# Scheme of work: Year 1

Introduction

This scheme of work offers a route through A-level Psychology (7182) Year 1 and AS Psychology specifications (7181).

It covers the specification in a logical order and suggests possible teaching and learning activities for each section of the specification.

The specification content is shown at the start of each week and the learning outcomes indicate what most students should be able to achieve after the work is completed.

Timings have been suggested but are approximate. Teachers should select activities appropriate to their students and the curriculum time available.

The order is by no means prescriptive and there are many alternative ways in which the content could be organised.

The resources indicate those resources commonly available to schools, and other references that may be helpful. Resources are only given in brief and risk assessments should be carried out.

Assumed coverage

This scheme assumes the AS course is a one-year course or the first year of a two-year A-level course, with 4.5 hours of lessons per week; approximately 160 taught hours per year (35 weeks). A considerable amount of work would be need to be completed outside lessons, partly depending on lesson time available.

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**Week 1**

* What is Psychology?
* An Introduction to psychological approaches.
* Introduction to ethics.

**Learning outcomes**

Students should be able to:

* describe approaches in psychology
* explain ethical issues in psychology
* use subject specific language/psychological terminology
* read psychological material
* formulate relevant questions
* access psychology resources
* use virtual learning environment (VLE) forum to exchange ideas.

**Suggested timing**

4.5 hours

**Possible teaching and learning activities**

**Activity 1**

Fake or Fact? Students identify the fake psychology research studies from a list of [10 real and fake ones](http://carolinerigby.wordpress.com/2013/07/18/update-find-the-fake-intro-lesson-examples/).

**Activity 2**

* The case study of Kitty Genovese.
* Students are presented with information about the [murder of Kitty Genovese](https://www.simplypsychology.org/kitty-genovese.html).
* They discuss what was unusual about her death and identify 10 reasons why the bystanders did not intervene.
* Teacher links their answers to existing explanations of bystander behaviour and makes links with the scientific nature of the subject in terms of devising explanations for everyday phenomena and carrying out studies to test hypotheses.

**Activity 3**

* Interactive white board (IWB) [key features of approaches](http://www.simplypsychology.org/perspective.html):
  + Biopsychology.
  + Behavioural.
  + Cognitive.
  + Humanistic.
  + Psychodynamic.
* Class selects 2 behaviours.
* Students to work in pairs or groups or 3 to research how one approach might explain one behaviour.
* They then prepare a 1 minutes [prezi](https://prezi.com/support/article/steps/get-started-with-prezi/?lang=en) presentation to rest of class for next lesson.

**Activity 4**

Summarising studies in Psychology. Students watch [the clip](https://www.psychologywizard.net/rosenhan-ao1-ao3.html) and then use the information in the clip/website to summarise the aims, method, findings and conclusion of Rosenhan’s study.

**Activity 5**

Ethics activity setting up a VLE ethics forum for students to comment on ethical appropriateness of well-known psychological studies.

**Resources**

**Activity 1**

* [Update find the fake intro lesson examples](http://carolinerigby.wordpress.com/2013/07/18/update-find-the-fake-intro-lesson-examples/).
* [Goodbye to predictable introduction psychology lessons](http://carolinerigby.wordpress.com/2012/05/31/goodbye-to-predictable-introduction-psychology-lessons/).

**Activity 2**

* [What Happened to Kitty Genovese - Simply Psychology](https://www.simplypsychology.org/kitty-genovese.html).
* [Simplypsychology: perspective](http://www.simplypsychology.org/perspective.html).

**Activity 3**

[Get started with prezi](https://prezi.com/support/article/steps/get-started-with-prezi/?lang=en).

**Activity 4**

[Psychology Wizard: Being Sane in Insane Places](https://www.psychologywizard.net/rosenhan-ao1-ao3.html) – 7 minute clip.

**Activity 5**

[Psychotronic Research Ethics](http://psychlotron.org.uk/newResources/issues/AS_AQB_ethics_analysis.pdf) select interactive ethical committee forum activity.

**Week 2**

* Experimental method. Types of experiment, laboratory and field experiments; natural and quasi-experiments.
* Aims: stating aims, the difference between aims and hypotheses.
* Variables: manipulation and control of variables, including independent, dependent, extraneous, confounding; operationalisation of variables.
* Hypotheses: directional and non-directional.
* Observational techniques. Types of observation: naturalistic and controlled observation; covert and overt observation; participant and non-participant observation.
* Self-report techniques. Questionnaires; interviews, structured and unstructured.
* Quantitative and qualitative data; the distinction between qualitative and quantitative data collection techniques.

**Learning outcomes**

Distinguish between:

* experimental and non-experimental methods
* qualitative and quantitative methods
* types of experiment
* key features of experiments.

Students should be able to outline:

* the research cycle
* observational techniques
* self-report techniques
* correlations.

Students should be able to:

* assess the strengths and limitations of different research methods/techniques.

**Suggested timing**

4.5 hours

**Possible teaching and learning activities**

**Activity 1**

* Class experiment on retrieval cues to introduce the main features of the experiment.
* Teacher visits the [random word generator](https://randomwordgenerator.com/) website to create 2 lists of words, list 1: 25 words, list 2: 50 words including the original 25 words from list 1.
* The class is divided into two and are both given both list 1 to learn for 2 minutes.
* Group one free recalls list 1 whilst group 2 has to identify the 25 words from list 1 in the second list of 50 words.
* Students analyse the class results and draw a suitable conclusion.
* Teacher then introduces key features of the experimental method: independent variable (IV)/dependent variable (DV), operationalisation, control of extraneous variables and the different types of hypotheses and then students answer questions on these concepts in relation to the above experiment.

**Activity 2**

Students watch [video on overview of experiments](https://www.physicsandmathstutor.com/psychology-revision/videos/experimental-investigation-design/) and then research the different types of experiments and their strengths and limitations from the A-level textbook.

**Activity 3**

Students work in pairs to research [a classic experiment](https://helpfulprofessor.com/psychology-experiments-and-case-studies/#:~:text=15%20Famous%20Experiments%20and%20Case%20Studies%20in%20Psychology,...%208%208.%20Cognitive%20Dissonance%20...%20More%20items). They identify the IV/DV in the studies and create different types of hypotheses for these studies.

**Activity 4**

Students watch [clip on overview of non- experimental methods](https://www.physicsandmathstutor.com/psychology-revision/videos/psychological-research/). They make notes and then look up correlations afterwards from the textbook. Class discussion on strengths and limitations of non-experimental methods.

**Activity 5**

Students design their own study for homework and produce an IV/DV, operationalisation of variables, control, alternative and null hypotheses and justification of experimental or non-experimental method. Students feedback their study at the start of the next lesson.

**Resources**

**Activity 1**

[Random Word Generator](https://randomwordgenerator.com/).

**Activity 2**

* [Experimental Investigation Design](https://www.physicsandmathstutor.com/psychology-revision/videos/experimental-investigation-design/) – 8 minutes.
* Outlines key features of experiment random allocation is used, the presence IV and DVs and the use of hypothesis testing (plus definitions). Includes very thorough advantages and disadvantages of lab experiments.
* Supplement with notes from their A-level textbook.

**Activity 3**

[15 Famous Experiments and Case Studies in Psychology.](https://helpfulprofessor.com/psychology-experiments-and-case-studies/#:~:text=15%20Famous%20Experiments%20and%20Case%20Studies%20in%20Psychology,...%208%208.%20Cognitive%20Dissonance%20...%20More%20items)

**Activity 4**

[Psychological Research](https://www.physicsandmathstutor.com/psychology-revision/videos/psychological-research/) – 10 minute video on overview of non-experimental methods.

**Week 3**

* Types of conformity: internalisation, identification and compliance.
* Explanations for conformity: informational social influence and normative social influence.
* Variables affecting conformity including group size, unanimity and task difficulty as investigated by Asch.

**Learning outcomes**

Students should be able to:

* distinguish between types of conformity
* outline factors affecting conformity
* describe and evaluate research studies of conformity
* describe and evaluate explanations of conformity
* apply social research to real-life examples of conformity.

**Suggested timing**

4.5 hours

**Possible teaching and learning activities**

**Activity 1**

* Partial replication of the study by [Jenness on conformity](https://www.simplypsychology.org/conformity.html).
* Students are shown a picture of some jelly beans in a jar and are asked to write down how many beans they think there are on one of two pieces of paper: 1 with 3 high estimates on it around 2000 and 1 with 3 low estimates on it around 500.
* Students analyse results and discuss why students conformed to the high/low estimates on the list. Teacher links student’s responses to informational social influence (ISI) and normative social influence (NSI) and discusses the ethics of doing activities like this in social influence research.

**Activity 2**

* Application of types and explanations of conformity.
* Teacher devises scenarios that relate to different types and explanations of conformity and has students work in pairs to decide whether they relate to NSI, ISI, compliance, identification and internalisation.

**Activity 3**

* Teacher demonstrates Asch’s study of conformity by going to [this link](https://www.youtube.com/watch?v=TYIh4MkcfJA&t=2s). Students use the video and information from [this link](https://www.tutor2u.net/psychology/reference/conformity-asch-1951) to produce a summary of the study in terms of the aims, method, findings and conclusion.
* Students then work in pairs to discuss what would happen to conformity when Asch made the following changes to his procedure:
  + A non-unanimous majority (ie not all of the confederates said the wrong answer).
  + A smaller majority of confederates (there were 6 in the original).
  + If the difficulty of the task increases.
  + If the participants have to write down their answers rather than shout them out in front of the rest of the group.

**Activity 4**

Teacher gives students an acronym to help them remember evaluation of studies, eg **DREAMS** (**D**emand characteristics/**R**eplicability/**E**xternal validity/**A**pplication to the real world/**M**undane realism/**S**ampling issues); they then use this criteria to evaluate Asch’s study.

**Activity 5**

* Students practice writing evaluation using the point, evidence, explain structure.
* Show students the burger evaluation version from this link**.**
* Go to the [Tutor2u link](https://sgscol-my.sharepoint.com/personal/mark_jones_sgscol_ac_uk/Documents/2023%20-%2024/AQA%20SOW%20work/Finished/7182-A-level-Psychology-Forensic-Scheme%20of%20work%20template%20v1.2%20MDJ.docx) and have the students create a burger evaluation (point/evidence/explain) using the information on p17 of the *AQA Psychology for A-level Year 1* textbook.
* Challenge the students to do a double whopper (point/evidence/counter-argument/explain) or a triple whopper (point/evidence/counter-argument/issues and debate point/explain).
* Give a prize to the student who produces the best ‘burger.’

**Activity 6**

Teacher goes through how to do an extended question in psychology. Students are set the following question do for homework that reviews explanations of conformity:

Steph and Jeff are student teachers who recently joined other members of staff on a one-day strike. When asked why they decided to do so, Steph replied, ‘I never thought I would strike but I listened to the other teachers’ arguments and now I have become quite passionate about it’. Jeff’s explanation was different: ‘To be honest, everyone else seemed to be striking and I didn’t want to be the only one who wasn’t’.

Discuss explanations for conformity. Refer to Steph and Jeff as part of your discussion.

**[12 marks]**

**Resources**

**Activity 1**

[What Is Conformity? Definition, Types, Psychology Research including study by Jenness - Simply Psychology](https://www.simplypsychology.org/conformity.html).

**Activity 3**

* [Asch Conformity Experiment - YouTube](https://www.youtube.com/watch?v=TYIh4MkcfJA&t=2s) – 4 minutes.
* [Conformity - Asch (1951) | Psychology | tutor2u](https://www.tutor2u.net/psychology/reference/conformity-asch-1951) – summary of Asch’s study.

**Activity 5**

* [Burger Paragraphs - Developing Effective Evaluation in AQA A-Level Psychology | Classroom Posters / Handout | Psychology | tutor2u](https://www.tutor2u.net/psychology/reference/effective-exam-technique-for-16-marker-in-aqa-a-level-psychology-the-burger-poster-handout-set).
* Flanagan, Jarvis and Liddle, *AQA Psychology for A-level Year 1 and AS* (2nd Ed), Illuminate Publishing, 2020.
* Lawton and Willard, *AQA A-level Psychology (Year 1 and Year 2)*, Hodder Education, 2020.

**Week 4**

* Conformity to social roles as investigated by Zimbardo.
* Ethics, including the role of the British Psychological Society’s code of ethics; ethical issues in the design and conduct of psychological studies; dealing with ethical issues in research.
* The role of peer review in the scientific process.

**Learning outcomes**

Develop critical appreciation of psychological research into conformity and its validity and relevance to the real world

Students will be able to describe and evaluate:

* research studies and explanations for conformity to social roles
* discuss ethical, methodological and real world implications of research into conformity
* outline the process of peer review and the role/value of peer review in the scientific process.

**Suggested timing**

4.5 hours

**Possible teaching and learning activities**

**Activity 1**

* Flipped learning: Students research Zimbardo Stamford prison study using clips from [video](https://www.youtube.com/watch?v=F4txhN13y6A) and other [resources](https://www.prisonexp.org/the-story).
* Class activity: Students produce a story-board with pictures and captions of the different parts of Zimbardo’s study: the best one wins a prize.
* Students think of examples of different roles they occupy in everyday life to raise awareness of conformity to social roles explanation.

**Activity 2**

* Class debate: Should Zimbardo have carried out his study?
* Students use the information in their A-level textbook to have a debate about whether Zimbardo should have done his study.
* They can use the arguments surrounding the ethics and validity of his research and also this article from [Reicher and Haslam](https://thepsychologist.bps.org.uk/volume-19/edition-3/tyranny-revisited-groups-psychological-well-being-and-health-societies) to help formulate their arguments.

**Activity 3**

* Teacher introduces the idea of [peer review and ethical issues](https://studyrocket.co.uk/revision/a-level-psychology-aqa/issues-options-in-psychology/research-methods-concerns#:~:text=The%20Role%20of%20Peer%20Review%20Peer%20review%20is,research%20are%20trustworthy%20and%20of%20a%20high%20quality.) by having the students read and summarise the key points from this article.
* Students work in groups to perform a methodological analysis of a range of conformity research studies to explore their methodological, ethical and design issues and relevance to the real world.
* An ethics board is set up with each study presented to the 2023 ethics committee to see whether it would still be suitable to be published in an academic journal.
* **Extension activity –** students read [this article](https://psyarxiv.com/mjhnp/) and feedback the key points.

**Resources**

**Activity 1**

* [Prison Experience: Psychology](http://www.prisonexp.org/psychology/1) [Stanford Prison Experiment](https://www.prisonexp.org/the-story) – in-depth overview of Zimbardo’s prison study.
* [BBC Documentary The Stamford Prison Experiment – 29 minutes](https://www.youtube.com/watch?v=F4txhN13y6A).

**Activity 2**

[The BPS Tyranny Revisited – article discussing the ethics of Zimbardo’s research.](https://thepsychologist.bps.org.uk/volume-19/edition-3/tyranny-revisited-groups-psychological-well-being-and-health-societies)

**Activity 3**

* [Research Methods: Concerns – A-level Psychology AQA Revision – Study Rocket](https://studyrocket.co.uk/revision/a-level-psychology-aqa/issues-options-in-psychology/research-methods-concerns#:~:text=The%20Role%20of%20Peer%20Review%20Peer%20review%20is,research%20are%20trustworthy%20and%20of%20a%20high%20quality.) – article on peer review/ethics.
* Flaws in the Zimbardo study, Griggs R, 2014. Coverage of the Stanford Prison Experiment in Introductory Psychology Textbooks, *Teaching of Psychology, 41* (3), 195-203 DOI.
* [Le Texier, T, 2019, Debunking the Stanford Prison Experiment. American Psychologist, 74(7), 823–839](https://psyarxiv.com/mjhnp/)

**Week 5**

* Obedience as investigated by Milgram.
* Situational variables affecting obedience including proximity and location and uniform.
* Explanations for obedience: agentic state and legitimacy of authority.
* Dispositional explanation for obedience: the Authoritarian Personality.
* Demand characteristics and investigator effects.
* Presentation and display of quantitative data: graphs, tables, scattergrams, bar charts etc.
* Calculation of percentages.

**Learning outcomes**

Develop critical appreciation of psychological research into obedience explanations for obedience and their validity and relevance into the real world.

Students should be able to:

* outline situational and dispositional factors affecting obedience
* describe and evaluate research studies of obedience
* describe and evaluate explanations of obedience
* discuss ethical, methodological and real world implications of different explanations for obedience
* analyse quantitative information and present it in graphical form.

**Suggested timing**

4.5 hours

**Possible teaching and learning activities**

**Activity 1**

* Teacherdescribes the procedure of Milgram’s study and ask the student’s how far they would go up to 450 volts.
* They show the students [this clip](https://www.youtube.com/watch?v=fCVlI-_4GZQ) of Milgram’s study and discuss why participants obeyed to the extent they did.
* Milgram’s variations to his study are then presented to the students who then speculate in pairs whether obedience would increase or decrease in each case. Students then view the information about situational variables and explanations of obedience on [this link](https://www.simplypsychology.org/milgram.html#exp) on their phones to review their answers.
* **Extension activity –** students watch [this clip](https://www.youtube.com/watch?v=HxXMKg8-7o0) on their phones and then feedback the key points the presenter makes.

**Activity 2**

Students use information from situational variables to decide and produce a suitable graph to display the information and then label the axes and give it a title.

**Activity 3**

Students research different examples of authoritarian leaders given to them by the teacher and present back which characteristics of the authoritarian personality they have. Students then present back their responses using [Prezi](https://prezi.com/support/article/steps/get-started-with-prezi/?lang=en).

**Activity 4**

* Peer Assessment Activity.
* Student to complete the following essay: *Discuss explanations of obedience* [12 marks]. Essay to be brought to next lesson. The essays are to be anonymised and each student to be randomly allocated an essay completed by their peer for marking.
* Using a mark scheme, the student is to:
* highlight description/knowledge of explanations of obedience
* highlight evaluation/discussion of explanations
* underline irrelevant information (eg conformity)
* allocate a mark in accordance with the mark scheme
* provide detailed feedback on how the essay could be improved.
* A copy of the highest achieving essay (checked by teacher) to be given to all students. If essay is not full marks then extension activity is to add to the essay to further enhance mark.

**Resources**

**Activity 1**

* [Milgram Obedience Study - YouTube](https://www.youtube.com/watch?v=fCVlI-_4GZQ) – 10 minutes.
* [Stanley Milgram Shock Experiment: Summary, Results, & Ethics - Simply Psychology](https://www.simplypsychology.org/milgram.html#exp).
* [TedTalk The Psychology of Tyranny: Did Milgram Get IT Wrong](https://www.youtube.com/watch?v=HxXMKg8-7o0).

**Activity 2 and 4**

* Flanagan, Jarvis and Liddle, *AQA Psychology for A-level Year 1 and AS* (2nd Ed), Illuminate Publishing, 2020.
* Lawton and Willard, *AQA A-level Psychology (Year 1 and Year 2),* Hodder Education 2020.

**Activity 3**

[Get started with prezi](https://prezi.com/support/article/steps/get-started-with-prezi/?lang=en).

**Week 6**

* Explanations of resistance to social influence, including social support and locus of control.
* Minority influence including reference to consistency, commitment and flexibility.
* The role of social influence processes in social change.
* The implications of psychological research for the economy.

**Learning outcomes**

Develop critical appreciation of psychological research into resisting social influence and the process of social change.

Students should be able to:

* outline situational and dispositional explanations for resisting social influence
* describe how conformity and obedience research has contributed to understanding social change
* describe and evaluate the role of minority influence in social change
* apply knowledge and understanding of social change to novel situations
* questionnaire construction, including use of open and closed questions.

**Suggested timing**

4.5 hours.

**Possible teaching and learning activities**

**Activity 1**

* Group task where students recount an instance where they resisted social influence. Teacher makes links between their responses and the key features of the social support and locus of control explanations.
* Students then make notes on the evaluations of the explanations from A-level textbook.

**Activity 2**

Students complete the [LOC questionnaire](http://www.mindtools.com/pages/article/newCDV_90.htm) and discuss their score and whether it can be used to explain their own obedience-related behaviour. They then take each item on the questionnaire and explain how it relates to either having an internal or external locus of control. They then work in pairs to think of three more items that could be used as additional questions on the scale. Students finally read out their items to the rest of the class who then have to guess whether they relate to internal or external locus of control.

**Activity 3**

* Teacher shows the students the first part of the film [12 Angry Men](https://www.youtube.com/watch?v=VdDcsmKKccw&list=PLEV68Ke4CTAfL8yIlNL7hYtL58JxAFdew&index=1) and has students identify characteristics of Henry Fonda’s character that make him so convincing in terms of getting the other jurors to change their mind.
* Teacher then makes link with their answers and the three key explanations of minority influence: consistency, flexibility and commitment.
* Afterwards students go to this link on their phones and explain how the conclusions of[Moscovici’s study](https://www.tutor2u.net/psychology/reference/minority-influence-consistency-and-commitment)can be used to explain Henry Fonda’s character’s behaviour.
* Students then research evaluations of minority influence research from the textbook/internet and condense them down to a sentence each.

**Activity 4**

* Teacherdraws a table on the whiteboard with four columns and get students to recall without the aid of their notes the explanations of conformity (column 1), explanations of obedience (column 2), explanations of resisting obedience (column 3) and explanations of minority influence (column 4).
* Afterwards teacher uses an example of social change (eg the Civil Rights Movement) and explains how these explanations can be used to explain a historical social change. Differentiate by making applying the minority influence explanations as the easier option.
* Students then choose their own example of social change from the last 100 years and do then do the same thing.
* Finally, students choose a past question on social change from the [AQA website](https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/assessment-resources?f.Resource+type%7C6=Question+papers) to complete for homework.

**Activity 5**

* Taboo Social influence review activity.
* Teacher creates a 20 by 20 grid and puts key terms from the social influence topic into it.
* Students work in pairs and take it in turns to define the terms in each grid square without saying the terms themselves. Their partner users their definition to work out which term/phrase it alludes to. Once students finish all 20 squares they can come up with their own terms to quiz their partners with.

**Activity 6**

* Teacher gives each student a past question from the [AQA website](https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/assessment-resources?f.Resource+type%7C6=Question+papers), it can be a short or long answer question depending on the confidence level of the student.
* Students log in to [Padlet.com](https://sgscol-my.sharepoint.com/personal/mark_jones_sgscol_ac_uk/Documents/2023%20-%2024/AQA%20SOW%20work/Finished/Padlet.com) and create a virtual post-it note on the wall with the question at the top and their answer below it. If they are doing a 12 marker, they can produce an essay plan.
* Teacher then reviews student’s answers verbally in front of the class or through written comments at the bottom of the notes. Students then vote for the best answer overall. Teacher then saves a PDF of the wall so students have a saved version of all the questions and the responses.

**Resources**

**Activity 1 and 3**

* Flanagan, Jarvis and Liddle, *AQA Psychology for A-level Year 1 and AS* (2nd Ed), Illuminate Publishing, 2020.
* Lawton and Willard, *AQA A-level Psychology (Year 1 and Year 2),* Hodder Education, 2020.

**Activity 2**

Self-assessment of L of C [Mindtools](http://www.mindtools.com/pages/article/newCDV_90.htm).

**Activity 3**

* [12 Angry Men (1957) Subtitle Indonesia (Part 1/11) - YouTube](https://www.youtube.com/watch?v=VdDcsmKKccw&list=PLEV68Ke4CTAfL8yIlNL7hYtL58JxAFdew&index=1).
* [Tutor2U – Moscovici](https://www.tutor2u.net/psychology/reference/minority-influence-consistency-and-commitment) – overview of his study and evaluation.

**Activity 4 and 6**

* [Padlet.com](https://padlet.com/)
* [AQA | AS and A-level | Psychology | Assessment resources](https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/assessment-resources).

**Week 7**

* Features of each store: coding, capacity and duration.
* The multi-store model of memory: sensory register, short-term memory and long-term memory.
* Variables: manipulation and control of variables, including independent, dependent, extraneous, confounding and operationalisation of variables.
* Control: random allocation and counterbalancing, randomisation and standardisation.

**Learning outcomes**

Develop critical appreciation of the multi-store model (MSM) and the ability to use research evidence to evaluate the MSM.

Students should be able to:

* explain features and processes of MSM
* distinguish between short-term memory (STM) and long-term memory (LTM) and describe and evaluate research that demonstrates the differences between STM and LTM
* describe and evaluate research that supports/challenges propositions of MSM
* describe and evaluate the MSM.

Students should be able to:

* distinguish between mean median and mode
* calculate mean median and mode
* define range and standard deviation
* calculate the range
* calculate percentages.

Students should be able to design, carry out and analyse the results of investigations in psychology.

**Suggested timing**

4.5 hours.

**Possible teaching and learning activities**

**Activity 1**

Students watch [this video of Clive Wearing](https://www.youtube.com/watch?v=Vwigmktix2Y&t=2s) and then speculate as to what is wrong with his memory. Teacher led introduction to MSM features and processes using the interactive whiteboard. After teacher has demonstrated the model, students have to free recall it in pairs on a mini-whiteboard. Afterwards, students feedback their progress using some of the concepts of the MSM.

**Activity 2**

* Replication of studies that have tested features of the model. Students first act as participants as teacher runs brief demonstrations of Peterson and Peterson, 1959 (duration of STM), Jacobs, 1887 (capacity of STM) and Baddeley, 1966 (coding in STM/LTM). These can be done with students writing down their recall on mini-whiteboards or they could do this [digit span test](https://humanbenchmark.com/tests/number-memory) on their phones.
* Students then work in groups to generate a series of propositions/hypotheses based on the MSM. for one the three above studies. They then use the practical sheet in the appendix to plan, carry out and analyse the results of one of these three studies on a small group of people for homework.
* Students then analyse the collected data using measures of central tendency and dispersion and then draw conclusions from the results in relation to their previously devised hypotheses.

**Activity 3**

* Evaluation of the MSM. Students create point evidence explain (PEE) paragraphs using the studies they have previously learnt about to evaluate the MSM. Challenge students to extend their paragraphs by further evaluating the studies in support of the model and commenting on how useful they are to the evidence base for the MSM.
* Afterwards they can use the information in the AQA A-level textbook to answer this question for homework.
* Most PIN codes are 4 digits long and are easy to remember. In contrast, mobile phones numbers are 11 digits long. Most people would not be able to remember a friend’s new mobile phone number unless they were able to say it to themselves several times without interruption.
* Discuss the multi-store model of memory. Refer to the information above in your answer. [16 marks]

**Resources**

**Activity 1**

* [Clive Wearing - The man with no short-term memory (Bing video](https://www.bing.com/videos/search?q=clive+wearing+video&view=detail&mid=C1AEC92A3A5CE34C79FEC1AEC92A3A5CE34C79FE&FORM=VIRE)) (3 minutes).
* Video on MSM - [The Curious Classroom](http://www.youtube.com/watch?v=RD4hPEW18tU&index=27&list=UUihhn04L6q6sjkByuXrr-vQ).

**Activity 2**

* Digit Span Test [Human Benchmark - Number Memory Test](https://humanbenchmark.com/tests/number-memory).
* Working out mean, median, mode.
* Working out standard deviation.
* [BBC Bitesize maths and statistics](http://www.bbc.co.uk/bitesize/standard/maths_ii/statistics/).
* [Working out SD (YouTube)](https://www.youtube.com/watch?v=hUaua15QzK4).

**Activity 3**

* Flanagan, Jarvis and Liddle, *AQA Psychology for A-level Year 1 and AS* (2nd Ed), Illuminate Publishing, 2020.
* Lawton and Willard, *AQA A-level Psychology (Year 1 and Year 2),* Hodder Education, 2020.

**Week 8**

* Types of LTM: episodic, semantic, procedural.
* The working memory model (WMM): central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. Features of the model: coding and capacity.

**Learning outcomes**

Develop critical appreciation of the types of LTM and the WMM and the ability to use research evidence to evaluate the model.

Students should be able to:

* distinguish between types of LTM
* explain features and processes within the WMM
* describe and evaluate research into the WMM
* describe and evaluate the WMM in terms
* apply knowledge and understanding of models of memory to explain everyday situations
* Identify and justify appropriate designs for experimental studies.

**Suggested timing**

4.5 hours.

**Possible teaching and learning activities**

**Activity 1**

* Different types of LTM sorting activity.
* Teacher devises a list of 15 examples types of LTM – aiming to ensure there is an equal split between those that are episodic, semantic and procedural.
* Students then have to divide them into three categories and explain the difference between the three types of memories.
* They then look up the actual definitions and edit their definitions so that they are detailed enough to gain full marks in the exam.
* Students then complete this question from the 2020 exam for homework:

Sherry can remember her tenth birthday party when she was on holiday in France. During this holiday her father taught her how to swim. Although it took time for her to learn, she barely has to think about how to swim now. Sherry can also remember the French words for the food she ate while they were in France, even though she did not speak any French before the holiday.

With reference to Sherry’s experiences, explain three different types of long-term memory.

**[6 marks]**

**Activity 2**

* Retrieval practice activity.
* Students complete a [Kahoot.quiz](https://kahoot.com/) on the evaluations of the MSM model – this will provide a suitable segway to WMM which addresses some of the key limitations of the MSM**.**

**Activity 3**

* Teacher demonstrates WMM to students through this [11 minute video](https://www.youtube.com/watch?v=_JKo9h70TEw) whilst students make notes on the characteristics of the model and the key features of each store including their capacity.
* Students then complete application task where they imagine walking around inside their house and then counting the number of windows there are. In pairs they then discuss which components of the WMM are involved with each feature of the task.

**Activity 4**

* Teacher facilitates a series of small practical activities that partially replicate the studies in support of the WMM:
  + [Baddeley and Hitch (1976)](https://www.simplypsychology.org/working-memory.html)– dual task study that illustrates how task performance isn’t diminished providing separate tasks use separate components of WMM.
  + Baddeley (1975)[The Word Length effect](https://www.themantic-education.com/ibpsych/2021/10/08/memory-effects-the-working-memory-model/)– study that shows that students struggle to recall longer words as they exceed the capacity of the phonological loop.
* Students then create two ‘evidence in support’ evaluation paragraphs where they briefly describe the procedures and findings of the above studies and explain how they support WMM.
* They are then set this question to complete for homework:

Discuss what psychological research has shown about working memory. In your answer, refer to theory and/or evidence.

**[16 marks]**

**Resources**

**Activity 2**

<https://kahoot.com/>

**Activity 3**

* [The working memory model [AQA ALevel] - YouTube](https://www.youtube.com/watch?v=_JKo9h70TEw) – 11.5 minutes.
* **Extension task:** [Alan Baddeley - lecture WMM](https://www.youtube.com/watch?v=yL2ul2bR0Ok) – 38 minute clip.

**Activity 4**

* [Baddeley and Hitch (1976)](https://www.simplypsychology.org/working-memory.html)Simply Psychology overview of WMM and its evaluations.
* Baddeley (1975) [The Word Length effect](https://www.themantic-education.com/ibpsych/2021/10/08/memory-effects-the-working-memory-model/).

**Week 9**

* Explanations for forgetting: proactive and retroactive interference and retrieval failure due to absence of cues.
* Experimental designs: repeated measures, independent groups, matched pairs.
* Control: random allocation and counterbalancing, randomisation and standardisation.

**Learning outcomes**

Develop critical appreciation of research into interference and retrieval failure as explanation of forgetting.

Student should be able to:

* distinguish between proactive and retroactive interference
* distinguish between context and state dependent forgetting
* describe and evaluate research into forgetting
* explain and evaluate interference as an explanation for forgetting with reference to research that has investigated interference
* explain and evaluate retrieval failure as an explanation for forgetting with reference to research that has context and state dependent forgetting
* design, carry out and present findings of research into memory.

**Suggested timing**

4.5 hours.

**Possible teaching and learning activities**

**Activity 1**

* Teacher facilitates class discussion on what causes people to forget. Students use their insights from models of memory to produce ideas.
* Teacher then divides the class into 4 groups who then research and feedback one of the four concepts: proactive interference/retroactive interference/context dependent retrieval and state dependent retrieval. Students feedback each of their points with examples whilst the rest of the class captures the information on a sheet.
* Students then work in pairs to complete a sorting activity involving differentiating between examples of proactive and retroactive interference and state and context dependent retrieval provided to them by the teacher.
* Students then use [this link](https://www.simplypsychology.org/forgetting.html) to make notes on the remaining key points and evaluations of the retrieval failure and interference explanations of forgetting.
* Extension task: students devise role plays to illustrate the procedures and findings of other studies into forgetting from [this link](https://www.studysmarter.co.uk/explanations/psychology/basic-psychology/context-dependent-memory/): Baddeley and Godden (1975), Carter and Cassaday (1998).

**Activity 2**

[Underwood and Postman](https://www.simplypsychology.org/forgetting.html) (1960) replication. Class practical: Students complete the investigation design worksheet in the appendix in relation to the above investigation and then take part in a whole class practical of the study. Results are analysed measures of central tendency and dispersion. Students produce a graph of the results for homework and critically review the study to suggest improvements in the design.

**Activity 3**

* Teacher facilitates a class discussion on experimental designs.
* Students reflect on the suitability the independent groups design from the Underwood and Postman study exploring the pros and cons of doing a repeated measures or matched pairs design for the same study.
* Students discuss how counterbalancing and randomisation would be employed to reduce order effects if the study were done as a repeated measures design.

**Resources**

**Activity 1**

[Theories of Forgetting in Psychology - Simply Psychology](https://www.simplypsychology.org/forgetting.html) – overview of explanations of forgetting including (Underwood and) Postman (1960).

**Activity 1 and 2**

[Context-Dependent Memory: Definition, Summary & Example (studysmarter.co.uk)](https://www.studysmarter.co.uk/explanations/psychology/basic-psychology/context-dependent-memory/) – contains an overview of key forgetting research including Carter and Cassaday’s study.

**Week 10**

* Factors affecting the accuracy of eyewitness testimony: misleading information, including leading questions and post-event discussion; anxiety.
* Improving the accuracy of eyewitness testimony, including the use of the cognitive interview.
* Design of interviews.

**Learning outcomes**

Develop understanding of factors that affect accuracy of EWT and critical appreciation of research into these factors.

Student should be able to:

* describe and evaluate research into the role of misleading information, leading questions, misleading post-event information and the effects of anxiety on eyewitness testimony (EWT)
* apply the findings of EWT research in the real world
* describe and evaluate the cognitive interview as a means of improving EWT
* apply the 4 features of the cognitive interview to novel scenarios.

**Suggested timing**

4.5 hours.

**Possible teaching and learning activities**

**Activity 1**

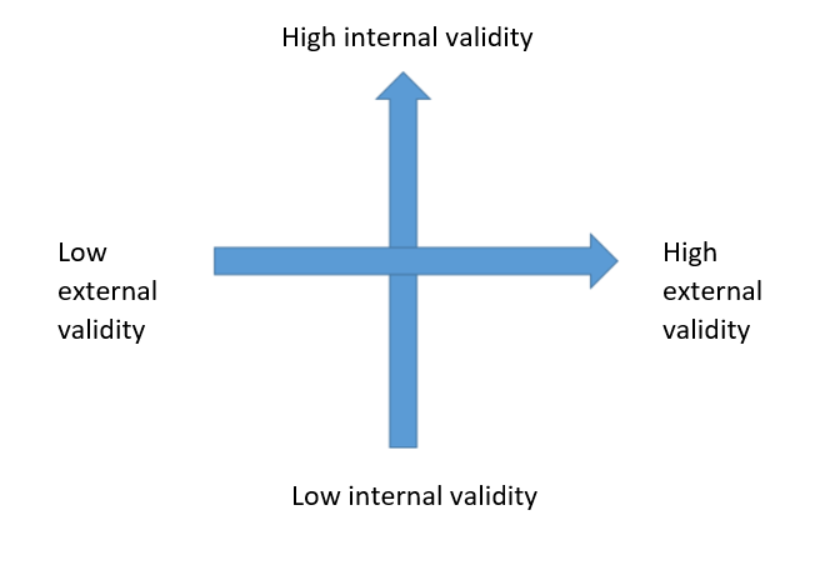
Teacher shows a clip of a bank robbery from a film at the start of the lesson. Afterwards students answer a series of questions about what happened in the scene. They then work in pairs to identify factors that could have affected their recall of the event so they start thinking about the fallibility of EWT.

**Activity 2**

* Class mini-practical for Loftus and Palmer (1974).
* Teacher shows the class [this clip](https://www.youtube.com/watch?v=Rg5bBJQOL74) of a car crash and then have them all answer 10 questions about it. Teacher varies just one of the questions on the sheet: how fast was the white car going when it smashed/hit/collided/contacted/bumped the other car? All the other questions remain the same. Divide the group into 5 so that each sub-group gets a different variation of the question on their sheet.
* Afterwards students analyse the results and draw conclusions about the impact leading questions have on EWT. Students then write a debriefing statement that could be given to actual participants who took part in the real study.

**Activity 3**

* Evaluation of research studies on anxiety and misleading information.
* Students are first allocated a study from the list below to research and feedback to the class. These studies are covered in A- level textbooks but can be googled as well:
  + Johnson and Scott (1976)
  + Yuille and Cutshall (1986)
  + Gabbert et al (2003)
  + Loftus and Palmer (1974).
* After the class have familiarised themselves with the studies, teacher draws the following image below on the board. The students write the names of the 4 studies on 4 separate post it notes. They then put them on the appropriate place on the image. Afterwards teacher asks them to justify their choices by referring to relevant evaluation criteria. Eg the Loftus and Palmer study would go in the top left-hand corner as it would have low external validity as it was a lab study but high internal validity as it was well controlled.



At the end of the activity students could use the research to devise an essay for the following question:

Describe and evaluate research relating to one or more factors affecting eyewitness testimony.

**[16 marks]**

**Activity 4**

* Students first watch [this clip](https://www.physicsandmathstutor.com/psychology-revision/videos/the-cognitive-interview/) to familiarise themselves with the cognitive interview.
* Role play of the cognitive interview technique where students (in pairs) are given a scenario (role as a witness to an incident) and role as the professional using the cognitive interview technique.
* The pair work through the 4 features of the cognitive interview applied to their individual case.
* They can use their A-level textbook to help them design their interviews.

**Resources**

**Activity 2**

[(1) Loftus and Palmer Replication Crash Footage - YouTube](https://www.youtube.com/watch?v=Rg5bBJQOL74) – 17 second video of two cars colliding.

**Activity 3**

* [Influence of Anxiety on Eyewitness Testimony - A-level Psychology - PMT (physicsandmathstutor.com)](https://www.physicsandmathstutor.com/psychology-revision/videos/influence-of-anxiety-on-eyewitness-testimony/) – 6 minute video of key research that students can watch before they do activity 3.
* Flanagan, Jarvis and Liddle*, AQA Psychology for A-level Year 1 and AS* (2nd Ed), Illuminate Publishing, 2020.
* Lawton and Willard, *AQA A-level Psychology (Year 1 and Year 2),* Hodder Education, 2020.

**Activity 4**

* [The Cognitive Interview - A-level Psychology - PMT (physicsandmathstutor.com)](https://www.physicsandmathstutor.com/psychology-revision/videos/the-cognitive-interview/) – 4 minute presentation video of the cognitive interview and its evaluations.
* Flanagan, Jarvis and Liddle, *AQA Psychology for A-level Year 1 and AS* (2nd Ed), Illuminate Publishing, 2020.
* Lawton and Willard, *AQA A-level Psychology (Year 1 and Year 2*), Hodder Education, 2020.

**Week 11**

* Caregiver-infant interactions in humans: reciprocity and interactional synchrony.
* Stages of attachment identified by Schaffer.
* Multiple attachments and the role of the father.
* Observational design: behavioural categories; event sampling; time sampling.

**Learning outcomes**

Develop understanding of the nature and purpose of early interaction and practical observation research skills.

Student should be able to:

* describe and evaluate research into imitation, reciprocity and synchrony in mother infant interaction
* describe stages of attachment formation
* describe research into multiple attachment and the role of fathers
* describe the features, strengths and limitations of different types of observation
* explain event and time sampling
* devise observational categories and use them in conjunction with event sampling and time sampling in observing attachment behaviour
* explain issues of reliability and validity associated with observations.

**Suggested timing**

4.5 hours.

**Possible teaching and learning activities**

**Activity 1**

Introduction to attachment discussion. Students discuss the following questions in pairs:

1. What is an attachment?
2. Identify a list of people that you form attachments with.
3. Identify behaviours that people display when they attached to someone else.
4. Why are attachments important?

**Activity 2**

* Teacher defines reciprocity and interactional synchrony. Students then work in pairs and role play examples of reciprocation and interactional synchrony, eg smiling at the same time, mirroring each other’s body language.
* Students are allocated a study to research from [this link](https://www.tutor2u.net/psychology/reference/caregiver-infant-interactions-in-humans-reciprocity-and-interactional-synchrony) and their A-level textbook and then feedback its procedures/findings and evaluations. Eg Feldman (2007), Meltzoff and Moore (2007), Brazelton et al (1975), Isabella et al (1989, 1991).
* Students email their research to teacher who creates a [Quizlet](https://quizlet.com/) and has the students do a ‘classic live’ whole class competition so that they thoroughly consolidate their understanding of the topic.
* The class are then set this question for homework:

Discuss research into caregiver-infant interactions in humans.

**[16 marks]**

**Activity 3**

Teacher demonstrates the [key stages](http://www.youtube.com/watch?v=7tBuqXSdgkc) in the development of attachment. Students then do a sorting activity where they unjumble the characteristics of the four separate stages.

**Activity 4**

* Class debate about the role of the father.
* Students their A-level textbook to produce arguments for and against the father being as influential as the mother in the attachment process and then debate it teams the validity of each perspective.
* Afterwards they do an essay plan for this essay:

Discuss research into the role of the father on attachment

**[16 marks]**

**Activity 5**

* Practical using observation schedules to analyse video of caregiver-infant interaction.
* Students work in pairs to create an observation schedule then use it to analyse 3 or 4 you tube video clips of interaction in the still face videos. Compare their results and use appropriate graphs/charts to display findings.
* **Extension activity –** to consider how they would check the reliability of their observations.

**Resources**

**Activity 2**

* [Learning tools, flashcards, and textbook solutions | Quizlet](https://quizlet.com/).
* [Caregiver-Infant Interactions in Humans: Reciprocity and Interactional Synchrony | Psychology | tutor2u](https://www.tutor2u.net/psychology/reference/caregiver-infant-interactions-in-humans-reciprocity-and-interactional-synchrony) – overview of definitions of interactional synchrony and reciprocity
* Flanagan, Jarvis and Liddle, *AQA Psychology for A-level Year 1 and AS* (2nd Ed), Illuminate Publishing, 2020.
* Lawton and Willard, *AQA A-level Psychology (Year 1 and Year 2),* Hodder Education, 2020.

**Activity 3**

Stages in attachment [YouTube: Stages in Attachment](http://www.youtube.com/watch?v=7tBuqXSdgkc).

**Activity 4**

* Flanagan, Jarvis and Liddle, *AQA Psychology for A-level Year 1 and AS* (2nd Ed), Illuminate Publishing, 2020.
* Lawton and Willard, *AQA A-level Psychology (Year 1 and Year 2),* Hodder Education, 2020.
* [Multiple Attachments and the Role of the Father | Psychology | tutor2u](https://www.tutor2u.net/psychology/reference/multiple-attachments-and-the-role-of-the-father) overview of multiple attachments and role of the father research.
* **Extension Task –** [Science Daily: Child's behaviour linked to father-infant interactions](http://www.sciencedaily.com/releases/2012/07/120718192607.htm).

**Activity 5**

* Tronick’s still face paradigm clips.
* [YouTube: The Still Face Experiment](http://www.youtube.com/watch?v=cHbGxFNacO4) – overview of the procedure with one still face trial
* [YouTube: Tronick's Still Face Paradigm](http://www.youtube.com/watch?v=bG89Qxw30BM) – an overview and selection of still face trials with different infants.
* Flanagan, Jarvis and Liddle, *AQA Psychology for A-level Year 1 and AS* (2nd Ed), Illuminate Publishing, 2020.
* Lawton and Willard, *AQA A-level Psychology (Year 1 and Year 2),* Hodder Education, 2020.
* **Extension Task:** [Scienceblogs: Ed Tronick and the still face](http://scienceblogs.com/thoughtfulanimal/2010/10/18/ed-tronick-and-the-still-face/) – short article on still face research.

**Week 12**

* Animal studies of attachment: Lorenz and Harlow.
* Explanations of attachment: learning theory and Bowlby’s monotropic theory. The concepts of a critical period and an internal working model.

**Learning outcomes**

Develop understanding of explanations for attachment in humans and animals.

Student should be able to:

* distinguish between critical and sensitive periods
* describe and evaluate research studies that have investigated explanations for attachment in humans and animals
* describe and evaluate learning explanations for attachment
* describe and evaluate Bowlby’s monotropic theory of attachment including economic implications.
* show understanding of key concepts. Imprinting, critical and sensitive periods, internal working model, fixed action patterns, social releasers, monotropy, conditioning, unconditioned/primary reinforcers, conditioned/secondary reinforcers.

**Suggested timing**

4.5 hours.

**Possible teaching and learning activities**

**Activity 1**

Students watch [this presentation](https://www.slideshare.net/knoxmodernstudies/theories-of-attachment) of Bowlby’s monotropic theory and then answer ten questions about it provided by the teacher without the aid of their notes or textbook. Afterwards, students can use the A-level textbook to self-assess their answers.

**Activity 2**

Teacher shows [this clip](https://www.youtube.com/watch?v=IysBMqaSAC8&t=546s) of Lorenz’s research and students make notes on Lorenz’s procedure and key findings and then write a paragraph explaining how it would support Bowlby’s theory. Afterwards, students discuss in pairs the strengths and limitations of Lorenz’s research in terms of explaining human attachment. This gives a great overview of Lorenz’s research but warn students beforehand that the language of the narrator occasionally reflects the norms of the time the video was created.

**Activity 3**

* Students first read an overview of learning theory from their A-level textbook so they have a good initial understanding of it before they do the next task.
* Teacher creates a word sequence activity from [Wordwall](https://wordwall.net/) using information about the learning theory explanation of attachment.
* They then share a link to the activity and then students use their phones to unjumble the sentences so they form coherent statements relating to learning theory.
* Show students the video of [Harlow’s research](https://www.youtube.com/watch?app=desktop&v=OrNBEhzjg8I) and have students write a paragraph explaining why it challenges learning theory as an explanation of attachment.

**Activity 4**

* Silent discussion essay activity.
* Teacher writes 4 essay titles on 4 bits of paper and puts them on 4 tables arranged as islands around the room. Students then take it in turns to go round each table and silently write down assessment objective 1, assessment objective 2 and assessment objective 3 points that can be used to answer the questions:

1. Outline Lorenz’s and Harlow’s animal studies of attachment. Discuss what these studies might tell us about human attachment [16 marks] (2022 exam):

Two mothers at the toddler and parent group are chatting.

“I always felt sorry for my husband when Millie was a baby. He used to say his bond with Millie was not as strong as mine because I was breastfeeding.”

“I’m not sure”, replies the other mother. “I think there’s something about a mother’s love that makes it more special anyway – and so important for future development.”

1. Discuss the learning theory of attachment and Bowlby’s monotropic theory of attachment. Refer to the conversation above in your answer [16 marks] (2018 exam).
2. Outline and evaluate the learning theory of attachment [16 marks].
3. Discuss Bowlby’s monotropic theory of attachment [16 marks].

* Afterwards teacher reviews answers and students choose the most challenging essay to complete for homework.

**Resources**

**Activity 1**

* [Theories of Attachment (slideshare.net)](https://www.slideshare.net/knoxmodernstudies/theories-of-attachment) – good presentation of Bowlby’s Monotropic theory.
* [(1) Science Bulletins: Attachment Theory—Understanding the Essential Bond - YouTube](https://www.youtube.com/watch?v=kwxjfuPlArY). First 3 minutes of clip provides a good overview of Bowlby’s theory.
* Flanagan, Jarvis and Liddle, *AQA Psychology for A-level Year 1 and* AS (2nd Ed), Illuminate Publishing, 2020.
* Lawton and Willard, *AQA A-level Psychology (Year 1 and Year 2),* Hodder Education, 2020.

**Activity 2**

[Konrad Lorenz - Science of Animal Behavior (1975) - YouTube](https://www.youtube.com/watch?v=IysBMqaSAC8&t=546s) – 13 minute clip, in-depth overview of Lorenz’s work – first 8 minutes particularly relevant. Disclaimer: language of the narrator occasionally reflects the norms of the time.

**Activity 3**

* [Wordwall.net](https://sgscol-my.sharepoint.com/personal/mark_jones_sgscol_ac_uk/Documents/2023%20-%2024/AQA%20SOW%20work/Finished/Wordwall.net)
* [Harlow's Studies on Dependency in Monkeys - YouTube](https://www.youtube.com/watch?v=OrNBEhzjg8I) – 6 minute overview of Harlow’s research presented by Harlow himself.
* Flanagan, Jarvis and Liddle, *AQA Psychology for A-level Year 1 and AS (2nd Ed)*, Illuminate Publishing, 2020.
* Lawton and Willard, *AQA A-level Psychology (Year 1 and Year 2),* Hodder Education, 2020.

**Week 13**

* Ainsworth’s ‘Strange Situation’. Types of attachment: secure, insecure-avoidant and insecure-resistant.
* Cultural variations in attachment, including van Ijzendoorn.
* Primary and secondary data, including meta-analysis.
* Observational techniques. Types of observation: naturalistic and controlled observation; covert and overt observation; participant and non-participant observation.

**Learning outcomes**

Develop understanding of the types of early attachment in humans and factors affecting attachment formation.

Students should be able to:

* describe and evaluate the strange situation as a technique for assessing attachment.
* distinguish between types of attachment
* discuss cultural variations in attachment, including van Ijzendoorn
* the distinction between primary and secondary data.

**Suggested timing**

4.5 hours.

**Possible teaching and learning activities**

**Activity 1**

* Students watch [this clip](https://www.youtube.com/watch?v=QTsewNrHUHU) of strange situation and answer questions such as:
* What type of observation was it?
* Give examples of behavioural categories used in the study.
* Comment on the internal and external validity of this study.
* How would researchers improve the reliability of observations made in this study?
* Afterwards, students discuss what the issues would be if it was carried out as a participant or naturalistic observation.

**Activity 2**

* Role play the strange situation. Students familiarise themselves with the different episodes of the strange situation through [this link](https://www.simplypsychology.org/mary-ainsworth.html) on their phones. They then devise a brief role play of how one of the attachment types would behave in one of the episodes.
* When they present it to the other students, they have to guess which episode the role play refers to and which attachment type the ‘infant’ is displaying.
* Students can do short answer questions on the attachment types from the strange situation from the [AQA website](https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/assessment-resources?f.Resource+type%7C6=Question+papers).

**Activity 3**

* Students choose a study on cultural variations of attachment and then write a scenario that reflects the key findings of the study.
* They then give the scenarios to other students who have to work out which study it is based on the content of the scenario. Example scenario: ‘In this study there were surprisingly fewer infants who were classified as having good relationships with their parents in relation to other countries. Could this be because in this country, a greater number of mothers went back to work earlier?’ Answer: Simonella et al’s study (2014).
* Afterwards, students look up primary and secondary data in their A-level textbook and find an example of each type of data from the studies in cultural variations in attachment. They then take the evaluations of primary and secondary data and apply them to the studies.

**Activity 4**

Students plan answers to past questions from the [AQA website](https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/assessment-resources?f.Resource+type%7C6=Question+papers).

**Resources**

**Activity 1**

[(1) The Strange Situation - Mary Ainsworth - YouTube](https://www.youtube.com/watch?v=QTsewNrHUHU) – 4 minute overview of the procedure.

**Activity 2**

* Simply Psychology – Mary Ainsworth and the Strange Situation (includes theoretical and methodological evaluation).
* [(1) Ainsworth's ‘strange situation’: Psychology AQA Paper 1 - YouTube](https://www.youtube.com/watch?v=XI4CAtU24Vc)
* **Extension Task –** Psych review podcast and article on advances on Ainsworth’s work – Podcast Link.
* [AQA | AS and A-level | Psychology | Assessment resources](https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/assessment-resources).

**Activity 3**

* Flanagan, Jarvis and Liddle, *AQA Psychology for A-level Year 1 and AS* (2nd Ed), Illuminate Publishing, 2020.
* Lawton and Willard, *AQA A-level Psychology (Year 1 and Year 2),* Hodder Education, 2020.
* [AQA website](https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/assessment-resources?f.Resource+type%7C6=Question+papers).

**Week 14**

* Bowlby’s theory of maternal deprivation.
* Romanian orphan studies: effects of institutionalisation.
* The influence of early attachment on childhood and adult relationships, including the role of an internal working model.

**Learning outcomes**

Develop an understanding of the effects of maternal deprivation and institutionalisation on attachment and the implications of attachment types for later relationships.

Students should be able to:

* distinguish between privation and deprivation (as relevant to Bowlby’s hypothesis)
* outline the effects of maternal deprivation according to Bowlby’s maternal deprivation hypothesis (MDH)
* outline and evaluate research into the effects of MDH
* describe and evaluate research into the effects of institutionalisation
* explain the continuity hypothesis in relation to internal working model (IWM)
* use research evidence to evaluate the continuity hypothesis
* apply understanding of MDH and institutionalisation to explain novel situations.

**Suggested timing**

4.5 hours.

**Possible teaching and learning activities**

**Activity 1**

Teacher shows these two videos: [a Two Year old goes to Hospital](https://www.youtube.com/watch?v=s14Q-_Bxc_U&t=7s) and Rutter’s thoughts on [maternal deprivation](https://www.physicsandmathstutor.com/psychology-revision/videos/maternal-deprivation/) and students speculate what the maternal deprivation hypothesis is. Afterwards they pad out their definition by making notes from P90 of the A-level textbook.

**Activity 2**

* Students imagine that they are John Bowlby and have received criticism for the maternal deprivation hypothesis theory. They have to use the information on p91 of the A-level textbook to familiarise themselves with the criticisms and use the information to produce a series of rebuttals to defend Bowlby’s theory.
* Afterwards, they work in pairs to discuss his theory with one member of the pair recalling a criticism of the theory whilst the other has to recall the counterargument.
* Finally, they attempt at 16 mark question for homework: Outline and evaluate Bowlby’s maternal deprivation hypothesis. [8 marks]

**Activity 3**

* Teachershows this clip of a [Romanian man’s](https://www.youtube.com/watch?v=VCeWr8OFuEs) experience of his childhood in a Romanian Orphanage. Students discuss the impact the experience would have on his later social, emotional and intellectual development.
* Students are then given an overview of the procedures and findings of studies on Romanian Orphans who have experienced privation, and then, individually, have to draw conclusions from the studies in terms of what they show about the impacts of privation.
* Finally, students create a [Kahoot](https://kahoot.com/) on the content of the topic and share their Kahoots with the rest of the group to quiz them on their knowledge of research into institutionalisation.

**Activity 4**

* Students free recall the key characteristics of the different attachment types from the strange situation. They then speculate in pairs how the attachment types would behave in adult romantic relationships. Teacher then demonstrates the internal working models of the three different attachment types.
* Students then are allocated one of the key research studies to produce a made-up evaluation for eg they could apply the idea of social desirability bias to criticise Hazan and Shaver’s research using questionnaires. Each evaluation can then be uploaded to [Padlet.com](https://padlet.com/) so and a permanent record of them is saved by the teacher and shared with the rest of the class.

**Resources**

**Activity 1**

* Flanagan, Jarvis and Liddle, *AQA Psychology for A-level Year 1 and AS* (2nd Ed), Illuminate Publishing, 2020.
* Lawton and Willard, *AQA A-level Psychology (Year 1 and Year 2),* Hodder Education, 2020.
* [A Two Year Old goes to Hospital (Robertson Films) - YouTube](https://www.youtube.com/watch?v=s14Q-_Bxc_U&t=7s) – 1:35 minutes.
* [Maternal Deprivation - A-level Psychology - PMT (physicsandmathstutor.com)](https://www.physicsandmathstutor.com/psychology-revision/videos/maternal-deprivation/) – Rutter talks about Bowlby’s maternal deprivation hypothesis – 3:55 minutes.
* [Level Psychology (AQA): Bowlby's Maternal Deprivation Hypothesis - YouTube](https://www.youtube.com/watch?v=oJandP6w3Sg) – 14 minutes. Good overview of the theory and its evaluations.

**Activity 3**

* [Growing up in a Romanian orphanage - BBC News - YouTube](https://www.youtube.com/watch?v=VCeWr8OFuEs) – 4 minutes.
* [Psychboost The Romanian Orphans Study](https://www.youtube.com/watch?v=JfxCFi9f7dI) – detailed overview of key research.
* **Extension Task:** [Romania's children | BPS](https://www.bps.org.uk/psychologist/romanias-children) – article from the Psychologist.

**Activity 4**

[Influence of early attachment on childhood & adult relationships - AQA Paper 1 - YouTube](https://www.youtube.com/watch?v=b4umDVRb1DM) – good overview of research in this area.

**Activity 5**

[Padlet.com](https://padlet.com/)

**Week 15**

* Pilot studies and the aims of piloting.
* Sampling: the difference between population and sample; sampling techniques including: random, systematic, stratified, opportunity and volunteer; implications of sampling techniques, including bias and generalisation.
* AS Paper 1 revision.

**Learning outcomes**

Student should be able to:

* distinguish between population and sample
* explain opportunity and volunteer samples and how to select random, stratified, systematic samples
* explain the implications of sampling for generalising and bias
* explain the purpose of pilot studies in relation to research design and materials
* distinguish between effective and less effective revision strategies
* use a range of effective revision strategies
* identify aspects of the first term’s work that need significant revision.

**Suggested timing**

4.5 hours.

**Possible teaching and learning activities**

**Activity 1**

Students complete sampling with smarties activity after teacher facilitates activity using accompanying [presentation](https://www.slideshare.net/cahird/smarties-sampling). Students complete remaining activities in presentation to test their understanding of the subject.

**Activity 2**

Students are given [this link](https://helpfulprofessor.com/psychology-experiments-and-case-studies/#:~:text=15%20Famous%20Experiments%20and%20Case%20Studies%20in%20Psychology,...%208%208.%20Cognitive%20Dissonance%20...%20More%20items) on the most famous studies in psychology and are asked to create a small presentation on how they would do a pilot study for one of these investigations. They should focus on what aspects of the design they would need to test and which ethical issues they would need to explore.

**Activity 3**

* Students are given a checklist of AS/A-level Paper 1 and research methods topics to RAG rate to determine their level of expertise they have with each one. They then work with a partner and take it in turns to explain back any areas their partner doesn’t understand as well as they do.
* Students to try out different strategies from the [thinking ladder](https://www.tes.com/teaching-resource/thinking-ladder-tasks-12300435) (recall, understanding, application, analysis, evaluation and creation) in relation to the revision topics.

**Activity 4**

* You say we play.
* Students compete against each other in two teams.
* Each team takes it in turns to send a member up to the front of the class with their back to the board.
* Teacher reads out a key term/phrase from Paper 1 on the board behind them. Their teammates have to get them to say the key term without actually using the words in the term themselves in any clues they give them.
* They get a point for their team if they manage to say the correct answer in 30 seconds.
* Then then the other team have a go. The team with the most points at the end wins.

**Activity 5**

Teacher logs in to [Socrative](https://b.socrative.com/login/teacher/) and set a short answer question from the [AQA website](https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/assessment-resources?f.Resource+type%7C6=Question+papers). Students are invited to do the question from a link/QR code from Socrative. Students answer the questions on their phones. Afterwards the teacher reviews student’s answers and asks them to vote for their best answer and why.

**Resources**

**Activity 1**

[Smarties Sampling | PPT (slideshare.net)](https://www.slideshare.net/cahird/smarties-sampling) – presentation for practical activity.

**Activity 2**

[15 Famous Experiments and Case Studies in Psychology (2023) (helpfulprofessor.com)](https://helpfulprofessor.com/psychology-experiments-and-case-studies/#:~:text=15%20Famous%20Experiments%20and%20Case%20Studies%20in%20Psychology,...%208%208.%20Cognitive%20Dissonance%20...%20More%20items)

**Activity 3**

The thinking ladder [TES Thinking Ladder Free Resources](https://www.tes.com/teaching-resource/thinking-ladder-tasks-12300435).

**Activity 5**

* [(1) Attachment - AQA Psychology UNDER 20 MINS! Quick Revision for Paper 1 - YouTube](https://www.youtube.com/watch?v=TaVOb59vG54) – overview of attachment – 20 minute video.
* [Socrative](https://b.socrative.com/login/teacher/).
* [AQA | AS and A-level | Psychology | Assessment resources](https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/assessment-resources).

**Week 16**

Paper 1 mock exam.

**Learning outcomes**

Students should be able to:

* use independent study time to employ elaborative rehearsal to promote effective recall
* complete a Paper 1 AS exam under exam conditions.

**Suggested timing**

Independent revision time 3 hours, mock – 1.5 hours.

**Possible teaching and learning activities**

Collapsed timetable for mock exam week, students use the time to revise independently in class.

**Resources**

* Mock exam on Paper 1 using a past AS paper from the [AQA website](https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/assessment-resources?f.Resource+type%7C6=Question+papers).
* [Free Homework & Revision for A-level, GCSE, KS3 & KS2 (senecalearning.com)](https://senecalearning.com/en-GB/).
* [Psych Boost - YouTube](https://www.youtube.com/channel/UCqqIPOTshm8EM8CCWkCy9Pg) – excellent site for revision videos.

**Week 17**

* Correlations.
* Analysis of the relationship between co-variables.
* The difference between correlations and experiments.

**Learning outcomes**

Develop understanding of the correlational research.

Students should be able to:

* distinguish positive negative zero correlations
* present and interpret correlational data
* Identify differences between experiments and correlations
* Critically reflect on their own mock exam performance.

**Suggested timing**

4.5 hours.

**Possible teaching and learning activities**

**Activity 1**

* Teacher led overview of the nature of correlation direction and strength (positive, negative, zero). Strengths and limitations of correlational research.
* Conduct a short practical ([AQA | Lesson activity: practical activities for research methods](https://www.aqa.org.uk/resources/psychology/as-and-a-level/psychology/teach/practical-activities-for-research-methods)).
* Students then evaluate correlations by looking at this [article](https://www.tylervigen.com/spurious-correlations) on the key issues with correlations.
* Finally, they discuss in pairs similarities and differences between experiments and correlations and then complete an exam style question based on correlation.

**Activity 2**

Practical research to design a correlational study using standardised scale.

Students work in pairs/small groups to design a correlational study. This should include:

* Proposal (so teacher can check it is ethical and practical).
* Pilot study to pilot measures and or procedure.
* Data collection for 10 pairs of scores, recording data.
* Data analysis descriptive stats and graphical presentation.
* Data analysis and presentation.

**Activity 3**

* Feedback on exam and individualised learning plan to address issues from the exam.
* Teacher first gives an overview/examiner report of the exam to see where the most marks were gained lost/what themes came out from the exam.
* Teacher gives students a list of 20 criteria based on skills/content from the exam and has students self-assess against each one.
* Afterwards they produce a paragraph of feedback about strengths and areas for improvement in relation to their performance.

**Resources**

**Activity 1**

* [Tylervigen: Spurious Correlations.](https://www.tylervigen.com/spurious-correlations)
* Flanagan, Jarvis and Liddle, *AQA Psychology for A-level Year 1 and AS* (2nd Ed), Illuminate Publishing, 2020.
* Lawton and Willard, *AQA A-level Psychology (Year 1 and Year 2*), Hodder Education, 2020.

**Activity 2**

[Student activity: Research planning document (Appendix A).](#AppendixA)

**Week 18**

* The divisions of the nervous system: central and peripheral (somatic and autonomic).
* The function of the endocrine system: glands and hormones.
* The fight or flight response including the role of adrenaline.

**Learning outcomes**

Develop understanding of the structure and function the NS and endocrinal system.

Students should be able to:

* use technical terminology correctly
* complete diagrams that represent the divisions of the nervous system
* describe the structure and functions of:
* central nervous system including basic areas of the brain
* somatic nervous system
* autonomic nervous system
* endocrinal system.
* explain the role of adrenaline in the fight and flight response.

**Suggested timing**

4.5 hours.

**Possible teaching and learning activities**

**Activity 1**

Teacher gives an overview of the nervous system from [this website](https://www.simplypsychology.org/peripheral-nervous-system.html#:~:text=The%20PNS%20is%20all%20the%20nerves%20that%20branch,the%20CNS%20to%20the%20rest%20of%20the%20body.), students make notes of the diagram that outlines the divisions of the nervous system.

**Activity 2**

Students work in pairs. Teacher gives each pair a pad of post-it notes. Students write the following terms on each separate post-it: hypothalamus, pituitary gland, adrenal cortex, adrenal medulla, kidneys pancreas, thyroid gland, higher brain centres (frontal lobe), liver, heart. One student then proceeds to stick the post-it notes on the other student in the correct locations they think these organs would be in the body. Afterwards, teacher elicits information about the function of each of these glands, and the role they may play in the fight or flight response.

**Activity 3**

* Students first watch this [6 minute clip](https://www.youtube.com/watch?v=m2GywoS77qc) to familiarise themselves with the fight or flight response.
* Teacher goes through this [detailed diagram](https://www.simplypsychology.org/fight-flight-freeze-fawn.html) of the sympathetic adrenal medullary system (SAM) and the hypothalamic-pituary-adrenal axis (HPA) response.
* Students to work in groups of three. Each group is provided with a blank piece of A3 paper. Each group selects one person as a scribe. The groups are then shown the diagram on the interactive whiteboard for 30 seconds and are told to memorise it, they can’t write anything down at this point.
* When the diagram is removed, each group has one minute to get their scribe to replicate the diagram from memory. The other two members can tell the scribe what to write. Each group then sees the diagram again for 30 seconds (without writing anything down) and then, this time, another group member acts as a scribe for a minute. Repeat the process again for a third time so the final group member has a go.
* Teacher puts the diagram up on the board at the end and has the group self-assess their response.

**Activity 4**

* Students work in pairs and are given one of the glands from the endocrine system to research and feedback its function to the rest of the class.
* Afterwards students answer questions about the endocrine system and divisions of the nervous system from the [AQA website](https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/assessment-resources).

**Resources**

**Activity 1**

[Peripheral Nervous System (PNS) Parts and Function - Simply Psychology](https://www.simplypsychology.org/peripheral-nervous-system.html#:~:text=The%20PNS%20is%20all%20the%20nerves%20that%20branch,the%20CNS%20to%20the%20rest%20of%20the%20body.). Website overview of different parts of the nervous system in diagrams.

**Activity 3**

* [(1) Fight or Flight Response - YouTube](https://www.youtube.com/watch?v=m2GywoS77qc) – good 6 minute overview.
* [Fight, Flight, Freeze, or Fawn: How We Respond to Threats - Simply Psychology](https://www.simplypsychology.org/fight-flight-freeze-fawn.html) – website with diagram of the fight or flight response.

**Activity 4**

* [AQA | AS and A-level | Psychology | Assessment resources](https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/assessment-resources).
* **Extension –** [Brain Connection](https://brainconnection.brainhq.com/brain-basics/) – website for fun brain-related activities.

**Week 19**

* The structure and function of sensory, relay and motor neurons.
* The process of synaptic transmission, including reference to neurotransmitters, excitation and inhibition.
* The biological approach: the influence of genes, biological structures and neurochemistry on behaviour. Genotype and phenotype, genetic basis of behaviour, evolution and behaviour.

**Learning outcomes**

Develop understanding of the basic structure and function of neurons.

Develop critical appreciation of the biological approach.

Students should be able to:

* outline the assumptions and methods of the biological approach
* use key concepts/terms appropriately to describe neurochemical, genetic and evolutionary explanations
* outline genetic transmission and the influence of genes on behaviour
* distinguish between genotype and phenotype
* explain the role of family and twin studies and the role of shared and non-shared genes and environments
* outline evolutionary basis of behaviour
* use technical terminology correctly
* label diagrams of neuron and synapse
* explain:
  + - how neurons communicate
    - the process of neuronal transmission
    - the process of synaptic transmission
    - the role of neurotransmitters

**Suggested timing**

4.5 hours.

**Possible teaching and learning activities**

**Activity 1**

Students watch [this presentation](http://www.slideshare.net/jamiedavies/week-11-as-biological-psychology-28550906) of neurons and the nervous system before the lesson so they have good background knowledge of the subject.

**Activity 2**

* Synaptic transmission whole class impulse activity.
* Students hold hands in a chain around the edge of the class.
* Teacher explains that they are all interconnected neurons whose job it is to pass a message across each other as quickly as possible.
* The first person in the chain squeezes the hand of the person to their left, who then squeezes the hand of the person to their left.
* The process is repeated until the message/hand squeeze has been passed down the chain of students. It should take about 2/3 seconds.
* Afterwards teacher introduces synaptic transmission and students answer questions on [the process and the different types of neurons](https://www.khanacademy.org/partner-content/crash-course1/crash-course-biology/v/crash-course-biology-125).
* Students then go to [this website](https://www.simplypsychology.org/synapse.html) to self-assess their definitions.
* Finally, teacher creates a Quizlet/gets students to create [Quizlets](https://quizlet.com/) of the key terms in this area.

**Activity 3**

Teacher demonstrates reflex arc with example of stepping on a pin and flinching in response. Students then come up with their own examples of reflex arcs from their own experiences. They use relevant terminology (sensory receptors/sensory neurons/relay/motor neurons/effectors) in their response.

**Activity 4**

* Students work in pairs and use their knowledge of biopsychology to explain how the biological approach would explain the causes of human behaviour. They then self-assess their answers against the information in their A-level textbook.
* Afterwards, teacher introduces real world application, reductionism and determinism and students apply these concepts to evaluate the biological approach.
* Students then create a series of scenarios in pairs that they can give to other students to analyse using the biological approach so that they can practise their assessment objective 2 skills.

**Resources**

**Activity 1**

[Jamie Davies: Week 11 AS biological psychology](http://www.slideshare.net/jamiedavies/week-11-as-biological-psychology-28550906) – detailed presentation overview of synaptic transmission and types of neurons (43 slides).

**Activity 2**

* [Synapse: Definition, Parts, Types & Function - Simply Psychology](https://www.simplypsychology.org/synapse.html) Website overview of synaptic transmission
* [Khanacademy: Crash Course Biology - The Nervous System](https://www.khanacademy.org/partner-content/crash-course1/crash-course-biology/v/crash-course-biology-125) – 11 minute video that goes through synaptic transmission, the structure of the nervous system, types of neurones.
* [Quizlet](https://quizlet.com/).

**Activity 4**

* Flanagan, Jarvis and Liddle, *AQA Psychology for A-level Year 1 and AS* (2nd Ed), Illuminate Publishing, 2020.
* Lawton and Willard, *AQA A-level Psychology (Year 1 and Year 2),* Hodder Education, 2020.

**Week 20**

* Origins of Psychology: Wundt, introspection and the emergence of Psychology as a science.
* Features of science: objectivity and the empirical method; replicability and falsifiability; theory construction and hypothesis testing; paradigms and paradigm shifts.
* Learning approaches: the behaviourist approach, including classical conditioning (CC) and Pavlov’s research, operant conditioning (OC), types of reinforcement and Skinner’s research.

**Learning outcomes**

Students should be able to:

* define introspection
* define features of science: objectivity and the empirical method; replicability and falsifiability; theory construction and hypothesis testing; paradigms and paradigm shifts
* describe and evaluate Wundt’s contribution to the emergence of psychology as a science
* explain the assumptions and methods of the behaviourist approach
* use key terms appropriately to describe/explain operant and classical conditioning
* distinguish between OC and CC and between and between reinforcement and punishment
* outline applications of OC and CC
* explain strengths and limitations of OC and CC
* evaluate the behaviourist approach.

**Suggested timing**

4.5 hours.

**Possible teaching and learning activities**

**Activity 1**

* Students first are given the acronym **THE PROOF** to work out what the main features of science are (**T**heory construction/**H**ypothesis testing/**E**mpirical evidence/**P**aradigm/**R**eplicability/ **O**bjectivity/**O**perationalisation/**F**alsifiability). They then aim to produce a one sentence definition of science that encompasses these features.
* Students are then shown [a clip](https://www.youtube.com/watch?v=Hgc7pA43DgI) of a metronome and are asked to write down the thoughts, feelings and sensations they experience in response, just like Wundt’s participants did in his early research into introspection. Afterwards they discuss a definition of introspection and then self-assess against one provided by the teacher. Students the use their A-level Psychology textbook to complete this question in class:

Outline and evaluate Wundt’s role in the emergence of psychology as a science.

**[8 marks]**

**Activity 2**

* Sorting activity.
* Students are first allocated an approach from [this link](https://www.simplypsychology.org/a-level-approaches.html) to research and provide a brief synopsis of it to the rest of the class.
* Students are then given post-it notes with the name of a different psychological approach on each one of them: ie cognitive, behaviourist, humanistic, psychodynamic, cognitive neuroscience and biological.
* They then have to put them in the order in which they occurred in the 20th century and be prepared to justify their choices based on what they know about the approaches.
* They then use their textbook to A-level to review their answers.

**Activity 3**

* Students first watch an [overview](https://www.youtube.com/watch?v=BPtXxzeHR2U) of classical and operant conditioning before the lesson and bring notes into class on the differences between the two types of learning.
* Teacher demonstrates [classical conditioning](https://www.youtube.com/watch?v=BPtXxzeHR2U) and operant conditioning from these clips.
* Students create a classical conditioning diagram that explains how dogs learn to salivate in response to food – they may find [this clip](https://www.youtube.com/watch?v=asmXyJaXBC8) on Pavlov’s research helpful as well.
* They then note down examples of positive reinforcement from this clip from the [Big Bang Theory](https://www.youtube.com/watch?v=JA96Fba-WHk).
* Finally, they create examples of negative reinforcement and punishment themselves and present them to the rest of the class who have to work out which of the two concepts each example relates to.

**Activity 4**

* Evaluation of the behaviourist approach.
* Students are shown the burger evaluation paradigm from this [Tutor2u link](https://www.tutor2u.net/psychology/reference/effective-exam-technique-for-16-marker-in-aqa-a-level-psychology-the-burger-poster-handout-set) and then have to create a burger evaluation (point/evidence/explain) of the behaviourist approach using the information on page 109 of the AQA Psychology for A-level Year 1 textbook.
* Challenge the students to do a double whopper (point/evidence/counter-argument/explain) or a triple whopper (point/evidence/counter-argument/issues and debate point/explain).
* A prize is given to the student who produces the best ‘burger.’

**Resources**

**Activity 1**

* + [60 BPM 4/4 Wood Metronome HD (YouTube](https://www.youtube.com/watch?v=Hgc7pA43DgI)) – 10 minutes.
* Flanagan, Jarvis and Liddle, *AQA Psychology for A-level Year 1 and AS* (2nd Ed), Illuminate Publishing, 2020.
* Lawton and Willard, *AQA A-level Psychology (Year 1 and Year 2),* Hodder Education, 2020.

**Activity 2**

* + [Simply Psychology – Approaches in Psychology](https://www.simplypsychology.org/a-level-approaches.html) – website with an overview of all the approaches.
  + Flanagan, Jarvis and Liddle, *AQA Psychology for A-level Year 1 and AS* (2nd Ed), Illuminate Publishing, 2020.
* Lawton and Willard, *AQA A-level Psychology (Year 1 and Year 2),* Hodder Education, 2020.

**Activity 3**

* [(1) Operant Conditioning vs. Classical Conditioning in B.F. Skinner's Radical Behaviourism (YouTube](https://www.youtube.com/watch?v=BPtXxzeHR2U)).
* [Classical Conditioning - Ivan Pavlov (YouTube](https://www.youtube.com/watch?app=desktop&v=hhqumfpxuzI&list=PLPTe21Ybkqf8hiEcLg5_PHOLnre1gC3oV)) – 4 minute overview.
* [Behaviourist Approach to Operant Conditioning B.F. Skinner (YouTube)](https://www.youtube.com/watch?v=ei7AG8hAlCs) – 14 minutes.
* [Positive Reinforcement - The Big Bang Theory - YouTube](https://www.youtube.com/watch?v=JA96Fba-WHk) – 4.5 minutes.
* [Pavlov’s Dogs - YouTube](https://www.youtube.com/watch?v=asmXyJaXBC8) – 3 minute dramatisation.

**Activity 4**

* [Burger Paragraphs - Developing Effective Evaluation poster/handout (tutor2u)](https://www.tutor2u.net/psychology/reference/effective-exam-technique-for-16-marker-in-aqa-a-level-psychology-the-burger-poster-handout-set).
* **Extension task –** [(1) B. F. Skinner, Behaviorism and Your Superstitious Beliefs (YouTube](https://www.youtube.com/watch?v=X6zS7v9nSpo)) -great 6 minutes.

**Week 21**

* Learning approaches: social learning theory (SLT) including imitation, identification, modelling, vicarious reinforcement, the role of mediational processes and Bandura’s research.
* The cognitive approach: the study of internal mental processes, the role of schema, the use of theoretical and computer models to explain and make inferences about mental processes.
* The emergence of cognitive neuroscience.

**Learning outcomes**

Develop critical appreciation of the social learning approach:

* explain the assumptions of the SLT
* outline the role of mediation, imitation, identification, modelling vicarious reinforcement in learning
* outline applications of SLT explain strengths and limitations of SLT

Develop critical appreciation of the cognitive approach:

* explain the assumptions and methods of the cognitive approach
* explain the role of:
  + models in understanding mental processes
  + schemas
  + inference in understanding behaviour
* the emergence of cognitive neuroscience
* evaluate of the contribution of cognitive approach its strengths, limitations applications and ethical issues associated with cognitive neuroscience.

**Suggested timing**

4.5 hours.

**Possible teaching and learning activities**

**Activity 1**

* Students watch [cognitive psychology approach](https://www.youtube.com/watch?v=ndVvKoQY7vc) at the start of the lesson and then do some retrieval practice on the key features of the approach at the start of the lesson.
* Students then explain how this experience would relate to the key features of the approach by:
* speculating as to the mental processes being studied (memory)
* explaining how the activity relates to inferences (their score on the retrieval practice test allows the teacher to infer their level of understanding)
* using the MSM or WMM to explain how they used their memories in this activity
* give an example of a schema created from the experience of doing well/less well in the retrieval practice activity
* researching which brain area would light up on a brain scan if studied by a cognitive neuroscientist (the hippocampus).

**Activity 2**

Students watch [Neuroscience and cognitive training (YouTube)](http://www.youtube.com/watch?v=M4F_GlciZEU) and then create an evaluative paragraph on the real-world applications of the cognitive approach. They then use the concepts of machine reductionism, soft determinism and scientific approach to create three more evaluations for the approach using [Psychology approaches for A-level (simply Psychology)](https://www.simplypsychology.org/a-level-approaches.html).

**Activity 3**

* Students speculate as to how SLT would explain behaviour. They use their knowledge of the evaluations of the behaviourist approach and knowledge of the cognitive approach to explain how this neo-behaviourist theory would differ from traditional behaviourism.
* They are then given examples of positive reinforcement, punishment, vicarious reinforcement and vicarious punishment to differentiate between. This could be done as matching activity in [Quizlet](https://quizlet.com/) where they have to match examples of behaviour with the appropriate type of learning.
* Finally, they watch [the clip of Bandura’s study](https://www.youtube.com/watch?v=zerCK0lRjp8) and then use the information from [Simply Psychology](https://www.simplypsychology.org/a-level-approaches.html) to create a storyboard of the follow-up study by Bandura and Walters (1963) and also produce some evaluations of social learning theory.
* To consolidate their understanding, they do this question for homework from the 2017 AS exam:

Samira and John are talking. Samira says, ‘Look at your little sister. She’s pretending she’s got a mobile phone like yours and is making a call.’ John replies, ‘Yes. But when she saw me get told off for using my Dad’s favourite pen, she never copied me doing that

Describe and evaluate social learning theory. Refer to the conversation above as part of your answer.

**[12 marks]**

**Activity 4**

Independent research: students to independently research cognitive neuroscience and make notes. They should also identify research studies which:

* Identify a neurological basis of mental processes.
* Provide neurobiological basis of certain psychological disorders.
* How cognitive neuroscience is being applied in everyday life eg lie detection.

**Resources**

**Activity 3**

* + [Cognitive Psychology - Psychology AQA Paper 2 - YouTube](https://www.youtube.com/watch?v=ndVvKoQY7vc).

* [Psychology Approaches Revision for A-level - Simply Psychology](https://www.simplypsychology.org/a-level-approaches.html).

**Activity 2**

* Taxi v bus drivers and other commercial applications [Neuroscience and Cognitive Training](http://www.youtube.com/watch?v=M4F_GlciZEU) (YouTube) – 4 minutes 30 secsonds.
  + [The Brain: A Secret History - Emotions; Bandura Bobo Doll Experiment (YouTube](https://www.youtube.com/watch?v=zerCK0lRjp8)) – 5 minute clip.
* [Psychboost – Social Learning Theory Video](https://www.youtube.com/watch?v=rh-T4E4W4n0) – 10 minute overview of SLT.

**Activity 3**

[Psychology Approaches Revision for A-level - Simply Psychology](https://www.simplypsychology.org/a-level-approaches.html).

**Week 22**

* Definitions of abnormality, including deviation from social norms and statistical infrequency
* Distributions: normal and skewed distributions; characteristics of normal and skewed distributions.

**Learning outcomes**

Develop understanding of the concept of abnormality and definitions of abnormality.

Students should be able to define the following definitions of abnormality:

* statistical infrequency
* deviation from social norms
* evaluate definitions of abnormality in terms of their strengths and limitations
* demonstrate understanding of the implications of different definitions
* apply knowledge of definitions to scenarios
* outline the characteristics of normal and skewed distribution. Indicate position of mean, median, and mode on normal and skewed distributions.

**Suggested timing**

4.5 hours.

**Possible teaching and learning activities**

**Activity 1**

Students research [psychological disorders](https://www.onlinepsychologydegree.info/lists/5-examples-of-abnormal-psychology/) and present one of them back to the class. Students then in pairs aim to come up with a definition of abnormality between them and share the definitions on [padlet.com](https://padlet.com/). Teacher then compare their definitions with the 4 main definitions of abnormality.

**Activity 2**

* Statistical infrequency human distribution activity.
* Teacher presents an overview of the statistical infrequency definition of abnormality from [this clip](https://www.youtube.com/watch?v=7xz_ucm8Lso&t=276s).
* Students rate themselves out of 10 on sporting ability (1 being non-sporty - 10 being very sporty).
* Teacher puts the numbers 1 to 10 on ten separate pieces of paper and puts them in a line on a wall in the classroom.
* Students then stand underneath their number.
* Afterwards students discuss in pairs whether they are normal or abnormal according to the statistical infrequency definition.
* They then think with other examples of rare behaviour that is abnormal from this definition.

**Activity 3**

* Students are given 10 examples of socially unacceptable behaviour and have to explain them from the perspective of the deviation from social norms definition.
* They then have to think of examples of contexts, cultures and time period where these behaviours would be considered normal so that they understand the key limitation of this definition.
* Students then research the evaluations of this and the statistical infrequency definition of abnormality and use them to produce a detailed essay plan for this question:

Discuss statistical infrequency **and** deviation from social norms as definitions of abnormality.

**[16 marks]**

* Finally, students create scenarios that can be given to other students so they can practise their assessment objective 2 skills in relation to this question.

**Activity 4**

* Teacher presents an overview of the [different types of distributions](https://www.youtube.com/watch?v=roopr9IDQno&t=370s).
* Teacher then gives out all of the (anonymised) cohort marks for the exam.
* Students then use this to create a histogram to plot the frequency of students who obtained 0 - 10 marks, 11 – 20 marks etc…
* Students then comment on the type of distribution this produces and draw a conclusion as to what this means in terms of how difficult students found the test (a negatively skewed distribution would suggest it was easier whilst a positively skewed one would suggest students found it more challenging).

**Resources**

**Activity 1**

* [Padlet: Beauty will save the work](https://padlet.com/).
* [8 Examples of Abnormal Psychology (onlinepsychologydegree.info)](https://www.onlinepsychologydegree.info/lists/5-examples-of-abnormal-psychology/) – website briefly outlining some of the main psychological disorders.

**Activity 2**

[(1) Definitions of Abnormality - Psychopathology [A-Level Psychology] - YouTube](https://www.youtube.com/watch?v=7xz_ucm8Lso&t=276s) – 11 minute summary of the four definitions.

**Activity 4**

[(1) A-Level Psychology (AQA): Research Methods - Normal and Skewed Distributions - YouTube](https://www.youtube.com/watch?v=roopr9IDQno&t=370s).

**Week 23**

Definitions of abnormality: failure to function adequately, deviation from ideal mental health.

**Learning outcomes**

Develop understanding of the concept of abnormality and definitions of abnormality.

Students should be able to define the following definitions of abnormality:

* failure to function adequately
* deviation from mental health
* evaluate definitions of abnormality in terms of their strengths and limitations
* demonstrate understanding of the implications of different definitions
* apply knowledge of definitions to scenarios.

**Suggested timing**

4.5 hours.

**Possible teaching and learning activities**

**Activity 1**

* Students create a poster for either the 7 signs of abnormality or the 6 signs of perfect mental health.
* Teacher puts posters up on the board and the class collectively agrees on what the 6 and 7 criteria will be.
* Students then compare the class definitions to those outlined by Rosenhan and Seligman in the Failure to function adequately definition and Jahoda for the Deviation from ideal mental health definition in [this presentation](https://www.youtube.com/watch?v=7xz_ucm8Lso&t=276s).

**Activity 2**

* Students watch the case study of [Gerald](https://www.youtube.com/watch?v=gGnl8dqEoPQ).
* They have to use the 4 definitions of abnormality to identify how each of the 4 definitions would classify him as abnormal.
* Afterwards students complete the following essay from the 2017 exam in class:

Rob is a sixth form student who has started hearing voices in his head. The voices come often, are usually threatening and make Rob feel frightened. The voices are making it difficult for Rob to complete his homework properly and he is worried about how this may affect his chances of going to university. Rob has not told anyone about his experiences, but his parents and teachers have noticed that he appears distracted, anxious and untidy.

Outline and evaluate failure to function adequately and deviation from ideal mental health as definitions of abnormality. Refer to the experiences of Rob in your answer.

**[16 marks]**

**Activity 3**

* Peer Assessment Activity - Students complete their essays which are then to be anonymised and then each student to be randomly allocated an essay completed by their peer for marking.
* Using a [mark scheme](https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/assessment-resources), the student is to:
* highlight description/knowledge of definitions of abnormality
* highlight evaluation/discussion of definitions
* underline irrelevant information (attachment is a different topic)
* allocate a mark in accordance with the mark scheme
* provide detailed feedback on how the essay could be improved.
* A copy of the highest achieving essay (checked by teacher) to be given to all students. If essay is not full marks then extension activity is to add to the essay to further enhance mark.

**Resources**

**Activity 1**

[(1) Definitions of Abnormality - Psychopathology [A-Level Psychology] - YouTube](https://www.youtube.com/watch?v=7xz_ucm8Lso&t=276s).

**Activity 2**

[(1) Schizophrenia: Gerald, Part 1 (YouTube](https://www.youtube.com/watch?v=gGnl8dqEoPQ)) - 8 minutes.

**Activity 3**

[AQA | AS and A-level | Psychology | Assessment resources](https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/assessment-resources).

**Week 24**

* The behavioural, emotional and cognitive characteristics of phobias.
* The behavioural approach to explaining and treating phobias: the two-process model, including classical and operant conditioning.
* Systematic desensitisation, including relaxation and use of hierarchy; flooding.

**Learning outcomes**

Develop understanding of phobias and the behavioural approach to explaining phobias.

Develop understanding of the behavioural therapies as applied to treatment of phobias.

Students should be able to:

* define phobias
* outline behavioural, cognitive and emotional characteristics of phobias.

Explain the role of:

* classical conditioning, avoidance, operant conditioning and maintenance of phobias
* evaluate leaning approach to explaining phobias.

Describe and evaluate the effectiveness and appropriateness of

* systematic desensitisation
* flooding, including economic implications.

**Suggested timing**

4.5 hours.

**Possible teaching and learning activities**

**Activity 1**

* Teacher provides students with [diagnostic criteria](https://www.verywellmind.com/diagnosing-a-specific-phobia-2671981) for phobias and students decide if they have a phobia or any fears.
* Class discussion where they present back their symptoms and then class decides whether they relate to a phobia or a fear.
* Teacher makes a note of all of the symptoms students mention and writes them on the board.
* Students then have to sort the symptoms into three separate categories: emotional, cognitive and behavioural.

**Activity 2**

* Students watch [this presentation](https://www.youtube.com/watch?v=z53F5PyvvsE) and make notes about the key features of the two- process model.
* Teacher shows the [little Albert study](https://www.youtube.com/watch?v=9hBfnXACsOI) and asks students to complete a classical conditioning diagram where they use the key terminology (UCS, UCR, NS, UCR) to explain how little Albert acquired the fear of rats through associating them with loud noise.
* Students then research a phobia on their phones from list of the [top ten most common phobias](https://www.verywellmind.com/most-common-phobias-4136563) and do another diagram for how someone would use classical conditioning to acquire the phobia and operant conditioning to maintain it.
* They then explain how the top ten phobias relate to the key limitation of the explanation: biological preparedness. Students then use [this summary](https://www.youtube.com/watch?v=z53F5PyvvsE) to help them write this essay from the 2020 Paper 1 exam:

Max has a phobia of the sea. On a family holiday as a child, he was carried away by the tide and had to be rescued by a lifeguard. Now he has a family of his own, Max refuses to go on beach holidays.

Discuss the two-process model of phobias. Refer to Max’s phobia of the sea in your answer.

**[16 marks]**

**Activity 3**

* Students first watch [video of someone being treated for a phobia using flooding](https://www.youtube.com/watch?v=lMZ5o2uruXY&list=PLADDDB5E6D7FE2D36&index=4) then discuss the suitability of it as a treatment.
* They then create an information sheet on treatments for phobias to give to patients receiving treatment. They should not only include an explanation for how systematic desensitisation and flooding works but also an overview of the good and bad points of the treatments (making sure they focus on time, cost and ethics in particular). Students watch [this video](https://www.youtube.com/watch?v=gtCQWa6VQ3c) and use it to self-assess their leaflet.

**Resources**

**Activity 1**

* [DSM Diagnostic Criteria for a Specific Phobia](https://www.verywellmind.com/diagnosing-a-specific-phobia-2671981).
* **Extension task –** Overview of the different types of phobias and explanations – [Anxiety and Phobias: Causes, Symptoms, Diagnosis & Treatment | Psycom](https://www.psycom.net/specific-phobias).
* [10 of the Most Common Phobias (verywellmind.com)](https://www.verywellmind.com/most-common-phobias-4136563).

**Activity 2**

* + [Explaining Phobias | Behaviourism | Two-Process Model | AQA Psychology | A-level - YouTube](https://www.youtube.com/watch?v=z53F5PyvvsE).
* [The Little Albert Experiment - YouTube](https://www.youtube.com/watch?v=9hBfnXACsOI) – 6 minute overview of study.

**Activity 3**

* + Flanagan, Jarvis and Liddle, *AQA Psychology for A-level Year 1 and AS* (2nd Ed), Illuminate Publishing, 2020.
* Lawton and Willard, *AQA A-level Psychology (Year 1 and Year 2),* Hodder Education, 2020.
  + Flooding video [Primal Fear - Dealing with Phobias (YouTube)](https://www.youtube.com/watch?v=lMZ5o2uruXY&list=PLADDDB5E6D7FE2D36&index=4) – 3 minutes.
  + **Extension task:** article [London Hypnotherapy UK: Use of In Vivo and In Vitro Desensitization](http://londonhypnotherapyuk.com/publications/mouse-phobia-paper-published-version.pdf).
  + [Psychboost treating Phobias](https://www.youtube.com/watch?v=gtCQWa6VQ3c),

**Week 25**

* The behavioural, emotional and cognitive characteristics of depression.
* The cognitive approach to explaining and treating depression: Beck’s negative triad and Ellis’s ABC model.
* Cognitive behaviour therapy (CBT), including challenging irrational thoughts.

**Learning outcomes**

Develop understanding of depression and the cognitive approach to explaining depression.

Develop understanding of the cognitive behavioural therapy CBT as applied to treatment of depression.

Students should be able to:

* define depression
* distinguish between major depressive disorder and bipolar disorder
* outline behavioural, cognitive and emotional characteristics of major depressive disorder
* explain the role of: negative schemas, cognitive distortions or biases, and Beck’s cognitive triad,
* Ellis’s ABC model of depression activation, belief, consequences
* evaluate the cognitive approach to explaining depression
* outline the principles and processes of CBT
* evaluate the effectiveness and appropriateness of CBT, including economic implications.

**Suggested timing**

4.5 hours.

**Possible teaching and learning activities**

**Activity 1**

Students complete retrieval practice on the definitions of cognitive, emotional and behavioural symptoms. They then watch [this video](https://www.youtube.com/watch?v=XiCrniLQGYc&t=2s) and identify examples of each of the types of symptoms.

**Activity 2**

* Students watch [the cognitive approach to explaining depression](https://www.youtube.com/watch?v=NETFOJSenMw) before the lesson so they are familiar with the key concepts of Beck and Ellis’s explanations.
* In class they work in pairs to think of their own examples a negative depressive schema and an activating event/belief/consequence that could lead to depression.

**Activity 3**

Students use the examples of depressive beliefs from the previous activity to create role plays where one person acts as a patient whilst the other the therapist whose job it is to educate them about depression, talk about behavioural experiments they could use, and give examples of how they could logically, empirically and pragmatically dispute their irrational thoughts.

**Activity 4**

Splat! Teacher writes a series of key terms from depression on the board. Students compete in two teams. One member of each team stands at the front of the class with a whiteboard rubber. The teacher defines one of the terms that are on the board. The first person from each team who rubs off the correct term wins a point for their team. Deduct a mark if they rub off the wrong term. The team with the most points at the end of the quiz wins.

**Resources**

**Activity 1**

[(1) I had a black dog, his name was depression - YouTube](https://www.youtube.com/watch?v=XiCrniLQGYc&t=2s) – 4 minutes.

**Activity 2**

[(1) Depression: explaining and treating (cognitive approach) - Psychopathology [A-Level Psychology] - YouTube](https://www.youtube.com/watch?v=NETFOJSenMw).

**Activity3**

**Extension task –** [About Psychology: Rational Emotive Behavior Therapy](http://psychology.about.com/od/typesofpsychotherapy/a/rational-emotive-behavior-therapy.htm) – article on REBT

**Activity 4**

[Psychboost – the Cognitive Approach to Treating Depression](https://www.youtube.com/watch?v=nVRbavvMQto) – 6 minutes.

**Week 26**

* The behavioural, emotional and cognitive characteristics of obsessive-compulsive disorder (OCD).
* The biological approach to explaining and treating OCD: genetic and neural explanations; drug therapy.

**Learning outcomes**

Develop understanding of OCD and the biological approach to explaining OCD.

Students should be able to:

* define OCD
* distinguish between obsessions and compulsions
* outline behavioural, cognitive and emotional characteristics of OCD

Describe and evaluate:

* genetic explanation
* neural explanations
* drug treatments for OCD

Evaluate the effectiveness and appropriateness of drug therapies, including economic implications.

**Suggested timing**

4.5 hours

**Possible teaching and learning activities**

**Activity 1**

Students are provided with [this depiction](https://www.youtube.com/watch?v=oAK0FmZbsu8) of OCD from the film ‘As good as it gets’. Students to identify in each case the obsessions and the compulsions and to consider the symptoms in relation to the 4 definitions of abnormality.

**Activity 2**

* Group work – students work in 3 groups each group to prepare a presentation for class.
* Group 1: genetic explanations and evidence for and against.
* Group 2: neural explanations and evidence for and against.
* Group 3: drug treatments and evidence for and against.
* Plenary presentations and discussion of which they feel is the most convincing explanation, and issues surrounding medicalisation of OCD.

**Activity 3**

* Quizlet activity. Create scatter, race or flash cards activities for students to complete consolidating knowledge of the biological approach for explaining and treating OCD.
* Students then complete this essay from the 2016 AS exam:

Melanie says, “It wasn’t a surprise to me that David has OCD because his mum is always tidying things, putting them in order and checking switches”.

Emma says, “Really, I didn’t know that. I always thought that people with OCD have something in their brains that makes them behave in that way”.

Outline and evaluate neural **and** genetic explanations for obsessive-compulsive disorder. Refer to the conversation above in your answer.

**[12 marks]**

**Resources**

**Activity 1**

* [(1) As Good as It Gets - Depiction of Obsessive-Compulsive Disorder - YouTube](https://www.youtube.com/watch?v=oAK0FmZbsu8) - 3 minutes.
* **Extension task –** [The Guardian: How to silence negative thinking](http://www.theguardian.com/lifeandstyle/2014/aug/11/how-to-silence-negative-thinking) – article that links to CBT.

**Activity 2**

Flanagan, Jarvis and Liddle, *AQA Psychology for A-level Year 1 and AS* (2nd Ed), Illuminate Publishing, 2020.

**Week 27**

* Introduction to statistical testing; the sign test. When to use the sign test; calculation of the sign test.
* The implications of psychological research for the economy.
* Research methods review.

**Learning outcomes**

Develop data handling, presentation and interpretation skills.

Students should be able to:

* design and carryout self-report investigation
* understand, carry out and interpret sign test
* draw conclusions/interpret data with reference to .05 and .01 levels of probability
* discuss the implications of psychological research in relation to the economy.

**Suggested timing**

4.5 hours.

**Possible teaching and learning activities**

**Activity 1**

* Teacher gives students an overview of the impact of [psychological research](https://www.youtube.com/watch?v=dy94wtosEOI) on the economy.
* Students are them given a topic in psychology to research and explain the impact psychological research would have on the economy. The topic areas would be:
  + Attachment – maternal deprivation hypothesis.
  + Psychopathology – explanations/treatments of depression/phobias/OCD.
  + Social influence – research into social change.
  + Memory – research on eyewitness testimony.
* Afterwards, students complete questions on this area from the [AQA website](https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/assessment-resources?f.Resource+type%7C6=Question+papers).

**Activity 2**

* Students do an introduction to the sign test by completing a repeated measures design study where they complete [two word searches](https://thewordsearch.com/maker/) of equal difficulty: one whilst listening to classical music and the other whilst listening to rock music.
* Teacher then presents the [Sign test](https://www.youtube.com/watch?v=Kgzn4Rq40kA). Students then compare the number of correct answers gained in each condition and then analyse the results using the Sign test (if they score better in the classical condition their score is classified with plus sign, poorer a minus sign, and the same then the score is omitted). Finally, students answer questions on this investigation (why was the Sign test used/what were the hypotheses/IV/DV/controls/how could the study be improved?).

**Activity 3**

* Students are provided with a checklist of AS/first year research methods content. They choose 3 videos from [this playlist](https://www.youtube.com/watch?v=S3IVX4K0FrE&list=PLUQ8QDGvbAwhFY-fZkcJ3k4R2NCnZlqB4) to watch for homework. In the next lesson, teacher goes through the checklist and asks student to explain any concepts from the videos they watched to the rest of the class.
* Teacher then gives groups of students the stem from a research methods past question. The students then have to create their own questions for the stem and then give it them to other students to do (who then give them their questions in return). After the other group have completed the questions, their answers can be marked by the first group.

**Resources**

**Activity 1**

* [AQA | AS and A-level | Psychology | Assessment resources](https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/assessment-resources).
  + [A-Level Psychology and the economy - Research Methods (YouTube](https://www.youtube.com/watch?v=dy94wtosEOI)) – 5 minutes.

**Activity 2**

* [Word Search Maker (thewordsearch.com)](https://thewordsearch.com/maker/)
* A-[level Psychology(AQA): Research Methods - The Sign Test - YouTube](https://www.youtube.com/watch?v=Kgzn4Rq40kA) – 7 minutes.
* [A-level Psychology Types of Experiment - Research Methods (YouTube)](https://www.youtube.com/watch?v=S3IVX4K0FrE&list=PLUQ8QDGvbAwhFY-fZkcJ3k4R2NCnZlqB4) – first video on a YouTube playlist of 18 different research methods videos.

**Week 28**

Paper 1 revision (memory, social influence and attachment).

**Learning outcomes**

Develop revision strategies that will aid retrieval practice and skills in relation to Paper 1 content.

Students should be able to:

* define key terms from Paper 1 from definitions given to them by their peers
* select appropriate research to answer 16 mark questions
* apply generic evaluative criteria to research to create contextualised strengths and limitations of studies
* plan and answer short and longer answer questions in Paper 1.

**Suggested timing**

4.5 hours.

**Possible teaching and learning activities**

**Activity 1**

* ‘You say we play’ Paper 1 review activity.
* Teacher creates a simple PowerPoint with twenty key words or phrases from Paper 1 – one on each slide.
* The class is then divided into two groups. A member of one of the groups stand up at the front of the class with their back to the board.
* The teacher then reveals a term or phrase from Paper 1 that their group has to get the student to say. The group must use words that are different to those on the screen, eg if the phrase is social support, they cannot use ‘social’ or ‘support’ when they are trying to elicit the phrase from their group member.
* The team has 30 seconds to influence their team member to say the correct answer.
* Afterwards they swap round so that the other group has a go. The process is repeated until all members of each group have stood up at the front. The team with the most points at the end wins.

**Activity 2**

* Teacher gives out a series of 16 mark questions from the AQA website that involve describing and evaluating research:

1. Discuss research into the role of anxiety on eyewitness testimony.
2. Outline and evaluate research into the effects of misleading information on eyewitness testimony.
3. Outline Lorenz’s and Harlow’s animal studies of attachment. Discuss what these studies might tell us about human attachment.
4. Discuss research into social influence.

* Students choose the area above they find the most challenging and then select two studies that they can outline and evaluate.
* They then use generic criteria to evaluate the studies and feedback some contextualised evaluation where they identify and apply a generic evaluation to the study.
* They use the acronym DREAMS to help them with the generic evaluation (demand characteristics, reliability, ethics, application to the real world, mundane realism, sample issues).
* Each group then feeds back their research study and evaluation in relation to the question.

**Activity 3**

* End of unit review and sample exam questions.
* Mind-map relay activity where students build a mind-map of a Paper 1 unit on the whiteboard.
* All students to stand up, one student begins and passes the pen to another student who must add additional information. If the student cannot add then they must sit down.
* The activity continues until the students can no longer add additional information. The last student standing should receive a small prize.
* Photograph/final mind-map to be uploaded to the VLE.

**Activity 4**

Teacher selects a series of questions from the [AQA](https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/assessment-resources?f.Resource+type%7C6=Question+papers) website and allows students to select one in an area they are less confident with. Students produce an answer on their phone and then upload the question and answer to [Padlet](https://padlet.com/) where all the students’ answers can then be given feedback by the teacher. At the end of the activity the students can vote for the best response.

**Resources**

**Activity 1**

* [AQA | AS and A-level | Psychology | Assessment resources](https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/assessment-resources)
* [Padlet: Beauty will save the work](https://padlet.com/).

**Week 29**

Paper 2 Review.

**Learning outcomes**

Develop revision strategies that will aid retrieval practice and skills in relation to approaches including AS biopsychology, and psychopathology.

Students should be able to:

* define key terms from Paper 2 from definitions given to them by their peers
* select appropriate information in relation to the topic area
* apply generic evaluative criteria to research to create contextualised strengths and limitations of approaches
* plan and answer short and longer answer questions in Paper 2.

**Suggested timing**

4.5 hours.

**Possible teaching and learning activities**

**Activity 1**

* Psychopathology review activity.
* Teacher creates a 4 by 4 grid in the [Connecting wall app](https://connecting-wall.netlify.app/editor) with each of the four lines of squares representing terms relating to the 4 parts of psychopathology ie definitions, phobias, depression and OCD. The app will then muddle up the squares so that the 4 area of psychopathology are jumbled up.
* The students are given a link to the game and have to sort the squares into the appropriate 4 sections.
* Afterwards, students can make up questions in relation to each of the 16 separate topic areas and quiz each other further.

**Activity 2**

* Teacher goes to the [Wordwall.net](https://wordwall.net/) site and creates an account. They select ‘create activity’ and then ‘random wheel.’ They create a wheel with all of the key concepts from biopsychology in it.
* Students are divided into teams of 3 and take it in turns to spin the wheel. When they select a topic area, they are given a choice of an easy (1 point) or difficult question (2 points). The students can confer with teammates before they answer the question. The team with most points at the end of the activity wins the contest.

**Activity 3**

* Students practice generic evaluation by applying GRENADE to evaluate the psychological approaches (Gender bias/Reductionist/Ethnocentric/Nature-nurture/Alternative explanation/Determinism/Evidence against).
* Teacher presents the GRENADE criteria and has the students apply one of the criteria to evaluate a particular approach.
* Teacher ensures that all approaches and Grenade criteria are covered by all of the class. Students write evaluation as a PEE paragraph and upload their evaluation to [Padlet](https://padlet.com/).
* Finally, teacher gives feedback and saves a PDF of the Padlet wall and uploads a copy to the VLE so that all students have access to the evaluations.

**Activity 4**

Students are all set the same short answer question on [Socrative](https://www.socrative.com/) from the AQA website.

Students are invited to do the question by the teacher who shares a QR code from Socrative with the rest of the class. Students can then produce an answer to the question on their phones that is then posted on the screen. Afterwards the teacher reviews student’s answers and asks them to vote for their best answer.

**Resources**

**Activity 1**

[Connecting wall app](https://connecting-wall.netlify.app/editor).

**Activity 2**

[Wordwall.net](https://wordwall.net/)

**Activity 3**

[Padlet](https://padlet.com/).

**Activity 4**

* [AQA | AS and A-level | Psychology | Assessment resources](https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/assessment-resources) – AQA website.
* [Socrative.com](https://www.socrative.com/)

**Week 30**

AS exam/end of year internal exam (eg AS Paper 2 mock).

**Learning outcomes**

Students should be able to:

* use independent study time to employ elaborative rehearsal to promote effective recall
* complete a Paper 2 AS exam under exam conditions.

**Suggested timing**

Independent revision time 3 hours, mock – 1.5 hours.

**Possible teaching and learning activities**

Collapsed timetable for mock exam/exam week, students use the time to revise independently in class.

**Resources**

**Activity 1**

* Mock exam on Paper 2 using a past AS paper from the [AQA website](https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/assessment-resources?f.Resource+type%7C6=Question+papers).
* [Free Homework & Revision for A-level, GCSE, KS3 & KS2 (senecalearning.com)](https://senecalearning.com/en-GB/).
* [Psych Boost (YouTube](https://www.youtube.com/channel/UCqqIPOTshm8EM8CCWkCy9Pg)) – excellent site for revision videos.

**Week 31**

The psychodynamic approach:

* the role of the unconscious
* the structure of personality, that is Id, Ego and Superego
* defence mechanisms including repression, denial and displacement
* psychosexual stages.

**Learning outcomes**

Develop a critical awareness of the psychodynamic approach.

Students should be able to:

* explain the different levels of consciousness
* differentiate between the Id, ego and superego
* identify, explain and apply the various defence mechanisms and psychosexual stages
* evaluate the psychodynamic approach.

**Suggested timing**

4.5 hours.

**Possible teaching and learning activities**

**Activity 1**

* Students watch [overview of the psychodynamic approach](https://www.physicsandmathstutor.com/psychology-revision/videos/approaches-in-psychology-psychodynamic/) before the lesson so that they have an understanding of the approach before the session starts.
* Students complete a small survey making a note of which of the following criteria apply to them: pen-chewer, thumb-sucker, smoker, comfort-eater, gullible, tidy, organised, orderly, stubborn, not generous, messy, disorganised, generous, narcissistic, vain, arrogant.
* Afterwards they discuss with their partner what causes them to have the characteristics they have identified. Students are told that they will revisit their answers and analyse them after having studied the psychodynamic approach.

**Activity 2**

* Teacher demonstrates the [iceberg metaphor](https://www.simplypsychology.org/psychodynamic.html) to illustrate the different levels of consciousness and then shows [this clip](https://youtu.be/tMgpFnycZCg) to demonstrate the Id, ego and superego.
* Students then create scenarios like that in the clip where somebody has a dilemma where their Id and superego are pulling them in different directions.
* They then present them to the class who have to then state what the Id and superego would tell them to do and how the ego would resolve the situation. Eg they go their favourite restaurant on the first day of their diet, what should they do? (Id = eat favourite food; superego: eat healthily; ego: just have a starter).

**Activity 3**

* Students research defence mechanisms from [this link](https://www.simplypsychology.org/defense-mechanisms.html) and identify different examples that the teacher produces.
* Afterwards students are then presented with the characteristics of each of the [psychosexual stages](https://www.simplypsychology.org/psychosexual.html) and then they have to speculate what the fixations would be.

**Activity 4**

Students discuss answers to the following questions and then review [the link to self-assess/find any other evaluation of the approach](https://www.simplypsychology.org/psychodynamic.html):

1. In what way do you think the theory is influential?
2. Freud obtained a lot of his data any asking his patients to think back to their childhood. How could this be an issue for the theory?
3. The theory is based on case studies and concepts like the unconscious mind. How could this be an issue?
4. In what way is the theory deterministic?
5. What influences on our behaviour does the theory overlook?
6. What are the ethical implications of the theory?

**Resources**

**Activity 1**

[Approaches in Psychology: Psychodynamic (Physics and Maths tutor)](https://www.physicsandmathstutor.com/psychology-revision/videos/approaches-in-psychology-psychodynamic/)

**Activity 2**

* [Clip on the Id, ego and superego](https://youtu.be/tMgpFnycZCg) – 1 minute.
* Web Overview of the psychodynamic approach [Psychodynamic Approach in Psychology - Simply Psychology](https://www.simplypsychology.org/psychodynamic.html).

**Activity 3**

* Defence mechanisms – [Defence Mechanisms in Psychology Explained (+ Examples) - Simply Psychology](https://www.simplypsychology.org/defense-mechanisms.html).
* [Freud's Psychosexual Theory and 5 Stages of Human Development - Simply Psychology](https://www.simplypsychology.org/psychosexual.html).

**Activity 4**

Web Overview of the psychodynamic approach [Psychodynamic Approach in Psychology - Simply Psychology](https://www.simplypsychology.org/psychodynamic.html).

**Week 32**

Humanistic Psychology:

* free will, self-actualisation and Maslow’s hierarchy of needs
* focus on the self, congruence, the role of conditions of worth
* the influence on counselling Psychology
* questionnaire design.

**Learning outcomes**

Develop a critical awareness of the humanistic approach.

Students should be able to:

* identify and explain the difference between free will and determinism
* describe and apply Maslow’s Hierarchy of Needs
* describe and apply the Self theory by Rogers
* explain the concepts of congruence and unconditional positive regard
* describe the key features of person-centred therapy
* evaluate the humanistic approach
* design a questionnaire.

**Suggested timing**

4.5 hours.

**Possible teaching and learning activities**

**Activity 1**

Teacher draws a line on the board with ‘free will’ at one end and ‘determinism’ at the other. Students put their name on a post-it note and stick it on the line to indicate the degree of free will they think people have. Teacher then asks students to justify their point of view by having them refer to other psychological approaches that link to determinism, eg ‘People are influenced by their genes so have less free will.’

**Activity 2**

* Maslow’s Hierarchy of Needs review activity.
* Teacher creates a 4 by 4 grid in the [Connecting wall app](https://connecting-wall.netlify.app/editor) with each of the four lines of squares representing examples relating to 4 of the stages of the hierarchy of needs. The app will then muddle up the squares so that the 4 areas are jumbled up.
* The students are given a link to the game and have to sort the squares into the appropriate 4 sections.

**Activity 3**

Students work in pairs to design a questionnaire that determines how congruent people’s ideal and actual self are. Afterwards they give out the questionnaires to each other and feedback any strengths and weaknesses in terms of reliability and validity.

**Activity 4**

Teacher shows the class [the clip of Carl Rogers giving therapy to Gloria (YouTube)](https://www.youtube.com/watch?v=I-pMJ9bJ8l0&t=7s) so they get an idea of how person-centred therapy works. Students create role plays of a therapist giving a client person-centred therapy. They have to decide on an issue the client has and then demonstrate a conversation where the therapist uses questioning to get the client to come to the solution to their issue themselves, all the while showing them unconditional positive regard.

**Resources**

**Activity 2**

[Connecting wall app](https://sgscol-my.sharepoint.com/personal/mark_jones_sgscol_ac_uk/Documents/2023%20-%2024/AQA%20SOW%20work/connecting-wall).

**Activity 4**

* [Carl Rogers and Gloria meeting - highlights - YouTube](https://www.youtube.com/watch?v=I-pMJ9bJ8l0&t=7s) – 16 minutes.
* [Overview of the humanistic approach](https://www.youtube.com/watch?time_continue=310&v=t0j8sTh2r8E&embeds_referring_euri=https%3A%2F%2Fwww.bing.com%2F&embeds_referring_origin=https%3A%2F%2Fwww.bing.com&source_ve_path=MTM5MTE3LDM2ODQyLDEzOTExNywyODY2Ng&feature=emb_logo) – 27 minutes.

**Week 33**

Comparison of approaches.

**Learning outcomes**

Develop an understanding of the similarities and differences between the major psychological approaches.

Students should be able to:

* briefly summarise the key features of each approach
* explain how each approach relates to the main issues and debates in psychology
* compare the approaches by explaining similarities and differences between the approaches.

**Suggested timing**

4.5 hours.

**Possible teaching and learning activities**

**Activity 1**

* Students are divided into 6 groups.
* Each group is given an approach to briefly summarise in relation to the following criteria:

1. How does it explain human behaviour?
2. How does it link to the nature-nurture debate?
3. How does it link to the free-will determinism debate?
4. How does the approach relate to the holism vs reductionism debate?
5. Is the approach idiographic or nomothetic? Explain why.
6. What real world applications are there of the approach?

* Students use the information in their A-level textbook to answer the questions and then feedback their points about their approach.

**Activity 2**

* Approaches review activity.
* Teacher creates a ‘random wheel’ activity in [wordwall](https://wordwall.net/) with the names of the different approaches on it.
* Teacher goes to the [wordwall](https://wordwall.net/) site and creates an account. They select ‘create activity’ and then ‘random wheel.’ They create a wheel with the names of all of the psychological approaches in each section.
* Students are divided into teams of 3 and take it in turns to spin the wheel. When they select a topic area, they are given a choice of an easy (1 point) or difficult question (2 points) in relation to the approach. The students can confer with teammates before they answer the question. The team with most points at the end of the activity wins the contest.

**Activity 3**

* Students work individually to create at least one comparison point in relation to two of the approaches. They follow this structure:

1. State the similarity or difference between the two approaches
2. Give examples as to how the two approaches are similar or different
3. Draw a conclusion that states what the similarity or difference is (without repeating what you wrote in the first sentence of the paragraph).

Eg Both the psychodynamic and biological approaches are similar in that they state that behaviour has a biological basis.

For example, the biological approach states that genes, neurochemicals (neurotransmitters and hormones) and brain structure influence behaviour whereas the psychodynamic approach suggests that behaviour is influenced by innate sexual and biological drives. Therefore, they are both suggesting that physiological factors can influence behaviour.

* They then upload their paragraphs to the class virtual wall in padlet.com and the teacher then gives them feedback and then saves them all as a pdf and shares them with the rest of the class.
* Students then complete this question from the 2018 Paper 2 for homework:

Outline the behaviourist approach. Compare the behaviourist approach with the biological approach.

**[16 marks]**

**Resources**

**Activity 1**

* Flanagan, Jarvis and Liddle, *AQA Psychology for A-level Year 1 and AS* (2nd Ed), Illuminate Publishing, 2020.
* Lawton and Willard, *AQA A-level Psychology (Year 1 and Year 2*), Hodder Education, 2020.

**Activity 2**

[Wordwall](https://wordwall.net/)

**Week 34**

Work experience week

**Learning outcomes**

Develop a host of psychology related skills that will help them in a future career in psychology:

* analytical skills
* communication skills
* interpersonal skills
* time management
* organisation
* team-work
* literacy
* numeracy
* independent skills.

**Suggested timing**

n/a

**Possible teaching and learning activities**

Students work with the work experience co-ordinator to organise a week of work experience in a psychology related discipline. They can use the links in the resources section to help them find a suitable work placement.

**Resources**

* [10 mindbending ways to get psychology work experience | Springpod Blog](https://articles.springpod.com/i/10-mindbending-ways-to-get-psychology-work-experience#:~:text=10%20mindbending%20ways%20to%20get%20psychology%20work%20experience,...%208%208.%20Use%20LinkedIn%20...%20More%20items).
* [Work experience for psychology students | BPS](https://www.bps.org.uk/psychologist/work-experience-psychology-students).
* [How to get Psychology related work experience... (psychologyandthecity.co.uk)](https://www.psychologyandthecity.co.uk/post/how-to-get-psychology-related-work-experience).
* [Volunteering at Mind - Mind](https://www.mind.org.uk/get-involved/volunteering-and-participating/).

**Week 35**

Trips week.

**Learning outcomes**

* Develop student’s wider curiosity for psychology.
* Strengthen relationships within the cohort.
* Help students develop revision strategies in Psychology.
* Help students apply their psychological knowledge to situations in the real world.

**Suggested timing**

n/a

**Possible teaching and learning activities**

Teacher arranges a trip/in-school conference with a provider like those listed below.

**Resources**

* [Freud Museum London - The Home of Sigmund Freud](https://www.freud.org.uk/) – needs no introduction.
* A- [Level Psychology Strong Foundations | Student Workshops | tutor2u](https://www.tutor2u.net/workshops/a-level-psychology-strong-foundations) – useful revision conference.
* [Science and Psychology 2022 - EduConferences](https://educonferences.co.uk/science-and-psychology-2022/) – useful for research methods revision.
* [Bristol Neuroscience Festival | Bristol Neuroscience | University of Bristol](https://www.bristol.ac.uk/neuroscience/bnf/) – good for biopsychology and cognitive neuroscience.
* [Student Conferences (truelifeconferences.co.uk)](https://www.truelifeconferences.co.uk/behind-bars-conference) – visit to prison, good for Forensic topic and Zimbardo study.
* [The World's Oldest Prison | Welcome to Shepton Mallet Prison](https://www.sheptonmalletprison.com/) – visit to prison, good for Forensic topic and Zimbardo study.

**Appendix A**

**Student activity research planning documents – Designing an investigation**

Always start by thinking about the topic you want to explore and more particularly what you want to find out. Then see what research has already been done, what they found out and the methods used as this may help you to design your research effectively.

| Key design decisions | Key issues to focus on | Details for the research study you are planning |
| --- | --- | --- |
| What is the aim of your study? | Are you looking to investigate a relationship between variables or a difference between conditions? |  |
| Hypothesis  (if appropriate) | Operationalised prediction which may be directional or non-directional  You may decide to finalise this when you have decided how to manipulate the IV and measure the DV. |  |
| Research method | Is the method to be experimental, quasi-experimental, a natural experiment, self-report interview or questionnaire, observation, content analysis or correlational research? |  |
| If using an experiment what design will you use and why? | Independent, repeated, matched?  Decide how you will control variable associated with the different designs eg counterbalancing, random allocation. |  |
| Variables and how they will be operationalised | How will the IV be operationalised?  How will the DV be operationalised? |  |
| Extraneous variables and procedures to deal with them | Identify extraneous variables associated with the different designs eg counterbalancing, random allocation  Identify other sources of bias and possible confounding variables  Decide how you will control these. Eg standardised conditions, materials, instructions, comparable materials for repeated measures design. |  |
| Ethical issues | Identify ethical issues and steps to be taken to deal with these that ensure participants are treated ethically and BPS code is adhered to. |  |
| Materials | Decide on and select or create materials used in the conditions or tasks, Consider how you could check the reliability and validity of the measures to be used.  Create materials for recording/data, debriefing, consent forms etc. |  |
| Sample | Who will be the participants? How many do you need? How they will be selected?(taking into account practicality and implications for generalising) |  |
| Procedure | Decide what will happen, in what order. Focus on: sampling method, piloting, procedure, materials, how data is recorded, how participants are allocated to conditions, task instructions. |  |
| Data analysis | How will you analyse, display and draw inferences from the data?  What stats test will be appropriate and what level of significance will be used? |  |