# Scheme of work: Relationships

Introduction

This scheme of work is for the second year of the A-level Psychology specification.

* It has been created on the basis that students choose Relationships as their optional topic from 7182/3 Option 1.
* It is based on the autumn term, teaching for six weeks.
* The number of teaching hours per week is four and a half.

This is a sample scheme of work and is only one suggestion for how you might plan the delivery of the A-level Psychology specification. It is not intended to be prescriptive or definitive and can be edited to suit your organisation’s delivery model and the particular needs of your learners.

Please remember that assessment is always based on the content of the [specification](https://filestore.aqa.org.uk/resources/psychology/specifications/AQA-7181-7182-SP-2015.PDF).

You can find past assessment materials on [Centre Services](https://onlineservices.aqa.org.uk/).

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## Relationships 4.3.2

Teach after: Approaches 4.2.1, Research methods 4.2.3, Issues and debates 4.3, Attachment 4.1.3

**Week 8**

* Physical attractiveness as a factor in attraction, eg Devendra Singh (1993) waist to hip ratios, symmetry, Judith Langlois and Lori Roggman 1990, Cartwright 2000.
* Bernard Murstein’s (1972) Matching Hypothesis.
* Other factors important in attraction. Social demography, similarity in attitudes, etc. as factors in attraction.
* Filter Theory of attraction/formation of relationships, Kerckhoff & Davis (1962).
* The importance of complementarity in the filter theory.

**Skills development**

* Accessing and reading psychological material.
* Independent learning skills.
* Use of subject specific psychological terminology.
* Explanation skills.
* Transformation/creative skills.
* Critical thinking – developing lines of argument, drawing conclusions.
* Apply the different factors in attraction to real life examples of couples.
* Transformation/creative skills.

**Learning outcomes**

Develop critical appreciation of psychological research into relationships and the factors that help romantic relationships form.

Students will be able to:

* describe and evaluate research into attractiveness as a factor that influences attraction
* explain how relationships form and are maintained according to the Matching hypothesis
* describe key features of Filter Theory of relationships
* explain how the 3 levels of filter help to attract and form a relationship
* describe and evaluate research into matching hypothesis and filter theory
* use research evidence to evaluate the Matching hypothesis and Filter theory of attraction
* apply the different factors within the Matching hypothesis and the Filter theory to cases to analyse which individuals may form an attraction/relationship based on the explanations.

Suggested learning activities them into order of importance in relationships. Student contributions in relation to key features of attractiveness and other factors they believe are importance in the formation of romantic relationships.

Starter – [TedTalk The Science of Attraction – Dawn Maslar](https://www.youtube.com/watch?v=169N81xAffQ)

**Suggested learning activities**

**Activity 1**

Discussion – what students think they will study and ask them to analyse a number of types of physical attractiveness and sort.

**Activity 2**

Watch [Attraction the matching phenomena on (YouTube](https://www.youtube.com/watch?v=vP0kXxd5bUw)). Teacher presentation of the matching hypothesis and its key features. Students to sort real couples in terms of attractiveness – match the couple activity. Consider celebrity couples that fit and do not fit the matching hypothesis. Students make notes on the research that supports and refutes the matching hypothesis.

**Activity 3**

* Group work – Each group given another factor that is important in attraction, eg proximity. Students in the group research the factor and present it using ICT to the rest of the class. The presentation must explain how the factor could contribute to attraction and formation of relationships, detailed analysis and use of studies to support or refute the factor, plus an overall evaluation of the factor. Factors could include– social demography, similarity in attitude, and complementarity etc.
* **Extension task** to critically evaluate the research used to support and challenge the theory in terms of its validity and reliability.

**Activity 4**

* Flipped classroom – students to research and summarise the Filter theory of attraction/formation of relationships. Describing the importance of complementarity within the theory and explaining how the Filter theory accounts for the formation of relationships.
* Class discussion of students’ research on the Filter theory and presentation of their knowledge to the class, building a complete and detailed account of the theory.

**Activity 4a**

Teacher to present students with summaries of research studies which students sort into support or refuting evidence for the filter theory.

**Activity 4b**

Application skills - Practical applications of theory. Students create 8 scenarios about fictitious people. Provide an example scenario to help the student get started. There must be cues in the scenarios that link to the explanations of attraction. Groups exchange scenarios and analyse to identify which individuals would be more likely to form a relationship based on the filter theory.

**Resources**

* [Psychboost: The Matching Hypothesis (YouTube)](https://www.youtube.com/watch?v=YjVgo7DHH0o).
* [Relationships: Physical Attractiveness (Tutor2U)](https://www.tutor2u.net/psychology/reference/relationships-physical-attractiveness).
* [Derren Brown Science of Attraction The Halo Effect (YouTube](https://www.youtube.com/watch?v=8VwPREpWleA)).
* [The Halo Effect, Reverse Halo Effect and Horn Effect Defined & Explained with examples in One Minute (YouTube](https://www.youtube.com/watch?v=T_SN4FouFn8)).

**Week 9**

* Evolutionary explanations of partner preferences:
  + male and female preferences in mates
  + evolutionary explanations for such preferences. For example, males prefer physical attractiveness and youthful features. Females prefer wealth and status
  + research evidence for mate preferences, eg Buss 1989, Dunbar and Waneforth1995, Singh 1993, Penton-Voak et al 2001, Strassberg & Holly 2003.
* The relation between sexual selection and human reproductive behaviour.
* The nature of sexual selection in terms of relationships and human reproductive behaviour.
* Intra sexual selection (mate competition, male aggression, sperm competition, eg Simmons et al 2003, female orgasm, eg Pollet & Nettle 2009).
* Inter selection (mate choice), link back to mate preference research.
* Research skills.
* Content analysis.

**Skills development**

* Accessing and reading psychological material.
* Independent learning skills.
* Use of subject specific psychological terminology.
* Explanation skills. Add another bullet – Recognising issues of social sensitivity.
* Weigh up the strengths and limitations of the evolutionary explanations.
* Critical thinking – developing lines of argument, drawing conclusions.
* Research methods skills – content analysis.
* Present and display data from content analysis.
* Mathematical skills. Use statistical test to assess significance of data.
* Use of information and communication technology (ICT) to analyse and present data.

**Learning outcomes**

Develop critical appreciation of evolutionary explanations of mate preferences and the relation between sexual selection and human reproductive behaviour.

Students will be able to:

* describe evolutionary explanations of mate preferences and to distinguish between male and female mate preferences based on evolutionary principles
* explain how relationships form and are maintained according to evolutionary explanations
* describe the nature of sexual selection in human reproductive behaviour
* distinguish between intra and inter sexual selection
* critically evaluate research evidence to support and challenge evolutionary explanations of mate selection and sexual selection in mates
* discuss issues and debates surrounding the evolutionary explanations
* design, carry out, analyse and present findings of content analysis of lonely heart adverts
* analyse data using statistical techniques to consider if results are significant or non- significant.

**Suggested learning activities**

**Activity 1**

[Watch human instinct video clips](https://www.google.com/search?q=professor+winston+human+instincts&safe=strict&sxsrf=ALeKk00oW2vrIU9JF90PWmAokNkwkSXKmQ:1594231108001&source=lnms&tbm=vid&sa=X&ved=2ahUKEwiNjofXnb7qAhUJT8AKHXEvAioQ_AUoAXoECBsQAw&biw=1280&bih=607) displaying evolutionary mate preferences (Professor Winston documentary). Examples of male and female preferences (ranging from 4 minutes to 48 minutes).

**Activity 2**

* Flipped classroom – the evolutionary explanations for differences in mate selection/preferences. Use materials and research to make notes at home about the different evolutionary explanations for male and female mate preferences. Consider research studies to support or refute these evolutionary mate differences.
* Lesson activities based on research, question and answers about the explanations, possibly team quizzes - each team makes up 10 questions for another team to answer. Each group presents a real life example and how evolutionary explanations of mate selection apply.
* Read [The evolutionary psychology of women's aggression | Philosophical Transactions of the Royal Society B: Biological Sciences (royalsocietypublishing.org)](https://royalsocietypublishing.org/doi/full/10.1098/rstb.2013.0078#d3e551) – 25 minute read.

**Activity 3**

* Teacher presentation – revision of content analysis. How to design, carry out and analyse findings of content analysis of lonely heart adverts. Clear detailed instructions given to students who then carry out the class activity – collecting data then analysing the data using statistical techniques to consider if results are significant or non-significant. Does the content analysis support or refute that males seek different characteristics in a mate, as predicted by evolutionary explanations?
* Refer to revision of content analysis from Year 1, week 35.

**Activity 4**

* Group work – Detailed analysis of the nature of sexual selection in terms of human reproductive behaviour. Students to critically consider evidence of mate selection and sexual selection in mate preferences. Several issues and debates are presented and then students, in groups, apply each of these to the evolutionary explanation, building an evaluation of the explanation.
* Homework: students write a timed essay ‘Discuss the relationship between sexual selection and reproductive behaviour’.

**Resources**

* Anne Campbell [The evolutionary psychology of women's aggression Philosophical Transactions of the Royal Society B: Biological Sciences (royalsocietypublishing.org)](https://royalsocietypublishing.org/doi/full/10.1098/rstb.2013.0078#d3e551).
* [Sexual selection explained](https://www.youtube.com/watch?v=nxdS_w5uBBI) (YouTube) – 5 minutes.
* [Sexual selection versus natural selection](https://www.youtube.com/watch?v=SAt0Z9KJkqY) (YouTube) – 3 minutes.

**Week 10**

Psychological explanations for romantic relationships:

* Social exchange theory Claude Thiabut and Harold Kelle).
* Equity theory (Elaine Walster).
* Caryl Rusbult’s investment model of commitment – satisfaction, comparison with alternatives and investment.
* Steve Duck’s Phase Model of relationship breakdown – description of main stages.

**Skills development**

* Accessing and reading psychological material.
* Group work skills.
* Application of economic concepts in psychological theory.
* Explanation skills.
* Weigh up the strengths and limitations of the psychological explanations.
* Critical thinking – developing lines of argument, drawing conclusions.
* Using issues and debates in evaluation.
* Evaluation of the theories, studies, and techniques for data collection involved in the research.
* Analyse the evidence to support or refute each theory.
* Summarising key points using ICT to present to the class.

**Learning outcomes**

Develop critical appreciation of psychological theories into the formation, maintenance and breakdown of romantic relationships.

Students will be able to:

* describe the main features of social exchange theory, equity theory, Rusbult’s investment model of commitment and Duck’s phase model of relationship breakdown
* explain how relationships form, are maintained and breakdown according to each theory/model
* describe and, with reference to reliability and validity, evaluate research evidence that support and challenge psychological explanations for romantic relationships
* use a range of criteria including research methodology, issues and debates to evaluate explanations and draw meaningful conclusions.

**Suggested learning activities**

**Activity 1**

* Teacher presentation on the key features of the explanations – social exchange, equity, Rusbult’s investment model of commitment and Duck’s phase model of relationship breakdown.
* Interactive White Board (IWB)/PowerPoint on the main features of the explanations.
* Student group work – students to research one of the four explanations producing notes on the evaluation of their explanation. Including discussion of research studies to support or challenge the explanation and overall issues (reductionism, determinism, practical applications). **Extension task** is to critically evaluate the research itself in terms of its validity and reliability.
* Information on the explanations/models [Definition, Examples & Predictions.](https://www.youtube.com/watch?v=NM99FOqbvhY)
* [Psych Boost Social Exchange Theory](https://www.youtube.com/watch?v=NM99FOqbvhY).
* [Equity Theory](https://www.youtube.com/watch?v=tpivyuleQME).
* [Psych Boost Investment Model](https://www.youtube.com/watch?v=dGnNdsEy8oQ).
* [Psych Boost Duck's Phase Model](https://www.youtube.com/watch?v=fqdtYtsBp_I).

**Activity 3a**

* Presentations by students of their evaluation for their explanation/model.
* Students take notes of the different explanations. Students pose questions to clarify evaluation of explanations.

**Activity 3b**

* Teacher presentation/Class discussion of what makes a good theory and the criteria for evaluating theories/explanations.
* Then students work in groups to discuss the theories and rank them in terms of their effectiveness. Then write a justification for the top ranked theory.
* Reflect on why they ranked it top – is it the evidence, the application value or the thoroughness of the information presented in 3a?
* Refer back to Year 1 – what makes a good theory and the criteria for evaluating theories/explanations in the AQA Compendium of skill development activities.

**Week 11**

* Consolidation of understanding of psychological explanations for romantic relationships.
* Virtual relationships in social media.
* Introduction into nature and types of virtual relationships in social media.
* Ways in which virtual relationship may be similar and different to more ‘traditional’ face-to-face relationships:
* Self-disclosure in virtual relationships.
* De-individuation in virtual relationships.
* Absence of gating in virtual relationship

**Skills development**

* Selecting and shaping material.
* Developing writing skills.
* Accessing and reading psychological material.
* Group work skills.
* Application of psychological concepts to real life.
* Explanation skills.
* Weighing up the impact of characteristics of virtual relationships on formation maintenance and breakdown.
* Assessing wider implications of psychological research.

**Learning outcomes**

* Students will be able to respond to a range of examination style questions.
* Show a critical understanding of psychological research into virtual relationships in social media and the factors that distinguish virtual and face-to-face relationships.

Students will be able to:

* describe and distinguish between different types of virtual and face-to-face relationships
* outline factors that distinguish between virtual and face-to-face relationships (self- disclosure, de-individuation and absence of gating)
* explain how self-disclosure, deindividuation and absence of gating could affect the formation of virtual relationships
* describe and evaluate research into self- disclosure, deindividuation and absence of gating
* wider implications of psychological research – social policy and practices.

**Suggested learning activities**

**Activity 1**

* Selecting and shaping material to answer examination questions. Students bring to class their notes, etc. on psychological explanations for romantic relationships. Working in groups, present students with a range of 10 or 12 exam style questions requiring application, short essays on selected aspects, eg one theory as it applies to breakdown in relationships, and extended writing questions, eg outline and evaluate one explanation….
* Students identify the material relevant to each question paying particular attention to the specific requirements of the question.
* For homework each student writes a response to a different question and brings to class. These responses are handed to another group who have to identify which question is being answered. Now assess the response.
* Compendium activity worksheet for Selecting and shaping material.

**Activity 2**

Watch videos absence of gating and development of online relationships [Nik and Kira Interview Part 1 (YouTube](https://www.youtube.com/watch?v=pUnp-QSldjc)) and [Nik and Kira Interview Part 2 (YouTube](https://www.youtube.com/watch?v=-0-cjY0iTFc)) on Virtual relationships.

* Teacher presentation of the 3 differences in virtual and traditional relationships – Self-disclosure, de- individuation, absence of gating. IWB teacher description of the explanations, their relevance to different examples of types of virtual relationships and how these differ from traditional relationships.
* Search YouTube for video clips of virtual relationships eg Why are Japanese men falling for virtual girlfriends?
* [Meet the world's most loving girlfriend who also happens to be video games (Huffpost)](http://www.huffingtonpost.com/2014/01/21/loveplus-video-game_n_4588612.html).

**Activity 3**

* Group work – Detailed analysis of the 3 explanations. Students are to research relevant studies that could support and refute the 3 explanations (at least 2 studies for each explanation), building an evaluation of each explanation as well as comparing and contrasting each explanation in terms of overall strengths and weaknesses.
* [Relationship Forming on the Internet: What's the Big Attraction?](https://www.onlinepersonalswatch.com/internetdatingscience/2011/06/relationship-formation-on-the-internet-whats-the-big-attraction.html)
* **Extension activity –** consider the application and implications of this research to how relationships might form, maintain and breakdown etc.

**Activity 4**

* An “Essay jigsaw” activity – Students to be presented with “mix and match essay” pieces. Learners are to work in pairs to select and organise the information to create a coherent response to question “Discuss research into virtual relationships”.
* Students then act as examiners. They are given a mark scheme and asked to mark the essays and justify mark awarded. On completion of this, the teacher will discuss the actual mark awarded and the reasons for it – essay to be deconstructed into skills using highlighter pens.
* Articles on features of parasocial relationships Psychology of Online Virtual Relationships article.
* **Extension activity** **–** students to revisit the above essays and add additional material that would result in the essay being awarded an A grade.

**Week 12**

* Parasocial relationships.
* The nature of parasocial relationships.
* The Absorption-Addiction Model – Lynn McCutcheon.
* The Attachment theory explanation for parasocial relationships.

**Skills development**

* Applying existing knowledge to new topic.
* Self and peer assessment group work.
* Use of evidence to evaluate explanations.
* Using issues and debates to evaluate.
* Developing lines of argument.
* Extended writing skills.
* Judging and providing feedback.
* Comparison of explanations.

**Learning outcomes**

Develop critical appreciation of psychological research into parasocial relationships.

Students will be able to:

* distinguish between parasocial and mediated relationship
* distinguish between the 3 levels of parasocial relationships
* describe the Absorption-Addiction Model as applied to parasocial relationships
* describe and evaluate research evidence to support and challenge the Absorption-Addiction Model
* describe the Attachment theory explanation as applied to parasocial relationships
* distinguish between different types of attachment and likelihood of forming parasocial relationships
* describe and evaluate research evidence to support and challenge the Attachment theory explanation
* critically evaluate explanations for parasocial relationships
* use knowledge and understanding of Absorption-Addiction model and the Attachment theory to explain examples of parasocial relationships.

**Suggested learning activities**

**Activity 1**

* Teacher explanation and class discussion of definitions and types of parasocial relationships. Considering the 3 levels of parasocial relationships. Student activity matching examples to the levels.
* Differentiate by complexity of examples. An example of pathological parasocial attachment – [Keanu Reeves granted restraining order against 'stalker' (nypost.com)](https://nypost.com/2023/02/02/keanu-reeves-granted-restraining-order-against-stalker/).
* Distinction between para social and mediated relationships [Journal of Media Psychology: Mediated vs. Parasocial Relationships: An Attachment Perspective by Gayle S. Stever Ph.D.](https://scholar.google.co.uk/scholar?q=Journal+of+Media+Psychology:+Mediated+vs.+Parasocial+Relationships:+An+Attachment+Perspective+by+Gayle+S.+Stever+Ph.D.&hl=en&as_sdt=0&as_vis=1&oi=scholart)
* [Jonathan Cohen](http://spr.sagepub.com/search?author1=Jonathan%2BCohen&sortspec=date&submit=Submit) (2004).
* [Parasocial Break-Up from Favorite Television Characters: The Role of Attachment Styles and Relationship Intensity (gwern.net)](https://gwern.net/doc/culture/2004-cohen.pdf).
* [When Good Friends Say Goodbye:](https://ia800704.us.archive.org/view_archive.php?archive=/24/items/wikipedia-scholarly-sources-corpus/10.1207.zip&file=10.1207%252Fs15506878jobem5003_9.pdf) [A Parasocial Breakup Study.](https://ia800704.us.archive.org/view_archive.php?archive=/24/items/wikipedia-scholarly-sources-corpus/10.1207.zip&file=10.1207%252Fs15506878jobem5003_9.pdf)
* Information/article on parasocial relationships.

**Activity 2**

Group task - Students to research and present using ICT The Absorption-Addiction Model and the Attachment theory as applied to parasocial relationships.

**Activity 3**

* Students work in pairs. They are presented with a series of cases or scenarios of relationships and have to use the Absorption-Addiction Model or Attachment explanations to explain the features of the behaviour depicted in each case.
* **Extension activity** to analyse more complex cases and apply a range of explanations.
* Application activity – worksheet with several scenarios/cases of behaviours which students need to explain by applying one explanation for parasocial relationships. Provide one or two further cases that are best explained by a combination of theories/explanations as stretch and challenge.

**Activity 4**

* Students are presented with research and evaluation points that need to be sorted and grouped into strengths and weaknesses of the Absorption-Addiction model and Attachment explanations for parasocial relationships. These need to be constructed into a critical evaluation of the model/explanation with clear lines of argument.
* **Extension activity** **–** students to extend the evaluation by critically considering strengths and weaknesses of the research methods used to investigate parasocial relationships, considering their reliability and validity.
* Students to select one of the following questions and plan their response:

1. Discuss what psychological research has told us about why people develop parasocial relationships.

**[16 marks]**

|  |
| --- |
| Researchers wished to study the link between attachment and parasocial relationships. They surveyed a stratified sample of 100 18-year-old students from four different schools. Some schools had a large number of students and others had a smaller number of students. The students were asked questions about their childhood, their feelings towards celebrities and about their friendships at school. |

1. Discuss the attachment theory explanation for parasocial relationships. Refer to the likely findings of the study above in your answer.

**[8 marks]**

**Activity 5**

* Whole class activity to develop a mind map depicting the relationships option. Once the mind map is complete load a version of it onto an online sharing platform Students then work in pairs. Each pair is provided with a range of typical examination questions, (multi choice, short answer, application, extended writing).
* Then for each question students select material from the platform that would be relevant to answering that question. You can vary the task by asking them to say why the material is relevant and why the rejected material is not relevant and vary the demands by providing questions that are more complex or more subtly different. Each pair feeds back to the class on a different question. Other pairs can amend challenge appropriateness or add information. Class discussion of the selection made and material rejected.
* Set timed 30 minute exam style questions test for option on relationships.
* Resource sheet containing summaries of research studies and other evaluative points relating to criteria that could be used to evaluate theory/explanations. Best to present these electronically then students can sort them more efficiently.
* Compendium of skill development. Developing lines of argument activities.

**Resources**

[Strange reasons why some people stalk celebrities decoded (The Independent)](https://www.independent.co.uk/news/science/celeb-stalking-behaviour-psychology-study-b2292563.html).

**Week 13**

Practical activity – create and carry out a survey investigating amount of self-disclosure in virtual relationships.

**Skills development**

* Investigation design.
* Questioning skills.
* Data collection and recording.
* Math skills data analysis.
* Drawing conclusions from qualitative and quantitative data.
* Time management.
* Understanding ethical obligations.
* Critical thinking.

**Learning outcomes**

Develop understanding of the research methods and data analysis.

Students should be able to:

* develop or select appropriate materials
* select an appropriate sample
* devise standardised instructions and a debrief
* analyse qualitative and quantitative data
* use descriptive statistics %, tables, graphs, etc. to present data
* draw conclusions and discuss findings and implications
* identify strengths and limitations of research and suggest improvements.

**Suggested learning activities**

**Activity 1**

* Students to work in groups to design a survey/questionnaire to investigate the amount of self-disclosure young people use to build and maintain virtual relationships when using social media.
* Aim here is for students to make design decisions informed by the strengths and limitations of research they have studied. Write operationalised hypotheses for their practical. Justify their design decisions in a written up method section. Submit details of their proposed investigation to the teacher for an ethics check/approval.
* Students gather data from participants and share their data with their group who will then select and apply appropriate statistical quantitative methods **or** qualitative methods to test and analyse their results (depending on the form of their survey). The students write up a results section of a report.
* **Extension** **tasks** will be for student to consider the implications and applications of their results and consider how a discussion section of a report would be written up.
* British Psychological Society (BPS) Ethical guidelines for teachers and students of psychology.

**Activity 2**

* Presentation session(s) – each group to briefly present their investigation to the class.
* Teacher and peer questions and answers – Develop critical thinking by posing questions specifically related to their study about the group’s confidence in the reliability and validity of the findings. What would you have done differently and why? What further research should be done in relation to this topic? How do your findings relate to… theory? What are the implications/applications of the findings?

**Resources**

**Activity 1**

* [Self-disclosure, Privacy and the Internet](http://www.york.ac.uk/res/e-society/projects/15/PRISD_report2.pdf) Adam N. Joinson and Carina B. Paine Institute of Educational Technology.
* The Open University Measuring self- disclosure (p 3-5).
* A listing of self-disclosure items for 3 depth, honesty and intent. P104 [Application Use, Online Relationship Types,](http://www.openu.ac.il/Personal_sites/ina-blau/Download/EC45-1E_Q.pdf) [Self-Disclosure, and Internet Abuse Among](http://www.openu.ac.il/Personal_sites/ina-blau/Download/EC45-1E_Q.pdf) [Children and Youth: Implications for](http://www.openu.ac.il/Personal_sites/ina-blau/Download/EC45-1E_Q.pdf) [Education and Internet Safety Programs by](http://www.openu.ac.il/Personal_sites/ina-blau/Download/EC45-1E_Q.pdf) [Ina Blau](http://www.openu.ac.il/Personal_sites/ina-blau/Download/EC45-1E_Q.pdf).
* The following resources may be useful for: revision/ independent learning/extending learning:
  + [Simply Psychology Relationships Revision](https://www.simplypsychology.org/a-level-relationships.html).
  + [Quizlet AQA Psychology Relationships](https://quizlet.com/208434146/aqa-a-level-psychology-relationships-flash-cards/).
  + [Get Revising The Student Room](https://getrevising.co.uk/revision-notes/psychology_a2_aqa_psychology_relationships).
  + [Psychboost](https://www.youtube.com/watch?v=MtqBkf2TH2I&list=PLUQ8QDGvbAwgUMjb1HVIQVl3VAtfTPdgQ).
  + [Miss Earles Psychology](https://www.youtube.com/watch?v=6KZGAWtSL_E&list=PLOPxmtyY8WI8QaJhPedzSK1r2__P2pZk7).
  + [TedTalks focusing on relationships](https://www.youtube.com/results?search_query=ted+talk+relationships).
  + Future Learn/MOOCS – range of short courses on relationships.