

Scheme of work: Schizophrenia (Option 2)

The following is a scheme of work for the second year of the A-level. It has been created on the basis that students choose Schizophrenia as their optional topic from 7182/3 Option 2. It is based on the spring term, teaching for 6 weeks. In addition, the number of teaching hours per week is four and a half.

The specimen exam papers are referred to in this scheme of work. The first and second set of sample exam papers are available on our [website](#). The third set of sample exam papers is located on [eAQA](#). These can be used as mock exams.

To find out more about our A-level Psychology specification, visit aqa.org.uk/7192

Option 2 (Schizophrenia or Eating behaviour or Stress)

Schizophrenia 4.3.5

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

Specification content	Subject-specific skill development	Learning outcomes	Suggested learning activities (including reference to differentiation and extension activities)
<p>Week 15</p> <p>Clinical characteristics/ symptoms of schizophrenia.</p> <p>Positive and Negative symptoms including hallucinations, delusions, speech poverty (alogia), catatonic stupor and avolition.</p> <p>The reliability and validity of classification and diagnosis of schizophrenia.</p>	<p>Accessing and reading psychological material</p> <p>Use of subject specific psychological terminology</p> <p>Independent learning skills</p> <p>Group work skills</p> <p>Explanation skills</p> <p>Critical thinking:</p> <ul style="list-style-type: none"> Developing lines of argument Drawing conclusions <p>Applying knowledge to novel situations</p>	<p>Develop critical appreciation of the classification and diagnosis of schizophrenia.</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> Describe clinical characteristics/symptoms of schizophrenia. Distinguish between positive symptoms - hallucinations, delusions - and negative symptoms - speech poverty (alogia), catatonic stupor and avolition. Explain issues surrounding classification and diagnosis. <ul style="list-style-type: none"> The role of DSM and ICD in diagnosis Labelling Reliability of diagnosis 	<p>A1 What is schizophrenia? Teacher introduction to characteristics and distinction between positive and negative symptoms illustrated with examples. Video clips of cases of patients to illustrate how the main positive and negative symptoms manifest themselves in different types of schizophrenia. Students to watch video clips of cases of schizophrenia and identify the positive and negative symptoms. Class discussion about possible difficulties in diagnosing schizophrenia.</p> <p>A2 Flipped classroom/student independent study – students to investigate what DSM and ICD are and how they are used in the</p>

	<p>Weigh up (consider) the strengths and weaknesses and implication of classification</p> <p>Exchange ideas/have a view – ownership of knowledge and skills</p>	<ul style="list-style-type: none"> - Validity including symptom overlap, comorbidity - Culture and gender bias <ul style="list-style-type: none"> • Use research evidence to make judgements about the reliability and validity of diagnosis and classification of schizophrenia. • Discuss the implications of diagnosis and classification of schizophrenia using DSM and ICD. 	<p>classification and diagnosis of schizophrenia.</p> <p>Classroom activity - discussion of what the students have discovered and teacher introduces issues of reliability and validity. Students work in groups to recap on different types of reliability and validity.</p> <p>Teacher presentation to check student understanding of types of reliability and validity and demonstrate how reliability of diagnosis could be checked by, eg test retest.</p> <p>Students are then given other reliability and validity issues to research in relation to classification and diagnosis of schizophrenia, eg inter-rater reliability, construct validity, content validity, culture bias, gender bias. Students work in groups to prepare a presentation to the class explaining one of the issues and describing relevant research findings.</p> <p>A3 Group work – Debate about the reliability and validity of classification systems. Groups present their issue and other groups consider the issue</p>
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			<p>critically by analysis and using studies to support or refute the issues. Debate presented to the class.</p> <p>Extension task is to critically consider the implications of wrongly diagnosing people or misdiagnosing people with mental illness like schizophrenia – researching the Anti-Psychiatry movement and the ideas of Szasz.</p>
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Resources
<p>A1 What is schizophrenia</p> <p>YouTube: What is schizophrenia</p> <p>YouTube: The impact of schizophrenia</p> <p>A1 Case study symptoms video clips</p> <p>YouTube: Schizophrenia: Gerald, Part 1</p> <p>YouTube: Schizophrenia: Gerald, Part 2</p> <p>YouTube: What's it like to experience schizophrenic symptoms?</p> <p>A1 The stigma of schizophrenia</p> <p>YouTube: The stigma surrounding schizophrenia</p>

A2 [NHS: News analysis: Controversial mental health guide DSM-5](#)

A2 Worksheet discussing Test-Retest reliability of the classification systems DSM and ICD for schizophrenia. Illustrating how to structure the descriptions and evaluation/analysis of the issue.

A3 Video clip of Szasz and the Anti-psychiatry movement.

[YouTube: Thomas Szasz: Does mental illness exist?](#)

Specification content Week 16	Subject-specific skill development	Learning outcomes	Suggested learning activities (including reference to differentiation and extension activities)
<p>Biological explanations for schizophrenia:</p> <ul style="list-style-type: none"> • The genetic explanation for schizophrenia -candidate genes and the evidence for a genetic link. • The dopamine hypothesis - the action of dopamine and how it is linked to schizophrenia (eg D2 receptors). • Neurological correlates as an explanation for schizophrenia. Brain areas and abnormalities linked to schizophrenia, eg enlarged ventricles. 	<p>Accessing and reading psychological material</p> <p>Use of subject specific psychological terminology</p> <p>Independent learning skills</p> <p>Group work skills</p> <p>Explanation skills</p> <p>Describe biological mechanisms using appropriate terminology</p> <p>Weigh up the strengths and limitations of the biological explanations</p> <p>Make a judgement about the value of biological explanations</p> <p>Using ICT to present to the class</p>	<p>Develop critical appreciation of psychological research into biological explanations for schizophrenia.</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Outline the main features of <ul style="list-style-type: none"> - the genetic explanation, - the dopamine hypothesis - neurological correlates as explanations for schizophrenia. • Outline and evaluate research evidence for each explanation. • Use research evidence to critically evaluate biological explanations for schizophrenia. • Discuss issues and debates surrounding the biological explanations for schizophrenia. • Make judgements about the reliability and validity of each explanation. 	<p>A1 Teacher presentation on the key biological explanations which may be implicated in schizophrenia. The main candidate genes, the excessive dopamine hypothesis and neurological correlates (enlarged ventricles).</p> <p>A2 Student Group work – students to research one of the biological explanations producing an evaluation of their explanation, including discussion of research studies to support or refute the explanation and overall issues (reductionism, determinism, practical applications). Students prepare ICT presentation.</p> <p>Extension task is to critically evaluate the research itself in terms of its validity and reliability.</p> <p>A3 Presentations by students showing the role of genes, excessive dopamine, and</p>

		<ul style="list-style-type: none"> Apply knowledge and understanding of biological explanations to novel situations. 	<p>enlarged ventricles– students take notes on the different roles of each biological explanation.</p> <p>A4 Teacher presentation/Class discussion - overall evaluation of each biological explanation. Several ISSUES and DEBATES are discussed and then students, in groups, apply each of these to each biological explanation.</p> <p>Group discussion structured around definition cards. For each issue/debate provide a card with an outline/definition of the issue on the back. The group selects a card and considers how it applies to the explanation being considered - Reductionism, Determinism, use of non-human animals, issues of ethics and generalisability, social sensitivity, implications and practical applications of explanations to the real world.</p>
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Resources

A1 AQA resources Biological explanations for schizophrenia teachers notes

[Secure Key Materials](#)

[Google search: schizophrenia](#)

A1 Useful clips

[YouTube: The biology behind schizophrenia](#)

A2 AQA resource Biological explanations for schizophrenia – student activity 1

[Secure Key Materials](#)

A2 [YouTube: Antipsychotics & The Dopamine Hypothesis Schizophrenia](#)

Dopamine pathways and schizophrenia

A4 Use the criteria provided in the stretch and challenge table to create the stimulus cards

AQA resource Biological explanations for schizophrenia – student activity 1

[Secure Key Materials](#)

Specification content Week 17	Subject-specific skill development	Learning outcomes	Suggested learning activities (including reference to differentiation and extension activities)
<p>Psychological explanations for schizophrenia:</p> <ul style="list-style-type: none"> Family dysfunction as an explanation for schizophrenia - double bind, eg Bateson 1956, expressed emotion, eg Brown 1972, Tarrier 1988. Research into family dysfunction, eg Nomura et al 2005, eg Butzlaff & Hooley 1998. Cognitive explanations for schizophrenia. Dysfunctional thought processing. Attentional deficit, Firth 1992, eg attentional bias, Bentall 1994. Lack of schemas, Helmsley 1993. 	<p>Accessing and reading psychological material</p> <p>Use of subject specific psychological terminology</p> <p>Questioning skills</p> <p>Independent learning skills</p> <p>Group work skills</p> <p>Explanation skills</p> <p>Transformation/creative skills</p> <p>Weigh up the strengths and limitations of psychological explanations</p> <p>Make judgements about the reliability and validity of research evidence</p>	<p>Develop critical appreciation of psychological explanations for schizophrenia.</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> Describe the main features of the family dysfunction explanation including double bind and high expressed emotion. Describe and evaluate research into the family dysfunction explanation. Describe the main features of cognitive explanations for schizophrenia including attentional impairment and lack of schemas. Describe and evaluate research into the cognitive explanations. Use a range of criteria including research evidence to evaluate psychological explanations for schizophrenia. 	<p>A1 Teacher presentation of the family dysfunction explanations including double bind and expressed emotion. IWB teacher description of the explanations of schizophrenia. Apply to the development of schizophrenia symptoms.</p> <p>Identification of double bind. Role play examples of double-bind communications, eg contradictory verbal and non-verbal messages to act out.</p> <p>A2 Preparation for class activity – Double bind and expressed emotion explanations. Use materials and research to make notes at home about the main features of the two explanations as applied to Schizophrenia.</p> <p>Lesson activities based on research - different groups to present the features of the two explanations to the class with other groups adding any further information found. Q&A about the</p>

	<p>Critical thinking:</p> <ul style="list-style-type: none"> • Developing lines of argument • Drawing conclusions 	<ul style="list-style-type: none"> • Compare and contrast the effectiveness of biological and psychological explanations for schizophrenia. 	<p>explanation, team quizzes - each team makes up 10 Qs for another team to answer.</p> <p>A3 Teacher presentation/Class discussion of Cognitive explanations – attention deficit, lack of schema, etc and how they could explain the development of schizophrenia. Explanation of the interactionist nature of biological problems coming first which cause cognitive problems which can lead to schizophrenia symptoms.</p> <p>A4 Group work - Detailed analysis of the Cognitive and family dysfunction explanations. Considering evidence for the different explanations for the development of schizophrenia. A range of different criteria, including several issues and debates, are presented. Students in groups then apply each of these to the psychological explanations, building an evaluation of each explanation as well as comparing and contrasting each explanation in terms of the reliability and validity of the research evidence and</p>
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			<p>strengths and limitations of the explanation.</p> <p>Extension activity: compare biological and psychological explanations.</p> <p>Homework: Students complete exam style questions on cognitive and family dysfunction explanations. Set a series of questions including multi-choice, application and short answer.</p>
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Resources	
A1	Double bind activity Psychlotron: Schizophrenia: Double Bind Theory
A1	Creativity and transformation in learning, eg role play
	The thinking ladder
	Thinking Ladder: Advanced Level: Independent Learning Booklet by Charlotte Russell
A2	The Double Bind theory: Still Crazy-Making After All These Years – article
	The Double Bind Theory by Paul Gibney
A2	Expressed Emotion in Schizophrenia: An Overview (journal article information)
	Indian Journal of Psychological Medicine: Expressed Emotion in Schizophrenia
A3	Summary of Cognitive deficits and mechanisms in Schizophrenia
	Neuropsychopharmacology: Cognitive Control Deficits in Schizophrenia: Mechanisms and Meaning

A4 AQA Remind students of criteria that could be used to evaluate psychological explanations (see AQA resource Biological explanations for schizophrenia – student activity 1)

[Secure Key Materials](#)

A4 AQA website

[AQA: Assessments resources](#)

Specification content	Subject-specific skill development	Learning outcomes	Suggested learning activities (including reference to differentiation and extension activities)
<p>Week 18</p> <p>Drug therapies for schizophrenia:</p> <ul style="list-style-type: none"> The action of typical antipsychotics in the brain and their link to treating schizophrenia, eg chlorpromazine, pimozide. The action of atypical antipsychotics in the brain and their link to treating schizophrenia, eg clozapine, risperidone. Research into the effectiveness and appropriateness of drug therapy, eg research comparing 1st and 2nd generation drugs, Lieberman et al 2005, Schooler et al 2005, Kahn et al 2008. <p>Cognitive behaviour therapy for schizophrenia:</p> <ul style="list-style-type: none"> The stages and processes involved in Cognitive 	<p>Accessing and reading psychological material</p> <p>Use of subject specific psychological terminology</p> <p>Independent learning skills</p> <p>Group work skills</p> <p>Explanation skills</p> <p>Evaluating effectiveness and appropriateness of therapies</p> <p>Make a judgement about the strengths, limitations and value of therapies</p> <p>Critical thinking:</p> <ul style="list-style-type: none"> Developing lines of argument Drawing conclusions 	<p>Develop critical appreciation of drug therapies and CBT in treating schizophrenia.</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> Distinguish between the typical and atypical drug treatments. Explain the action of typical and atypical antipsychotic drug treatments for schizophrenia. Describe the stages and processes of cognitive behaviour therapy for schizophrenia. Outline and evaluate research into the effectiveness and appropriateness of typical and atypical drugs in treatment for schizophrenia. Use a range of criteria including research evidence to evaluate drug treatments for schizophrenia. 	<p>A1 Video clips displaying the action of typical and atypical antipsychotics in the brain. Examples of serious side effects of these drugs illustrated in videos – Tardive dyskinesia clips.</p> <p>A2 Flipped classroom - The drug treatments for schizophrenia. Use materials and research to make notes at home about the different drug treatments, evaluating and comparing the two types of drugs – presenting issues such as side effects, effectiveness (drug trial studies), appropriateness (in terms of side effects and costs, etc), ethical issues with drugs, discussion of dehumanisation. Lesson activities based on research, Q&A about the explanations, possibly team quizzes - each team makes up 10 questions for another team to answer.</p> <p>A3 Teacher presentation/Class discussion of CBT as a therapy</p>

<p>behaviour therapy and the link to treating schizophrenia.</p> <ul style="list-style-type: none"> • Research into effectiveness and appropriateness of cognitive therapy. 	<p>Using ICT to present to the class</p>	<ul style="list-style-type: none"> • Describe the stages and processes of cognitive behaviour therapy for schizophrenia. • Outline and evaluate research into the effectiveness and appropriateness of CBT in treatment for schizophrenia. • Use a range of criteria including research evidence to evaluate CBT as a treatment for schizophrenia. 	<p>for schizophrenia including the stages involved in the therapy. Using examples of therapy transcripts to illustrate different techniques and stages in CBT for schizophrenia.</p> <p>A4 Group work - Detailed analysis of CBT as a therapy for schizophrenia. Several studies, ISSUES and DEBATES are presented and then students in groups apply each of these to build an evaluation of the therapy.</p> <p>Extension activity – consider pros and cons of drugs vs CBT and the idea of combination therapies as an interactionist approach.</p>
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Resources
<p>A1 Video lectures on first and second generation antipsychotics</p> <p>First vs Second Generation Antipsychotics</p> <p>A1</p> <p>Tardive Dyskinesia clips</p>

A2 Article/advice leaflet explaining and comparing two drug treatments for schizophrenia.

[Antipsychotics](#)

A3/A4 The ABCs of CBT for schizophrenia article Psychiatric Times

[ABCs of CBT for schizophrenia](#)

CBT Under challenge

[Virtual Reality Treatment for Phobias](#)

Specification content Week 19	Subject-specific skill development	Learning outcomes	Suggested learning activities (including reference to differentiation and extension activities)
<p>Family therapy for schizophrenia:</p> <ul style="list-style-type: none"> The processes involved in family therapy and the link to treating schizophrenia Research into effectiveness and appropriateness of cognitive therapy <p>Token economies as used in the management of schizophrenia:</p> <ul style="list-style-type: none"> The processes involved in token economy in treating schizophrenia Research into effectiveness and appropriateness of token economy <p>The importance of an interactionist approach in explaining and treating schizophrenia.</p> <p>The diathesis-stress model to explaining and treating schizophrenia.</p>	<p>Accessing and reading psychological material</p> <p>Use of subject specific psychological terminology</p> <p>Independent learning skills</p> <p>Group work skills</p> <p>Explanation skills</p> <p>Evaluating effectiveness and appropriateness of therapies</p> <p>Make a judgement about the strengths, limitations and value therapies</p> <p>Critical thinking:</p> <ul style="list-style-type: none"> Developing lines of argument Drawing conclusions 	<p>Develop critical appreciation of psychological therapies as applied to the treatment of schizophrenia.</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> Describe the processes/how family therapy is used to treat schizophrenia. Outline and evaluate research into the effectiveness and appropriateness of family therapy in treatment for schizophrenia. Describe the processes/how token economies are used in the management of schizophrenia. Outline and evaluate research into the effectiveness and appropriateness of token economy in treatment for schizophrenia. 	<p>A1 Teacher presentation of the main processes involved in family therapy for schizophrenia. IWB/Power point of the main features of family therapy, its process and techniques as applied to schizophrenia.</p> <p>Group activity – role-play in pairs on how family therapy works, issues explored in therapy etc.</p> <p>A2 Flipped classroom/student independent study – Students to research and present an analysis of the effectiveness and appropriateness of family therapy for schizophrenia. Evaluating and comparing the therapy to other therapies – presenting outcomes research (effectiveness), appropriateness (in terms of suitability for different cohorts/types of schizophrenia, success and costs, etc) ethical issues with family therapy.</p> <p>Lesson activities based on research, Q&A about the explanations, possibly team</p>

	<p>Synthesising approaches and drawing conclusions to explain how an interactionist/ eclectic approach is important</p> <p>Using ICT to present to the class.</p>	<ul style="list-style-type: none"> • Use a range of criteria including research evidence to evaluate psychological treatments for schizophrenia. • Make judgements on the effectiveness and appropriateness of drug and psychological treatment as applied to different cases of schizophrenia. • Outline key features of the diathesis-stress model as an interactionist approach. • To be able to apply, discuss and explain why an interactionist approach (diathesis-stress model) is important in explaining and treating schizophrenia. • Discuss issues and debates surrounding the treatment and therapies for schizophrenia. 	<p>quizzes - each team makes up 10 Qs for another team to answer.</p> <p>A3 Teacher presentation/Class discussion - of Token economy as a therapy for schizophrenia including how it works and what is involved in the therapy. Using examples of application and long term uses of token economies. Evaluating the effectiveness and appropriateness of these techniques.</p> <p>A4 Group work – using the diathesis-stress model and an interactionist approach to apply to the explanation of schizophrenia and the treatment of schizophrenia. Students are allocated either explanations or treatments and they prepare for a debate on the pros and cons of taking an interactionist approach in the explanation or treatment of schizophrenia. These are presented to the class in a discussion.</p> <p>Extension – consider evidence that supports the idea that explaining and treating</p>
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			<p>schizophrenia needs an interactionist approach.</p> <p>A5 Topic review to produce mind map of explanations and treatments on interactive white board – upload to VLE.</p> <p>Present students with a range of past paper questions.</p> <p>Students work in groups to select the material that would be most relevant to include in the response to the questions noting how the material might have to be shaped/presented to be relevant. This applies particularly to making material on effectiveness of therapies relevant to a question on explanations (selection and shaping skills). Each member of the group then writes up a response to one (or more if they are short answer questions). Responses to be marked by group then teacher, improved and then shared via VLE.</p>
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Resources

A1 Family therapy article

[Family-Focused Therapy with Schizophrenia](#)

A1 Role-play activity for students to act out the process of family therapy, using cases of schizophrenia.

A2 Research based Family Intervention for the treatment of schizophrenia

A4 Psychotron has a range of good resources

[List of Psychotron Resources](#)

Worksheet applying Diathesis-Stress model to schizophrenia

[Stress Factors and Schizophrenia](#)

A5 AQA Compendium of skill development activities – selection and shaping.

[Secure Key Materials](#)

Specification content Week 20	Subject-specific skill development	Learning outcomes	Suggested learning activities (including reference to differentiation and extension activities)
<p>Research methods and practical for option topic 2</p>	<p>Investigation design</p> <p>Questioning skills</p> <p>Data collection and recording</p> <p>Math skills</p> <p>Drawing conclusions from qualitative and quantitative data</p> <p>Time management</p> <p>Understanding ethical obligations</p> <p>Critical thinking</p> <p>Consideration of wider implications of psychological research – social policy and practices, funding, etc.</p>	<p>Develop understanding of the research methods and data analysis.</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> • 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. • Use content or thematic analysis of responses to open questions. • Draw conclusions and discuss findings and implications. • Identify strengths and limitations of research and suggest improvements. 	<p>A1 Students to carry out practical to investigate attitudes towards schizophrenia. Possible investigation:</p> <p><i>It has been argued that if the causes of mental disorders are attributed to factors outside the individual's control, people's reactions to those with mental illness would be less negative.</i></p> <p>Students to work in pairs to design and carry out an investigation into the relationship between endorsing biological causes for schizophrenia and the acceptance of people with mental illness, based on Angermeyer and Matschinger (2005) 'Causal beliefs and attitudes to people with schizophrenia', <i>The British Journal of Psychiatry</i> (2005) 186: 331-334 doi: 10.1192/bjp.186.4.331.</p> <p>Materials/ideas for assessing attributions and social distance can be explored in the article above.</p>

			<p>Endorsement of biological causes could be assessed by means of direct questions in a questionnaire or using vignettes depicting schizophrenic symptoms and asking open or closed attribution style questions about the causes.</p> <p>Attitudes/acceptance could be assessed using a social distance scale eg Bogardus</p> <p>The investigation should involve designing or selecting appropriate material, collecting and analysing data.</p> <p>Targets to be set in relation to preliminary search for background information, submitting design for check on practicality and <u>ethics</u>, developing and piloting the data collection, collecting data, analysing data and drawing conclusions, preparing presentation covering rationale for study, method, results, discussion of reliability, validity and conclusions and implications.</p>
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			<p>A2 Presentation session(s) - each student to briefly present their investigation to the class. Teacher and peer Q&A.</p> <p>Develop critical thinking by posing questions specifically related to their study –</p> <p>What would you have done differently and why?</p> <p>What further research should be done in relation to this topic?</p> <p>Implications of findings – note there are discussion issues and implications highlighted in the summary version of the article</p> <p><u>Alternative investigation</u></p> <p>Is first hand contact with mental health problems, eg schizophrenia, associated with less negative attitudes?</p>
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Resources
<p>A1 BPS Ethical guidelines</p> <p>BPS Ethics and Standards</p> <p>ATP Ethics guidance A guide to ethics in practical research activities for pre-tertiary psychology teachers</p>

A1 Angermeyer and Matschinger (2005) Causal beliefs and attitudes to people with schizophrenia The British Journal of Psychiatry (2005) 186: 331-334 doi: 10.1192/bjp.186.4.331

[Causal beliefs and attitudes to people with schizophrenia: Trend analysis based on data from two population surveys in Germany](#)

[Miss Earle Psychology provides a range of useful YouTube videos about schizophrenia:](#)

[Playlist for Psychboost YouTube – Schizophrenia](#)

[A4 Simply Psychology provides A-level revision notes for AQA schizophrenia](#)