier.com/reviewers/what-is-peer-review). Discuss how the content analysis practical could be peer reviewed and consider students peer reviewing each other’s studies.

**Teaching points to note:**

In the first year of teaching, the SAMs material could be modified for classroom use as you may wish to save the SAM test paper for a mock examination. A lot of this material is in the UK A level and the UK A level books are, therefore, suitable resources (clinical psychology). The methods should all have been covered in this topic in this scheme of work so will be revision, but the practical investigation has not been covered, so needs to be the main focus of this week with the other methodology used to contrast with content analysis and bring out issues in methodology (e.g. RCTs, scanning and content analysis compared). Remember to bring in the Units 1 and 2 materials when appropriate, such as methods from Units 1 and 2, evaluation issues, and ethical issues.
### Week 48

<table>
<thead>
<tr>
<th>Clinical psychology: revision</th>
<th>Review clinical psychology topic</th>
</tr>
</thead>
</table>

#### Learning outcome:
- Catching up and/or revision on clinical psychology

#### Suggested activities/resources:
Students to review their class notes on clinical psychology and prepare a set of ten multiple choice questions/single answer questions. Questions can be pooled for a class quiz.  
Students to use the specification to target set. Using coloured highlighter pens, students to colour green for those areas of the specification that are well known (just needs revision), yellow where they are less sure of their knowledge (more revision needed), and red for areas of the specification that they are very uncertain about. The colour coding helps target revision in the right areas. Students to use mindmaps and comparison tables to help with visual revision. Students to practice using the taxonomy, identifying what skills and knowledge the injunction is targeting in an answer. Students to create examination style answers using the entire taxonomy. 
Students to complete an end of unit test under examination conditions. Test in class. Students to write their own ‘exam questions’ Use the SAMs questions and mark schemes to practice Use the time to catch up as necessary

#### Teaching points to note:
Look for other revision activities (e.g. http://www.uniview.co.uk/pdf/JRMay08Revision.pdf)

### Classic study
8.2.1 Rosenhan (1973) On being sane in insane places. [http://science.sciencemag.org/content/179/4070/250](http://science.sciencemag.org/content/179/4070/250)

### Contemporary study relating to schizophrenia

One from a choice of two contemporary studies, choosing one that suits the chosen ‘other’ disorder:

#### Depression

#### Anorexia nervosa
8.2.6 Reichel et al. (2014) ‘Glass fairies’ and ‘bone children’: Adolescents and young adults with anorexia nervosa show positive reactions towards extremely emaciated body pictures measured by the body startle reflex paradigm. [https://www.researchgate.net/publication/259723631_Glass_fairies_and_bone_children_Adolescents_and_young_adults_with_anorexia_nervosa_show_positive_reactions_towards_extremely_emaciated_body_pictures_measured_by_the_startle_reflex_paradigm](https://www.researchgate.net/publication/259723631_Glass_fairies_and_bone_children_Adolescents_and_young_adults_with_anorexia_nervosa_show_positive_reactions_towards_extremely_emaciated_body_pictures_measured_by_the_startle_reflex_paradigm)
## Psychological skills

<table>
<thead>
<tr>
<th>Week 49</th>
<th>Psychological Skills: methods (1)</th>
<th>Review methods</th>
</tr>
</thead>
</table>

### Learning outcome:
- Understand various issues about method without the actual research methods themselves

9.1.1 Qualitative and quantitative data, secondary and primary data
9.1.2 Sampling techniques (sampling techniques (random, volunteer, stratified and opportunity)
9.1.3 Experimental designs (repeated measures, independent groups and matched pairs)
9.1.4 Hypotheses (three (null, alternative and experimental- and directional/non-directional)
9.1.8 Correlations and related issues

### Suggested activities/resources:
Use all the revision techniques suggested up to how including quizzes, presentations, debates, preparing a glossary of terms, using card matching to learn terms, explaining specifics to other class members to help understanding, using posters or worksheets. Prepare a study on a set topic (give a few topics to choose from) and decide on sampling, type of data and control issues as well as whether a correlation or test of difference is best. This is more about research methods themselves. http://www.simplypsychology.org/research-methods.html is a link that might help with revision http://www.sparknotes.com/psychology/psych101/researchmethods/ is a general link that can help too. Find examples of studies that feature the issues Practice the direction of hypotheses and using sampling techniques

### Teaching points to note:
Draw on material from across the course as this is synoptic (and use examples from across the course). This material is in the UK specification so found in the UK textbooks. All this should have been already covered so is revision and students can draw on their notes and what they know rather than requiring ‘teaching’ as such. This will be assessed using unseen material and short answer questions so practice this.
### Psychological Skills: Methods (2)

<table>
<thead>
<tr>
<th>Week 50</th>
<th>Learning outcome:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Understand the different research methods</strong></td>
</tr>
</tbody>
</table>

- 9.1.5 Questionnaires and interviews
- 9.1.6 Experiments
- 9.1.7 Observations
- 9.1.9 Additional research methods

#### Suggested activities/resources:

- [http://www.simplypsychology.org/research-methods.html](http://www.simplypsychology.org/research-methods.html) is a link that might help with revision.
- [http://www.sparknotes.com/psychology/psych101/researchmethods/](http://www.sparknotes.com/psychology/psych101/researchmethods/) is a general link that can help too.

Find examples of studies that use the methods. Use all the terms to check understanding (on cards and sort them, for example).

#### Teaching points to note:

Draw on material from across the course as this is synoptic (and use examples from across the course). This material is in the UK specification so found in the UK textbooks. All this should have been already covered so is revision and students can draw on their notes and what they know rather than requiring ‘teaching’ as such. This will be assessed using unseen material and short answer questions so practice this.
**Week 51**  
**Psychological Skills: Methods - descriptive and inferential statistics**  
**Review mathematical skills**

<table>
<thead>
<tr>
<th>Learning outcome:</th>
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</thead>
<tbody>
<tr>
<td>• Understand statistics and issues around interpreting data</td>
</tr>
</tbody>
</table>

9.1.11 Descriptive statistics (List A) and handling and interpreting data drawing comparisons  
9.1.12 Inferential statistics (List B)

<table>
<thead>
<tr>
<th>Suggested activities/resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This material will already have been covered, so this is revision:</td>
</tr>
<tr>
<td>Make sure all the terms are understood e.g. mean, median, model, range, standard deviation, graphs and tables: <a href="http://psychology.wikia.com/wiki/Descriptive_statistics">http://psychology.wikia.com/wiki/Descriptive_statistics</a>. This can be done using a table with the terms listed and students to explain them or the explanation given and terms to be allocated Using a crossword or word search can be useful for learning terms and it is not difficult to make these up There is a link here to a chapter on Descriptive statistics which is quite detailed. Students could use the link to find out about different issues and a worksheet could generate some questions based on the Chapter: <a href="http://www.wou.edu/~girodm/library/ch14.pdf">http://www.wou.edu/~girodm/library/ch14.pdf</a></td>
</tr>
<tr>
<td>For inferential statistics there are issues to cover including Type I and Type II errors, null hypothesis, levels of measurement, levels of significance, using critical values tables. Some of these issues are covered here: <a href="http://allpsych.com/researchmethods/inferentialconclusion/#.VhKcNXpVhBc">http://allpsych.com/researchmethods/inferentialconclusion/#.VhKcNXpVhBc</a>; though this link does have more detail than is needed e.g. ANOVA is mentioned and is in some studies, however this is NOT a method that will be assessed. Students can use the link to track down the meaning of, for example, Type I and Type II errors and then give an example of each to show understanding and the students can use <a href="http://psychology.ucdavis.edu/faculty_sites/sommerb/sommerdemo/stat_inf/intro.htm">http://psychology.ucdavis.edu/faculty_sites/sommerb/sommerdemo/stat_inf/intro.htm</a></td>
</tr>
<tr>
<td>Doing a glossary that suits statistics, working in groups, and using the Internet would be a suitable activity.</td>
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<tr>
<td>Using a table to show which test is suitable (e.g. from an A level textbook, see the list in resources later), give a lot of studies and students have to say which test is suitable and why.</td>
</tr>
<tr>
<td>Using critical values tables (e.g. <a href="http://www.uwe.ac.uk/hlss/lisas/statistics-in-linguistics/Appenix1.pdf">www.uwe.ac.uk/hlss/lisas/statistics-in-linguistics/Appenix1.pdf</a>) use a lot of observed values for the four tests (values can be made up), including levels of significance and whether the hypothesis requires a one- or two-tailed test and practice using the tables. Tables can be found in the sample assessment materials and in the exam papers too.</td>
</tr>
<tr>
<td>Practice doing the calculations for both types of statistics and Practice using hypotheses to see which test might be appropriate out of the required ones.</td>
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</table>

<table>
<thead>
<tr>
<th>Teaching points to note:</th>
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<tbody>
<tr>
<td>Draw on material from across the course as this is synoptic (and use examples from across the course)</td>
</tr>
<tr>
<td>This material is in the UK specification so found in the UK textbooks. All this should have been already covered so is revision and students can draw on their notes and what they know rather than requiring ‘teaching’ as such.</td>
</tr>
<tr>
<td>This will be assessed using unseen material and short answer questions so practice this.</td>
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<tr>
<td>Week 52</td>
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</tbody>
</table>

**Learning outcome:**

- Understand issues in research including ethics, qualitative data analysis, evaluation of research and methods, and how to write a report.

9.1.13 evaluation terms
9.1.14 analysis of qualitative data
9.1.15 conventions of published research including peer review
9.1.16 ethics and using humans in research
9.1.17 ethics and using animals in research

**Suggested activities/resources:**

Use what has been covered in the course to review these areas including the evaluation that has been threaded through. Such as finding a study to show problems and strengths with generalising and one the same for validity.

Check back to how the write up a report and about peer reviewing in clinical psychology where studies were suggested. Look at using animals in research where it has been covered including the Animals (Scientific Procedures) Act 1986 and links to it offered for Unit 3. Find studies as examples. Practice writing an essay on ethics (see issues and debates) Review ethics and find studies as examples. Practice writing an essay on ethics (see issues and debates)

Compare qualitative and quantitative data in terms of analysis techniques

**Teaching points to note:**

Draw on material from across the course as this is synoptic (and use examples from across the course)

This material is in the UK GCE A level specification so found in the UK textbooks. All this should have been already covered so is revision and students can draw on their notes and what they know rather than requiring ‘teaching’ as such.

This will be assessed using unseen material and short answer questions so practice this.
Learning outcome:

- **Students to practice a key question for 8 marks using material they have studied**

9.2.1 Key questions for society using concepts, theories or research (not criminological or health psychology)

**Suggested activities/resources:**

Exemplification is available in the Component Guide for WPS04 available on the IAL Psychology website. Use the UK specification (2015) which has key questions and use them for students to practice their writing. Generate more key questions from material they have studied and practice an 8 mark answer. Give students unseen key questions (e.g. using the media) to practice on.

**What to consider when choosing key questions:**

Is the key question of relevance in today’s society? Are you able to explain the key question using research and/or theories from the approaches covered in this specification? Can you put forward a for/against argument for the key question? Are there any other plausible explanations for the key question? Can the key question be clearly explained to show the way it is important for society or a society? Be sure to focus on the key question itself, to describe it, as well as being able to apply concepts, theories and ideas from approaches to explain it.

**Key questions for society could include:**

Can the increase of violent video games account for an increase in aggression? How can explanations of prejudice help reduce stereotypes of mental health? Can psychological knowledge help a child with Dyslexia improve their learning? Is the use of day care for children under three years old good or bad for them? Are celebrities the main influence on the fashion choices of adolescents? Can knowledge from psychology be used to prevent bullying? How has research into adolescent reconstructive memory and attachment been used in clinical practice? What are the implications for society if aggression is found to be caused by nature not nurture? Would it be a good idea for airline companies to offer treatment programmes for fear of flying?

This is not a definitive list.

There are also examples of key questions included in the GCE AS level (8PS0) and A level (9PS0) Psychology specification.

**Teaching points to note:**

Draw on key questions within the different topics in the course as this is synoptic. This material is in the UK specification so found in the UK textbooks. All this should have been already covered so is revision and students can draw on their notes and what they know rather than requiring ‘teaching’ as such though students may need the idea of ‘key question’ explored. There is just one 8 mark answer for this section so practice 8 mark homework and writing using levels. Use the Component Guide for exemplification, and there is also component guide 3 for the UK A level for issues and debates materials in addition to the IAL specific resources.
## Learning outcome:

- Understand ethical issues, practical issues, cultural and social issues and how to research nature-nurture

9.3.1 Ethical issues in research (animal and human)  
9.3.2 Practical issues in the design and implementation of research  
9.3.6 Cultural and gender issues in research  
9.3.7 The role of nature and nurture in psychology

### Suggested activities/resources:

Draw on revision of ethics for the method section and practice writing a 20 mark essay on human ethics and one on animal ethics. Use examples from the course. Practical issues can be shown using studies throughout the course and be ready to analyse such issues. Use the hypotheses generated for the method part of psychological skills and look for practical issues. Obedience covered cultural issues to review that for cultural issues. Nature-nurture discussion can use this link: [http://www.simplypsychology.org/naturevsnurture.html](http://www.simplypsychology.org/naturevsnurture.html)

### Teaching points to note:

In issues and debates use examples from across the course where possible, as this is a synoptic element. There is one 20 mark question for this part so practice 20 marks in class and for homework and using levels and injunctions that suit 20 marks. This can only be evaluate, to what extent and assess, refer to the levels based mark band resource available on the IAL Psychology Pearson website. There cannot be any other injunctions used for the 20 marks.

<table>
<thead>
<tr>
<th>Week 54</th>
<th>Psychological Skills: Issues and debates - focusing on method</th>
<th>Issues and debates in methodology</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Learning outcome:</td>
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<tr>
<td></td>
<td>• Understand ethical issues, practical issues, cultural and</td>
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<td></td>
<td>social issues and how to research nature-nurture</td>
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<tr>
<td></td>
<td>9.3.1 Ethical issues in research (animal and human)</td>
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<td>9.3.2 Practical issues in the design and implementation of</td>
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<td>research</td>
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<td></td>
<td>9.3.6 Cultural and gender issues in research</td>
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<td></td>
<td>9.3.7 The role of nature and nurture in psychology</td>
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Week 55

Psychological Skills: Issues and debates focusing on science

<table>
<thead>
<tr>
<th>Psychological Skills</th>
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</table>
| \begin{tabular}{|p{15cm}|p{15cm}|}
| Learning outcome: & Suggested activities/resources: \\
| - **Understand different ways of explaining behaviour, the difference between reductionist/holist focus and psychology as a science.** & http://www.arachnoid.com/psychology/ is a link that looks at psychology and science. Students could debate the idea of psychology and science before looking at sources, however, as they have enough information to go on from what they have studied. Then they can look things up more and prepare a debate about psychology being science and one about it being 'not science' http://www.thestudentroom.co.uk/wiki/Revision:Psychology_model_answers_-_Is_Psychology_a_Science here is another link to inform the debate This link is for a PowerPoint on reductionism v holism. This debate can inform the 'science' debate as well https://cas.oslo.no/getfile.php/137587/CAS_publications_events/CAS_publications/Seminar_booklets/PDF/Consilience.pdf - another link with information. Students need to prepare material for a 20 mark question. Using reductionism to evaluate studies is another part of the debate about reductionism and holism. The course has covered different approaches and this is a link to help: http://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0CDkQFjACahUKEwi2hLCmytjHAhWBZtsKHa25CQU&url=http%3A%2F%2Fwww.routledge.com\%2Ftextbooks\%2F9781848720091\%2Fdownloads\%2FChapter_21\%2FApproaches_in_Psychology.docx&usg=AFQjCNFI-Pukhk5OSU4vlc9meur1ss75wgbq2=QRqevnzDVAxbHKrbGK2dXIA6bvb=mv.101800829,d.ZGU
| Teaching points to note: & In issues and debates use examples from across the course where possible, as this is a synoptic element. There is one 20 mark question for this part so practice 20 marks in class and for homework and using levels and injunctions that suit 20 marks. This can only be evaluated, to what extent and assess, refer to the levels based mark band resource available on the IAL Psychology Pearson website. There cannot be any other injunctions used for the 20 marks.
| |
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## Psychological Skills: Issues and debates focusing on society

<table>
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<tr>
<th>Week 56</th>
<th>Psychological Skills</th>
<th>Learning outcome:</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td><strong>• Understand how psychology has developed over time, can be used to inform society and also involves social control and socially sensitive research</strong></td>
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<tr>
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<td></td>
<td>9.3.8 An understanding of how psychology has developed over time</td>
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<td>9.3.9 The use of psychology in social control</td>
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<td></td>
<td></td>
<td>9.3.10 The use of psychological knowledge in society</td>
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<tr>
<td></td>
<td></td>
<td>9.3.11 Issues relating to socially sensitive research</td>
</tr>
</tbody>
</table>

### Suggested activities/resources:

- Social control can be considered using this website- and perhaps drawing up tables as is done here: [http://www.thestudentroom.co.uk/wiki/Revision:Psychology_model_answers_-_Social_Control](http://www.thestudentroom.co.uk/wiki/Revision:Psychology_model_answers_-_Social_Control)

- Socially sensitive research can be considered and students could draw on their learning and also use this site, which gives a PowerPoint: [http://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=0CCwQFjAhUKEwiQ9Nj82NjHIAhXDOQ8QKHvJ&url=http%3A%2F%2Fwww.psychlotron.org.uk%2Fresources%2FIssues%2FAQA_ethics_sssissuesviews.ppt&usg=AFQjCNE5isacw8LLSOoM-kYk5LP3bOepA6sig2=W9Cp5SRxoV4XGAYhMVpdg](http://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=0CCwQFjAhUKEwiQ9Nj82NjHIAhXDOQ8QKHvJ&url=http%3A%2F%2Fwww.psychlotron.org.uk%2Fresources%2FIssues%2FAQA_ethics_sssissuesviews.ppt&usg=AFQjCNE5isacw8LLSOoM-kYk5LP3bOepA6sig2=W9Cp5SRxoV4XGAYhMVpdg)

- Students can go back over what has been studies to see how psychology has changed over time such as taking one topic (e.g. obedience) to see changes (or how things have not changed as situation is still seen as governing obedience). [https://www.psychologicalscience.org/index.php/publications/observer/2013/november-13/what-we-know-now-how-psychological-science-has-changed-over-a-quarter-century.html](https://www.psychologicalscience.org/index.php/publications/observer/2013/november-13/what-we-know-now-how-psychological-science-has-changed-over-a-quarter-century.html) this is an article about changes in psychological science

- Link to the key question for society as that relates to issues in society that psychology can inform such as issues about social control.

### Teaching points to note:

In issues and debates use examples from across the course where possible, as this is a synoptic element. This material is in the UK specification so found in the UK textbooks. There is one 20 mark question for this part so practice 20 marks in class and for homework and using levels and injunctions that suit 20 marks. This can only be evaluate, to what extent and assess, refer to the levels based mark band resource available on the IAL Psychology Pearson website. There cannot be any other injunctions used for the 20 marks.
<table>
<thead>
<tr>
<th>Week 57</th>
<th>Psychological Skills: revision of issues and debates</th>
<th>Revision</th>
</tr>
</thead>
</table>

**Learning outcome:**
- to revise perhaps by planning a particular debate or focusing on 'what psychology is'

**Suggested activities/resources:**
Could go back to the first session in Unit One and review, using the same ideas here and looking back on what is now know. Also look at revision techniques, cards, mind mapping and so on. Could go through the scheme of work and make notes about learning ideas

**Teaching points to note:**
In issues and debates use examples from across the course where possible, as this is a synoptic element. This material is in the UK specification so found in the UK textbooks. There is one 20 mark question for this part so practice 20 marks in class and for homework and using levels and injunctions that suit 20 marks. This can only be evaluate, to what extent and assess, refer to the levels based mark band resource available on the IAL Psychology Pearson website. There cannot be any other injunctions used for the 20 marks.
### Week 58 - 60

#### Ethical issues in research (human and animals)


- [http://www.apa.org/monitor/jan03/animals.aspx](http://www.apa.org/monitor/jan03/animals.aspx) – the ethics of using animals are discussed on the American Psychological Association (APA) site.

#### Reductionism versus holism

- [www.apa.org/monitor/sep06/sd.aspx](http://www.apa.org/monitor/sep06/sd.aspx) – a discussion from the American Psychological Association about reductionism and psychology.

- [http://www.psyking.net/id29.htm](http://www.psyking.net/id29.htm) – a site that discusses themes and has some interesting ideas to help discussion.

#### Psychology as a science


#### Culture and gender issues in psychological research


#### How psychology has changed over time


- [http://psychclassics.yorku.ca/](http://psychclassics.yorku.ca/) – a site that offers discussion around CHP (Classics in the History of Psychology).

#### The use of psychological knowledge as a form of social control


#### The use of psychological knowledge in society

- [http://www.psychologytoday.com/blog/rejoining-joy/201110/positive-society-psychology-i](http://www.psychologytoday.com/blog/rejoining-joy/201110/positive-society-psychology-i) – a post from Psychology Today about positive psychology. It is useful to consider how positive psychology can be used in a way that is different from more problem solving uses.

#### Socially sensitive research


Suggested resources

General internet:
http://www.psychlotron.org.uk
http://www.psychteacher.co.uk
http://www.s-cool.co.uk/a-level/psychology
http://www.simplypsychology.org/a-level-psychology.html
http://www.resourcd.com

*All weblinks included here and throughout the scheme of work have been checked as active at publication, however the nature of online resources is that they can be removed or replaced by webhosting services and so it cannot be guaranteed that these sites will remain available throughout the life of the qualification.*

Resource mapping to the IAL Psychology topics:

Available textbooks (refer to the resource mapping document above)

Overall:
GCE 2015 A level Psychology textbooks:
Covers the UK GCE A level, which is similar to the International A level in many ways

Covers the UK GCE A level, which is similar to the International A level in many ways

Developmental psychology
Covers different areas such as general about developmental psychology, coverage of attachments and language development.

Covers a general overview, Piaget, Vygotsky, Bowlby, stages of development, research in developmental psychology, cognitive development, language development

Covers social and emotional development, play and learning, as well as learning and language.
Criminological psychology

Covers understanding crime, approaches to serious crime, psychology and the police, psychology in the courtroom.

Covers the cognitive interview, assessment of suspects, jury decision-making and other areas.

Covers the application from interviewing suspects to dealing with offenders, covers a lot including what a forensic psychologist does.

Health psychology

Covers stress and illness though there is a lot more too, not just focused on stress.

Covers the biology of stress, physical and psychological stress, the CNS - mainly biological.

Covers health psychology with some general information and there is material on stress.

Clinical psychology

Covers generally what clinical psychology is, also a section on eating disorders and on schizophrenia and on therapies.

Jones and Tyson, Psychology Express: Abnormal and Clinical Psychology (Undergraduate Revision Guide), Pearson 1 edition, Published 28th April 2014, Kindle edition
Covers schizophrenia and eating disorders, history of mental health perspectives and treatments, focusing on revision for undergraduate.

Covers schizophrenia, eating disorders and OCD and more.

Might be of interest as this is about the making of a clinical psychologist - not really a textbook.
Psychology - issues and debates

Covers ethics, nature-nurture, gender and cultural bias, reductionism.

Covers Psychology as science, ethics, nature-nurture and other issues like positive psychology

Psychology - research methods

Covers A Level Psychology research issues around experiments, qualitative and quantitative methods and inferential statistics.

Covers questionnaires, qualitative data use, significance, tests, correlation, descriptive statistics, experiments, observations, interviewing, sampling, most issues
Why study the Pearson Edexcel IAL in Psychology?

It gives a broad base of psychological knowledge and understanding in which you will look at not only famous traditional studies but also contemporary ones. Research methods is made relevant by distributing the various techniques to appropriate topics and encouraging the carrying out of practical work.

What will I learn?

You will learn to apply psychological theory to everyday behaviour and to appreciate the variety of people’s characteristics. In addition, you will learn how to analyse aspects of your own behaviour in different circumstances.

Is this the right subject for me?

If you have a desire to understand your and others behaviour then this is the right subject for you. It will assist you in overcoming common myths about why we do what we do and replace them with a scientific assessment of the human condition.

How will I be assessed?

You will sit formal exams in which you will need to demonstrate not only knowledge of psychological theory but be able to apply this knowledge in novel situations. You will also carry out practical activities in your course and be expected to explain this process in the examinations.

The ability to evaluate the findings of studies and the assessment of psychological practice and theories will be assessed in the examinations.

What can I do after I’ve completed the course?

A study of psychology at Advanced Level is valuable in almost any career, involving interactions with people. It is clearly very valuable as a preparation for further study of psychology at university. Here, you can take your knowledge to a higher academic level become well suited for careers using psychology in real life situations.

Next Steps!

Your subject teacher at your school or college should be able to guide you further.
**Taxonomy (command) words**

The following command words in this taxonomy will be used consistently by Pearson in its assessments to ensure students are rewarded for demonstrating the necessary skills. Careful consideration has been given to this taxonomy to ensure that Assessment Objectives are targeted consistently across questions. Please note: the list below will not necessarily be used in every paper/session and is provided for guidance only. One of the key changes is that a single command word will be used per item; dual injunctions, for example describe and evaluate, will no longer be used.

<table>
<thead>
<tr>
<th>Command word</th>
<th>Question types</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyse</td>
<td>Break something down into its components/parts. Examine each part methodically and in detail in order to discover the meaning or essential features of a theme, topic or situation. Explore the relationship between the features and how each one contributes to the topic.</td>
</tr>
<tr>
<td>Assess</td>
<td>Give careful consideration to all the factors or events that apply and identify which are the most important or relevant. Make a judgement on the importance of something, and come to a conclusion where needed.</td>
</tr>
<tr>
<td>Calculate</td>
<td>Obtain a numerical answer, showing relevant working. If the answer has a unit, this must be included.</td>
</tr>
<tr>
<td>Compare</td>
<td>Looking for the similarities and differences of two (or more) things. This should not require the drawing of a conclusion. The answer must relate to both (or all) things mentioned in the question. The answer must include at least one similarity and one difference.</td>
</tr>
<tr>
<td>Complete</td>
<td>To fill in/write all the details asked for</td>
</tr>
<tr>
<td>Convert</td>
<td>Express a quantity in alternative units.</td>
</tr>
<tr>
<td>Define</td>
<td>Define Provide a definition of something.</td>
</tr>
<tr>
<td>Describe</td>
<td>To 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.</td>
</tr>
<tr>
<td>Determine</td>
<td>The answer must have an element that is quantitative from the stimulus provided, or must show how the answer can be reached quantitatively. To gain maximum marks there must be a quantitative element to the answer.</td>
</tr>
<tr>
<td>Discuss</td>
<td>Explore the issue/situation/problem/argument that is being presented within the question, articulating different or contrasting viewpoints.</td>
</tr>
<tr>
<td>Draw</td>
<td>Produce an output, either by freehand or using a ruler (e.g. graph).</td>
</tr>
<tr>
<td>Evaluate</td>
<td>Review information then bring it together to form a conclusion, drawing on evidence including strengths, weaknesses, alternative actions, relevant data or information. Come to a supported judgement of a subject’s qualities and relation to its context.</td>
</tr>
<tr>
<td>Explain</td>
<td>An explanation that requires a justification/exemplification of a point. The answer must contain some element of reasoning/justification, this can include mathematical explanations.</td>
</tr>
<tr>
<td>Give</td>
<td>Generally involves the recall of one or more pieces of information; when used in relation to a context, it is used to determine a candidate’s grasp of the factual information presented.</td>
</tr>
<tr>
<td>Identify</td>
<td>This requires some key information to be selected from a given stimulus/resource.</td>
</tr>
<tr>
<td>Interpret</td>
<td>Recognise a trend or pattern(s) within a given stimulus/resource.</td>
</tr>
<tr>
<td>Justify</td>
<td>Rationalise a decision or action.</td>
</tr>
<tr>
<td>Name</td>
<td>Synonymous with ‘Give’.</td>
</tr>
<tr>
<td>Plot</td>
<td>Produce, or add detail to, a graph/chart by marking points accurately (e.g. line of best fit).</td>
</tr>
<tr>
<td>Predict</td>
<td>Articulate an expected result.</td>
</tr>
<tr>
<td>State</td>
<td>Synonymous with ‘Give’.</td>
</tr>
<tr>
<td>Suggest</td>
<td>Make a proposal/proposal an idea in written form.</td>
</tr>
<tr>
<td>To what extent</td>
<td>Review information then bring it together to form a judgement conclusion, following the provision of a balanced and reasoned argument.</td>
</tr>
</tbody>
</table>