# Scheme of work: Stress

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 Stress as their optional topic from 7182/3 Option 2.
* It is based on the spring 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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**Stress 4.3.7**

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

**Week 15**

* The physiology of stress, including general adaptation syndrome, the hypothalamic pituitary-adrenal system, the sympathomedullary pathway and the role of cortisol.
* The role of stress in illness, including reference to immunosuppression and cardiovascular disorders.

**Skills development**

* Terminology and concept development.
* Using information communication technology (ICT) to investigate physiological explanations.
* Using ICT to develop a learning game.
* Explanation of complex biological processes.
* Application to scenarios.
* Selection of material to respond to specific questions.
* Independent research skills.
* Analytic skills.
* Transformation skills creating information technology (IT) or paper based learning game.

**Learning outcomes**

Develop understanding of the physiology of stress and the role of stress in illness.

Students should be able to:

* describe physiological processes involved in stress using appropriate terminology – general adaption syndrome (GAS), aresistance exhaustion, sympathomedullary pathway (SAM), Adrenal medulla adrenaline and noradrenaline, the hypothalamic pituitary-adrenal system (HPA) of hypothalamus, pituitary gland, adrenocorticotrophic hormone, adrenal cortex and corticosteroids/cortisol
* explain strengths and weakness of the GAS model
* explain the role of adrenocorticotropic hormone (ACTH) and corticosteroids in persistent stress
* explain the role of adrenaline and noradrenaline in the acute stress response
* explain the role of stress in immunosuppression
* describe and evaluate research into stress and immune system
* describe and evaluate research into stress and cardiovascular disorder
* use a range of criteria and knowledge of methodology, issues and debates to evaluate research evidence.

**Suggested learning activities**

**Activity 1**

* Starter activity. Set the class a potentially stressful task, eg a test that they have not had time to prepare for. Have them do the activity for 10 minutes and then have them note down the responses to the following questions.
* How does it feel to be stressed? Describe any bodily changes you may have experienced as well as any changes to your thoughts and feelings during the previous task.
* How would you define stress?
* Give examples of five stressful experiences you have had.
* How could we measure whether someone is stressed?
* Identify and the ethical issues in the starter activity of this activity.
* Teacher then links their response to the different areas of stress that students will study in this topic area. For example, they could talk about the stress being defined as a physiological response like the SAM/HPA system whilst other parts of the topic focuses on the sources of stress.

**Activity 2**

* Group activity for the SAM and HPA.
* To prepare for this activity find a detailed diagram of the SAM and HPA response. If you google SAM/HPA response you will be able to find a suitable one on google images.
* Students to work in groups of 3. Each group is provided with a blank piece of A3 paper. Each group selects one person as a scribe. The groups are then shown the diagram on the interactive whiteboard for 30 seconds and are told to memorise it, they can’t write anything down at this point.
* When the diagram is removed, each group has one minute to get their scribe to replicate the diagram from memory. The other two members can tell the scribe what to write. Each group then sees the diagram again for 30 seconds (without writing anything down) and then, this time, another group member acts as a scribe for a minute. Repeat the process again for a third time so the final group member has a go.
* Put the diagram up on the board at the end and have the group self-assess their response.
* Students can then watch the [stress response animation](http://www.youtube.com/watch?v=BIfK0L8xDP0) which they can use to add further detail to the diagram. Alternatively, this video could be shown before the activity as an introduction.
* When students have finished the most accurate response can be uploaded to the virtual learning environment (VLE).

**Activity 3**

* Students are first allocated a study from the list below to research and feedback to the class. These studies should be covered in their textbook but can be googled as well.
* Kiecolt-Glaser et al (1984).
* Kiecolt-Glaser et al (1991).
* Lampen et al (2008).
* Yusuf et al (2004).
* Dharbhar (2008).
* Song et al (2019).
* After the class have familiarised themselves with the studies, draw the following image below on the board. Have the students write the names of the six studies on six separate post it notes. They then put them on the appropriate place on the image. Afterwards the teacher invites them to justify their choices. For example, Kiecolt-Glaser et al (1984) found reduced NK activity and social isolation in medical students during their exam period. Such a study could go in the bottom right corner of the diagram as it took place in the real world (high external validity) but would have had a lack of control of extraneous variables (low internal validity).



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

Describe and evaluate research into the role of stress and illness.

**[16 marks]**

* An **extension task** for this activity could involve researching and summarising the below study from the 2004 journal article by [Segerstrom and Miller on stress and the immune system](http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1361287/).

**Resources**

**Activity 2**

* 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.
* HPA and SAM [Stress Response in Animation (YouTube).](http://www.youtube.com/watch?v=BIfK0L8xDP0)

**Activity 3**

* 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.
* 2004, *Psychological stress and the human immune system: a meta-analytic study of 30 years of inquiry* – [NCBI: Psychological Stress & the Human Immune System](http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1361287/).
* Useful site with a good range of resources for stress including tests/measures – [Psychlotron: Biological psychology - Stress](http://psychlotron.org.uk/newResources/archive.html).

**Week 16**

* Sources of stress: life changes and daily hassles.
* Measuring stress: self-report scales; social readjustment ratings scale (SRRS) and Hassles and Uplifts Scale (HSUP) and physiological measures, including skin conductance response.

**Skills development**

* Use ICT based scales to assess personality types.
* Analysis and evaluation of measures of stress.
* Understanding the limitations of correlational research.
* Mathematical skills – interpretation of correlation coefficients.
* Compare contradictory findings of research.
* Using knowledge to make informed decisions.
* Weighing evidence.
* Developing lines of argument.
* Exchange idea/having a view – ownership of knowledge.

**Learning outcomes**

Develop understanding of sources of stress.

Students should be able to:

* distinguish between life changes and daily hassles as sources of stress
* describe and evaluate research into life changes as sources of stress
* describe and evaluate research into daily hassles as sources of stress
* develop understanding of how stress is measured

Students should be able to:

* describe physiological measures of stress
* evaluate physiological measures in terms of their reliability and validity
* describe the structure, construction and scoring of the Social readjustment rating scale (Holmes & Rahe) and the Hassles and uplifts scale (Delongis et al 1982)
* evaluate social readjustment rating scale (SRRS) and Hassles and uplifts self-report measures of stress in terms of their reliability and validity.

**Suggested learning activities**

**Activity 1**

* Flipped classroom introduction to sources of stress.
* Students to view video “[Stress -portrait of a Killer](http://www.youtube.com/watch?v=eYG0ZuTv5rs)” (56 minutes). They need to Identify 5 or 6 factors that are mentioned that have a significant effect on stress levels, eg genes and evolution, workplace stress, modern life, hassles and life events etc.
* Afterwards have a class discussion where the teacher makes links between student’s answers and the research on sources of stress in terms of life changes and hassles.

**Activity 2**

* Introduction to the Holmes and Rahe scale and how it was developed.
* Put students into groups of three and have them identify different 20 significant life events that can lead to stress. Have them allocate each event a life change unit score which reflects the degree of readjustment that event would cause to someone’s life – the higher the life changing units (LCU) score, the more stressful the event.
* Students then do and score the SRRS original and young person’s version from the [stress management assessment link](http://www.nchpad.org/362/2054/A~Primer~on~Stress~Management). They then compare their scale to the SRRS and discuss some of the similarities/differences.
* Finally, there is a class discussion on the strengths and limitations of the SRRS. Students comment on the following criteria by explaining why it is a limitation of the scale:
	+ each event has a fixed LCU unit
	+ the scale focuses on major life events
	+ the scale focuses on a correlation between stress and illness
	+ the scale is based on research involving navy servicemen
	+ the scale involves people recalling events that have occurred over the previous 12 months.

**Activity 3**

* Human continuum.
* Write down a list of everyday events that are ambiguous enough to be rated as a hassle or an uplift. Eg travelling to school, your phone, feeding a pet, doing exercise. Write each event on a separate piece of paper and give each student one of the pieces of paper.
* Write ‘hassle’ on one piece of paper and ‘uplift’ on another bit and then place each piece of paper at either end of the same wall in the classroom.
* Have the students organise themselves in a human continuum against the wall by getting them to stand in the appropriate place on the wall. For example, feeding a pet may be perceived as an uplift so they would stand closer to the uplift end of the wall.
* Afterwards introduce the hassles and uplifts scale and that a key difference is that it allows people to subjectively interpret each item rather than allocating it a fixed unit.
* Students can then carry out the Hassles test by completing the test on the [psychological tests link](http://www.yorku.ca/rokada/psyctest/).

**Activity 4**

* Give pairs of students the question below and ask them to create a scenario for it:

Discuss research into life changes and daily hassles as sources of stress.

**[16 marks]**

* Have them swap round their question with the pair next to them and then do an essay plan for that question.
* Students can use their textbook to help them. They should divide their paper into 3 columns of assessment objective 1, assessment objective 2 and assessment objective 3 so that they select the appropriate information for each of these skills to answer the question.
* Afterwards each pair swaps round their responses so they can peer assess their essay plan.

**Activity 5**

* Have students research the physiological measures of stress using their textbook (eg skin conductance, adrenaline and cortisol in the blood/urine).
* Next use the evaluations of these physiological measures of stress and the SRRS /HSUP scales to rank them as the most to the least influential in terms of measuring stress.
* Afterwards each group can justify their rankings.
* Finally, have all the class answer this 10 mark question ‘Evaluate two or more ways of measuring stress.’

**Resources**

**Activity 1**

[Stress, Portrait of a Killer (YouTube).](http://www.youtube.com/watch?v=eYG0ZuTv5rs)

**Activity 2**

Adult and youth SRRS [Stress Management Assessment](http://www.nchpad.org/362/2054/A~Primer~on~Stress~Management).

**Activity 3**

Hassles scale [Psychological Tests](http://www.yorku.ca/rokada/psyctest/) (3rd item on the list).

**Activity 4**

* 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 5**

* 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.

**Week 17**

* Sources of stress: workplace stress, including the effects of workload and control.
* Individual differences in stress: personality types A, B and C and associated behaviours; hardiness, including commitment, challenge and control.

**Skills development**

* Use knowledge of research methods to analyse and present data.
* Compare contradictory findings of research.
* Using ICT to investigate psychological theory and research.
* Using knowledge to make informed decisions.
* Selecting and shaping material to respond to specific questions.
* Weighing evidence.
* Developing lines of argument.

**Learning outcomes**

Develop understanding of the individual differences in stress.

Students should be able to:

* describe and evaluate research into workload and control
* explain the relationship between control and stress and between workload and control in the workplace, high demand low control model
* distinguish between the characteristics and behaviour of Type A, Type B, Type C
* explain the relationship between personality types, stress and illness
* describe and evaluate research into Type A and B, stress and illness
* describe and evaluate research into hardiness and stress
* use a range of criteria and knowledge of methodology, ethics issues and debates to evaluate research evidence.
* use a range of criteria and knowledge of methodology, issues and debates to evaluate research evidence.

**Suggested learning activities**

**Activity 1**

* Workplace stress advice leaflet.
* Students use their textbook to create an advice leaflet on workplace stress. Have them identify the main factors that affect workplace stress and then write a brief summary of the evidence to make the leaflet more credible.
* Afterwards, give the students the extended writing question (16 marks) and the 2023 Paper 3 (located in Centre services).
* Ask them to write one paragraph of the essay each and then upload the paragraphs to the same place in the virtual learning environment (VLE).
* Make sure that each paragraph is a mixture of assessment objective 1, assessment objective 2 and assessment objective 3 so that they identify a workplace factor (eg low control), link it to the appropriate part of the scenario and then produce some evaluation for it (eg research evidence).
* At the end of the activity the whole class will have produced more than enough paragraphs for the essay.
* Finally, vote on the best paragraphs to go in the essay, put them together and then share the final essay with the rest of the group.

**Activity 2**

* Students complete the [Type A/Type B personality questionnaire](https://psychcentral.com/quizzes/type-a-vs-type-b-quiz).
* Provide students with [a detailed description of Friedman & Rosenman (1974) study.](https://www.simplypsychology.org/personality-a.html)
* Students to analyse and comment on strengths and limitations of method, issues relating to operationalising variables and sampling.

**Activity 3**

* Students to use textbooks and internet to gather evidence of the relationship between personality types and hardiness, stress and illness.
* Students to evaluate the studies, for example using the acronym DREEEEMSS (demand characteristics, real world application, external validity, ethics, extraneous variables, mundane realise, sample issues, social desirability bias. The challenge is for the students to contextualise the evaluation within the context of the study being
* Each group to feeds back their research study and evaluation.
* Students then use the information provided to answer this question from the 2019 exam:

Discuss the role of personality type **and** hardiness in stress.

**[16 marks]**

**Resources**

**Activity 1**

* 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 2**

* [Type A/B Quiz](https://psychcentral.com/quizzes/type-a-vs-type-b-quiz).
* Description and evaluation of study [Stress and the Western Collaborative Group Study](https://www.simplypsychology.org/personality-a.html).

**Activity 3**

* 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.

**Week 18**

Managing and coping with stress: drug therapy (benzodiazepines (BZs), beta blockers), stress inoculation therapy and biofeedback.

**Skills development**

* Using ICT to investigate theory and research.
* Evaluation skills.
* Weighing up evidence and ethical considerations.
* Using criteria to judge effectiveness and appropriateness in relation to stress management.
* Critical thinking:
	+ developing lines of argument
	+ drawing conclusions.

**Learning outcomes**

Develop understanding of the drug therapies and stress inoculation therapy (SIT) as applied to stress management.

Students should be able to:

* outline drug therapy to manage stress, the target and mode of action of beta blockers and benzodiazepines
* describe the use of bio-feedback to manage stress, the stages and techniques
* describe stress inoculation therapy as applied to coping with stress, stages and practice
* explain strengths and limitations and implications of BZs, beta blockers, bio-feedback and SIT including ethical issues
* outline and evaluate research into the drug therapies, bio-feedback and SIT
* use a range of criteria to evaluate the effectiveness and appropriateness of drug therapies, bio-feedback and SIT.

**Suggested learning activities**

**Activity 1**

* Biofeedback introduction.
* Introduce biofeedback by having students first check their pulse for a minute. The whole class then does some progressive muscle relaxation in their seats for 5 minutes by clenching and unclenching their muscles, starting from their feet and then slowly working their way up their body – they can do this whilst sat down in the classroom. They then check their pulse again for another minute to see if there is any difference. This could be turned into a mini practical by having the students analyse the change in pulse before and after the muscle relaxation to see if there was a difference. Students could work out a suitable statistical test to use to analyse the data.
* Another way of introducing biofeedback would be to have students draw on whiteboards images that could be used on a visual display to indicate to patients that they are being successful at reducing their heart rate. Eg a football going into a goal, or successfully completing a maze.

**Activity 2**

* Flipped classroom. Divide students into groups; each group to research one of the following: BZs, beta blockers, bio-feedback and SIT using their textbook and/or the internet.
* Task is to explain how each method works and describe its key components/stages, and present research evidence to that show it’s ’s effectiveness.
* Students bring their findings to the next session and present their overview with the group they were in. In the session provide a list of criteria that students can use to evaluate the therapies such as positive and negative side effects, motivation of client, duration of therapy/method, whether they tackle the symptom or the cause, duration of improvement, biases, cost effectiveness.
* For each approach to managing stress, students work through the criteria and select material from their preparation to address as many of the criteria as possible.

**Activity 3**

* Students create a case study of somebody who is stressed and requires treatment. Have them write the scenario in such a way that it lends itself more to a particular type of treatment; eg someone is a snooker player who just needs to calm their nerves for a game that starts in an hour’s time.
* Create a [Padlet](https://padlet.com/): this is a virtual wall where you can stick virtual post it notes on. It creates a link that you can give to the students so that they can post to the wall on their phones.
* Have students post the scenario on the wall and then have the other students write in the comments under the post which treatment would be most suitable and why. At the end of the activity, the student who wrote the original scenario could reveal the most suitable treatment with justification; eg the snooker player would benefit from beta blockers as they need a quick fix for their anxiety to improve their performance.
* An **extension task** could involve reading the abstract for [Jaremko (1980 & 2006) study on the relationship between SIT and public speaking](https://pubmed.ncbi.nlm.nih.gov/7410573/). Students explain how SIT would be used to address stress associated with public speaking.

**Resources**

**Activity 2**

* 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**

* [J Clin Psychol. 1980 Jul;36(3):735-42. The *use of stress inoculation training* in the reduction of *public speaking* anxiety. Jaremko ME](https://pubmed.ncbi.nlm.nih.gov/7410573/) (National library of Medicine).
* [Padlet: Beauty will save the work](https://padlet.com/).

**Week 19**

* Gender differences in coping with stress.
* The role of social support in coping with stress; types of social support, including instrumental, emotional and esteem support.

**Skills development**

* Terminology and concept development.
* Using ICT to investigate theory and research.
* Applying knowledge and understanding to real life.
* Application of understanding of issues in psychology to judge validity of research.
* Problem solving/using understanding of theory and research findings.
* Selection and shaping of information to respond to specific questions.
* Reflecting on their own reasoning and that of others.

**Learning outcomes**

Students should be able to:

* Outline gender differences and explanations for gender differences in coping with stress.
* Describe and evaluate research into patterns of gender difference.
* Describe the role of instrumental, emotional and esteem social support.
* Describe and evaluate research into social support and coping with stress.
* Evaluation of the role of social support in coping.

**Suggested learning activities**

**Activity 1**

* Introduction to the role of social support.
* Write down a list of different examples of the three types of social support: instrumental, esteem and emotional. The students are to then sort them into three categories but don’t tell them what the categories are. Once the students have agreed on three groups, ask the students to produce three definitions that relate to the type of social support in each of the three groups. Finally, have them compare their definitions of social support with those provided in their textbook.
* An **extension activity** could involve students providing a precis of the research carried out by [Lightall (2011)](http://www.sciencedaily.com/releases/2011/06/110603125103.htm).

**Activity 2**

* Silent discussion flipped activity.
* Instruct students to use their textbook to make notes on the research on gender differences in the role of social support.
* When they are in class, lay out the tables into four ‘islands’ and put a piece of paper on each one with one of for statements:
	+ Support for gender differences in stress.
	+ Evidence against gender differences in stress.
	+ Social support is an effective treatment for stress.
	+ Social support is not an effective treatment for stress.
* Have the students silently rotate round each of the four tables writing down points for each of the 4 statements.
* Afterwards, each table feedback their findings.
* Students can then use this information to answer potential questions in this areas eg Discuss the role of social support in coping with stress/Discuss research on gender differences coping with stress (both 16 marks).

**Activity 3**

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

**Resources**

**Activity 1**

* 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.
* Lighthall, 2011, [When stressed, men charge ahead, women more careful](http://www.sciencedaily.com/releases/2011/06/110603125103.htm) (Science Daily).

**Activity 2**

* 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.

**Week 20**

Research methods and practical for option topic 2 Stress.

**Skills development**

* Investigation design.
* Questioning skills.
* Data collection and recording.
* Math skills.
* 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 percentage, tables, graphs, etc to present data
* use content or thematic analysis of responses to open questions
* draw conclusions and discuss findings
* identify strengths and limitations of research and suggest improvements.

**Suggested learning activities**

* + Students to carry out practical to investigate some aspect of stress. Possible investigations (need to consider sensitivities/ethics):
* Assess the reliability of measures of stress. Students could be asked to repeat the SRRS or Hassles and uplifts scale and correlate scores.
* Accuracy of retrospective self-reports of hassles has been questioned. Assess the validity of measures of stress. Students to use a diary to record hassles over a week or so and compare the diary analysis/rating of hassles with retrospective self-report using Hassles and uplifts scale.
* The relationship between scores on SRRS or Hassles & uplifts and ill health/student absence records.
* Students work in pairs to design and carry out an investigation into stress.
* The investigation should involve designing an investigation, designing or selecting appropriate material, collecting and analysing data.
* Targets to be set in relation to preliminary search for background information, submitting design for check on practicality and ethics, 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.

**Resources**

**Activity 1**

BPS guidelines [BPS Ethics & Standards](http://www.bps.org.uk/what-we-do/ethics-standards/ethics-standards) (the British psychological society).

**Activity 2**

* 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.