

Scheme of work: Addiction (Option 3)

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 Addiction as their optional topic from 7182/3 Option 3. It is based on the summer 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 3 (Aggression or Forensic psychology or Addiction)

Addiction 4.3.10

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 21</p> <p>Key concepts in addiction: vulnerability, physical and psychological dependence, tolerance, withdrawal symptoms.</p> <p>Risk factors in the development of addiction: genetic vulnerability; influence of family and peers; personality; stress.</p> <p>Research into risk factors.</p>	<p>Independent learning skills</p> <p>Locating evidence for a specific purpose</p> <p>Using knowledge to make informed decisions</p> <p>Weighing evidence</p> <p>Developing lines of argument</p> <p>Exchange ideas/having a view – ownership of knowledge and skills</p>	<p>Develop understanding of the key concepts and risk factors in the development of addiction.</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> Outline key concepts in addiction: physical and psychological dependence, tolerance, withdrawal symptoms, vulnerability. Distinguish between substance related addiction and behavioural addiction. Outline the mechanisms involved in genetic vulnerability; influence of family and peers personality; stress. 	<p>A1 Starter activity - What is addiction?</p> <p>Provide students with a list of “cases” ranging from heroin addiction through gambling to chocolate eating and internet use, Facebook and mobile phone use. Students work in groups to put the cases into two piles: addiction/not addiction. Then to try to list the defining characteristics of addiction. Groups feedback then whole class discussion and examination of definitions and DSM criteria. Distinction between substance-related disorders and behavioural addiction/impulse control disorder.</p>

		<ul style="list-style-type: none"> • Outline and evaluate research evidence relating to risk factors showing understanding of limitations of correlational/quasi experiment research, issues of cause and effect and interaction between risk factors. • Consider implications of risk factors in relation to ethics, social sensitivity, issues and debates, policy and practices. 	<p>Extension activity - explore the difference between behavioural addiction and OCD. Students then develop a glossary defining key terms, eg dependence, tolerance, withdrawal, vulnerability.</p> <p>A2 Whole class discussion - "What makes a person susceptible to addiction?" - White board listing.</p> <p>Carousel classroom with internet and text resources to complete a worksheet covering explanation of the risk factors listed on specification and research evidence to support/challenge (the focus is on understanding these risk factors so can be in relation to any form of addiction).</p> <ul style="list-style-type: none"> • Genetic vulnerability, eg Van den Bree et al 1998, Shields 1962, Lerman et al 1999, SLC6A3-9 gene dopamine system and smoking, Comings et al 1996, D2A1 and pathological gambling. • Personality, eg Eysenck 1997; Francis 1996; Rounsaville et al 1998;
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			<p>Slutsky et al 1998; Taylor et al 2006.</p> <ul style="list-style-type: none"> • Stress, eg Cleck & Blendy 2008. • Family and peers, Smoking attitudes, Lader and Matheson 1991; Murray et al 1984; Fisher 1999; Hall et al 1990; Michell & West 1996; Bullers et al 2001, do peers encourage drinking or do drinkers gravitate to groups that drink? <p>A3 Case study analysis using research evidence. Prepare three or four case studies of vulnerability to addiction. Each should make reference to risk factors for addiction experienced by the central character. Present students with this series of case studies. Students have to read the details of each case history and decide, based on research evidence of risk factors, how likely it is that the character will develop an addiction and provide a reasoned explanation for their decision supported by research evidence.</p>
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			<p>You can vary the demands of the task by the including risk factors known to interact and by including distracter for more able students.</p> <p>A4 Students select one of the case studies and post on moodle/VLE a 150 word explanation/justification for their decision or present their explanation to the class. Whole class discussion re the character most likely to become addicted and the least vulnerable character.</p> <p>Extension activity - read AAP ref and discuss issues such as ethics and social sensitivity associated with vulnerability research and implications of such research.</p>
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Resources

A1 [10 Strange Addictions](#)

A1 [Mirror article: Selfie addict took TWO HUNDRED a day - and tried to kill himself when he couldn't take perfect photo](#)

A1 Review of behavioural addiction

[Introduction to Behavioural Addiction](#)

A2 Useful listings of studies

Risk factors for smoking

[Tobacco Use Risk Factors Literature Review](#)

A2 Bailey et al (2009)

A2 Lawton, Gross & Rolls (2011)

A3 AQA CPD Addiction Case study scenarios

Psych exchange resource case study activities

A4 Extension activity

[American Psychological Association: Genes matter in addiction](#)

Specification content Week 22	Subject-specific skill development	Learning outcomes	Suggested learning activities (including reference to differentiation and extension activities)
<p>Biological explanation for nicotine addiction/smoking behaviour:</p> <ul style="list-style-type: none"> Brain neurochemistry including the role of dopamine. Mesolimbic dopamine pathway, eg Altmann et al 1996; Liebman and Cooper, 1989. Impulsiveness and role of serotonin in control. Opioid system - opioid transmitters, enkephalin and endorphins, eg Krishnan-Sarin, Rosen and O'Malley, 1999. Neuroadaptation, eg Koob and Le Moal, 1997. <p>Learning explanations for nicotine addiction smoking behaviour:</p> <ul style="list-style-type: none"> Classical conditioning, cue reactivity and its role in 	<p>Applying existing knowledge to new topic</p> <p>Independent learning skills</p> <p>Self assessment</p> <p>Group work</p> <p>Use of evidence to evaluate explanations</p> <p>Using issues and debates to evaluate</p> <p>Extended writing skills</p> <p>Judging and providing feedback</p> <p>Comparison of the explanations</p> <p>Presentation skills</p>	<p>Develop understanding of explanations for nicotine addiction.</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> Apply key concepts to nicotine addiction. Outline neurochemical explanations of nicotine addiction: <ul style="list-style-type: none"> The effect of nicotine on Mesolimbic dopamine pathway, Serotonin, Concentrations of adrenalin and noradrenalin and Opioid neurotransmitters. Describe and evaluate research into neurochemical explanations. Use research evidence to evaluate neurochemical explanations. Outline learning processes as explanations for smoking behaviour/nicotine addiction: 	<p>A1 Starter activity - What do we already know - developing an overview picture. Students to work in pairs to discuss/suggest how biological, cognitive, behavioural, psychodynamic and humanistic approaches might explain addictions. Whole class IWB activity to gather suggestions, ie what do they already know about explanations.</p> <p>A2 Flipped classroom in preparation for class session - students to investigate biological explanations for nicotine addiction using internet /texts etc, to collect and summarise neurochemical explanations for nicotine addiction.</p> <p>In class - review explanations, then students work in groups to develop a presentation explaining neurochemical explanations for nicotine addiction (using Prezi/ poster/mindmap/power point).</p>

<p>relapse, eg Carter & Tiffany 1999.</p> <ul style="list-style-type: none"> • Operant conditioning, positive reinforcement from peers, negative reinforcement of removal of withdrawal symptoms. <p>SLT as applied to smoking behaviour.</p> <p>Modelling, vicarious reinforcement and initiation.</p>		<ul style="list-style-type: none"> - The role of classical conditioning including cue reactivity and relapse. - Positive reinforcement, negative reinforcement in relation to withdrawal. - Imitation, modelling and vicarious reinforcement. <ul style="list-style-type: none"> • Describe and evaluate research into learning explanations. • Use research evidence to evaluate learning explanations. • Use knowledge of methodology issues and debates nature v nurture, reductionism, determinism, to evaluate explanations. <p>Compare explanations for nicotine addiction: strengths and weaknesses.</p>	<p>Presentation to class, all members to contribute to the presentation.</p> <p>A3 Students write exam style essay for homework. "Outline and evaluate neurochemical or learning, explanations for nicotine addiction and smoking behaviour."</p> <p>A4 Peer Assessment Activity. The essays from A2 are to be anonymised and each student to be randomly allocated an essay completed by one of their peers for assessment using a mark scheme. The student has to:</p> <ol style="list-style-type: none"> 1. Highlight material showing knowledge of neurochemical or learning explanations. 2. Highlight material showing knowledge of relevant research evidence. 3. Highlight material showing use of evidence to evaluate explanations. 4. Other evaluative material, eg use of issues (methodological linked to explanation, social sensitivity), debates (nature nurture, determinism,
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			<p>reductionism) implications for policy practices/therapy.</p> <p>5. Allocate a mark in accordance with the mark scheme.</p> <p>6. Provide detailed feedback on how the essay could be improved.</p> <p>A copy of the highest achieving essay for learning and for neurochemical explanations (checked by teacher) to be posted on VLE. All students to identify from feedback two or three things they can do to improve and to make those changes to enhance their own essay.</p>
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Resources
<p>A2 Genetic explanations</p> <p>Interactive learning about genetics and brain in relation to addiction /reward pathways and dopamine pathway</p> <p>Khan Academy – The Reward Pathway</p> <p>A2 YouTube: Visualization award winner in Science - Nicotine addiction and molecule diffusion</p> <p>A2 Chemistry of addiction Basics and nicotine covered in 1st 5.5 mins</p> <p>YouTube: The Chemistry of Addiction</p> <p>A4 AQA psychology resources compendium of skill development activities</p> <p>Secure Key Material</p>

Specification content Week 23	Subject-specific skill development	Learning outcomes	Suggested learning activities (including reference to differentiation and extension activities)
<p>Learning theory explanation for gambling addiction.</p> <p>The role of:</p> <ul style="list-style-type: none"> • Classical conditioning • Operant conditioning including reference to partial and variable reinforcement • Social learning including efficacy and outcome expectancy <p>Cognitive explanation for gambling addiction:</p> <ul style="list-style-type: none"> • Gambling as a coping mechanism and distraction • Expectancies • Self-efficacy • Cognitive bias, eg Delfabbro and Winefield, 1999; Tarrier and Schotte, 1995. 	<p>Use understanding of research methodology to evaluate studies</p> <p>Reading and analysing more detailed psychological material</p> <p>Analytic and application skills</p> <p>Creative/transformational skills</p> <p>Developing lines of argument</p> <p>Maths calc skills</p>	<p>Develop understanding of explanations for gambling addiction.</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> • Apply key concepts to gambling addiction. • Outline learning processes as explanations for gambling addiction: <ul style="list-style-type: none"> - The role of classical conditioning, positive reinforcement, negative reinforcement and reinforcement schedules. - Imitation, modelling and vicarious reinforcement, efficacy and expectation. • Describe and evaluate research into learning explanations. • Use research evidence to evaluate learning explanations. • Outline cognitive explanations for gambling. 	<p>A1 Flipped classroom – students research gambling addiction case studies.</p> <p>Whole class IWB activity. Students all contribute details of key concepts and processes of CC, OC and SLT.</p> <p>Split into groups, each group to apply the principles to explain gambling addiction. Each group to present one learning explanation for gambling addiction to the class.</p> <p>A2 Teacher led introduction to cognitive theory providing students with details of key elements and the role of cognitions in addiction:</p> <ul style="list-style-type: none"> • Coping - addiction helps mood regulation performance enhancement, distraction, excitement • Expectancies re positive consequences, belief in the big win • Self-efficacy, lesser withdrawal symptoms and belief I can stop

<p>Interactionist explanations, eg Sharpe 2002.</p>		<ul style="list-style-type: none"> • The role of cognitions in gambling addiction: <ul style="list-style-type: none"> - Expectancies - Self-efficacy - Attributions - Cognitive biases • Outline and evaluate research into cognitive explanations for gambling addiction. • Use research evidence to evaluate cognitive explanations for gambling addiction. • Use a range of criteria and knowledge of methodology, issues and debates to evaluate explanations. 	<ul style="list-style-type: none"> • Attributions • Cognitive biases <p>Students work in groups to research evidence to support and challenge cognitive theory. Each group presents description of one study to the class. Whole class activity to evaluate the reliability and validity of the methods, confidence in the conclusion and so strength of support the study provides for the theory. Details of studies and evaluation points/arguments to be recorded and posted on VLE.</p> <p>A3 Students work in pairs to study Griffiths research into cognitive bias in fruit machine gambling. Differentiate by providing varied level references but they must include data from the content analysis.</p> <p>Students to create a fictional audio record or transcript of a gambling addict's verbalisations whilst playing on fruit machines and of a non</p>
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			<p>regular player. To be authentic these have to be roughly in the proportions Griffiths found.</p> <p>Work out roughly how many/what proportion of each type of utterance should be included and create an audio diary of a non-regular player and a regular/slot machine addict</p> <p>Each pair presents one of their audio/transcripts. The rest of the class have to identify cognitive biases depicted (use the transcripts next year for a content analysis exercise).</p> <p>A4 Developing analysis and application skills. Present students with a series of exam style scenarios detailing the life story/background experiences of gambling addicts.</p> <p>Students work in groups to analyse the scenarios for possible vulnerability/causes /circumstances and use their knowledge of psychology to explain features in the scenario. Record details of the analysis, eg a three column table points in scenario, explanations/links to theory, evidence to support.</p>
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			Class comes back together and each group is asked to feed back to the class on one scenario. Other groups can amend, challenge accuracy or add information.
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Resources
<p>A1 No lady luck: A case study of adolescent female slot machine addiction</p> <p>A1 Schedules of Reinforcement in listing of research into gambling</p> <p>Psychological Aspects of Gambling Addiction</p> <p>A2 Review and research on impulsivity, cognitive bias and reasoned action The Role of Impulsivity, Cognitive Bias, and Reasoned Action in Understanding College Student Gambling</p> <p>A3 Griffiths report The role of cognitive bias and skill in fruit machine gambling.</p> <p>A3 Problem Gambling and Addiction – Dr Mark Griffiths Interview</p> <p>A3 Griffiths, M. D. (1994) The role of cognitive bias and skill in fruit machine gambling.</p> <p>A3 Griffiths Twitter</p> <p>A3 Brief summary with stats <i>Lawton, Gross & Rolls 2011 Psychology for A2 AQA A</i></p> <p>Additional resources:</p>

[Inside the Brain of a Gambling Addict \(BBC\)](#)

[The Gamblers Fallacy \(YouTube\)](#)

Specification content Week 24	Subject-specific skill development	Learning outcomes	Suggested learning activities (including reference to differentiation and extension activities)
<p>Theories of behaviour change:</p> <ul style="list-style-type: none"> • Theory of planned behaviour, Ajzen, 1985; Bandura, 1977. • Prochaska's stages of change model, Prochaska et al, 1992. 	<p>Evaluation in terms of effectiveness, appropriateness and ethics</p> <p>Effective questioning</p> <p>Application skills</p> <p>Selecting, shaping and structuring information to answer specific questions</p>	<p>Develop understanding of theories of behaviour change and therapies for reducing addiction.</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> • Describe key features of behavioural change models <ul style="list-style-type: none"> - TPB - Prochaska 6 stages of change • Outline and evaluate the contribution of TPB and Prochaska models of behaviour change to our understanding of addiction and reducing addiction. • Demonstrate understanding of how theories influence practices. • Apply theory to explain how a person might be helped to overcome addiction, eg to smoking, gambling, internet /social media. • Use a range of criteria and knowledge of methodology, 	<p>A1 Flipped Classroom - Students to investigate theory of planned behaviour and post:</p> <ul style="list-style-type: none"> • A brief outline of each element, eg attitude/behavioural beliefs, normative beliefs/subjective norm, perceived behavioural control/control beliefs, intention, behaviour. • An example of each element for smoking addiction and gambling addiction. <p>In class discussion, to:</p> <ul style="list-style-type: none"> • Generate examples relevant to giving up smoking and giving up gambling task. • Explain how TPB can contribute to reducing addiction. • Evaluation of the theory, its predictive validity, eg Hanson 2005, Penny 1996, Oh & Hsu 2001, Goodie 2005,

		<p>issues and debates to evaluate theories.</p>	<p>methodological issues with self-report, Ogden 2004.</p> <p>A2 Teacher led introduction to Prochaska stages.</p> <p>Discussion of the idea of preparation and the implications of the model for effectiveness of therapies. Why therapy might fail. What might be the advantages of this more holistic approach to therapy (extract from Prochaska YouTube lecture).</p> <p>A3 Develop analysis and application skills. Present students with a series of exam style scenarios detailing reports of characters' successful and unsuccessful attempts to give up gambling and smoking.</p> <p>Students work in groups to analyse the scenarios and use TPB and Prochaska's stages of change to explain the success/lack of success of each character.</p> <p>Record details of the analysis and summary explanation for success or failure.</p> <p>Class comes back together and each group is asked to feed back to the class on one scenario. Other</p>
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			groups can amend, challenge accuracy or add information.
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Resources

A1 [Theory of planned behaviour, Perceived control & interventions](#)

A1 [YouTube: Theory of Planned behaviour overview](#)

A1 Theory of planned behaviour - [Theory of planned behaviour overview video](#)

[Theory of planned behaviour explained](#)

A1 TPB evaluation Lawton, Gross & Rolls 2011, *Psychology for A2 AQA A* p434-435

A2 Stages of change Prochaska [YouTube: Stages of Change for Addictions Therapy Video](#)

A2 Stages of change applied to addiction [YouTube: What are stages of change and how do they apply to addiction](#)

A2 Prochaska Stages of Change <http://psychcentral.com/lib/stages-of-change/>

Specification content Week 25	Subject-specific skill development	Learning outcomes	Suggested learning activities (including reference to differentiation and extension activities)
<p>Reducing addiction. Drug therapies.</p> <ul style="list-style-type: none"> • Agonist substitution - Hughes 1993, Davison et al 2004 (nicotine), Zack et al 2003 (gambling). • Antagonist substitution - Naltrexone Hollander et al 2000, Watts et al, 2002. <p>Behavioural interventions.</p> <ul style="list-style-type: none"> • Aversion therapy; eg Spiegler and Guevremont 2003; Smith et al 1997; Smith 1988. • Covert sensitisation, eg McConaghy et al 1983. • Cue exposure and response prevention, Rankin et al 1983. • CBT as applied to addiction - Williams & Connolly 2006, Floyd et al 2006. 	<p>Evaluation of therapies in terms of effectiveness, appropriateness and ethics</p> <p>Effective questioning</p> <p>Application skills</p> <p>Selecting, shaping and structuring information to answer specific questions</p>	<p>Develop understanding therapies for reducing addiction.</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> • Describe key features and processes of: <ul style="list-style-type: none"> - Drug therapies - Aversion therapy and covert sensitisation - CBT as applied to addiction. • Use outcomes research to evaluate the effectiveness and appropriateness of therapies for addiction. <p>Consider methodological and ethical issues, social sensitivity, issues and debates, policy and practices in appraising therapies.</p>	<p>A1 Dragon's Den Addiction reduction. Divide class into four groups - Dragons and three groups competing for the dragons' support for their therapy (drugs, aversion therapy, CBT). Dragons prepare pertinent questions for the contenders to assess whether to select their therapy. The three groups prepare arguments and evidence to persuade dragons to support their therapy for a 3 minute presentation to the dragons AND prepare to respond to likely questions.</p> <p>A2 Selecting, shaping and organising material to develop a coherent line of argument. Students to be provided with a series of pieces of information describing therapies for addiction, outcome studies measuring effectiveness/comparing effectiveness, evaluative commentary relating to social sensitivity, ethics, appropriateness. AND a series of 5 or 6 essay titles, eg "Discuss the effectiveness of</p>

<ul style="list-style-type: none"> • Relapse prevention - Hajek et al 2005; Echeburua et al 2000. 			<p>CBT for dealing with addictive behaviour”, “Outline and evaluate one or more ways of treating addiction.” Students work in pairs to choose an essay title, select the information they will include, organise it into a coherent sequence then add in phrases to link the ideas. Give the “essay” to another pair who have to read it and decide on the title of the essay. Repeat for a different title.</p> <p>This is best done on computer and demands of the task can be varied by including distractor material and by providing subtly different titles.</p> <p>A3 End of unit review and sample exam questions. Mind-Map Relay - students to build a mind-map of the addiction unit on the whiteboard. All students must participate – all students to stand up, one student begins and passes the pen to another student who must add additional information. If the student cannot add then they must sit down. The activity continues until the students can no longer add additional information. The last student standing should receive a small prize. Photograph/final mind-map to be uploaded to the VLE. Students</p>
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			complete timed exam style test questions using the past papers and mark schemes available on the AQA website.
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Resources

A1 Petry N, Ammerman Y, Bohl J, Doersch A, Gay H, Kadden R, Molina C, Steinberg K. Cognitive-behavioural therapy for pathological gamblers.

J Consult Clin Psychol.

2006;74 (3):555-67.

A1 Ladouceur R, Sylvain C, Boutin C, Lachance S, Doucet, C, Leblond, J, Jacques C. Cognitive treatment of pathological gambling.

J Nerv, Ment Dis.

2001;189(11):774-80

IN [Cognitive-behavioral treatment for impulse by David C Hodgins](#)

Specification content Week 26	Subject-specific skill development	Learning outcomes	Suggested learning activities (including reference to differentiation and extension activities)
<p>Research methods and practical for option topic 3 - Addiction:</p> <ul style="list-style-type: none"> • Questionnaires • Self-report • Qualitative and quantitative data • Sampling • Collection and analysis • Reporting 	<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>Develop understanding of the research methods.</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> • Develop a short questionnaire to collect qualitative and quantitative data. • Select an appropriate sample. • 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. • Identify strengths and limitations of research and suggest improvements. 	<p>A1 Research suggests addictions to technology and the social media it gives us access to is growing. Theory of planned behaviour suggests our beliefs are important to addiction.</p> <p>Students to work in pairs to design and carry out an investigation into students' beliefs about "life without technology".</p> <p>The investigation should involve designing a questionnaire to investigate beliefs about life without technology, collecting and analysing data.</p> <p>Targets to be set in relation to preliminary search for background, submitting design for check on practicality and <u>ethics</u>, developing and piloting the questionnaire, collecting data, analysing data and drawing conclusions, preparing presentation covering rationale for study, method, results, discussion and conclusions and implications.</p>

			<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 – 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?</p>
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Resources
<p>A1 BPS Ethical guidelines BPS Ethics and Standards</p> <p>ATP Ethics guidance.</p> <p>ATP Ethics Guidance</p> <p>A1 Investigation design worksheet to guide decision making (at end of Year 1 scheme of work)</p> <p>A1 The Telegraph: Facebook generation suffer information withdrawal syndrome Information withdrawal syndrome</p> <p>A1 PsychCentral: Internet Addiction Quiz</p> <p>The Telegraph: Student 'addiction' to technology 'similar to drug cravings', study finds</p> <p>Summary: Psychology4A Addiction – summary resource</p>