# Scheme of work: Cognition and development

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 Cognition and development as their optional topic from 7182/3 Option 1.
* It is based on the summer 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://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182).

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

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**Cognition and development 4.3.4**

Teach after: Approaches 4.2.1, Biopsychology 4.2.2, Research methods 4.2.3, Issues and debates 4.3.1.

**Week 8**

* Piaget’s theory of cognitive development: schemas, assimilation, accommodation, equilibration, stages of intellectual development.
* Characteristics of these stages, including object permanence, conservation, egocentrism and class inclusion.

**Skills development**

* Use of subject specific terminology.
* Weigh up strengths and limitations of theory and evidence.
* Drawing conclusions from evidence to support and refute the explanation.
* Using evidence to develop lines of argument.
* Application of theory to educational settings.
* Group work skills.
* Presentation skills.
* Creative transformation skills.
* Providing feedback.

**Learning outcomes**

Develop a critical appreciation of Piaget’s theory of cognitive development.

Students will be able to:

* explain key concepts processes, stages and their characteristics
* distinguish between stages of development
* describe and evaluate Piaget’s theory of cognitive development
* describe and evaluate Piaget’s research studies
* use research evidence to evaluate the theory discuss issues and debates surrounding Piaget’s theory of cognitive development.

**Suggested learning activities**

**Activity 1**

Students watch the ‘[Piaget on Piaget’](https://www.youtube.com/watch?v=0XwjIruMI94) video of Piaget discussing his theory for homework. Tell them to make note of five key points that Piaget makes about his theory. At the start of the next lesson, students then write each point on 5 separate sticky notes and then place them on the whiteboard for sharing. Tutor to share the information contained in the sticky notes and student to make notes of main points.

**Activity 2**

* Show students the [7 minute clip](https://www.youtube.com/watch?v=g3JfSIptQqE) on Piaget’s key concepts of schemas, assimilation and accommodation.
* Divide them into pairs and ask them to share an example of a schema, an example of assimilation and accommodation. Eg a child sees a dog and creates the schema that ‘all dogs have four legs and a tail’ so different types of dogs would then be assimilated into the schema. Accommodation would occur when the child sees a cat and has to modify their previous schema to incorporate this new information.
* Have them upload their examples to a [Padlet](https://padlet.com/) screen and then save the file as a PDF and share with the students so that they have lots of different of examples of these concepts.

**Activity 3**

* Put students into small groups and provide them with various materials to replicate Piaget’s key studies on object permanence, conservation, egocentrism (the 3 mountains task), class inclusion and formal operational thinking (the pendulum task).
* Have them first research the studies using p180-181 and 192 of the AQA level textbook in the resource list below. The [6 minute clip](https://www.youtube.com/watch?v=TRF27F2bn-A) on Piaget’s Stages of development also provides some excellent demonstrations of some of these studies.
* Students then demonstrate the studies to the rest of the class through a brief role play and also explain how they support Piaget’s theory and some key evaluations of these investigations.
* Give the class a capture sheet so that students can note down the key research for the stage, its conclusions and key evaluations.
* Finally, give student this question from the 2019 exam to complete for homework:

Describe and evaluate Piaget’s research in relation to the pre-operational stage of intellectual development.

**[16 marks]**

* As an extension or homework task, ask students to listen to the [BBC sounds clip](https://www.bbc.co.uk/sounds/play/p00f8n1g) on the three Mountains task and feedback 5 key points from the episode.

**Activity 4**

* In small groups students prepare a handbook aimed at providing new parents with insight into Piaget’s theories about how children think and learn. Recommendations to be made as to games and activities that could be used to support cognitive development. The handbooks will be presented to other groups.
* Give students access to the two resources below that give an overview of Piaget’s theory to assist students with their handbooks.
* Afterwards, have the students review their suggestions by comparing them to the recommendations outlined in the 4 minute clip on [applying Piaget’s theory](https://www.youtube.com/watch?v=KaJWz0_3jcA) in the resources below.

**Resources**

**Activity 1**

[Piaget on Piaget - YouTube](https://www.youtube.com/watch?v=0XwjIruMI94) – 40 minute clip on Piaget discussing his theory.

**Activity 2**

* [Schemas, Assimilation and Accommodation: Jean Piaget's Epistemological Concepts - YouTube](https://www.youtube.com/watch?v=g3JfSIptQqE).
* [Padlet: Beauty will save the work](https://padlet.com/).

**Activity 3**

* Flanagan, Jarvis and Liddle *AQA Psychology for A level Year 2* (2nd Ed), Illuminate Publishing, 2020.
* [Mind Changers - Jean Piaget – The Three Mountains - BBC Sounds](https://www.bbc.co.uk/sounds/play/p00f8n1g) – 30 minute podcast on the three mountains task.
* [Piaget's Stages of Development - YouTube](https://www.youtube.com/watch?v=TRF27F2bn-A) – 6 minute video involving a replication of Piaget’s studies on conversation, egocentrism and abstract thinking.
* [AQA | AS and A-level | Psychology | Assessment resources](https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/assessment-resources?f.Resource+type%7C6=Question+papers&f.Component%7C7=Paper+3) – paper 3 past papers from AQA website.

**Activity 4**

* [The Growth of Knowledge - A-level Psychology - PMT (physicsandmathstutor.com)](https://www.physicsandmathstutor.com/psychology-revision/videos/the-growth-of-knowledge/) – 10 minute overview of Piaget’s theory.
* [Jean Piaget and His Theory & Stages of Cognitive Development (simplypsychology.org)](https://www.simplypsychology.org/piaget.html) – overview of the theory.
* [Using What We Know: Applying Piaget's Developmental Theory (Davidson Films, Inc.) - YouTube](https://www.youtube.com/watch?v=KaJWz0_3jcA) – 4 minutes.

**Week 9**

Vygotsky’s theory of cognitive development, including the zone of proximal development and scaffolding.

**Skills development**

* Independent learning skills.
* Using different types of research evidence to evaluate theory/models.
* Weighing up the strengths and limitations of theory in terms of issues and debates.
* Application of theory to real life.
* Critical thinking:
* developing lines of argument
* drawing conclusions.
* Using criteria to compare theories.
* Group work skills.
* Reflection and self-assessment.

**Learning outcomes**

Develop a critical appreciation of Vygotsky’s theory of cognitive development.

Students will be able to:

* explain key concepts and processes
* describe and evaluate Vygotsky’s research studies
* describe and evaluate Vygotsky’s theory of cognitive development
* discuss issues and debates surrounding Vygotsky’s theory of cognitive development
* compare and contrast Piaget and Vygotsky’s theory of cognitive development
* discuss issues and debates surrounding Vygotsky’s theory of cognitive development.

**Suggested learning activities**

**Activity 1**

* Give the students access to the clips below that provide an overview of Vygotsky’s theory and have them make notes on the key concepts that put across.
* Instruct them to use the information to create a true or false [forms quiz](https://www.microsoft.com/en-us/microsoft-365/online-surveys-polls-quizzes) where they create 10 statements about the theory that they can then give to their peers to review their knowledge.
* After students have created their quizzes on Forms, have them share them with the rest of the class by having them post a link/QR code on the virtual learning environment (VLE) so the rest of the class can access them.
* Make the students do at least 5 quizzes so they have plenty of chances to consolidate their learning more thoroughly. Give the students the opportunity to have more scaffolding by using their textbook to assist them if they find the quizzes too challenging.

**Activity 2**

* Introduce the idea of scaffolding to your students and have them think of examples of how their teachers use scaffolding in their lessons, eg question prompts, demonstrations, model answers etc.
* Have them design their own review activity for reviewing Vygotsky’s theory and build in their own scaffolding by having an easy, medium and challenging version. Eg write an essay just using: an essay title (hard), an essay plan (medium), a gapped handout (easy).
* Afterwards, the students can try each other’s activities and decide themselves on the level of scaffolding they need to review Vygotsky’s theory.

**Activity 3**

* Comparison of Piaget and Vygotsky’s theories.
* Have students create a table with 5 columns in it: overview of Piaget, overview of Vygotsky, similarities, differences, example evaluation.
* They first work in pairs to produce a concise summary of both theories by condensing them down to 5 key points.
* Afterwards, they identify 5 similarities and 5 differences between the theories. Scaffold this section further by giving the students the options of using these criteria to compare them: sociocultural context, constructivism, stages, key processes and development of learning, role of language and teaching implications.
* Students review their comparisons by looking at [this website](https://studyqueries.com/piaget-vs-vygotsky/)’s comparison of Piaget and Vygotsky’s theories.
* Have students create a table with 5 columns in it: overview of Piaget, overview of Vygotsky, similarities, differences, example evaluation.
* They first work in pairs to produce a concise summary of both theories by condensing them down to 5 key points.
* Afterwards, they identify 5 similarities and 5 differences between the theories. Scaffold this section further by giving the students the options of using these criteria to compare them: sociocultural context, constructivism, stages, key processes and development of learning, role of language and teaching implications.
* Students review their comparisons by looking at that compares the two theories. They then create an evaluation of Vygotsky’s theory by comparing it to Piaget’s and explaining how it is superior/inferior. The best ones are then put on the VLE.
* Finally, students use this information to help them ‘evaluate Vygotsky’s theory’ for 10 marks.

**Resources**

**Activity 4**

* [YouTube: Vygotsky's Developmental Theory – brief introduction](http://www.youtube.com/watch?v=InzmZtHuZPY) – 4 minutes.
* [Lev Vygotsky Sociocultural Theory - YouTube](https://www.youtube.com/watch?v=_fWm7cF8-WM) – Good overview of Vygotsky’s theory – 11 minutes.
* [Vygotsky's Sociocultural Theory - YouTube](https://www.youtube.com/watch?v=Vntohg0WXSw) – Good overview of Vygotsky’s theory – 12 minutes.
* [YouTube: Vygotsky's Zone of Proximal Development](http://www.youtube.com/watch?v=0BX2ynEqLL4) – 3 minute clip.
* Flanagan, Jarvis and Liddle, *AQA Psychology for A level Year 2* (2nd Ed), Illuminate Publishing, 2020.
* Lawton and Willard, *AQA A-level Psychology (Year 1 and Year 2*), Hodder Education, 200.
* [Microsoft Forms | Surveys, Polls, and Quizzes](https://www.microsoft.com/en-us/microsoft-365/online-surveys-polls-quizzes) – link for Forms quiz.

**Activity 4**

[Piaget vs Vygotsky: Theories, Similarities, Differences & More (studyqueries.com)](https://studyqueries.com/piaget-vs-vygotsky/) – website including an overview of the key similarities and differences between Vygotsky and Piaget’s theories.

**Week 10**

* Baillargeon’s explanation of early infant abilities, including knowledge of the physical world; violation of expectation research.
* The development of social cognition: Selman’s levels of perspective-taking.

**Skills development**

* Use of subject specific language/psychological terminology.
* Independent learning skills.
* Weighing the strengths and limitations of explanations.
* Research techniques – use of habituation and looking.
* Use research evidence to support and refute theory/explanations.
* Understanding of assessment criteria.
* Creative transformation skills.
* Research techniques – use of dilemmas & false belief tasks.
* Use of research evidence to support and refute theory.
* Research skills.

**Learning outcomes**

Develop critical appreciation of Baillargeon’s explanation of early infant abilities.

Students will be able to:

* Explain the methodology and main features of Baillargeon’s explanation of early infant abilities.
* Describe and evaluate Baillargeon’s research.
* Describe and evaluate Baillargeon’s explanation of early infant abilities.
* Discuss issues and debates surrounding Baillargeon’s explanation of early infant abilities.
* Explain what is meant by social cognition.
* Outline the role of self in the development of social cognition.
* Explain Selman’s role taking dilemma technique.
* Describe and evaluate Selman’s stage theory of perspective or role-taking.
* Describe and use research evidence to evaluate Selman’s theory.
* Discuss issues and debates surrounding the explanations of social cognition.

**Suggested learning activities**

**Activity 1**

* Introduce Baillargeon’s research (explanation and studies) by giving students the [below article](http://www.psychlotron.org.uk/newResources/cogdev/A2_AQB_cogDev_BaillargeonObjectKnowledge.pdf) from Psychlotron to read. Afterwards give each student a question that relates to an aspect of the research in the article and have them feedback their answers which students then note down. By the end of the activity each student should have notes covering the main features of the theory.
* Next give the students 10 key words that they can use to summarise the research in the article. Have them take it in turns in pairs to recall the key points from the research to each other with just the prompts to help them. Afterwards, have them repeat again with increasingly less prompts until they summarise the whole theory from memory.
* Finally, ask them to discuss how this activity relates to Vygotsky’s theory (they should respond by referring to scaffolding in their answer).

**Activity 2**

* Show students the 2 three minute long Violation of Expectation (VOE) video clips from the resources so they get an idea of how violation of expectation was measured. Next give the students one of two options to do:

1. Create a storyboard of one of these studies with a series of pictures and captions that explain what’s going on in each part of the study.

2. Ask them to create a storyboard for their own original violation of expectation study.

* Afterwards students can vote as to which student’s work is the best.

**Activity 3**

* Give the students a homework which will involve learning the evaluations to Baillargeon’s theory from their textbooks.
* When they are next in class set them a short answer question on Socrative:

Briefly evaluate Baillargeon’s explanation of early infant abilities.

**[6 marks]**

* Invite students to do the question by sharing a QR code from Socrative. 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 and why.

**Activity 4**

* Introduction to Social Cognition
* Have students complete the three below activities to introduce the different facets of social cognition. After they have completed the emotional intelligence test, empathy games and fake smile test have them come up with a definition for what they think social cognition is and then compare it to the one in the textbook.
* Afterwards, have the students create their own investigation using one of the three materials they have just used.

**Activity 5**

* Have students listen and make notes from the brief overview of Selman’s stages [presentation resource](https://www.youtube.com/watch?v=mwraR4rIsXc). Ask them to then supplement their notes with the information from their textbooks.
* Afterwards, instruct the students to create a scenario that goes in one of the first four stages of Selman’s theory and have them send it to you electronically.
* Create a 4 by 4 grid in the [Connecting wall app](https://sgscol-my.sharepoint.com/personal/mark_jones_sgscol_ac_uk/Documents/2023%20-%2024/AQA%20SOW%20work/connecting-wall) with each of the four lines of squares representing the different levels of Selman’s theory. Put each scenario into its appropriate level. The app will then muddle up the squares.
* Give the students a link to the game and have them sort the squares into the appropriate levels. The first student to do this successfully will win a prize.
* Those that finish early can complete the extension task by making notes of some of the key points from the [Question and Answer interview with Selman](https://www.youtube.com/watch?v=gLf3KnxtpK8).

**Activity 6**

* Peer assessment activity – Students to complete an essay describing and evaluating Selman’s theory of social cognition at home. 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:
1. Highlight description/knowledge of Selman’s theory.
2. Highlight evaluation/discussion of research related to Selman’s theory.
3. Underline irrelevant information attachment is a different topic.
4. Allocate a mark in accordance with the mark scheme.
5. 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.

**Resources**

**Activity 1**

[Psychlotron: Innate Object Knowledge](http://www.psychlotron.org.uk/newResources/cogdev/A2_AQB_cogDev_BaillargeonObjectKnowledge.pdf) – In-depth overview of Baillargeon’s research including critique.

**Activity 2**

* [YouTube: Object Concept VOE Ramp Study Baillargeon](http://www.youtube.com/watch?v=hwgo2O5Vk_g) – 3 minute clip.
* [Object Concept VOE Screen Task Baillargeon - YouTube](https://www.youtube.com/watch?v=l1VK2iawS34) – 3 minute clip.

**Activity 3**

* [Socrative](https://b.socrative.com/login/teacher/)
* Flanagan, Jarvis and Liddle, *AQA Psychology for A level Year 2* (2nd Ed), Illuminate Publishing, 2020.

**Activity 4**

* [Emotional intelligence test](http://psychology.about.com/library/quiz/bl_eq_quiz.htm).
* [“Fake Smile Test”.](https://autismguide.co.uk/quiz/fake-or-real-smile-2/)

**Activity 5**

* [Connecting-wall](https://connecting-wall.netlify.app/).
* [Brief overview of Selman’s Stage Theory of Perspective or Role](https://www.youtube.com/watch?v=mwraR4rIsXc) – 13 minute video.
* Flanagan, Jarvis and Liddle, *AQA Psychology for A level Year 2* (2nd Ed), Illuminate Publishing, 2020.
* Lawton and Willard, *AQA A-level Psychology (Year 1 and Year 2*), Hodder Education, 2020.
* Extension activity: [Video Professor Rob Selman Q&A](https://www.youtube.com/watch?v=gLf3KnxtpK8) – 17 minute clip.

**Week 11**

* The development of social cognition: theory of mind (TOM), including theory of mind as an explanation for autism; the Sally-Anne study.
* The role of the mirror neuron system in social cognition.

**Skills development**

* Application skills – TOM as an explanation of autism.
* Group work.
* Research skills.
* Presentation skills.
* Creative transformation skills.
* Critical evaluation of conclusions drawn from research.

**Learning outcomes**

Develop understanding of Theory of Mind as explanation autism and biological explanations for social cognition.

Students should be able to:

* Describe the key characteristics of autism.
* Outline briefly some of the suggested causes of autism.
* Describe the theory of mind explanation for autism.
* Describe and evaluate the work of Baron – Cohen in relation to autism.
* Discuss the validity of false belief tasks.
* Outline biological explanation for social cognition.
* Describe and evaluate research into the role of mirror neurons in social cognition.
* Discuss issues and debates surrounding TOM and mirror neuron system as explanations of social cognition.

**Suggested learning activities**

**Activity 1**

Students to watch video clips on ‘What is Autism?’ Following this, working in small groups, students will design a “What is Autism?” poster and a public information leaflet that could be used in a health clinic.

**Activity 2**

* Use the [teacher presentation](https://prezi.com/g7rhts85tgcu/baron-cohen-et-al/) and [video clip](https://www.youtube.com/watch?v=W2huVJQJ708) to introduce theory of mind and the work of Baron-Cohen as related to autism.
* Use the information from their textbooks to create a game of splat. Write a key term from the topic on each separate piece of A4 paper (eg false belief tasks/the Sally Anne study etc). Put the pieces of paper on the floor at the front of your room face up.
* Divide the students into two teams and have one member from each team come to the front of your room next to all the pieces of paper. Start saying a definition of a phrase on one of the bits of paper without using the terms in the phrase itself. The first person to jump on the piece of paper with the correct term wins a point for their team. Remove the bit of paper and repeat. The Team with the most points after all the paper has been removed is the winner.

**Activity 3**

Students to watch the short video clips and make notes on the research into autism. Following this the students will design a test situation similar to those observed in the video clip eg Sally Anne Test/Smarties test. Students will be provided with a worksheet that will give them guidance on how to design a replication of a test situation to be used in a clinical setting. Students bring in old Sindy/Barbie/Action Man toys to use in their simulations. In addition, empty sweet boxes etc will be made available. Students create role plays which demonstrate theory of mind which will be presented to the group.

**Activity 4**

Students watch and make notes on the below [14 minute clip on mirror neurons](https://www.youtube.com/watch?v=Xmx1qPyo8Ks). They also think up three questions to review the content. Give students a ball and ask them to throw the ball to someone in the class to ask them one of the three questions. After answering the question, the next student throws the ball to another student. Repeat until all students have asked their questions. It is important they think of three questions just in case someone already asks one that they had thought of. Afterwards, students can use p190 of the below textbook to pad out their AO1 summary for this topic.

**Activity 5**

* Ask students to practice generic evaluation by applying Gender bias/Reductionist/Ethnocentric/Nature-nurture/Alternative explanation/Determinism/Evidence against (GRENADE) to the biological explanation of social cognition.
* Present the GRENADE criteria and ask students to apply one to the biological explanation.
* Ask them to write it as a Point Evidence Explanation (PEE) paragraph and upload their evaluation to [Padlet](https://padlet.com/).
* Finally, save a PDF of the Padlet wall and upload a copy to the VLE so that all students have access to them.
* Those that finish early can produce a summary of the below [BPS article](https://educationblog.oup.com/secondary/psychology/bps-research-digest-and-mirror-neurons).

**Activity 6**

* The ‘double empathy problem’ argues that communication breakdowns between autistic and non-autistic people is a two- way issue, with both parties’ having difficulty in understanding the other. This theory emphasises the importance of considering both sides of any social interaction, instead of focusing solely on the ways autistic people diverge from the norm.
* Students could carry out independent research into the Double Empathy Problem and produce a short summary of what they found.
* A class discussion could centre around how this challenges Theory of Mind as an explanation of autism.

Resources

**Activity 1**

* [What is Autism? National Autistic Society](http://www.youtube.com/watch?v=d4G0HTIUBlI).
* [The Autistic Me (BBC3 Series)](http://www.youtube.com/watch?v=xSxgCguPEaM).

**Activity 2**

* [Prezi: Baron Cohen et al](http://prezi.com/g7rhts85tgcu/baron-cohen-et-al/).
* [YouTube: Interview Simon Baron-Cohen: Autism and Aspergers](http://www.youtube.com/watch?v=W2huVJQJ708).
* Flanagan, Jarvis and Liddle, *AQA Psychology for A level Year 2* (2nd Ed), Illuminate Publishing, 2020.
* Lawton and Willard, *AQA A-level Psychology* (Year 1 and Year 2), Hodder Education, 2020.

**Activity 3**

* [YouTube: The "False Belief" Test: Theory of Mind](http://www.youtube.com/watch?v=8hLubgpY2_w).
* [YouTube: Theory of mind](http://www.youtube.com/watch?v=TJkB6nrk1CA).
* [Sally Anne Task](https://www.youtube.com/watch?v=QjkTQtggLH4) – short video.

**Activity 4**

* [Mirror neurons](https://www.youtube.com/watch?v=Xmx1qPyo8Ks) – 14 minute clip introducing mirror neurons.
* Flanagan, Jarvis and Liddle, *AQA Psychology for A level Year* 2 (2nd Ed), Illuminate Publishing, 2020.
* Lawton and Willard, *AQA A-level Psychology (Year 1 and Year 2),* Hodder Education, 2020.
* [Padlet: Beauty will save the work](https://padlet.com/).
* [Oxford School Blogs: BPS research digest and mirror neurons.](https://educationblog.oup.com/secondary/psychology/bps-research-digest-and-mirror-neurons)

**Extension**

* Video: [An introduction to the double empathy problem - YouTube](https://www.youtube.com/watch?v=qpXwYD9bGyU) – 5 minutes.
* [The double empathy problem (autism.org.uk)](https://www.autism.org.uk/advice-and-guidance/professional-practice/double-empathy#:~:text=as%20a%20theory.-,Theory%20of%20double%20empathy,in%20language%20use%20and%20comprehension.).
* [Milton’s ‘double Empathy Problem’: A Summary for Non-academics - Reframing Autism](https://reframingautism.org.au/miltons-double-empathy-problem-a-summary-for-non-academics/).

**Week 12**

Practical research cognition and development.

**Skills development**

* Practical research design skills.
* Data collection and recording.
* Applying knowledge of statistical analysis by carrying out appropriate statistical tests.
* Math skills – use descriptive statistics %, tables, graphs etc to present data.
* Drawing conclusions from qualitative/quantitative data.
* Time management.
* Understanding ethical obligations.
* Critical thinking.

**Learning outcomes**

* Develop understanding of the research methods and data analysis and how scientific reports are written up.
* Design, carry out and present findings of research into age differences in performance on the ‘eye test’.

To be able to:

* design and carry out a natural experiment
* write a set of standardised instructions and a debriefing
* select and apply an appropriate statistical test to analyse the data
* analyse and present the results of the practical discussing conclusions and implications of the findings
* identify strengths and limitations of research and suggest improvements
* write up a method and results section of a scientific report for their practical.

**Suggested learning activities**

**Activity 1**

* Students to work in groups to design a natural experiment into age differences in performance on the “eye test”.
* Aim – for students to make design decisions informed by the strengths and limitations of research they have studied. Write operationalised hypotheses for their practical.
* Submit proposal to teacher for ethical and practical check.
* Justify their design decisions in a written up method section.
* Students will then go and gather data from P’s and share their data with their group who will then select and apply an appropriate statistical test and analyse their results.
* Data will be analysed to see if a significant difference exists at 0.05 level and the students will present their findings and write up a results section of a report.
* Worksheet explaining the practical activity and how it is to be presented.
* Information sheet on hypotheses, methods section, design decisions, results section and how to analyse data statistically.
* **Extension task –** Students write an introduction section of a practical report. Students will be directed to read the original papers by Baron-Cohen.

**Resources**

**Activity 1**

* [The eye test: social intelligence.](http://kgajos.eecs.harvard.edu/mite/)
* [BPS Ethics and Standards](http://www.bps.org.uk/what-we-do/ethics-standards/ethics-standards).
* [Original research papers by Baron – Cohen](https://acamh.onlinelibrary.wiley.com/doi/10.1111/1469-7610.00715).