

**Scheme of work: AS and A-level Psychology 7181**

**Introductory topics in Psychology, Psychology in context**

Introduction

The following scheme of work is only one of many different ways of approaching teaching of the specification. It provides detail of how you might co-teach AS and A-level until half way through the summer term of the first year. The remainder of the first year and the second year scheme of work is for the A-level only.

As the assessment is linear there is some integration of Research Methods material and Approaches in Psychology from Paper two Psychology in Context into the Introductory Topics in Psychology to give greater coherence to student’s learning and opportunities and to stretch and challenge more able students.

Most of the suggested learning activities allow students to perform at different levels, more able students and those intending to take the full A level being likely to respond in greater depth/detail or provide more developed and more coherent lines of argument.

Having completed the common AS/A-level content, A-level students need to revisit Approaches in psychology, Research methods and Bio psychology to extend their knowledge to meet the A-level specification requirements. In the context of linear assessment, revisiting topics in this way helps students to retain and consolidate their earlier learning, making revision at the end of the two year course less arduous.

Practical research activities have been introduced for each topic.

Assessment objective AO1, AO2 and AO3 apply to all topics. This scheme of work identifies a range of subject specific skills as well as skills explicitly identified in each assessment objective.

Assumptions

This scheme of work is modelled on a weekly basis to accommodate different lesson lengths and a different number of lessons per week in different schools. It is assumed there will be approximately 4.5 hours class contact per week, plus private/independent study time and homework. The timing of vacations is approximate and based on term dates starting in September 2015, with 35 teaching weeks in the first year and 30 weeks in the second year.

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The suggested learning activities outlined in this scheme of work are not intended to cover all aspects of the content for each week. Text books and associated material written for the specification will provide further resources.

The following tools are referred to:

• BPS Ethical guidelines for students and teachers of Psychology.

• Flipped classroom link includes information on how to transform your resources and embed video material as well as uploading your own video lessons to create the suggested flipped classroom lessons.

• Quizlet will allow you to generate quick concept tests and is suitable for students to use to create their own test items • Presentation software Prezi. Further information about Prezi can be found here.

• Sample exam style questions and mark schemes for each topic can be accessed via AQA’s website.

• In developing students’ skills you may find it useful to refer to the Compendium of Skill Development Activities provided to support the current A-level Psychology Specification A. This can be found on e-AQA, the secure part of the AQA website under Autumn 2013 - Feedback on PSYA3-post-event handbook.

**Key**

• Approaches in Psychology 3.2.1/4.2.1 (A)

• Research methods 3.2.3/4.2.3 (RM)

• Practical (P)

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Scheme of work: AS and A-level Year 1 – Introductory topics in Psychology

Psychology in context

Teach before: Memory 3.1.2/4.1.2, Attachment 3.1.3/4.1.3, Psychopathology 3.2.2/4.1.4

Teach alongside: Research Methods 3.2.3/4.2.3 and Approaches in Psychology 3.2.1/4.2.1.

Social influence 3.1.1/4.1.1

| Specification content  Week 1 | Subject-specific skill development | Learning objectives and outcomes | Suggested learning activities (including reference to  differentiation and extension activities) |
| --- | --- | --- | --- |
| **RM** What is Psychology? An overview - aims, subject matter, methods, topics.  Overview of the scientific  process.  **A** Emergence of psychology as a science from introspection and Wundt to Scientific psychology.  **RM** Psychology and science Key features of science.  **A** Introduction to Biological, Cognitive and Behavioural approaches. | Use of subject specific  language/psychological  terminology  Reading psychological material Formulating relevant questions Independent learning skills Accessing psychology resources Note making | Overview of aims, subject matter, methods, topics and approaches is used as a vehicle for  developing learning skills such as  Students should be able to describe:  • The nature of psychology • Approaches in psychology • Key features of science • The scientific process  • Ethics in psychology | **A1** What is Psychology about:  • Ice breaker - what students think they will study?  • Analysis of student  contributions in relation to  aims, subject matter and  methods to give definition of Psychology  • Fake or Fact – students identify the fake psychology research study.  • Teacher presentation on scientific process – including reference to peer review |

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| **RM** Introduction to ethics. | Flipped classroom  Using moodle/virtual learning environment (VLE) forum to exchange ideas |  | **A2** Flipped classroom - The emergence of psychology as a science. Students listen to pod cast and make notes at home and do quiz before next lesson. Lesson activities based on recording, Q and A about the programme. Possibly team quizzes, each team makes up 10 Qs for another team to answer.  **A3** Interactive white board (IWB) key features of approaches • Biopsychology  • Behavioural  • Cognitive  (Mention humanistic and  Psychodynamic covered in 2nd year)  Class selects 2 behaviours. Students to work in pairs or groups or 3’s to research how one approach might explain one behaviour. In preparation for 1 min presentation to rest of class for next lesson or prezi  presentation for other groups. |
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|  |  |  | **A4** Features of science. What must psychology have to be classed as a science?  Students work in groups to generate a list of features of science. Group’s feedback to generate class list on IWB.  Discussion to:  • Prioritise list  • Consider whether psychology is/can be a science.  • Use observation activity EWT quiz to illustrate limitations and lack of objectivity  **A5** Ethics activity setting up a VLE/Moodle ethics forum for students to comment on ethical appropriateness of well-known psychological studies. |
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| Resources |
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| **A1** Fact or Fake  Goodbye to predictable introduction psychology lessons  Update find the fake intro lesson examples  Examples of research for find the fake as intro task  **A2** BBC Radio 4 In search of ourselves: A history of Psychology and the mind.  Programme - The Mind observes the Mind  BBC programmes: Episodes Guide  **A2** Classroom videos. Concepts in Psychology Part 1  Introduction subject matter of Psy/Approaches/a bit about all the key studies Loftus Zimbardo  Simplypsychology: perspective  **A2** To devise self-assessment quiz  Quizlet  A3 Get started with prezi  **A4** Extends beyond what are the features of science to question whether Psych is a science  Simply psychology: science psychologyhtml  **A5** Psychotronic Research Ethics  Select interactive ethical committee forum activity |

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| Specification content  Week 2 | Subject-specific skill development | Learning objectives and outcomes | Suggested learning activities (including reference to  differentiation and extension activities) |
| --- | --- | --- | --- |
| **RM** Introduction to practical research methods.  **RM** Overview of research  methods  **RM** Experimental method  **RM** Observational techniques **RM** Correlations  **RM** Self-report techniques  **RM** Experimental v non  experimental  **RM** Types of experiment natural, quasi, lab, field  **RM** Qualitative v quantitative | Application of knowledge to sort/categorise/descriptions of studies  Compare features of different methods to “Distinguish between them”  Reflect on participation in a study as a way of learning about research methods | Develop understanding of  research methods their strengths and limitations so laying the foundation for practical research skills.  Students should be able to outline:  • The research cycle  • Observational techniques • Self-report techniques  • Correlations  Distinguish between:  • Experimental and non  experimental methods  • Qualitative and quantitative methods  • Types of experiment  Assess the strengths and  limitations of different research methods/techniques. | **A1** Introduction to research methods  Group activity – Provide:  • descriptions of each  method/experiment/observati on/correlation/self-report,  either as handout or text book AND  • handout giving short  descriptions of 15-20 studies that employed different  methods.  Groups label studies as  experiments,  correlations, observation, self report.  Plenary - IWB discussion and listing of when to use different methods and ideas about  strengths and limitations.  **A2** IWB and Q and A to explore the difference between |

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| **RM** Key features of experimental method  **RM** Relationship between  sampling and research  conclusions  **P** Practical  Class activity (students as naive ppts)  Independent design  Experiment on conformity |  | Show knowledge of the key features of experimental method.  Show understanding of  relationship between sampling and drawing conclusions from research. | experiment and non  experimental methods and Qualitative v Quantitative  research. Lab v field, quasi and natural experiments, the  importance of sampling.  **A3** Features of experimental method Q and A. Sorting tasks using the descriptions of  experiments from A1 to check understanding of eg independent v repeated design. Students sort experiments into repeated or independent design.  **A4** Practical investigation.  Students participate in an  investigation into conformity designed and run by the teacher. After participating, students have to work in groups to analyse the procedure and complete an investigation design type  worksheet listing hypothesis, design etc of the experiment they have just participated in. Then class analyses the data and draws conclusions/reflects on what makes us conform as introduction to social influence topic. |
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| Resources |
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| **A1** Lists of brief descriptions of 10 or so studies.  Descriptions should range from simple, easy, to categorise to more demanding that could be categorised in a number of ways eg self-report and observation – thereby engaging more able students in discussion of merits and limitations.  **A2** Comparison of Qualitative and quantitative  Comparison of Qualitative and quantitative  Qualitative and quantitative research  **A3** Features of experimental method Research Methods Companion Flanagan 2012 OUP Ch 1 pp9-21  **A4** Khan Academy Conformity  **A4** Class practical teacher guidelines |

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| Specification content  Week 3 | Subject-specific skill development | Learning objectives and outcomes | Suggested learning activities (including reference to  differentiation and extension activities) |
| --- | --- | --- | --- |
| Asch’s work on conformity. Factors affecting conformity. Evaluation of Asch studies.  Sherif to illustrate ambiguity,  Perrin and Spencer to illustrate temporal issue  Smith and Bond to illustrate cultural issue.  Kellman’s types of conformity, internalisation, identification and compliance.  Reasons for Asch’s ppts’  conformity – distortion of  perception, judgement, action.  Explanations for conformity. Informational and normative social influence  *Latane Social Impact Theory* | Describe the main features of research studies  Evaluate research evidence (methodology and ethics)  Use research evidence to  evaluate explanations  Application skills | Develop critical appreciation of psychological research into conformity, types of conformity, and explanations for conformity  Students should be able to:  • Distinguish between types of conformity  • Outline factors affecting conformity  Describe and evaluate:  • Research studies of  conformity  • Explanations of conformity | **A1** Flipped classroom – Students view video and note details of studies and factors that affect conformity and bring worksheet to class.  Lesson focuses on clarification of what = conformity and discussion of situational and dispositional factors affecting conformity.  **A2** IWB teacher led session. Types of conformity  Explanations for conformity.  Evaluating theory/explanations – using research evidence.  **A3** Group work - Detailed  analysis of studies of conformity write up method, findings and strengths and limitations.  Evaluating research studies methodological evaluation. |

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|  |  |  | **A4** Developing application skills – using stem style questions to assess knowledge and  understanding of explanations and types of conformity.  **Extension activity** – explore characters likely future behaviour |
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| Resources |
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| **A1** Definitions; Key studies (Asch, Sherif); Types of conformity Explanations informational and normative influence. Factors that affect conformity  Psychlotron Podcasts  **A2/A3 AQA compendium of skill development activities**  The compendium is part of the post-event handbook for PSYA3 training sessions found at Secure Key Materials. Evaluating theory and research studies.  **A2/A3** Psychology Review pod cast guidelines for evaluating research  YouTube: guidelines for evaluating research |

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| Specification content  Week 4 | Subject-specific skill development | Learning objectives and outcomes | Suggested learning activities (including reference to  differentiation and extension activities) |
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| Zimbardo study of conformity to social roles. Deindividuation and learned helplessness.  Haslam’s critique of Zimbardo’s study.  Methodological and ethical evaluation/issues associated with Asch and Zimbardo studies.  **RM** Peer review  The role and value of peer review in scientific process.  Review of conformity.  **RM** How IV, DV operationalised.  **RM** Deception, informed consent and psychological harm  How the research helps us to understand the real world – eg jury decision making. Validity and relevance to real world. | Research methodology skills based on analysis of conformity research  Ethical decision making based on analysis of conformity research  Developing application skills applying knowledge of conformity to scenarios | Develop critical appreciation of psychological research into conformity and its validity and relevance to the real world  Students will be able to:  • Describe and evaluate  research studies and  explanations for conformity to social roles  • Discuss ethical,  methodological and real  world implications of research into conformity  • Outline the process of peer review and the role/value of peer review in the scientific process | **A1** Flipped classroom - Students research Zimbardo Stamford prison study using clips from video and other resources.  Teacher led class session IWB focusing on deindividuation and learned helplessness  explanations as of behaviour in relation to social roles.  **A2** In preparation students view BBC Prison study. Class session focuses on what Haslam and Reicher’s study shows and their critique of Zimbardo‘s research.  Discussion of methodological and ethical evaluation/issues associated with Asch and  Zimbardo studies. How the role of Zimbardo in the study  influenced conclusions drawn from the study. Role of peer review in establishing confidence in the validity of published  research. |

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|  |  |  | **A3** Class activity –  Methodological Analysis of a range of conformity research studies to explore their  methodological and ethical and design decisions. How IV, DV operationalised. Ethics,  deception, informed consent and psychological harm. Validity and relevance to real world.  **A4** Application to real life – How the research helps us to  understand the real world.  Student work in groups  • Identifying situations where they have conformed -  analysis of the situation to  identify types of conformity, explanations - normative  informational, deindividuation. Focus on jury decision  making. Clips from Jury  decision making in film eg 12 angry men - Discuss |
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| Resources |
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| **A1** Prison Experience: Psychology  Stanford Prison Experiment  TedTalk Zimbardo The Psychology of Evil  Zimbardo Prison Experiment Documentary  BBC Documentary The Stamford Prison Experiment  **A2** Classroom videos – BBC Prison study –Understanding Psychology  The BPS Tyranny Revisited  **Extension activity** –  Flaws in the Zimbardo study. Griggs, R. (2014). Coverage of the Stanford Prison Experiment in Introductory Psychology Textbooks *Teaching of Psychology, 41* (3), 195-203 DOI:  Le Texier, T. (2019). Debunking the Stanford Prison Experiment. American Psychologist, 74(7), 823–839  **A3** Consult the BPS ethical guidelines  BPS Ethics  **A3** Psychlotron Ethical issues in Social Influence Research |

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| Specification content  Week 5 | Subject-specific skill development | Learning objectives and outcomes | Suggested learning activities (including reference to  differentiation and extension activities) |
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| Milgram’s study of obedience - The effect of situational variables proximity, legitimate authority, location on obedience  Explanations for obedience Situational  Agentic shift/state  *Latane Social Impact Theory* Strength (Legitimacy of authority) Number (diffusion of  responsibility, presence of allies) Immediacy (proximity of victim and authority figure)  Dispositional explanation  Authoritarian personality  **RM** Operationalising variables and control of extraneous  variables – Analysis of Milgram’s variations  **RM** Percentages  **RM** Bar charts  **RM** Tables | Data handling skills – descriptive stats  Research skills – operationalising variables, control of variables  Ethical and methodical  evaluation of research studies  Implications of psychological research | Develop critical appreciation of psychological research into obedience explanations for obedience and their validity and relevance into the real world.  Students should be able to:  • Outline situational and  dispositional factors affecting obedience  • Describe and evaluate  research studies of  obedience  • Describe and evaluate  explanations of obedience  • Discuss ethical,  methodological and real  world implications of different explanations for obedience | **A1** Flipped classroom – text description and video streaming of Milgram study. Students complete online worksheet description of the study including variations/situational variables.  In class exploration of how variables were operationalised controlled and measured.  Descriptive stats –  means/median/mode/percentage s, bar charts to display data associated with the variations and compare situational  variations.  **A2** Teacher presentation/Class discussion - of situational  explanations  Agentic shift/state  *Latane Social Impact Theory* Strength (Legitimacy of authority) Number (diffusion of  responsibility, presence of allies) |

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| Ethical evaluation of Milgram’s work. Implications.  Cost benefit analysis.  The obedience alibi  **RM** Methodological Evaluation of Milgram’s work.  **RM** Sampling bias  **RM** Demand characteristics and investigator effects  **RM** Ecological validity and  obedience research in real life settings Hoffling 1996, Bickman 1974 |  |  | Immediacy (proximity of victim and authority figure)  **A3** IWB Teacher presentation – Dispositional explanations – Historic  background to Authoritarian Personality research –  Application to Milgram  Implications of situational v dispositional explanations.  **Extension activity** – Exploration of 2 different events in terms of dispositional v situational  explanations eg Abu  Grahb/Abuse in care homes or an example from current soap.  **A4** Teacher  presentation/introduction on Methodological Evaluation of Milgram’s work.  • Sampling bias  • Demand characteristics • Investigator effects  • Ecological validity  Group work 1 - ethical evaluation of Milgram’s work in relation to the BPS code -  • Deception |
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|  |  |  | • Harm  • Informed consent  • **Extension activity** - Cost benefit analysis.  • The obedience alibi  Group work 2 – compare  Milgram‘s methods and findings with obedience research in real life settings eg Hoffling 1996, Bickman 1974. |
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| Resources |
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| **A1** Classroom videos Obedience and ethics – critical Issues series  Simply psychology  Latane Social Impact Theory  Milgram Video Footage  **A4** Zimbardo Bad Apples or Bad Barrels? Zimbardo on ‘The Lucifer Effect’  **A4** Simply Psychology Hofling Hospital Experiment  TedTalk The Psychology of Tyranny: Did Milgram Get IT Wrong |

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| Specification content  Week 6 | Subject-specific skill development | Learning objectives and outcomes | Suggested learning activities (including reference to  differentiation and extension activities) |
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| Resisting social influence  Nemeth - situational explanation exposure to dissent and the easiest route. Social support  Dispositional explanation – Locus of Control (L of C) internal and external.  What is social change?  How explanation for conformity and obedience can explain social change? Role of dissenters (Asch) and disobedient models (Milgram).  Role of minority influence in social change.  Moscovici‘s concepts of  consistency commitment and flexibility.  Internalisation of the minority position.  Conformity to the zeitgeist. | Shaping material – how research into conformity and obedience can be used to explain social change  Application skills  Research methods – using a standardised scale to assess Lof C | Develop critical appreciation of psychological research into resisting social influence and the process of social change.  Students should be able to:  • Outline situational and  dispositional explanations for resisting social influence.  • Describe how conformity and obedience research has  contributed to understanding social change.  • Describe and evaluate the role of minority influence in social change.  • Apply knowledge and  understanding of social  change to novel situations. | **A1** Group task to recount  instance when you have resisted social influence. Discuss  why/how you resisted social influence. Distinguish between situational explanations and dispositional explanations  Groups share ideas  Teacher presentation –  • Social support - Nemeth • Locus of control  Groups to review earlier  discussion to decide if  explanations fit either of these explanations.  Students do Lof C scale and see if ++ internal Lof C is better able to resist social influence? Mini data analysis.  **A2** Group work – Students to review conformity and obedience research to summarise how each has helped us to understand resistance to social influence. |

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| The process of social change from minority to majority view.  **RM** Overview of social influence research including economic implications eg recycling. |  |  | Teacher introduction to clarify what is  meant by social change.  Discussion on how obedience and conformity research might inform understanding of social change v status quo  **A3** Flipped classroom –  preparation for lesson, students review Moscovici’s study.  Students bring to class their idea of the process of social change. Either as poster or Prezi.  In class discussion and analysis of the process the importance of consistency commitment,  flexibility relate to their idea of the process.  In groups examine examples of social change  texts/podcasts/video and report back on their example and how it relates to Moscovici’s ideas Students work in groups to devise a quizlet test on process of social change.  **A4** Exam questions to develop application skills. Overview of social influence research. |
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| Resources |
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| **A1** Self-assessment of L of C  Mindtools  **A3** Tutor2U – Moscovici  **A3** Psychology4A.com – Social Influence  Definitions and examples; Key studies (Moscovici et al); Factors that affect minority influence; Explanations of minority influence (conflict, snowballing, social cryptamnesia). Contrast between minority and majority influence.  **A3** Quizlet  **A3** Get started with Prezi  **A3** Examples documenting social change eg DEFRA recycling, conservation/climate change. Arab spring. Suffragette movement, Gay rights, women clergy.  Extension resource A time of social change in India. Jenna Meaden in psychology. Review April 2014. Vol 19 N04 PP 14-15 |

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Memory 3.1.2

Prior knowledge: (Research methods 3.2.3/4.2.3)

| Specification content  Week 7 | Subject-specific skill development | Learning objectives and outcomes | Suggested learning activities (including reference to  differentiation and extension activities) |
| --- | --- | --- | --- |
| Models of memory – multi-store model (MSM)  Features - Encoding, capacity and duration of sensory, STM and LTM  Processes attention and  rehearsal  STM v LTM  Encoding, Capacity  Duration, VLTM  Functional separation primacy recency  Neuro physiological evidence | Skills development  Describing research studies Using criteria to evaluate  research studies  What makes a good theory? Using criteria to evaluate  theories/models  Using different types of research evidence to evaluate  theory/models  Maths skills  Calculating descriptive stats Substituting values in formulae Solving basic equations | Develop critical appreciation of the MSM and the ability to use research evidence to evaluate the MSM  Students should be able to:  • Explain features and  processes of MSM  • Distinguish between STM and LTM and describe and evaluate research that  demonstrates the differences between STM and LTM  • Describe and evaluate  research that  supports/challenges  propositions of MSM  • Describe and evaluate the MSM | **A1** Teacher led introduction to models of memory and MSM features and processes using IWB  Group work to generate a series of propositions/hypotheses based on the MSM. (These form the basis of the next 2 class sessions).  Introduction to what makes a good theory basic criteria, the role of hypotheses and evidence.  **Extension activity** to consider a wider range of criteria.  **A2** Practical activities,  Replication of studies that have tested features of the model. Students act as ppts and teacher runs demonstrations.  Data is collected and analysed. Mean, median, mode range standard deviation and |

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| Role of rehearsal maintenance v elaborative rehearsal  Evaluation MSM  **RM** Descriptive statistics – mean, median, mode, range, standard deviation, percentages |  | Students should be able to:  • Distinguish between mean median and mode  • Calculate mean median and mode  • Define range and standard deviation  • Calculate the range  • Calculate percentages | percentages are then linked to hypotheses from **A1**  STM v LTM  Encoding (Conrad) (Baddeley). Comparing acoustically and semantically similar and  dissimilar material and recording errors.  Capacity (Jacobs).  Duration (Peterson and  Peterson) Bahrick – VLTM  **A3** Students work in 3 groups to research evidence for  • Functional separation -  Sperling  • Glanzer and Cunitz –  Primacy recency  • Neuro physiological evidence from scans fMRI Squire 1992  • Role of rehearsal Craik and Lockhart’s challenge to MSM maintenance v elaborative  rehearsal  Each group feeds back on one of the 3 aspects. Other groups can add or amend detail. Materials shared via VLE. |
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|  |  |  | **A4** Review of evidence for and against MSM – strengths and limitations of evidence.  Strengths and limitations of the theory/evaluation of MSM.  Students complete a series of exam style questions, multi choice/application, short answer. |
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| Resources |
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| **A1** Video on MSM - The curious classroom.  The Curious Classroom  **A1** What makes a good theory? Link to AQA resources criteria for evaluating theories and for evaluating research studies.  AQA Compendium of skill development activities. The compendium is part of the post-event handbook for PSYA3 training sessions found on Secure Key Materials.  **A2** Working out mean, median, mode.  Working out standard deviation.  BBC Bitesize maths and statistics  **A2** Working out SD  YouTube: Working out SD  **A4** AQA web site  AQA past papers and mark schemes |

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| Specification content  Week 8 | Subject-specific skill development | Learning objectives and outcomes | Suggested learning activities (including reference to  differentiation and extension activities) |
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| Types of LTM - Procedural, episodic, semantic. Tulving Bower  **RM** Case studies - Brain damage  Working memory model  Focus on STM  Key features of the model - phonological loop visuo-spatial sketchpad, central executive episodic buffer  Coding and capacity  Limited capacity central  executive - Hunt 1980  Dual task studies Baddeley and Hitch  Strengths, limitations and  contribution of WMM | Accessing and reading  psychological material  Generating  hypotheses/propositions  Evaluation using criteria to evaluate:  • Models/theories  • Research evidence  Apply knowledge and  understanding of models to explain everyday situations  ICT | Develop critical appreciation of the types of LTM and the working memory model (WMM) and the ability to use research evidence to evaluate the model.  Students should be able to:  • Distinguish between types of LTM  • Explain features and  processes within the WMM  • Describe and evaluate  research into the WMM  • Describe and evaluate the WMM in terms  • Apply knowledge and  understanding of models of memory to explain everyday situations | **A1** Flipped classroom. Students view video material on WMM and complete worksheet in prep for the class or do quizlet test.  Class activity to generate series of propositions/hypotheses based on the feature and  processes of WMM.  **A2** Teacher led practical  activities to demonstrate features of the model and test  propositions from **A1**  1) Central executive and limited capacity – Hunt 1980 study 2) Phonological loop – including the role of the phonological store and articulatory loop –  demonstrate by using animal sounds and also articulatory suppression.  3) Demonstration of visuo-spatial sketchpad – Dual task  experiments, Baddeley. |

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|  |  |  | **A3** Independent learning TASK students to research the main criticisms of the WMM and the CE in particular and present the findings using ICT.  **A4** Applications activities.  Sample exam application  question.  Extension activity. Practical uses of working memory eg  application to education - the phonics system to read and spell. Application of the model to dyslexia, early detection.  Working Memory training  programmes. |
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| Resources |
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| **A1** YouTube outlines of WMM  Psych Boost WMM  Psych Boost Evaluation of WMM  Extension (clips of Baddeley talking about each component)  Simply Psychology: WWM Extension  Alan Baddeley - lecture WMM  **A4** Improving ADHD using Working Memory training programmes  Caroline Rigby: Keeping up to date evaluating the working memory model |

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| **Autumn Half Term** |
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| Specification content  Week 9 | Subject-specific skill development | Learning objectives and outcomes | Suggested learning activities (including reference to  differentiation and extension activities) |
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| Explanations for forgetting  Interference pro-active and retroactive  Retrieval failure and absence of cues  Context dependence  State dependent  **P** Practical - Memory experiment. Students to design  Repeated measure experiment using counterbalancing  Collect data. Analyse, interpret and present data.  **RM** Descriptive stats, Measures of central tendency and  dispersion  **RM** Percentages, mean, median, mode, range and SD  **RM** Presentation of data table graphs | Research methods skill  development - research design, data collection and analysis  Mathematical skills/calculation of central tendency, dispersion and percentages.  Data analysis and presentation skills  Reflection skills based on  participation in psychological demonstration | Develop critical appreciation of research into interference and retrieval failure as explanation of forgetting.  Student should be able to:  • Distinguish between pro active and retroactive  interference  • Distinguish between context and state dependent  forgetting  • Describe and evaluate  research into forgetting  • Explain and evaluate  interference as an  explanation for forgetting with reference to research that  has investigated interference  • Explain and evaluate retrieval failure as an explanation for forgetting with reference to research that has context and state dependent forgetting | **A1** Introductory demonstration of retro and or proactive inhibition.  Q and A plus summary of each and research evidence eg  Postman 1960. Discussion of instances where interference provides an effective explanation.  Application activity engaging with exam style scenarios. Extension tasks for students to develop or synthesise their own examples for each of the 2 types of  interference.  **A2** Retrieval failure - teacher led overview of distinction between context and state dependent Review of research evidence Context (Tulving and Pearlstone (1966) study about context - learning material in categories, Baddeley (1975) deep-sea divers). |

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| **RM** Display and interpret findings  Draw conclusion  Evaluate own research study |  | • Design, carry out and present findings of research into  memory. | State dependent (Goodwin et al (1969) effects of alcohol on state dependent forgetting).  Focus on research design and issues in preparation for **A3**.  **A3** Set up group work. Students to design a part replication of Tulving and Pearlstone’s study of the effect of context on retrieval, using repeated measures design and counterbalancing (as a control).  Homework to write up method.  **A4** Data analysis in groups. Results should be analysed and presented using measures of central tendency and dispersion, graphs and tables. Present the findings and conclusions  including issues, using ICT. |
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| Resources |
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| **A1** 1st element of this useful for retro and pro-active inhibition  Prezi: Explanations of forgetting interference context amnesia facial recognition eyewitness testimony  **A3** BPS Ethical guidelines for teachers and students of psychology  **A3 and A4** Class practical teacher guidelines  Investigation design worksheet to guide decision making (as used in Week 2) |

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| Specification content  Week 10 | Subject-specific skill development | Learning objectives and outcomes | Suggested learning activities (including reference to  differentiation and extension activities) |
| --- | --- | --- | --- |
| Accuracy of EWT  Loftus and Palmer study –  reconstructive memory  hypothesis of factors affecting EWT  The role of misleading  information, leading questions and post event discussion eg Loftus and Palmer study  The effect of anxiety on EWT eg Loftus (1979) weapon focus, Yuille and Cutshall (1986), Christianson and Hubinette (1993)  Application of research findings to the real world  Cognitive interview, 4 features and research studies of  effectiveness eg Geiselman. Kohnken (1999) *meta-analysis*. Milne and Bull (2002) | Skill development  Accessing and reading  psychological material.  Independent learning skills  Use of subject specific  psychological terminology  Application of knowledge and understanding of EWT and cognitive interview to novel situations  Evaluation of research studies  Use of research evidence to support factors that affect EWT | Develop understanding of factors that affect accuracy of EWT and critical appreciation of research into these factors.  Student should be able to:  • Describe and evaluate  research into the role of  misleading information,  leading questions post event and the effects of anxiety on EWT  • Apply the findings of EWT research in the real world  • Describe and evaluate the cognitive interview as a  means of improving EWT  (Geiselman)  • To be able to apply the 4 features of the cognitive  interview to novel scenarios  • Design an independent groups experiment | **A1** Flipped classroom – video of EWT/incident plus witness  statements – Students to bring to class their answers to a series of questions about the scene in the  video plus ideas about how memory research would explain differences in accuracy of EWT.  In class teacher led discussion (IWB) of factors affecting  accuracy of EWT and review of research into:  • Misleading information, leading questions and post event information in EWT eg Loftus and Palmer study. The reconstructive memory  hypothesis  • Effects of anxiety on EWT eg Loftus (1979) weapon focus, Yuille and Cutshall (1986)  Christianson and Hubinette (1993)  Discussion of the impact of anxiety – consider the Yerkes- |

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| **P** Practical  Design independent groups experiment to test one factor found to affect EWT | Practical research design skills |  | Dobson law and its application to anxiety and EWT.  **A2** Independent learning tasks:  1. Groups to summarise the main aims, procedures,  findings, strengths and  limitations of the key research into misleading information and anxiety in EWT.  2. Evaluation exercise in pairs. Students focus on one  research method issue in  EWT research and elaborate the point to make it effective evaluation which is then  presented to the group.  3. Application activity engaging with exam style EWT  scenarios.  **A3** Students to work in groups to design an independent groups study to investigate one factor research has shown to influence accuracy of EWT. Aim here is for students to make design  decisions informed by the  strengths and limitations of research they have studied on EWT. Extension task to stretch |
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|  |  |  | the able debate the pros and cons of using different type’s research methods to investigate the accuracy of EWT eg consider the validity, reliability and ethics of anxiety research.  **A4** How can recall/EWT be improved?  Introduction to cognitive interview stages and research into the effectiveness of cognitive  interview eg Geiselman.  Kohnken (1999) *meta-analysis*, Milne and Bull (2002).  Role play of the cognitive  interview technique where  students (in pairs) are given a scenario (role as a witness to an incident) and role as the  professional using the cognitive interview technique. The pair work through the 4 features of the cognitive interview applied to their individual case.  **Extension activity 1** - review the enhanced cognitive interview.  **Extension activity** 2 - what status should memory have in the criminal justice system? |
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|  |  |  | Exploring why there are  miscarriages of justice - Conway Justice and Morrison. |
| --- | --- | --- | --- |

| Resources |
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| **A1** EWT video Classroom video EWT  Classroom video: Further education - psychologyl  A1 Super Psychology Leading Questions and EWT  **A3** BPS Ethical guidelines for teachers and students of psychology  **A3** Class practical teacher guidelines investigation design worksheet to guide decision making (as used in Week 2)  **A4** 10 min video of cognitive interview  Simply Psychology The Cognitive Interview  Psychboost video - Improving EWT – the Cognitive Interview  **A4** Role of gesture in interviewing/EWT from children  University of Hertfordshire: Interviewers gestures mislead child witnesses  **A4** Enhanced cognitive interview  Pakes and Pakes Criminal Psychology Willam Publishing 2009  **A4** Beliefs about autobiographical memory Conway Justice and Morrison The psychologist July 2014 Vol 27 No 7  Extension Materials:  TEdTalk – How Reliable is your Memory? Loftus |

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Attachment 3.1.3/4.1.3

Prior knowledge: (Research methods 3.2.3/4.2.3 Approaches in psychology 3.2.1/4.2.1)

| Specification content  Week 11 | Subject-specific skill development | Learning objectives and outcomes | Suggested learning activities (including reference to  differentiation and extension activities) |
| --- | --- | --- | --- |
| Research of Lorenz and Harlow. Concepts of critical and sensitive period.  Explanation for attachment, learning theory - conditioning explanation.  Harlow Emerson 1964  Bowlby’s monotropic theory, internal working model. | Skills development  Use of subject specific  psychological terminology  Explanation skills  Critical thinking skills – the role of animal research in Psychology  Evaluation of  explanations/theories  Application Skills | Develop understanding of  explanations for attachment in humans and animals  Student should be able to:  • Distinguish between critical and sensitive periods  • Describe and evaluate  research studies that have investigated explanations for attachment in humans and animals  • Describe and evaluate  learning explanations for  attachment  • Describe and evaluate  Bowlby’s monotropic theory of attachment including  economic implications | **A1** Flipped classroom - students prepare by reviewing the work of Lorenz and Harlow and  completing worksheet.  Class led teacher discussion to check understanding of key concepts, what the research shows about attachment, role of animal research and the  implications of the research.  **A2** Teacher led explanation of learning theory explanation of attachment (Power Point)  culminating in a series of 3 or 4 “predictions” based on the theory eg infants will attach to person who attends to basic needs ie feeds the infant. |

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|  |  | • Show understanding of key concepts. Imprinting, critical and sensitive periods, internal working model, fixed action patterns, social releasers,  monotropy, conditioning,  unconditioned/primary  reinforcers,  conditioned/secondary  reinforcers | Student work in groups to:  1. Find and summarise  research evidence to support or challenge the prediction  2. ns. (eg Harlow, Schaffer and Emerson)  3. Evaluate the studies cited Discussion to check and  extend understanding  **A3** Teacher led explanation of Bowlby’s explanation of  attachment (PowerPoint)  culminating in a series of 3 or 4 “predictions” based on the theory eg there is a critical period for attachment, attachment provides internal working model for future attachment, infants attach to one primary care giver.  Student work in groups to:  1. Find and summarise  research evidence to support or challenge the predictions. (eg Lorenz, Schaffer and  Emerson, Rutter 1981,  continuity hypothesis Hazan and Shaffer)  2. Evaluate the studies cited |
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|  |  |  | Discussion to check and extend understanding  **A4** Students attempt a range of exam style questions Multiple choice or Quizlet for terminology check  Application questions  Short essay - outline and  evaluate one explanation |
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| Resources |
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| **A1** Curious classroom 3 part Ainsworth Part 1  Lorenz Harlow 4.3min into video  YouTube: Early Social Development  and/or  Description and evaluation of Harlow’s work  Integrated sociopsychology  **A2** PowerPoint on explanations of attachment  Psychlotron Explanations of Attachment  **A4** Access sample exam questions and mark scheme from AQA website  AQA AS and A level Psychology (7181 and 7182) assessment-resources  or  Exampro - psychology  Quizlet |

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| Specification content  Week 12 | Subject-specific skill development | Learning objectives and outcomes | Suggested learning activities (including reference to  differentiation and extension activities) |
| --- | --- | --- | --- |
| Caregiver infant interaction Contact eg Klaus and Kennel 1976  Imitation eg Melzoff and Moore 1972  Reciprocity and synchrony eg Condon and Sanders 1974  **RM** Observational methods naturalistic/controlled  covert/overt, ppt/non ppt  **RM** Behavioural categories, event sampling, time sampling, Investigating attachment  **RM** Pilot studies  **P** Practical  Using observation schedules to analyse video of  Caregiver-infant interaction Introduction of concept of  Reliability of  observations/categorisation | Research methods  designing observation.  Piloting, sampling,  data collection and  data presentation skills  Math skills interpreting graphical data  Checking reliability of  observations | Develop understanding of the nature and purpose of early interaction and practical  observation research skills  Student should be able to:  • Describe and evaluate  research into imitation,  reciprocity and synchrony in mother infant interaction  • Describe the features,  strengths and limitations of different types of observation  • Explain event and time sampling  • Devise observational  categories and use them in conjunction with event  sampling and time sampling in observing attachment  behaviour  • Explain issues of reliability and validity associated with observations | **A1** Teacher led review of  research into caretaker-infant interaction.  **A2** Teacher presentation on types of observation, sampling procedures and purpose of pilot studies  Including introduction to  observational methods in relation to attachment.  **A3 and A4**  Practical using observation schedules to analyse video of caregiver-infant interaction.  Introduction of concept of  Reliability of  observations/categorisation and “the still face procedure”.  Students work in pairs to create an observation schedule then use it to analyse 3 or 4 you tube video clips of interaction in the still face videos. Compare their results and use appropriate graphs/charts to display findings. |

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|  |  |  | **Extension activity** to consider how they would check the  reliability of their observations Research Methods Companion Flanagan 2012 OUP Ch 3 pp 70- 71  **A5** Practice exam style questions multi choice, application, short answer on caregiver infant interaction including data  questions. |
| --- | --- | --- | --- |

| Resources |
| --- |
| **A1** The nature of caregiver-child relationships:  Mutuality, synchronicity, emotional availability, and social referencing 29 Sensitivity 30  Responsiveness 31 Applicability of caregiver - World Health Organisation  **A1** Lecture and examples of adult infant interaction (9 mins onward)  Aspenideas: Big bang learning brain changes and childhood learning  **A3/A4** BPS Ethical guidelines for teachers and students of psychology  **A4** Tronick’s still face paradigm clips  YouTube: Still Face Experiment:  YouTube: The Still Face Experiment  YouTube: Tronick's Still Face Paradigm  Scienceblogs: Ed Tronick and the still face  **A5** AQA website past papers and mark schemes  AQA AS and A level Psychology (7181 and 7182) assessment-resources |

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| Specification content  Week 13 | Subject-specific skill development | Learning objectives and outcomes | Suggested learning activities (including reference to  differentiation and extension activities) |
| --- | --- | --- | --- |
| Stages in attachment  Schaffer and Emerson  Multiple attachment and the role of fathers  Ainsworth 1978 Strange Situation 8 episodes  Types of attachment Types of attachment, their reliability and validity of categorisation  Factors influencing secure and insecure attachment – maternal sensitivity emotional availability,  (Birringen 2005) temperament (Thomas and Chess 1977)  Cultural variations in attachment Cross cultural studies Van  Ijzendoorn  **RM** Primary and secondary data meta-analyses | Accessing and reading  psychological material  Summarising key points and presenting to class  Evaluation skills in relation to:  • Techniques used in research – strange situation  • Theoretical construct – types of attachment  • Weighing up evidence | Develop understanding of the types of early attachment in humans and factors affecting attachment formation  Students should be able to:  • Describe stages of  attachment formation  • Describe research into  multiple attachment and the role of fathers  • Describe and evaluate the strange situation as a  technique for assessing  attachment  • Distinguish between types of attachment  • Describe and evaluate  research into attachment -  maternal sensitivity,  emotional availability,  temperament, cultural  variations in attachment | **A1** Teacher led IWB presentation on stages (Schaffer 1996), multiple attachment. (Schaffer and Emerson 1964)  Group activity to summarise and present to class research into Father’s role. Parke and Sawin 1980, Wolff 1997, Lamb 1987 and 1995 **Extension material** Lund ty 2003  **A2** Flipped classroom - Student preparation to view Curious Classroom Videos and complete worksheet on Ainsworth’s  work/strange situation.  In class Q and A review  understanding of Strange  situation. Teacher led discussion of:  • Factors influencing secure and insecure attachment  maternal, sensitivity  (Ainsworth 1977) emotional availability (Birringen 2005) temperament (Thomas and |

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|  |  | • Discuss the appropriateness and usefulness of attachment types  • Show understanding of: - the distinction between primary and secondary  data,  - meta analysis and  - cross cultural studies. | Chess 1977 v Vaughn and Bost 1999 meta analysis)  • Type D (Main 1991)  **A3** Teacher led introduction on the value and purpose of cross cultural research and meta analysis. Van Ijzendoorn  research findings, conclusions, implications and evaluation.  **A4** Student independent  research to evaluate Ainsworth’s work.  Students work in same ability groups and are provided with a range of differentiated  materials/articles that address, issues such as:  • reliability of  observation/categorisation, universality of categories,  • appropriateness of SS for children in day care (eg Clarke Stewart 1989, Belsky and  Rovine 1988), different cultures (Meins 2003) initial sample,  • validity of proximity as a  measure of attachment,  predictive validity for future |
| --- | --- | --- | --- |

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|  |  |  | relations/internal working  model,  • Types v dimensions of  attachment eg Fraley and  Spieker 2003  proximity/avoidance dimension and resistance/emotional  confidence dimension.  Each group to submit an outline of strengths and limitations of Strange Situation and implication of research for the types of attachment. |
| --- | --- | --- | --- |

| Resources |
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| **A1** Stages in attachment  YouTube: Stages in Attachment  **A1** Table of stages in attachment  Psychology4A.com – Stages of Attachment  **A1** Father’s role  Science Daily: Child's behavior linked to father-infant interactions  Sciencedaily: Exploration of toddlers and fathers  **A1** Fathers role – a series of research abstracts  Tutor2U – Multiple Attachments and the role of the father |

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A Level Psychology.Net The Role of the Father

**A2** Curious classroom 3 parts video Ainsworth

All in the mind BBC radio 4

BBC: Mind Changers

Brief overview of attachment theory PDF

Attachment Theory

Maternal sensitivity v temperament hypothesis

Integrated Sociopsychology: Sensitivity Temperament

**A4** Evaluation of strange situation

Simply Psychology – Mary Ainsworth and the Strange Situation (includes theoretical and methodological evaluation) **A4** Psych review podcast and article on advances on Ainsworth’s work

Podcast Link

**Extension references**

Economic Implications (AQA)

Psychboost – Attachment in Under 20 minutes:

Are there really patterns of attachment? Fraley and Spieker 2003.

What proximity seeking indicates Bremner 1994.

Culture bias in concepts of attachment Rothenbaum et al 2000/2007.

Waters et al 1995 alternative Qsort method of assessing attachment as stretch and challenge.

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| Specification content  Week 14 | Subject-specific skill development | Learning objectives and outcomes | Suggested learning activities (including reference to  differentiation and extension activities) |
| --- | --- | --- | --- |
| Maternal deprivation (Bowlby) Research evidence on the long and short term effects of MD **RM** Longitudinal studies  **RM** Strengths and limitations  Deprivation and privation  responses to deprivation and vulnerability  Institutionalisation - Romanian orphans  Influence of early attachment on childhood and adult relationships  Self-report measures, structured interview | Accessing and reading  psychological material  Independent research skills Evaluation of research  Use of evidence to evaluate concepts eg IWM  Applications skills  Weighing up evidence  Problem solving/using  understanding of theory and research findings | Develop understanding of the effects of maternal deprivation and institutionalisation on  attachment and the implications of attachment types for later relationships.  Students should be able to:  • Distinguish between privation and deprivation (as relevant to Bowlby’s hypothesis)  • Outline the effects of  maternal deprivation  according to Bowlby’s MDH  • Outline and evaluate  research into the effects of MD  • Describe and evaluate  research into the effects of institutionalisation  • Explain the continuity  hypothesis in relation to IWM | **A1** Introductory PowerPoint on maternal deprivation clarifying distinction between deprivation  and privation and identifying the “propositions” of MDH.  Student activity to review  research to identify and evaluate research to support and  challenge of these propositions Eg Bowlby (1951 and 1944) Freud and Dann (1951)  **Extension activity** - Biological effects of early abuse on  development of the brain  (suitable for those doing  Biology).  **A2** Problem based learning – scenario of 2 children’s early experience in different institutions (varying in quality of care,  staffing and adopted at different ages etc). Students to suggest likely effects on each child and justify the suggestion based on research evidence. |

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|  |  | • Use research evidence to evaluate continuity  hypothesis  • Apply understanding of MD and institutionalisation to  explain novel situations  • Explain the strengths and limitations of longitudinal  studies, self-report measures and structured interviews. | Students undertake independent research into evidence of the effects of institutionalisation on attachment - Romanian orphans – eg Rutter, disinhibited  attachment and reactive  attachment disorder, Gunnar 2000 the effects of levels of privation in institutions.  **A3** Revisit internal working model – discussion of how early  attachment might affect  childhood and adult relationships:  1. Group work - continuity in relation to romantic relationships. Provide each group with a  description of continuity  hypothesis and Hazan and Shaver study 1987 method and findings. This should not contain a table linking attachment type and adult behaviour found in many tests.  Then provide dissected version of a table linking attachment type and adult behaviour which  students have to assemble based on the description in the text (example tables in Holt and Lewis P 105). |
| --- | --- | --- | --- |

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|  |  |  | 2. Group work - intergenerational continuity. Review research that used AAI and showed both continuity in classification of mother and child. eg Fonsgy, Steele and Steele 1991 and evidence of modification/revision of IWM eg Main 1985 (in Gross Science of Mind and Behaviour 6th ed PP 509)  3. Strengths and limitations of self-report (Hazan and Shaver) structured interview AAI (Main et al 1985).  **A4** Review of attachment topic Students attempt a range of exam style questions - Multiple choice for check on concept understanding  Application questions  Plans for essay style questions |
| --- | --- | --- | --- |

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| Resources |
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| **A1** Simply Psychology Attachment  Detail and evaluation of study  Tutor2U Juvenile Thieves  **A1** The Bomb in the Brain Part 3 - The Biology of Violence: The Effects of Child Abuse  YouTube: the bomb in the brain part 3  **A2** Detail and evaluation of study +video clip  Psychboast The Romanian Orphans Study  BBC Radio4  All in the Mind Romanian orphans 21 year on  Life scientific interview with Rutter  BBC Downloads: Life Scientific  **A3** Details and evaluation of Hazan and Shaver study  Psychboost – The influence of attachment on childhood and adult relationships  Psychology4A – Attachment and later relationships  Quiz  Psychcentral Romantic Attachment Quiz  Extension resource  The Psychologis: Oct 2002 Steele  The Psychologist Romania’s Children |

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Research methods 3.2.3, 3.2.3.1, 3.2.3.2

Prior knowledge: Research methods 3.2.3

| Specification content  Week 15 | Subject-specific skill development | Learning objectives and outcomes | Suggested learning activities (including reference to  differentiation and extension activities) |
| --- | --- | --- | --- |
| **RM** Self-report techniques  **RM** Questionnaires. Interviews, structured and unstructured  **RM** Open and closed questions  **RM** Strengths and limitations of self- report techniques  Link to qualitative and  quantitative data  **RM** Population and Sampling - types and procedures  **RM** Pilot studies (pilot  measures/procedure)  REVISION | Research methods skills  Maths skills stratified and  systematic sampling  Reflection and self-assessment Revision strategies and skills | Develop understanding of data collection techniques, their strengths and limitations.  Student should be able to:  • Demonstrate understanding of a range of self-report  techniques  • Distinguish between  qualitative and quantitative data, structured and  unstructured interviews, open and closed questions  • Explain the strengths and limitations of questionnaires, structured and unstructured interviews, qualitative and  quantitative data, open and closed questions | **A1** Teacher led - drawing  together knowledge and  understanding of self-report techniques.  **A2** How effective are your  revision strategies?  Students reflect on how they go about doing revision what they actually do eg highlight rewrite information self test. Suggest they reflect on how they did GCSE revision for eg biology geography sociology. List  strategies and put them in rank order.  Then access “No more  highlighting” and count the number of high yield strategies they use and the number of low yield. |

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|  |  | • Distinguish between  population and sample  • Explain opportunity and volunteer samples and how to select random, stratified, systematic samples  • Explain the implications of sampling for generalising and bias  • Explain the purpose of pilot studies in relation to research design and materials  Develop revision skills  Students should be able to:  • Distinguish between effective and less effective revision  strategies  • Use a range of effective revision strategies  • Identify aspects of the first term’s work that need  significant revision  • Identify aspects of each topic that they have not really  understood | You can use the data to revise calculating measures of central tendency or percentages.  Get class to suggest what the data suggests about the  effectiveness of their revision if they continue and how they could improve.  **A3 and A4** Revision Preparation - students submit on line listing of how confident they are that they understand each of the elements of the topics research methods, social influence, memory,  attachment and identify aspects of the topics requiring additional learning.  Students to try out different strategies from the thinking ladder. (Recall understanding, application, analysis, evaluation and creation) in relation to the revision topics.  Quizlet.com – you and/or  students create learning  activities/games to challenge each other.  Based on analysis of topic  understanding and effective revision activities students draw up revision plan. |
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| Resources |
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| Research Methods Companion Flanagan 2012 OUP pp16-17  **A2** Revision apps eg  Gojimo Revision App  Seneca revision App  Make sure that the app is for the new spec and not for the current spec, although much of the material is interchangeable **A2** YouTube – Scientificaly Proven Best Ways to Study  **A3 and A4**  The thinking ladder  TES Thinking Ladder Free Resources  **A3** Revision pod casts on approaches, defining abnormality, fight flight response, obedience, minority influence, conformity Podbean Podcasts – podcasts on a range of topics relating to A Level Psychology |

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| **Christmas** |
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| Specification content  Week 16 | Subject-specific skill development | Learning objectives and outcomes | Suggested learning activities (including reference to  differentiation and extension activities) |
| --- | --- | --- | --- |
| Mock exam paper AS or A-level questions from paper 1 specimen paper  **RM** Correlational research  Strengths and limitations.  Positive and negative and Zero relationships  **RM** Presenting and interpreting correlational data  **RM** Scatterplots  Research methods question  **P** Practical research to design a correlational study using  standardised scale | Practical research design skills Data handling  Mathematical skills  Data analysis and presentation Drawing conclusions from data | Understanding of own knowledge and skills based on exam  performance.  Student self assessment/review record.  Develop understanding of the correlational research.  Students should be able to:  • Distinguish positive negative zero correlations  • Present and interpret  correlational data | **A1** Teacher led overview - the nature of correlation direction and strength (positive, negative, zero) Strengths and limitations of correlational research.  Use exam/test score and one other measure (that can be measured quickly) that students think might correlate positively with exam performance, and one that might correlate negatively with exam performance to  provide practice in plotting  scatterplot and estimating  strength of the relationship. Correlation but no causal  inferences eg of spurious  correlations.  **Extension activity** students to interpret findings.  Check understanding – brief outline of 7 or 8 studies, some expert and some correlational, ranging in complexity, students |

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|  |  |  | identify which are experiments and which are correlational. Exam style question based on correlation.  **A2** Practical research to design a correlational study using  standardised scale.  Students work in pairs/small groups to design a correlational study. This should include:  • Proposal (so teacher can check it is ethical and  practical)  • Pilot study to pilot measures and or procedure  • Data collection for 10 pairs of scores, recording data  • Data analysis descriptive stats and graphical  presentation  • Data analysis and  presentation  Possible measures – Locus of control, self-esteem, sensation seeking BBC Science: The Human Body  Facebook addiction  Psychcentral: Geekquiz |
| --- | --- | --- | --- |

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|  |  |  | **A3** feedback on exam and individualised learning plan to address issues from the exam. |
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| Resources |
| --- |
| **A1** Outline of experimental and correlational studies for students to distinguish correlational v experimental research and interpret findings. Spurious correlations  Tylervigen: Spurious Correlations  **A2** Class practical teacher guidelines Investigation design worksheet to guide decision making (as used in Week 2). |

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Biopsychology 3.2.1.1/4.2.2

| Specification content  Week 17 | Subject-specific skill development | Learning objectives and outcomes | Suggested learning activities (including reference to  differentiation and extension activities) |
| --- | --- | --- | --- |
| Bio psychology  From the bottom up -  Structure and function of sensory relay and motor neurons.  Synaptic transmission  Process and the role of  neurotransmitters - excitation and inhibition. | Independent learning  Terminology and concept  development  Identification of  components/elements in  diagrammatic form  Explanation of biological  processes  Application skills | Develop understanding of the basic structure and function of neurons.  Students should be able to:  • Use technical terminology correctly  • Label diagrams of neuron and synapse  • Explain:  - how neurons  communicate  - the process of neuronal transmission  - the process of synaptic transmission  • Explain the role of:  - neurotransmitters  - the effects of drugs on  transmission and  behaviour  - agonists and antagonists | Given the nature of  biopsychology it is likely that visual/slides/video material will play a significant role and  students will bring to sessions differing levels of understanding from GCSE biology.  Differentiation is therefore  important and peer tutoring may be useful. Activities need to focus on consolidating students  understanding and correct use of appropriate terminology.  **A1** Flipped classroom.  Preparation for the classroom session -view slide presentations on introduction to biopsychology.  In session:  • Carousel of assessment activities – multi choice and short answer questions, quiz let tasks, to check  understanding and stretch |

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|  |  |  | and challenge. Differentiated questions including extension questions on action potential, chemistry of neuronal  transmission and how  demyelination might be  implicated in MS.  Carousel hubs with questions on: • types of neuron,  • process of neuronal  transmission,  • synaptic transmission, the role of neurotransmitters and the effects on behaviour and  • the effect of drugs on  transmission.  **A2** If the group is creative try getting them to create a  performance depicting the  processes (eg synaptic  transmission) with cast and stage directions that explain how the elements of the performance link to biological process.  **A3** Practice exam style questions completing diagrams presented in different ways. Term definition matching. |
| --- | --- | --- | --- |

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|  |  |  | Use Quizlet to develop multi choice test and use “scatter function” to help consolidate terminology and concept  learning. |
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| Resources |
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| **A1** Flipped class  Slides 27 onwards  Jamie Davies: Week 11 AS biological psychology  **A1** neuronal transmission, synaptic transmission neurotransmitters Slides 1 – 34  Slideshare: Neuroscience Part-1bb  Constructing a neuron  New Scientist -Make a neuron  **A3** Quizlet |

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| Specification content  Week 18 | Subject-specific skill development | Learning objectives and outcomes | Suggested learning activities (including reference to  differentiation and extension activities) |
| --- | --- | --- | --- |
| Divisions of nervous system Structure and functions of CNS  Structure and functions of  somatic and autonomic NS  Endocrinal system (glands and hormones) and their influence on behaviour  Adrenaline and the fight or flight response | Terminology and concept  development  Identification of  components/elements in  diagrammatic form  Explanation of biological  processes  Application to scenarios  Independent research skills Analytic skills | Develop understanding of the structure and function the NS and endocrinal system.  Students should be able to:  • Use technical terminology correctly  • Complete diagrams that represent the divisions of the nervous system  • Describe the structure and functions of:  - CNS including basic  areas of the brain  - somatic NS  - ANS  - Endocrinal system  • Explain the role of adrenalin in the fight and flight  response | **A1** Flipped classroom -  Preparation - view Khan  academy online lesson on CNS ANS. Set quizlet test to be completed prior to lesson.  Group work – Students view You Tube: Fight or Flight  Response  Explain an example of fight and flight response.  Present students with a range of similar brief situations. Students have to explain the likely  physiological responses to those situations using correct  terminology. Eg Sam hits his knee and rubs it better. Sally hears footsteps behind her in the dark, relief when Sally gets home safely.  **A2** Teacher introduction  distinguishing between neuro transmitters and hormones. |

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|  |  |  | Independent research, students work in small groups/pairs to investigate the effect of  hormones/associated  neurotransmitters. Eg adrenalin, oxytocin. What has research shown about how each functions and its influence on behaviour? Create a “fictitious case study scenario” illustrating some  aspects of neural/hormonal functioning.  Pairs present case study for class to analyse and answer the Q “Use your knowledge of  biopsychology to explain …..” |
| --- | --- | --- | --- |

| Resources |
| --- |
| **A1** Khanacademy: Crash Course Biology - The Nervous System  **A1** Slides 34-45  Psychboost The Nervous System (video)  **A1** Extension  Brain Connection  **A1** Psychology4A.com Biopsychology  **A2** Research Digest: When the cuddle hormone turns nasty - oxytocin linked with violent intentions |

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Approaches in psychology 3.2.1/4.2.1

Prior knowledge: (Biopsychology 4.2.2 A-level, 3.2.1.1 AS level)

| Specification content  Week 19 | Subject-specific skill development | Learning objectives and outcomes | Suggested learning activities (including reference to  differentiation and extension activities) |
| --- | --- | --- | --- |
| Approaches in Psychology Biological approach  Assumptions and methods Overview of biological structures and neurochemistry  Genetic basis of behaviour genotype phenotype  Role of family, twin and adoption studies.  Eg of studies of genetic basis of behaviour  Evolutionary basis of behaviour, selective advantage, natural selection, sexual selection | Use of subject specific bio  psychology terminology  Explanation of biological  processes  Evaluation skills development  Strengths and limitations of the Biological approach | Develop critical appreciation of the biological approach.  Students should be able to:  • Outline the assumptions and methods of the biological  approach  • Use key concepts/terms appropriately to describe  neurochemical, genetic and evolutionary explanations  • Outline genetic transmission and the influence of genes on behaviour  • Distinguish between  genotype and phenotype  • Explain the role of family and twin studies and the role of shared and non-shared  genes and environments | **A1** Flipped classroom students to view The human brain or Secrets of the human brain and complete quizlet test/tasks prior to session.  Carousel classroom with internet and text resources to complete a worksheet covering -  assumptions of biological  approach; methods of  investigation used by biological approach, the influence of CNS brain structures, the influence of ANS; influence of  neurotransmitters and hormones.  **A2/A3** Twin studies/adoption studies in teacher led session to focus on the biology of genetics key concepts genotype,  phenotype, and examples of twin and adoption studies. |

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|  |  | • Outline evolutionary basis of behaviour and the role of  selective advantage, natural selection and sexual  selection  • Outline the influence of CNS ANS somatic NS and  endocrinal system on  behaviour  • Outline the influence of neurotransmitters and  hormones on behaviour  • Identify ethical issues  associated with biological  approach  • Explain strengths, limitations and the contribution of the  biological approach including economic implications | For homework students prepare for a class discussion on the role of twin studies and the  implications of research into the genetic basis of behaviour eg the implications of the view  presented for social problems and social policy.  Provide a range of resources to address different levels of  student. Either from texts or internet resources eg “The latest science of nature nurture”. Like baboons-our-elected-leaders are-literally-addicted-to-power.  **A4** The Evolution game  **A5** Students respond to a range of short answer/multiple choice exam style questions. |
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| Resources |
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| **A1** Film doc secrets of the human brain 1.5 hrs  Youtube: Secrets of The Human Brain  Quizlet  **A2/A3** The latest science of nature nurture. If not used in 1st year try it now. Key focus is on epigenetics and the role of pre and post natal environment on addictions and mental and behavioural problems aggression  YouTube: The Latest Science of Nature Versus Nurture  **A4** Psychology Wizard- Evolution  **A5** Range of useful videos from Psychboost  Psychboost – Approaches in Psychology in 20 minutes  Simple Psychology  https://www.simplypsychology.org/perspective.html  and  https://www.simplypsychology.org/a-level-approaches.html |

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| Specification content  Week 20 | Subject-specific skill development | Learning objectives and outcomes | Suggested learning activities (including reference to  differentiation and extension activities) |
| --- | --- | --- | --- |
| Behaviourist approach  Assumptions and methods  Classical conditioning (CC) key concepts Pavlov  Operant conditioning (OC) key concepts. Types of  reinforcement. Negative  reinforcement v punishment Skinner  Social learning theory and the role of mediation processes – imitation identification modelling, vicarious reinforcement,  Bandura. | Problem  solving/analytic/application skills Independent learning skills  Accessing and reading  psychological material  Analytic skills  Use of subject specific  psychological terminology  Explanation skills | Develop critical appreciation of the learning approach  Students should be able to:  • Explain the assumptions and methods of the behaviourist approach  • Use key concepts/terms appropriately to  describe/explain operant and classical conditioning  • Distinguish between OC and CC and between and  between reinforcement and punishment  • Outline applications of OC and CC  • Explain strengths and  limitations of OC and of CC  • Evaluate the behaviourist approach  • Explain the assumptions of the SLT | **A1** Flipped classroom. In  preparation students undertake research into behaviourist  approach using  internet/YouTube/psychlotron/tex tbooks  Structured worksheet to identify assumptions, (empiricism,  environmentalism, methods. **Extension** may refer to  determinism and reductionism). Key concepts and processes of OC and CC (stimulus, response, positive, negative reinforcement, punishment. **Extension**  reference to schedules).  Completed worksheet to be submitted online.  In class (2 lessons)  Activities to develop  understanding.  **1a** Analysis of scenarios using CC  **1b** Group work to outline  strengths and limitations of CC |

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|  |  | • Outline the role of mediation, imitation, identification,  modelling vicarious  reinforcement in learning  • Outline applications of SLT  • Explain strengths and  limitations of SLT | **2a** Analysis of scenarios using OC  **2b** Group work to outline  strengths and limitations of OC  **3** Whole class Q and A/IWB. Evaluation of the approach – culminating in students  completing a table giving  description and comment on main assumptions and  methodology of behaviourist approach (table based on  Pennington and Mcloughlin P 256)  **A4** Flipped Classroom students to view video of Bandura  research  Teacher led session to focus on assumptions, key concepts. Processes of SLT  Analysis of scenarios using SLT Group work to outline strengths and limitations of SLT |
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| Resources |
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| **A1** Learning OC CC etc  Clips for class: learning  **A1** Psychology: What Are Schedules of Reinforcement  **A1 1a** Analysis of scenarios CC  Psychlotron: AS AQB approaches behaviourism CC Analysis  **A1 2a** Analysis of scenarios OC  Psychlotron: AS AQB approaches behaviourism OC Analysis  **A4** SLT PowerPoint  The Brain a Secret History - Bobo Doll  Psychboost – Social Learning Theory Video |

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| Specification content  Week 21 | Subject-specific skill development | Learning objectives and outcomes | Suggested learning activities (including reference to  differentiation and extension activities) |
| --- | --- | --- | --- |
| Strengths and limitations of learning approaches  Cognitive approach  Assumptions and methods  Internal mental processes  Monitoring and controlling  purposes of consciousness Role of schemas  Theoretical and computer models to explain mental processes. The role of inference in  understanding behaviour  The emergence of cognitive neuroscience | Accessing and reading  psychological material  Use of subject specific  psychological terminology  Independent learning skills Group work skills  Evaluation skills development  Strengths and limitations of approaches | Develop critical appreciation of the learning approach  Students should be able to:  • Explain strengths, limitations and contribution of the  learning approach  • Develop critical appreciation of the cognitive approach  Students should be able to:  • Explain the assumptions and methods of the cognitive  approach  • Use key concepts/terms appropriately  • Explain the role of  - models in understanding mental processes a  - consciousness in  monitoring  - and controlling behaviour - schemas  - inference in understanding - behaviour. | **A1** Drawing it all together- focus on critical appraisal of the  assumptions and of the  component learning theories and their contributions in different areas of psychology  Group work – each group selects a creative/transformation task from the thinking ladder to depict “complete evaluation of learning approaches” to present to class.  **A2** Introductory lesson on  cognitive approach lesson plan, ppt and activities.  **A3** Carousel classroom with internet and text resources to complete a worksheet covering historic roots; assumptions; internal mental processes eg schemas, information  processing, their functions; ways of investigating internal mental processes; the role of inference, the role of models and computer analogies. |

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|  |  | • Explain the information processing model including serial and parallel processing and the contribution of  computer analogies  • The emergence of cognitive neurocscience  • Evaluate of the contribution of cognitive approach its  strengths, limitations  applications and ethical  issues associated with  cognitive neuroscience | **A4** Student independent  investigation into cognitive  neuroscience preparation for class activity (flipped classroom) Students to bring to class -  A short passage that outlines what is meant be “cognitive neuroscience”.  Outlines of 3 examples of  applications of cognitive  neuroscience in everyday life.  **Extension activity** – brief  discussion of neuroethics and/or neuroscience and free will.  Session activity Q and A  confirms understanding of  cognitive neuroscience. Group work to produce and overall evaluation of cognitive approach. |
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| Resources |
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| **A2** Cognitive approach introductory lesson  Psychology4A.com – the cognitive approach  Simply Psychology – Approached in Psychology  Psychboost – Cognitive Approach (Video)  **A4** Taxi v bus drivers and other commercial applications  YouTube: Neuroscience and Cognitive Training  **A4** Cognitive neuroscience face recognition  YouTube: Cognitive Neuroscience  **A4** Extension activity  Neuroethics: Introduction to Neuroscience and Society (Martha J. Farah, PhD)  Neuroscience and free will  Belief in free will threatened neuroscience |

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| **Spring Half Term** |
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Psychopathology 3.2.2/4.1.4

Prior knowledge: (Approaches in psychology 3.2.1**,** Biopsychology 4.2.2 A-level, 3.2.1.1 AS level)

| Specification content  Week 22 | Subject-specific skill development | Learning objectives and outcomes | Suggested learning activities (including reference to  differentiation and extension activities) |
| --- | --- | --- | --- |
| What is Psychopathology Normal v abnormal  Cultural relativism reference to culture bound syndromes  Definitions of abnormality their strengths and limitations  **RM** Normal distribution and skewed distributions | Discussion skills  Mathematical skills  Evaluation skills strength and limitations of definitions | Develop understanding of the concept of abnormality and definitions of abnormality.  Students should be able to:  • Explain definitions of  abnormality  • Statistical infrequency  • Deviation from social norms • Failure to function adequately • Deviation from mental health  Evaluate definitions of  abnormality in terms of their strengths and limitations.  Demonstrate understanding of the implications of different definitions. | **A1** Challenge students’ ideas about what is normal eg card sort normal/not normal put on the cards a range of behaviours including some that are  symptoms of anxiety, depression, OCD, schizophrenia.  Picture sort gather images of rituals that are very specific to particular groups or to periods in history.  Use one image as the starting point for discussion of what is normal eg Tiawan classroom.  Discussion focusing on temporal and cultural context that  influences their views of what is normal/abnormal. Examples of culture bound syndromes and concept of cultural relativism. |

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|  |  | Apply knowledge of definitions to scenarios.  Outline the characteristics of normal and skewed distribution. Indicate position of mean,  median, and mode on normal and skewed distributions. | **A2** Teacher presentation of definitions.  Student group activity:  • Identify and explain strengths and limitations of each  definition  • Take examples of behaviours they have defined as  abnormal in introductory  session explain how well  each definition fits the  behaviour described  • Complete sample exam style multiple choice and scenario style application questions  **A3** Use statistical infrequency to introduce the normal distribution with discussion of what is  abnormal and whether some statistically rare behaviours are desirable. Consider how  distributions become skewed.  **A4** Discussion of classification and diagnosis of disorders and the medical model abnormality |
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|  |  |  | as mental illness. Problems associated with diagnosis,  reliability of diagnosis. Rosenhan study  **Extension** - Classification and diagnosis are not listed on the specification here but underpin evaluation of explanations and therapies eg co-morbidity,  reliability of diagnosis,  medicalisation of disorders. |
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| Resources |
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| **A1**  Psychopathology: what is normal  Psychology Wizard: Being Sane in Insane Places  **A4** BBC radio 4 Mind changers Rosenhan revisited  BBC Radio 4: Mind Changers |

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| Specification content  Week 23 | Subject-specific skill development | Learning objectives and outcomes | Suggested learning activities (including reference to  differentiation and extension activities) |
| --- | --- | --- | --- |
| Introduction to Psychological disorders  Behavioural emotional and cognitive characteristics of phobias, adaptive v maladaptive fear, diagnosis, co-morbidity, cultural differences  Behavioural approach to  explaining phobias  CC Watson and Rayner  and the acquisition of phobia. Concept of preparedness eg Ohman (1975) and uncertainty eg Mineka (1985)  OC and the reinforcement of phobic behaviour through  avoidance.  Mowrer - Two Process theory | Accessing and reading  psychological material  Independent learning skills  Use of subject specific  psychological terminology  Application skills – moving from the approach to its application to psychopathology/phobia  Analysis and transformation skills Explanation skills  Weighing up evidence and evaluation skills Groupwork skills | Develop understanding of  phobias and the behavioural approach to explaining phobias  Students should be able to: • Define phobias  • Distinguish between adaptive and maladaptive fear  • Outline behavioural, cognitive and emotional characteristics of phobias  • Explain issues associated with diagnosis including level of severity of symptoms, co morbidity and cultural  difference/context  Explain the role of:  • Classical conditioning, paired association  • Avoidance, operant  conditioning and  maintenance of phobias | **A1** Introductory activity card sort – cards each have a behavioural, emotional or cognitive  characteristic of phobia,  depression or schizophrenia, OCD. Students to sort into disorders. Students can duplicate cards to use for more than one disorder. Then re-sort cards for each disorder into cognitive, behavioural, emotional. Reflect back to issues of  classification/diagnosis.  **A2** Flipped classroom students view examples of phobic  behaviour and use text or online sources to prepare a definition and a description of the clinical characteristics of phobia.  **Extension activity** - to identify the most important  characteristics and the  levels/intensity of symptoms required for diagnosis and the |

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|  |  | • Mowrer’s two-process  approach  • Preparedness and  uncertainty  Describe evidence to evaluate learning explanation eg Watson and Rayner 1920, Gray 1975, Ohman 1975, Mineka 1985, Cook and Mineka 1990.  Evaluate leaning approach to explaining phobias – evidence, strengths and limitations of the explanation. | implications for reliability and validity of diagnosis.  **A3** Teacher led Q and A to review classical conditioning process and concepts. IWB diagrams which are then printed out for group work activity.  Group work (Thinking ladder - creative transformation). Provide students with video clip and printed description of the Watson and Rayner 1920 study. Students have to analyse the study to match the procedure to the elements of CC.  Discussion of how a classically conditioned phobic response would be maintained by operant conditioning. |
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| Resources |
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| **A2** YouTube clips of phobic behaviour – there are plenty and they change regularly  **A3** The thinking ladder  TES Thinking Ladder Free Resources  **A3** Video clip of Watson and Rayner – Little Albert  Little Albert Video  **A3** Simplypsychology: Classical Conditioning |

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| Specification content  Week 24 | Subject-specific skill development | Learning objectives and outcomes | Suggested learning activities (including reference to  differentiation and extension activities) |
| --- | --- | --- | --- |
| Treating Phobias  Systematic desensitisation, principle of reciprocal inhibition, the role of hierarchy, relaxation  Flooding principles and process of the role of exhaustion and stimulus satiation. Distinction in vivo in vitro and VR, research on effectiveness  Evidence of effectiveness and appropriateness of behavioural therapies | Evaluation skills  Weighing up evidence and ethical considerations  Using criteria to judge  effectiveness and  appropriateness in relation to therapies  Critical thinking:  • Developing lines of argument • Drawing conclusions  • Using mathematical skills | Develop understanding of the behavioural therapies as applied to treatment of phobias.  Students should be able to:  • Outline the key concepts and processes of  - systematic desensitisation - flooding  • Distinguish between  - flooding and systematic desensitisation  - in vivo in vitro  • Explain ethical issues  associated with behavioural therapy  • Identify criteria for evaluating appropriateness and  effectiveness therapies  • Describe outcomes research  • Use outcomes research to evaluate therapies | **A1** Flipped classroom – students view video material depicting SD and flooding, and draw up  procedure for each from video to bring to class. Class session analysis of procedure in relation to CC and OC concepts. Produce formal description of SD and flooding.  **A2** Discussion of ethics,  appropriateness and  effectiveness.  What is meant by  appropriateness and how can we judge appropriateness – criteria. What is meant by effectiveness and how can we measure and judge effectiveness?  **A3** Developing lines of argument and weighing evidence. Students presented with summaries of a range of studies to evaluate SD and flooding. They have to read them and use them to construct an evaluation of behavioural |

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|  |  | • Evaluate the effectiveness and appropriateness of  - systematic  desensitisation  - flooding, including  economic implications | therapies, focusing on the  appropriateness and  effectiveness of SD and flooding. Differentiate by range and  complexity of studies.  Lang and Lazovik 1963 SD v no therapy  Marks 1973 effect of exposure stronger than the relaxation  Richards 2002 in vivo graded exposure most effective  Marks 1981 in vivo flooding most effective  Wilson 1980 most effective for specific phobias  van Hout, Wiljo J. P. J.;  Emmelkamp, Paul M.2002 procedure variation and  improvement rate  Choy et al 2007 VRET/SD only successful for flight and height phobia not social or specific animal phobias. Also SD resulted in high drop out/discontinuation of therapy  Ethical considerations |
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|  |  |  | Craske and Barlow 1993 found high improvement but also high relapse with SD  **Extension** - comparison with other exposure therapies eg virtual reality exposure therapy, CBT, other evaluative  considerations eg long v short term benefits, reliability of initial diagnosis, symptom substitution.  **A4** Practice exam style questions multi choice, application, short answer on treating phobias including data questions with maths requirement. |
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| Resources |
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| **A1** Video  Avoidance, flooding SD/graded exposure  Psychology4A Treating Phobias  Psychboost treating Phobias  Examples of flooding video  YouTube: Primal Fear - Dealing with Phobias  YouTube: Part 1 Primal Fear - BBC Explorations  **A2**  BPS Research Digest: The mistakes that lead therapists to infer psychotherapy was effective, when it wasn't  **A3** Extension resources for evaluation of behavioural therapies for phobia and case study of SD  van Hout, Wiljo J. P. J.; Emmelkamp, Paul M. G.  Gedragstherapie, Vol 35(1), Mar 2002, 7-23.  Abstract at PsycINFO Database Record (c) 2012 APA. Notes that exposure *in vivo* therapy is on average an effective behavioural technique in reducing phobic complaints. However, not all patients improve at the same rate during exposure therapy or maintain their gains in the long run  London Hypnotherapy UK: Use of In Vivo and In Vitro Desensitization  **A4** AQA web site  AQA AS and A level Psychology (7181 and 7182) assessment-resources |

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| Specification content  Week 25 | Subject-specific skill development | Learning objectives and outcomes | Suggested learning activities (including reference to  differentiation and extension activities) |
| --- | --- | --- | --- |
| Behavioural, emotional and cognitive characteristics of depression  Co-morbidity and issues of diagnosis  Cognitive explanations for  depression  Ellis ABC model  Beck’s cognitive triad and errors in logic. Examples of cognitive biases.  Evaluation of cognitive  explanations  Research evidence eg Reynolds (2003) Evans (2005) Hammen (1992). | Application skills – moving from the approach to its application to psychopathology/depression  Analysis and transformation skills Explanation skills  Selection and weighing up evidence  Use of evidence in evaluating Cognitive models  Reflection  Groupwork skills  Analysis and application skills | Develop understanding of  depression and the cognitive approach to explaining  depression  Students should be able to: • Define depression  • Distinguish between major depressive disorder and  bipolar disorder  • Outline behavioural, cognitive and emotional characteristics of major depressive disorder  • Show awareness of age and gender patterns of incidence  • Explain issues associated with diagnosis including level of severity of symptoms,  symptom overlap, co  morbidity and cultural  difference/context  Explain the role of: | **A1** Provide students with a series of mini case studies of  depression. Students work in pairs or groups to identify:  • Examples of Beck’s cognitive biases (Basic level of  analysis to identify egs  cognitive distortion of over  generalisation, magnification, selective perception, absolute thinking or an extended  analysis as per table in Bailey et al Nelson Thornes 2009 pp 325)  • Examples of Beck’s cognitive triad the focus of the negative thinking (self, world, future)  • **Extension activity** examples of global stable internal  attributions for negative  events  • Discussion of the explanation and those aspects of the  case studies not addressed by the explanation |

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|  |  | • Negative schemas, cognitive distortions or biases, and  Beck’s cognitive triad  • Irrational thought patterns and interpretation of events as in Ellis’s ABC model of  depression activation, belief, consequences,  • Internal, stable, global  attributions for negative  events Abramson 1978  (Extension)  Describe evidence to evaluate Beck’s model and Ellis’s model  Evaluate cognitive approach to explaining depression –  evidence, strengths and  limitations of the explanation. | **A2** Independent research  activity, students to research explanations for gender  differences in incidence of  depression.  **A3 Extension activity** students to research Peterson and  Seligman 1984, Abramson 1978, 2002. Attribution model.  **A4** Review evidence to support and challenge cognitive  explanations. Students to read and discuss a range of studies and select 3 studies to describe evaluate and then use to  evaluate cognitive explanations.  Students to reflect on how they selected the studies and how the selection may have skewed their evaluation. (What if we had selected …. What conclusion would we have drawn?)  Alternatively assign different studies to different groups and use plenary to compare  conclusions.  Reynolds and Salkovskis 1992 demonstrated the relationship |
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|  |  |  | between severity of depression and number of maladaptive cognitions (Beck). Salkovskis 1992 found negative thinking higher in depression sufferers.  Hamman and Krants 1976  depressed women made more errors in logic than non  depressed control.  Evans 2005 However,  longitudinal self-report study, pregnant women assessed for depressive symptoms and  cognitive styles finding schemata was a vulnerability to major depression but investigators did not control for stressful events.  Abramson et al (2006) support the hypothesis that negatively biased cognitive mediators are causal factors in depression.  Lewinsohn et al (1981) negative cognitions can be a symptom not cause of depression.  Oei, Hibbert and O’Brien (2005) clearly propose the cognitive biases have a consequential role.  In relation to Ellis’s model it is important to help students to |
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