# Scheme of work: Year 2

Introduction

This scheme of work is only one of many different ways of approaching teaching of the specification.

As the assessment is linear, there is some integration of research methods material and approaches in Psychology from Psychology in context (Paper 2) into the Introductory topics in Psychology (Paper 1) to give greater coherence to student’s learning and opportunities, and to stretch and challenge more able students.

* Most of the suggested learning activities allow students to perform at different levels.
* Practical research activities have been introduced for each topic.
* Assessment objective AO1, AO2 and AO3 apply to all topics.
* The scheme of work identifies a range of subject specific skills as well as skills explicitly identified in each assessment objective.

**Assumed Coverage**

This scheme of work is modelled on a weekly basis to accommodate different lesson lengths and a different number of lessons per week in different schools. It is assumed there will be approximately four and a half hours class contact per week, plus private/independent study time and homework.

The timing of holidays is approximate with 35 teaching weeks in the first year and 30 weeks in the second year.

The suggested learning activities outlined in this scheme of work are not intended to cover all aspects of the content for each week. Text books and associated material written for the specification will provide further resources.

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A-level Year 2: Psychology in context (continued) and Issues and options in Psychology

The following tools are referred to:

* [Code of Ethics and Conduct (BPS](https://www.bps.org.uk/guideline/code-ethics-and-conduct)).
* [ATP-Ethics-Guidance-2015-final1.pdf (cdn.ac.uk)](https://www.cdn.ac.uk/wp-content/uploads/2015/10/ATP-Ethics-Guidance-2015-final1.pdf#:~:text=This%20guidance%20from%20the%20Association%20for%20the%20Teaching,consequences%20of%20unethical%20practice%2C%20for%20themselves%20and%20others.).
  + [Flipped classroom link](https://www.plymouth.ac.uk/uploads/production/document/path/2/2399/7_Steps_to_a_Flipped_Classroom.pdf) includes information on how to transform your resources and embed video material as well as uploading your own video lessons to create the suggested flipped classroom lessons.
  + [Quizlet](http://quizlet.com/) will allow you to generate quick concept tests and is suitable for students to use to create their own test items.
  + [Prezi](https://prezi.com/support/article/steps/get-started-with-prezi/?lang=en) is the presentation software.
  + [Sample assessment materials for each topic can be found on our website](http://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/assessment-resources).

Prior knowledge: (Approaches 4.2.1 Research methods 4.2.3, 4.2.3.1, 4.2.3.2, 4.2.3.3)

**Week 1**

* Psychodynamic approach.
* Assumptions and methods.
* Key concepts, the role of unconscious, defence mechanisms, repression denial displacement.
* Structure and dynamics of personality, psychosexual stages of development.
* Research evidence to support and challenge psychoanalytic explanation.
* Case study method.
* Strengths and limitations and contribution of the psychoanalytic approach.

**Skills development**

* Accessing and reading psychological material.
* Independent learning skills.
* Use of subject specific psychological terminology.
* Explanation skills.
* Critical thinking:
  + developing lines of argument
  + drawing conclusions.
* Problem solving/analytic/application skills.
* Creative transformation skills.

**Learning outcomes**

Develop critical appreciation of the psychodynamic approach and its contribution to psychology.

Students should be able to:

* explain the assumptions and methods of the psychodynamic approach
* distinguish between conscious, preconscious and unconscious
* outline and evaluate research methods of the psychodynamic approach
* use key concepts/terms appropriately to describe/explain personality structure and dynamics including the role of defence mechanisms and the psychosexual stages of development
* outline and evaluate research evidence to support and challenge psychoanalytic explanation
* evaluation of the contribution of psychodynamic approach its strengths, limitations applications, and ethical issues.

**Suggested learning activities**

**Activity 1**

* Group work: review of approaches covered in Year 1 cognitive, behavioural, and biological.
* Card sort of assumptions, methods, key theories and concepts, strengths, limitations.

**Activity 2 and 3**

* Carousel classroom with internet and text resources to complete a worksheet covering historic roots/context of theory; assumptions including role of conscious, preconscious and unconscious; structure and dynamics of personality; ego defence mechanisms; stages of psychosexual development; the role of Freud’s case studies to demonstrate theory and application eg Hans, Dora, Rat man: research evidence to evaluate Freudian concepts/processes; the contribution of psychodynamic approach.
* For motivated groups this might be a 2/3 lesson activity, alternatively you could mix and match teacher presentation and a series of shorter more focused time limited carousels eg concept of stages of development, oral, anal, phallic, latent and genital stages and implications of stages for later life, research evidence to support/challenge.

**Activity 4**

Group work activities to develop understanding and application skills:

* analysis of scenarios depicting pleasure principle, reality principle, conscience and ideal self or creative/transformation activity from thinking ladder eg create 3 x 1 minute role plays in which there is conflict between id ego and superego and id is satisfied, one where ego prevails and one where superego prevails
* analysis of scenarios depicting examples of defence mechanisms, or creative/transformation activity from thinking ladder
* analysis of scenarios depicting examples of primary concerns and conflicts for the stages of psychosexual development. Or creative/transformation activity from thinking ladder.

**Resources**

**Activity 2 and 3**

* Context: search YouTube.
* Overview of stages in more detail [Psychosexual theory - What Freud thought of Personality (YouTube)](https://www.youtube.com/watch?v=V73hdaSTzWg) – 5 minutes.
* [Psychodynamic Approach in Psychology (simplypsychology.org)](https://www.simplypsychology.org/psychodynamic.html?growReferrer=true).

**Activity 4**

Search YouTube for Id, Ego & Superego Audio accessed through slide share should suggest ideas for role plays.

**Week 2**

* Humanistic approach.
* Assumptions and methods.
* Key concepts free-will, self-actualisation, congruence, conditions of worth, conditional/unconditional positive regard.
* Roger’s Person centred theory.
* Maslow’s theory of motivation and hierarchy of needs.
* The Influence of humanistic psychology on counselling psychology including person centred therapy.
* Research evidence to support and challenge humanistic approach.
* Strengths and limitations and contribution of the Humanistic approach.

**Skills development**

* Accessing and reading psychological material.
* Independent learning skills.
* Use of subject specific psychological terminology.
* Explanation skills.
* Critical thinking:
  + developing lines of argument
  + drawing conclusions.
* Problem solving/analytic/application skills.
* Creative transformation skills.
* Critical evaluative skills.
* Presentation skill and ability to respond to feedback.

**Learning outcomes**

Develop critical appreciation of the Humanistic approach and its contribution to psychology.

Students should be able to:

* explain the assumptions and methods of the humanistic approach including reference to individual/subjective experience, free will and the rejection of scientific approach
* outline and evaluate humanistic qualitative methods that focus on the subjective experience of the individual eg unstructured interviews, participant observation, analysis of eg diaries, letters
* explain and use key concepts/terms appropriately eg free-will, self-actualisation, congruence, conditions of worth, conditional/unconditional positive regard, personal growth. Explain Roger’s person-centred theory and Maslow’s theory of motivation and hierarchy of needs
* evaluate of the contribution of humanistic psychology, its strengths, limitations applications, and ethical issues.

**Suggested learning activities**

**Activity 1**

* Hierarchy of needs in film. Watch [Up and the Hierarchy of Needs (YouTube](https://www.youtube.com/watch?v=Iucf76E-R2s)) and identify stages.
* Flipped classroom – students to complete worksheet on humanistic Psychology based on Simply psychology and Psychlotron materials and submit completed worksheet online.
* In lesson - teacher led questions and answers/discussion to check student understanding.
* Students then review the characteristics of science from Year 1 to contrast with the humanistic approach.
* Discussion to encourage students to have a view about the humanistic approach’s rejection of scientific principles or “Get in line” activity. In groups of 8-10, students compare their views with others in the group and form a line across the room with the person who most strongly supports humanistic view at one end through to the person who most strongly supports scientific view.

**Activity 2**

Role play counselling: Psychlotron activity.

**Activity 3**

Students work in groups to create flash cards of definitions of key concepts/terms and input them into Quizlet/scatter game. Groups then try out each other’s games.

**Activity 4**

* Students create a whole class mind map depicting their knowledge and understanding of the Humanistic Psychology on interactive white board (IWB) this is up loaded to virtual learning environment (VLE) so all have a copy.
* Second half of the lesson students presented with a range of exam style questions on Humanistic Psychology. Each group is assigned one or more questions (so the questions for each group together total 20 marks). The groups have to discuss content and prepare responses. Responses are then shared with the class, all provide feedback and group enhances the responses where necessary.

**Resources**

**Activity 1**

* [The Humanists (from Crash Course Psychology #21(YouTube](https://www.youtube.com/watch?v=XIYFoCFlL0Q)).
* Psychlotron has a series of very useful handouts, PowerPoint slides and student activities to develop student’s understanding of Humanistic Approach.
* [Psychlotron: Humanistic Perspectives.](http://www.psychlotron.org.uk/newResources/approaches/AS_AQB_approaches_HumanisticBasics.pdf)
* Khan Academy Maslow [Humanistic Theory (YouTube)](https://www.youtube.com/watch?v=3UcjojHetfE).
* Information sheets plus video and podcast on Maslow and Rogers [Simply psychology: Humanism](http://www.simplypsychology.org/humanistic.html).

**Activity 2**

Role play counselling [Psychlotron: Rogers’ person-centred counselling](http://www.psychlotron.org.uk/resources/perspectives/humanistic/A2_perspectives_humanisticRogersCounselling.pdf).

**Activity 3**

[Quizlet](https://quizlet.com/en-gb): Scatter game.

**Activity 4**

[AQA: Psychology specimen papers and mark schemes](http://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/supporting-resources/specimen-papers-and-mark-schemes).

**Week 3**

* Introduction to issues and debates.
* Idiographic and nomothetic approaches to investigation.
* Causal explanations in psychology.
* Free will versus determinism.
* Types of determinism - hard, soft, biological, environmental, psychic.

**Skills development**

* Critical thinking and discussion skills.
* Understanding abstract concepts.
* Developing lines of argument and discursive skills.
* Exchange ideas/have a view – ownership of knowledge and skills.

**Learning outcomes**

Develop understanding of Idiographic and nomothetic approaches to investigation and of free will/determinism debate in psychology.

Students should be able to:

* distinguish between idiographic and nomothetic approach
* present arguments for and against idiographic and nomothetic approach
* explain the centrality of causal explanations and the role of determinism in science
* explain what is meant by free will and determinism
* distinguish between hard and soft determinism, biological, environmental and psychic determinism
* present arguments and evidence for and against free will and arguments and evidence for and against determinism
* locate approaches in psychology in relation to ideographic and nomothetic approach and in relation to free will vs determinism debate.

**Suggested learning activities**

**Activity 1**

* Teacher led introduction to free will and soft and hard determinism.
* Definition of free will and soft and hard determinism. Put definitions on flip chart.
* Free will definition one side of the class, soft determinism mid-way and hard determinism other side of class.
* Get in line activity. Students to exchange views in order to put themselves in order from “free will” at one end of the line, to “hard determinist” the other end, rest of the class in order in between.
* Students then break into 3 groups to prepare arguments/evidence for their view.
* Each group presents their arguments and evidence to class.

**Activity 2**

* Students work in groups. Provide them with situations that challenge the notion of free will. Eg A person is sleeping in a locked and darkened room. On awakening they decide that they will remain in the room, unaware that the room is locked. They believe that they have the freedom to choose to remain in the room. Do they have free will?
* If we cannot be held morally responsible for our actions as they are causally determined and not a result of our own moral choice, then by implication, voluntary aid workers who risk their lives in war zones are not praiseworthy, people who murder are not responsible for their actions and we have no right to punish “guilty” criminals since they cannot be held accountable for their actions.
* Students discuss whether there is such a thing as free will and generate arguments for and against free will and arguments for and against determinism, moral responsibility, self-determination, value of subjective experience, cultural relativity, research evidence of bio psychology cognitive neuroscience, even in other sciences determinism is challenged by chaos theory, the butterfly effect eg Dennett 2003.

**Activity 3**

* Whole class activity IWB. Analysis of different approaches in psychology in terms of their views/position on free will determinism debate.
* Conclude with application exam style question in which students have to explain how two different approaches would explain the behaviour of the character(s) in the scenario.

**Resources**

**Activity 2**

* Free Will versus the Programmed Brain –If our actions are determined by prior events, then do we have a choice about anything or any responsibility for what we do?
* Report based on study of relationship between belief in free will and cheating [Scientific American: Free Will versus the Programmed Brain](http://www.scientificamerican.com/article/free-will-vs-programmed-brain/).
* **Extension –** Criminal Behaviour: Free will v determinism - [Guardian Article “Guilty but Not Responsible!”](https://www.theguardian.com/law/2012/may/29/will-neuroscience-change-criminal-justice)
* [Guardian Article “I’m Not Guilty but my Brain is”](https://www.theguardian.com/education/2004/aug/12/science.highereducation1).
* **Extension resource –** [The Philosophers Magazine](http://www.philosophersmag.com/?p=1201) back issues have various articles on Free Will v Determinism.

**Activity 3**

* [Simply Psychology: Freewill and Determinism in Psychology](http://www.simplypsychology.org/freewill-determinism.html).
* [Psychlotron: A2 AQA debates definitions LoopCards](http://www.psychlotron.org.uk/newResources/science/A2_AQB_debates_definitionsLoopCards.pdf).

**Week 4**

* + Nature nurture debate.
  + Heredity, environment and interactionism including reference to: heritability coefficients estimates and attempts to assess the relative contribution of nature and nurture.
  + How nature affects nurture reactive gene-environment interaction eg Plomin1977, niche picking eg McCartney 1983.
  + How nurture affects nature eg Ridley 2003, neural plasticity; Turkheimer 2003 genetic contribution to IQ of children from lower socioeconomic groups v genetic contribution to IQ of higher socioeconomic groups
  + Levels of explanation in Psychology.
  + Reductionism, holism and interactionism.
  + Biological /physiological reductionism.
  + Environmental stimulus response reductionism.

**Skills development**

* Critical thinking and discussion skills.
* Understanding abstract concepts.
* Developing lines of argument and discursive skills.
* Exchange ideas/have a view – ownership of knowledge and skills.

**Learning outcomes**

* Develop understanding of nature/nurture.
* Debate and reductionism v holism debate in psychology.

Students should be able to:

* explain what is meant by nature/nativist view and nurture/empiricist view and interactionist view
* demonstrate understanding of heritability coefficients /estimates, how nature affects nurture, how nurture affects nature, and relative contributions of each
* present justified arguments and for and against nature, nurture and interactionism
* explain what is meant by different levels of explanation in Psychology, reductionism and holism
* distinguish between biological/physiological and environmental reductionism
* present justified arguments and for and against reductionism, holism and interactionism
* locate approaches in psychology in relation to nature nurture and reductionism v holism.

**Suggested learning activities**

**Activity 1**

* Flipped classroom.
* Students to review 1st year work on genetic basis of behaviour and the role of twin family studies and view video material. Then to complete concept test and submit via VLE/moodle short statement of their position re the nature nurture debate. Maximum 200 words with clear, justified line of argument.
* In class - students work in groups to develop understanding of:
  + How nature affects nurture (reactive gene-environment interaction, niche picking).
  + How nurture affects nature eg Ridley 2003, neural plasticity.
  + Position of the different approaches in psychology in relation to nature/nurture/interactionist explanations.
  + Consider the implications of extreme nature or nurture positions for eg attitudes, social policy etc.

**Activity 2**

* Teacher led introduction to levels of explanation in Psychology and the concept of reductionism. Students then work in groups each group is allocated a scenario depicting a behaviour. They have to research different levels of explanation for the behaviour in their scenario eg a biological level, a psychological processes level and a socio-cultural level explanation and present the explanations to the other groups.
* Scenarios could focus on psychological disorders studied in Year 1.

**Activity 3**

* Class discussion of the relative strengths and limitations of reductionism and holism and interactionism.
* Position of approaches in relation to reductionism/holism.
* Practice exam style questions – multi choice, short answer and extended writing focusing on debates in psychology and application to topics.

**Resources**

**Activity 1**

* The latest science of nature nurture. If not used in Year 1 try it now. Key focus is on epigenetics and the role of pre and postnatal environment on addictions and mental and behavioural problems aggression.
* Irene Gallego [The battle between nature and nurture (TedTalk).](https://www.youtube.com/watch?v=uXIW_m0lo0U)
* [Epigenetics and the influence of the genes](https://www.youtube.com/watch?v=JTBg6hqeuTg) (TedTalk).
* [Prof. Steve Jones: 'Nature or Nurture?'](https://www.youtube.com/watch?v=1ksP34GYwbY) (YouTube).
* Khan Academy – [Twin and Adoption Studies.](https://www.youtube.com/watch?v=usnv1_xRCvs)

**Activity 2**

Textbook.

**Activity 3**

* [Simply Psychology: Reductionism and Holism](http://www.simplypsychology.org/reductionism-holism.html).
* [AQA Psychology: Specimen papers and mark schemes](http://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/supporting-resources/specimen-papers-and-mark-schemes).

**Week 5**

* Comparison of approaches in psychology.
* Gender and culture in psychology Universality and bias.
* Gender bias: androcentricism, alpha and beta bias.
* Culture bias: ethnocentricity and cultural relativism.
* Ethical issues and socially sensitive research eg Siebar and Stanley (1988) use of implications of research findings, influence on public policy eg Lee (1993) threat or risk.

**Skills development**

* Use criteria to compare approaches.
* Effective questioning.
* Use of subject specific psychological terminology.
* Independent learning skills.
* Consideration of wider implications of psychological research – social policy and practices, funding etc.

**Learning outcomes**

Develop understanding of approaches in psychology.

Students should be able to:

* compare approaches in relations to a range of criteria including their position in relation to debates in psychology
* develop understanding of the gender bias, culture bias, ethical issues and social sensitivity in psychology
* explain and use key concepts/terms appropriately in relation to theories and/or research studies eg androcentric, alpha bias, beta bias, ethnocentric emic, etic, cultural relativism, social sensitivity
* explain the sources and implications of gender bias and cultural bias in theories and studies
* explain ethical issues, social sensitivity in psychology and how theory and evidence can lend credibility to prejudice, misrepresent or marginalise groups or influence funding within society
* explain implications and ways of dealing with issues and biases.

**Suggested learning activities**

**Activity 1**

* Class activity: students have to assume they are stuck in a lift with a group of psychologists. The task is to ask the psychologists questions to help decide which approach each psychologist adheres to.
* Preparation for class activity: select 6 students who will act as the psychologists in the lift. These students need to prepare their knowledge of the approaches. Split the rest of the class into teams who have to prepare questions to identify the approach of each psychologist.
* During the session the teams compete to see who can correctly identify the approaches of each of the 6 psychologists in the lift.

**Activity 2**

Students to read article and identify and discuss implications of androcentrism: [The deadly truth about a world built for men – from stab vests to car crashes | Women (The Guardian](https://www.theguardian.com/lifeandstyle/2019/feb/23/truth-world-built-for-men-car-crashes)).

**Activity 3**

* Introduction to gender bias, cultural bias, universality and [the concept of socially sensitivity](http://assets.cambridge.org/97805217/18233/excerpt/9780521718233_excerpt.pdf).
* Carousel of activities to develop understanding of gender bias, cultural bias, [ethical issues and social sensitivity in psychology](https://www.youtube.com/watch?v=XKRWJKUF5_k) based on psychlotron resources, (pdfs, PowerPoint on social sensitivity etc). Work sheet requiring students to define terms, outline examples of bias and good practice from different areas of psychology, explain implications and ways of dealing with issues and biases.
* Conduct a content analysis on differences is presentation of males and female figures in textbooks presented in dominant (therapist/doctor/researcher) and non-dominant roles (patient, participant). Students to count the number of times a member of each sex is depicted to see if there is a bias in textbooks and discuss the implications of this.

Gender Bias: Study the list of Top 100 Psychologists on the APA website. How many women? Discuss [Eminent psychologists of the 20th century (apa.org)](https://www.apa.org/monitor/julaug02/eminent).

**Activity 4**

* Students work in groups to develop summary table plotting approaches against criteria for comparison/evaluation. Teacher them allocates each group a pair of approaches to compare and decide which is the better approach and why.
* Students discuss:
  + - * + What content from the table to include.
        + How to structure the essay.
        + How the material would need to be shaped.
        + Lines of argument.
        + How to justify their assertions.
* Each student retains a copy and for homework write up and submits their essay electronically.

Best essay from each group is used in the next lesson for an assessment activity.

**Resources**

**Activity 1**

Textbook.

**Activity 2**

* Textbook.
* [Comparison of Approaches | Psychology (tutor2u](https://www.tutor2u.net/psychology/topics/comparison-of-approaches)).

**Activity 3**

[Apology to people of color for APA’s role in promoting, perpetuating, and failing to challenge racism, racial discrimination, and human hierarchy in U.S.](https://www.apa.org/about/policy/racism-apology)

[Historical chronology (apa.org)](https://www.apa.org/about/apa/addressing-racism/historical-chronology).

[Dr Kenneth Clark | The Doll Test and Desegregation 1988 (YouTube](https://www.youtube.com/watch?v=O-nH8LE4zAU)).

[Landmark Cases: Brown v Board Doll Test (C-SPAN) - YouTube](https://www.youtube.com/watch?v=a7sX1cn5aO4).

* Extract from Eysenck – Social Sensitivity p17-23.
* [8.01 Gender and Culture Bias - for AQA spec A-level Psychology, paper 3 (YouTube](https://www.youtube.com/watch?v=4dy1Z2wo9xA&t=50s)).
* Ethical Issues and Guidelines in Psychology Banyard, & Flanagan p77-87.
* [A gendered world makes a gendered brain (YouTube](https://www.youtube.com/watch?v=o1TtAQ29rNI)).

[Joseph Henrich on WEIRD Societies | Conversations with Tyler (YouTube](https://www.youtube.com/watch?v=V5RxKitXHyc)).

**Activity 4**

* [‘What is meant by Social Sensitivity?’ (cambridge.org)](http://assets.cambridge.org/97805217/18233/excerpt/9780521718233_excerpt.pdf).
* [Ethical Implications and Social Sensitivity - for AQA spec A-level Psychology, paper 3 (YouTube](https://www.youtube.com/watch?v=XKRWJKUF5_k)).
* [Resource and support guide: Culture in psychology (aqa.org.uk)](https://filestore.aqa.org.uk/resources/psychology/AQA-7182-RSG-CIP.PDF).

[APA's History of Upholding Systemic Racism (YouTube](https://www.youtube.com/watch?v=RBzFt3KolSc&t=2s)).

**Week 6**

* + Bio Psychology.
  + Methods of studying the brain fMRI, EEG, ERP, Post mortems.
  + Case study evidence from studies of brain damage.
  + Evaluation of methods/strengths and limitations.
  + Localisation of function, lateralisation motor, somatosensory, visual auditory and language centres – the function of Wernick’s and Broca’s area.
  + Split brain research. Sperry 1968.
  + Methodology and findings. Gazzinger 2000 and 2007.
  + Plasticity and functional recovery after trauma.

**Skills development**

* Accessing and reading psychological/biological material.
* Understanding abstract concepts.
* Explaining processes involved in investigating the brain.
* Independent learning skills.
* Use of subject specific psychological/biological terminology.
* Developing lines of argument and discursive skills.
* Consideration of wider implications of psychological research – social policy and practices, funding etc.

**Learning outcomes**

Develop understanding of localisation and plasticity in brain functioning.

Students should be able to:

* describe methods of investigating the brain, their strengths and limitations
* distinguish between localisation and lateralisation of brain
* identify areas of cerebral cortex associated with specific functions
* describe and evaluate split brain research
* distinguish between types of plasticity and between plasticity and functional recovery
* describe case studies of plasticity and functional recovery and their implications
* consider implications of plasticity and functional recovery.

**Suggested learning activities**

**Activity 1**

Flipped classroom. Students to watch video and consult texts to produce clear description of ways of studying the brain functional magnetic resonance imaging (fMRI), electroencephalogram (EEG), event-related potentials (ERP), post mortems and case study evidence of brain damage. How they contribute to understanding behaviour. In class discussion of the strengths and limitations of the methods.

**Activity 2**

* Carousel classroom students.
* Use text books, online resources, videos to prepare:
  + - * + Description split brain research – method and findings of Sperry’s research, case studies of severed corpus callosum.
        + Evidence v separate hemispheres separate minds McCrone 1999 concept of processing style.
* Class discussion re the contribution to psychology of
* Split brain research.

**Activity 3**

* Independent learning – students work in pairs to investigate plasticity, and produce:
  + A definition and outline of different types of plasticity
  + Positive’ and ‘negative or maladaptive’ plasticity
  + Developmental plasticity: synaptic pruning.
  + Plasticity of learning and memory
  + Injury-induced plasticity and brain repair
  + Evidence of brain plasticity and of functional recovery
  + Summary of case studies of plasticity and functional recovery.
* Class discussion on the issues surrounding research into plasticity and implications plasticity and functional recovery.

**Activity 4**

Quizlet assessment of student’s knowledge eg structures and functions of the brain. Diagrams to label.

**Resources**

**Activity 1**

* Downloadable bio reference with audio readings available for MP3 [Brainfacts.](https://www.brainfacts.org/)
* BBC 4 [The Brain: A Secret History (YouTube).](http://www.youtube.com/watch?v=FMR_T0mM7Pc&list=PLB48E55AEEC91CBEA)

[The Secrets of The Human Brain Full Documentary (YouTube](https://www.youtube.com/watch?v=ittucntdF94)). (Video contains some sensitive imagery of violence.)

* Video links for material on methods of studying brain.
* Gross, Science of mind and behaviour Hodder 2010 p 52-56.

**Activity 2**

* Report of Sperry’s experiment and evaluation [Split Brain Research (Tutor2U).](https://www.tutor2u.net/psychology/reference/biopsychology-hemispheric-lateralisation-split-brain-research)
* Case study of severed corpus callosum [Severed Corpus Callosum.](https://www.youtube.com/watch?v=zx53Zj7EKQE)

**Activity 3**

* Accessible introduction to plasticity [Brain Plasticity: What Is It?](https://faculty.washington.edu/chudler/plast.html)
* Brain plasticity case study [Brain Plasticity - the story of Jody (YouTube)](https://www.youtube.com/watch?v=VaDlLD97CLM).
* Ramachandran - [what brain damage can reveal about the connection between cerebral. tissue and the mind (YouTube)](https://www.youtube.com/watch?v=Rl2LwnaUA-k&list=PLFDE868BCF58A3950&index=17), use of mirror box to relieve pain in phantom limbs.

**Activity 4**

[Quizlet: Structures of the brain flash cards](http://quizlet.com/42409901/structures-of-the-brain-flash-cards/).

**Week 7**

* Biological Rhythms.
* Infradian rhythms eg menstrual cycle.
* The role of pituitary gland, oestrogen and progesterone or seasonal affective disorder (SAD) and the role of the pineal gland and melatonin.
* Ultradian rhythms eg cycle of sleep stages non-rapid eye movement (NREM) and rapid eye movement (REM).
* Circadian rhythms 24 hour sleep wake cycle.
* The role of endogenous pacemaker’s suprachiasmatic nucleus.
* The pineal gland and the role of melatonin in sleep wake cycle.
* The role of exogenous zeitgebers light dark cycle.

**Skills development**

* Accessing and reading psychological/biological material.
* Independent learning skills.
* Use of subject specific psychological /biological terminology.
* Use of principles of scientific method to evaluate research.
* Creative transformation skills.

**Learning outcomes**

Students should be able to:

* define exogenous Zeitgebers and endogenous pacemakers
* distinguish between circadian, infradian and ultradian rhythms
* describe examples and research evidence of circadian, infradian and ultradian rhythms
* explain the role of exogenous Zeitgebers and endogenous pacemakers in maintaining sleep wake cycle
* describe and evaluate research into the role of exogenous Zeitgebers and endogenous pacemakers in circadian rhythms.

**Suggested learning activities**

**Activity 1**

Provide students with a detailed description of 2 studies eg Stephan and Zucker 1972 and Siffre 1975. Students to work in groups to analyse the research and to compare the strengths and limitations of each. Then to decide which piece of research provides the most convincing evidence of the role of exogenous Zeitgebers in the sleep wake cycle. Each group to present their decision with justification to the class.

**Activity 2**

* Independent learning in pairs to assemble research evidence to answer the questions:
  + What have research studies told us about the role of endogenous pacemakers and exogenous zeitgebers in the sleep wake cycle?
  + What would this research suggest about how we would respond to changes in external zeitgebers?
* Each pair to prepare a summary response to each question and post it on Moodle/VLE (max 200 word).
* Possible sources of evidence.
* The role of endogenous pacemakers – suprachiasmatic nucleus eg Flokard 1996, eg Stephan & Zucker 1972. The pineal gland and the role of melatonin in sleep wake cycle eg Weaver et al 1983 bright light suppresses melatonin production.
* The role of exogenous zeitgebers light dark cycle.
* Research into effects of disrupting environmental cues eg Siffre 1975.

**Activity 3**

* Students to work in groups to create a cartoon/comic strip to depict the role of suprachiasmatic nucleus and melatonin in sleep wake cycle and research into their role.
* Cartoons to be presented and evaluated.

**Resources**

**Activity 1**

* [The Sleep Wake Cycle: Circadian rhythm - Biological Psychology (YouTube](https://www.youtube.com/watch?v=fZ8rbd03GyM)).
* Infradian Rhythms – [Biopsychology: Biological Rhythms](https://www.tutor2u.net/psychology/reference/biopsychology-infradian-rhythms) (Tutor2U).
* Stephan and Zucker 1972 and Siffre 1975 are outlined in Bailey et al A2 Psychology Nelson Thornes.

**Activity 2**

* [Biopsychology: Biological Rhythms - Circadian Rhythms | Psychology (tutor2u](https://www.tutor2u.net/psychology/reference/biopsychology-biological-rhythms-circadian-rhythms)).
* [Circadian Rhythms Fact Sheet](http://www.nigms.nih.gov/education/pages/factsheet_circadianrhythms.aspx).
* Crash Course Psychology  [Circadian Rhythm and Your Brain's Clock (YouTube)](https://www.youtube.com/watch?v=UbQ0RxQu2gM).

**Week 8 to 13 cover Option 1 (Relationships, Gender, Cognition and development)**

See separate scheme of work for each option.

**Week 14**

* Revision.
* Exam Skills.

**Skills development**

* Examination techniques.
* Self-assessment.
* Developing own learning plans.

**Learning outcomes**

Consolidation of knowledge, understanding and skills.

**Suggested learning activities**

**Activity 1**

Review of exam techniques and mark scheme requirements.

**Activity 2**

Mock exam Paper 3 compulsory issues and debates questions plus questions to assess Option 1.

**Activity 3**

Feedback and individualised learning plans.

**Resources**

* [Issues and Debates in Psychology (A-Level Revision) (simplypsychology.org)](https://www.simplypsychology.org/a-level-debates.html).
* [Issues and Debates - AQA Psychology UNDER 15 MINS! Quick Revision for Paper 3 (YouTube](https://www.youtube.com/watch?v=qI2JPXrP8mo&list=PLUQ8QDGvbAwgI6woFxyGvMtRIfgb771_f)).

**Weeks 15 to 20 cover Option 2 (Schizophrenia, Eating behaviour, Stress)**

See separate scheme of work for each option.

**Weeks 21 to 26 cover Option 3 (Aggression, Forensic Psychology, Addiction)**

See separate scheme of work for each option.

**Week 27**

* Revision.
* Exam practice.

**Skills development**

* Revision Skills.
* Exam technique.

**Learning outcomes**

Consolidating knowledge and understanding.

Strengthening skills of:

* Analysis
* Application
* Evaluation
* Discussion
* Essay writing
* Research methods
* Scientific processes
* Data handling
* Maths skills
* Exam techniques.

**Suggested learning activities**

**Activity 1**

Whole class Review/revision Paper 3.

**Activity 2**

* Mock Exam Questions from Paper 3.
* Feedback, individualised programme of revision – skills development.

**Activity 3**

Revision Paper 1 and Paper 2.

**Activity 4**

* Mock Exam Questions from Paper 1 and Paper 2.
* Feedback, individualised programme of revision – skills development.

**Resources**

[AQA Psychology: Specimen papers and mark schemes](http://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/supporting-resources/specimen-papers-and-mark-schemes).

**Week 28 to 30**

Individual/small group revision.

**Skills development**

* Revision skills.
* Exam technique.

**Suggested learning activities**

**Activity 1**

Individualised programme of revision focus on consolidating knowledge and applying skills of analysis evaluation synthesis, developing lines of argument and making well-reasoned judgements.