

**Scheme of Work 2020- 21**  
**Subject: Psychology**

**Year Group: Year one**  
**Specification: AQA Psychology**

- For each module of the course students are provided a booklet and revision guide.

Lesson No	Topic & Objectives	Big Question – What will students learn?	Key Activities & Specialist Terminology (Do Now Task / Starter/Tasks/Plenary	Planned Assessment	Homework or flipped learning resources DODDLE resources	Lit Num SMSC Codes
Week One	<p><b>RM</b> What is Psychology? An overview - aims, subject matter, methods, topics</p> <p>Overview of the scientific process.</p> <p><b>A</b> Emergence of psychology as a science from introspection and Wundt to Scientific psychology.</p>	<p>Overview of aims, subject matter, methods, topics and approaches is used as a vehicle for developing learning skills such as -</p> <p>Students should be able to describe:</p> <ul style="list-style-type: none"> <li>• the nature of psychology</li> <li>• approaches in psychology</li> <li>• key features of science</li> <li>• the scientific process ethics in psychology</li> </ul>	<p><b>A1</b> What is Psychology about:</p> <ul style="list-style-type: none"> <li>• ice breaker - what students think they will study.</li> <li>• analysis of student contributions in relation to aims, subject matter and methods to give definition of Psychology</li> <li>• fake or Fact – students identify the fake psychology research study.</li> <li>• Teacher presentation on scientific process – including reference to peer review</li> </ul> <p><b>A2</b> 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&amp;A about the programme. Possibly team quizzes, each team makes up 10 Qs for another team to answer.</p> <p><b>A3</b> Interactive white board (IWB) key features of approaches</p> <ul style="list-style-type: none"> <li>• Biopsychology</li> </ul>	<p><b>In Class Assessment</b></p> <p>Past exam scenario questions</p> <p>Knowledge checker assessment tests</p>	<p><b>Homework</b></p> <p><b>A2</b> BBC Radio 4 In search of ourselves: A history of Psychology and the mind. Programme - The Mind observes the Mind</p>	<p>Literacy S04 S07 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5</p>

<p><b>RM</b> Psychology and science Key features of science</p> <p><b>A</b> Introduction to Biological, Cognitive and Behavioural approaches</p> <p><b>RM</b> Introduction to ethics</p>			<ul style="list-style-type: none"> <li>• Behavioural</li> <li>• Cognitive</li> </ul> <p>(Mention humanistic &amp; Psychodynamic covered in 2<sup>nd</sup> year )</p> <p>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.</p> <p><b>A4</b> Features of science. What must psychology have to be classed as a science?</p> <p>Students work in groups to generate a list of features of science. Group's feedback to generate class list on IWB.</p> <p>Discussion to:</p> <ul style="list-style-type: none"> <li>- prioritise list</li> <li>- consider whether psychology is/can be a science.</li> <li>- use observation activity EWT quiz to illustrate limitations and lack of objectivity.</li> </ul> <p><b>A5</b> Ethics activity setting up a VLE/Moodle ethics forum for students to comment on ethical appropriateness of well-known psychological studies.</p>			
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<p>Week Two</p>	<p>Asch's work on conformity. Factors affecting conformity. Evaluation of Asch studies.</p> <p>Sherif to illustrate ambiguity, Perrin and Spencer to illustrate temporal issue Smith and Bond to illustrate cultural issue.</p> <p>Kellman's types of conformity, internalisation, identification and compliance.</p> <p>Reasons for Asch's ppts'</p>	<p>Describe the main features of research studies</p> <p>Evaluate research evidence (methodology and ethics)</p> <p>Use research evidence to evaluate explanations</p> <p>Application skills</p> <p>Develop critical appreciation of psychological research into conformity, types of conformity, and explanations for conformity</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• distinguish between types of conformity</li> <li>• outline factors affecting conformity.</li> </ul> <p>Describe and evaluate -</p> <ul style="list-style-type: none"> <li>• research studies of conformity</li> </ul>	<p><b>A1</b> Flipped classroom – Students view video and note details of studies and factors that affect conformity and bring worksheet to class.</p> <p>Lesson focuses on clarification of what = conformity and discussion of situational and dispositional factors affecting conformity.</p> <p><b>A2</b> IWB teacher led session. Types of conformity Explanations for conformity.</p> <p>Evaluating theory/explanations – using research evidence.</p> <p><b>A3</b> Group work - Detailed analysis of studies of conformity write up method, findings and strengths and limitations. Evaluating research studies methodological evaluation.</p> <p><b>A4</b> Developing application skills – using stem style questions to assess knowledge and understanding of explanations and types of conformity.</p> <p><b>Extension activity</b> – explore characters likely future behaviour ...</p>	<p><b>In Class Assessment</b></p> <p>Students will be given an independent Workbook containing PowerPoint content, along with assessment questions and set tasks</p> <p>Outline and evaluate research/theory (12 markers)</p>	<p><b>Homework</b></p> <p>Complete module on Seneca</p>	<p>Literacy</p> <p>S04</p> <p>S07</p> <p>So5</p> <p>M1</p> <p>M5</p> <p>C1</p> <p>C3</p> <p>C5</p> <p>C9</p> <p>Sp1</p> <p>SP5</p>
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	<p>conformity – distortion of perception, judgement, action.</p> <p>Explanations for conformity. Informational and normative social influence</p> <p><i>Latane Social Impact Theory</i></p>	<ul style="list-style-type: none"> <li>• explanations of conformity</li> </ul>				
Week 3	<p>Zimbardo study of conformity to social roles. Deindividuation and learned helplessness</p> <p>Haslam's critique of Zimbardo's study.</p>	<p>Develop critical appreciation of psychological research into conformity and its validity and relevance to the real world</p> <p>Students will be able to:</p> <p>Describe and evaluate -</p> <ul style="list-style-type: none"> <li>• research studies and explanations for conformity to social roles</li> </ul>	<p><b>A1</b> Flipped classroom - Students research Zimbardo Stamford prison study using clips from video and other resources. complete worksheet</p> <p>Teacher led class session IWB focusing on deindividuation and learned helplessness explanations as of behaviour in relation to social roles.</p> <p><b>A2</b> 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.</p>	<p><b>In Class Assessment</b></p> <p>Pre-planned work booklet assessment questions based on social influence</p> <p><b>Fortnightly Assessment</b></p> <p>Pre planned Outline and evaluate a theory/method (12 marks) with</p>	<p><b>Homework</b></p> <p>Complete module on Seneca</p> <p><a href="#">Prison Experience: Psychology</a></p> <p><a href="#">Prison Experience: Discussion</a></p> <p>Watch the above clips</p> <p>Griggs, R. (2014). Coverage of the Stanford Prison</p>	<p>Literacy</p> <p>S04</p> <p>S07</p> <p>So5</p> <p>M1</p> <p>M5</p> <p>C1</p> <p>C3</p> <p>C5</p> <p>C9</p> <p>Sp1</p> <p>SP5</p>

<p>Methodological and ethical evaluation /issues associated with Asch and Zimbardo studies.</p> <p><b>RM</b> Peer review The role and value of peer review in scientific process</p> <p>Review of conformity.</p> <p><b>RM</b> How IV, DV operationalised.</p> <p><b>RM</b> Deception, informed consent and psychological harm How the research</p>	<ul style="list-style-type: none"> <li>• discuss ethical, methodological and real world implications of research into conformity</li> <li>• outline the process of peer review and the role /value of peer review in the scientific process.</li> </ul>	<p>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.</p> <p>Role of peer review in establishing confidence in the validity of published research.</p> <p><b>A3</b> 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.</p> <p><b>A4</b> Application to real life – How the research helps us to understand the real world.</p> <p>Student work in groups</p> <ul style="list-style-type: none"> <li>• Identifying situations where they have conformed - analysis of the situation to identify types of conformity , explanations - normative informational, deindividuation</li> <li>• Focus on jury decision making. clips from Jury decision making in film eg 12 angry men - Discuss</li> </ul>	<p>application questions and short based exam questions. Students will receive a short assessment booklet with instructions and questions enclosed.</p>	<p>Experiment in Introductory Psychology Textbooks <i>Teaching of Psychology, 41 (3), 195-203</i> DOI: Consult the BPS ethical guidelines <a href="#">Code of Human Research Ethics</a> <b>A3</b> <a href="#">Ethical Issues in Social Influence Research</a></p>	
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	<p>helps us to understand the real world – eg jury decision making.</p> <p>Validity and relevance to real world</p>					
Week 4	<p>Milgram’s study of obedience. The effect of situational variables proximity, legitimate authority, location on obedience</p> <p>Explanations for obedience Situational Agentic shift /state</p> <p><i>Latane Social</i></p>	<p>Develop critical appreciation of psychological research into obedience explanations for obedience and their validity and relevance into the real world.</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>outline situational and dispositional factors affecting obedience</li> <li>describe and evaluate research studies of obedience</li> </ul>	<p><b>A1</b> Flipped classroom – text description and video streaming of Milgram study. Students complete online worksheet description of the study including variations /situational variables.</p> <p>In class exploration of how variables were operationalised controlled and measured.</p> <p>Descriptive stats – means/median /mode/percentages, bar charts to display data associated with the variations and compare situational variations.</p> <p><b>A2</b> Teacher presentation / Class discussion - of situational explanations Agentic shift/state <i>Latane Social Impact Theory</i> Strength (Legitimacy of authority) Number (diffusion of responsibility, presence of allies)</p>	<p><b>In Class Assessment</b></p> <p>Pre-planned work booklet assessment questions based on social influence</p>	<p><b>Homework</b></p> <p>Complete module on Seneca</p> <p>Watch and make note of these:</p> <p>Classroom videos Obedience and ethics – critical Issues series <a href="#">Simply psychology</a></p>	<p>Literacy</p> <p>S04</p> <p>S07</p> <p>So5</p> <p>M1</p> <p>M5</p> <p>C1</p> <p>C3</p> <p>C5</p> <p>C9</p> <p>Sp1</p> <p>SP5</p>

<p><i>Impact Theory</i> Strength (Legitimacy of authority) Number (diffusion of responsibility, presence of allies) Immediacy (proximity of victim and authority figure)</p> <p>Dispositional explanation Authoritarian personality</p> <p><b>RM</b> Operationalising variables and control of extraneous variables – Analysis of</p>	<ul style="list-style-type: none"> <li>describe and evaluate explanations of obedience</li> </ul> <p>discuss ethical, methodological and real world implications of different explanations</p>	<p>Immediacy (proximity of victim and authority figure)</p> <p><b>A3</b> IWB Teacher presentation – Dispositional explanations – Historic background to Authoritarian Personality research – Application to Milgram Implications of situational v dispositional explanations. <b>Extension activity</b> – 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.</p> <p><b>A4</b> Teacher presentation /introduction on Methodological Evaluation of Milgram’s work.</p> <ul style="list-style-type: none"> <li>Sampling bias</li> <li>Demand characteristics</li> <li>Investigator effects</li> <li>Ecological validity</li> </ul> <p>Group work 1 - ethical evaluation of Milgram’s work in relation to the BPS code</p> <ul style="list-style-type: none"> <li>Deception</li> <li>Harm</li> <li>Informed consent</li> <li><b>Extension activity</b> - Cost benefit analysis.</li> <li>The obedience alibi</li> </ul> <p>Group work 2 – compare Milgram’s methods and findings with obedience</p>			
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<p>Milgram's variations <b>RM</b> Percentages <b>RM</b> Bar charts <b>RM</b> Tables</p> <p>Ethical evaluation of Milgrams work. Implications</p> <p>· Cost benefit analysis. The obedience alibi <b>RM</b> Methodological Evaluation of Milgram's work.</p> <p><b>RM</b> Sampling bias <b>RM</b> Demand characteristics and</p>		<p>research in real life settings eg Hoffling 1996, Bickman 1974.</p>			
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	<p>investigator effects</p> <p><b>RM</b> Ecological validity and obedience research in real life settings Hoffling 1996, Bickman 1974</p>					
Week 5 and 6	<p>Resisting social influence Nemeth - situational explanation exposure to dissent and the easiest route. Social support</p> <p>Dispositional explanation – Locus of Control (L of C) internal and external.</p>	<p>Develop critical appreciation of psychological research into resisting social influence and the process of social change.</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• outline situational and dispositional explanations for resisting social influence</li> <li>• describe how conformity and obedience research has contributed to understanding social change</li> </ul>	<p><b>A1</b> 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 –</p> <ul style="list-style-type: none"> <li>• Social support - Nemeth</li> <li>• Locus of control</li> </ul> <p>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.</p> <p><b>A2</b> Group work – Students to review conformity and obedience research to</p>	<p><b>In Class Assessment</b></p> <p>Pre-planned work booklet assessment questions based on social influence</p> <p><b>Fortnightly Assessment</b></p> <p>Pre planned Outline and evaluate a theory/method (12 marks) with application questions and short based exam questions. Students will receive a short assessment booklet</p>	<p><b>Homework</b></p> <p>Complete module on Seneca</p> <p>A time of social change in India. Jenna Meaden in psychology. Review April 2014. Vol 19 N04 PP 14-15</p>	<p>Literacy S04 S07 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5</p>

	<p>What is social change? How explanation for conformity and obedience can explain social change Role of dissenters (Asch) and disobedient models (Milgram)</p> <p>Role of minority influence in social change. Moscovici's concepts of consistency commitment and flexibility. Internalisation of the minority position.</p>	<ul style="list-style-type: none"> <li>• describe and evaluate the role of minority influence in social change.</li> <li>• apply knowledge and understanding of social change to novel situations.</li> </ul>	<p>summarise how each has helped us to understand resistance to social influence.</p> <p>Teacher introduction to clarify what is meant by social change.</p> <p>Discussion on how obedience and conformity research might inform understanding of social change v status quo</p> <p><b>A3</b> 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.</p> <p>In class discussion and analysis of the process the importance of consistency commitment, flexibility relate to their idea of the process.</p> <p>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.</p> <p><b>A4</b> Exam questions to develop application skills. Overview of social influence research.</p>	<p>with instructions and questions enclosed.</p>		
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<p>Conformity to the zeitgeist. The process of social change from minority to majority view.</p> <p><b>RM</b> Overview of social influence research including economic implications eg recycling.</p>						
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**October Half Term**

<p>Week 7</p>	<p>Models of memory – multi-store model (MSM)</p> <p>Features - Encoding, capacity</p>	<p>Develop critical appreciation of the MSM and the ability to use research evidence to evaluate the MSM</p> <p>Students should be able to:</p>	<p><b>A1</b> Teacher led introduction to models of memory and MSM features and processes using IWB</p> <p>Group work to generate a series of propositions /hypotheses based on the MSM. (These form the basis of the next 2 class sessions).</p> <p>Introduction to what makes a good theory basic criteria, the role of hypotheses and</p>	<p><b>In Class Assessment</b></p> <p>Pre-planned work booklet assessment questions based on memory.</p>	<p><b>Homework</b></p> <p>Complete module on Seneca</p>	<p>Literacy S04 S07 So5 M1 M5 C1 C3 C5</p>
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<p>and duration of sensory, STM and LTM</p> <p>Processes attention and rehearsal.</p> <p>STM v LTM Encoding, Capacity Duration, VLTM</p> <p>Functional separation primacy recency</p> <p>Neuro physiological evidence</p> <p>Role of rehearsal maintenance v elaborative rehearsal</p> <p>Evaluation MSM</p>	<ul style="list-style-type: none"> <li>• explain features and processes of MSM</li> <li>• distinguish between STM and LTM and describe and evaluate research that demonstrates the differences between STM and LTM</li> <li>• describe and evaluate research that supports/challenges propositions of MSM</li> <li>• describe and evaluate the MSM.</li> </ul> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• distinguish between mean median and mode</li> <li>• calculate mean median and mode</li> <li>• define range and standard deviation</li> <li>• calculate the range</li> </ul>	<p>evidence. <b>Extension activity</b> to consider a wider range of criteria.</p> <p><b>A2</b> 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 percentages are then linked to hypotheses from <b>A1</b></p> <p>STM v LTM Encoding (Conrad) (Baddeley). Comparing acoustically and semantically similar and dissimilar material and recording errors.</p> <p>Capacity (Jacobs). Duration (Peterson &amp; Peterson) Bahrick – VLTM</p> <p><b>A3</b> Students work in 3 groups to research evidence for</p> <ul style="list-style-type: none"> <li>• functional separation, Sperling,</li> <li>• Glanzer &amp; Cunitz – primacy recency</li> <li>• neuro physiological evidence from scans fMRI Squire 1992</li> <li>• role of rehearsal Craik and Lockhart’s challenge to MSM maintenance v elaborative rehearsal.</li> </ul>	<p>Outline and explain research into social influence (12 marks)</p>		<p>C9 Sp1 SP5</p>
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	<p><b>RM</b> Descriptive statistics – mean, median, mode, range, standard deviation, percentages</p>	<ul style="list-style-type: none"> <li>calculate percentages.</li> </ul>	<p>Each group feeds back on one of the 3 aspects. Other groups can add or amend detail. Materials shared via VLE.</p> <p><b>A4</b> Review of evidence for and against MSM – strengths and limitations of evidence. Strengths and limitations of the theory / evaluation of MSM.</p> <p>Students complete a series of exam style questions, multi-choice/application, short answer.</p>			
Week 8	<p>Types of LTM - Procedural, episodic, semantic. Tulving Bower</p> <p><b>RM</b> Case studies - Brain damage</p> <p>Working memory model Focus on STM</p> <p>Key features of</p>	<p>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.</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>distinguish between types of LTM</li> <li>explain features and processes within the WMM</li> </ul>	<p><b>A1</b> 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</p> <p><b>A2</b> Teacher led practical activities to demonstrate features of the model and test propositions from <b>A1</b></p> <ol style="list-style-type: none"> <li>1) Central executive and limited capacity – Hunt 1980 study</li> <li>2) Phonological loop – including the role of the phonological store and articulatory loop – demonstrate by using animal sounds and also articulatory suppression.</li> <li>3) Demonstration of visuo-spatial sketchpad – Dual task experiments, Baddeley.</li> </ol> <p><b>A3</b> Independent learning TASK students to research the main criticisms of the WMM</p>	<p><b>In Class Assessment</b></p> <p>Pre-planned work booklet assessment questions based on memory.</p> <p>Sample exam application question</p> <p><b>Fortnightly Assessment</b></p> <p>Pre planned Outline and evaluate a theory/method (12 marks) with application questions and short based exam</p>	<p><b>Homework</b></p> <p>Complete module on Seneca</p> <p>Research into the application of research into education</p>	<p>Literacy S04 S07 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5</p>

	<p>the model - phonological loop visuo-spatial sketchpad, central executive episodic buffer.</p> <p>Coding and capacity Limited capacity central executive - Hunt 1980.</p> <p>Dual task studies Baddeley and Hitch.</p> <p>Strengths, limitations and contribution of WMM.</p>	<ul style="list-style-type: none"> <li>• describe and evaluate research into the WMM</li> <li>• describe and evaluate the WMM in terms</li> <li>• apply knowledge and understanding of models of memory to explain everyday situations.</li> </ul>	<p>and the CE in particular and present the findings using ICT.</p> <p><b>A4</b> Applications activities. Sample exam application question.</p> <p>Extension activity. Practical uses of working memory eg application to education - the phonics system to read and spell.</p> <p>Application of the model to dyslexia, early detection.</p> <p>Working Memory training programmes.</p>	<p>questions. Students will receive a short assessment booklet with instructions and questions enclosed.</p>		
Week 9	<p>Explanations for forgetting Interference pro-active</p>	<p>Develop critical appreciation of research into interference and retrieval failure as explanation of forgetting.</p>	<p><b>A1</b> Introductory demonstration of retro and or proactive inhibition.</p> <p>Q&amp;A plus summary of each and research evidence eg Postman 1960. Discussion of</p>	<p><b>In Class Assessment</b></p> <p>Pre-planned work booklet assessment</p>	<p><b>Homework</b></p> <p>Complete module on Seneca</p>	<p>Literacy S04 S07 So5 M1 M5</p>

<p>and retroactive Retrieval failure and absence of cues, Context dependence State dependent</p> <p><b>P</b> Practical - Memory experiment. Students to design Repeated measure experiment using counterbalancing Collect data. Analyse, interpret and present data.</p> <p><b>RM</b> Descriptive stats, Measures of central tendency</p>	<p>Student should be able to:</p> <ul style="list-style-type: none"> <li>distinguish between pro-active and retroactive interference.</li> <li>distinguish between context and state dependent forgetting</li> <li>describe and evaluate research into forgetting</li> <li>explain and evaluate interference as an explanation for forgetting with reference to research that has investigated interference</li> <li>explain and evaluate retrieval failure as an explanation for forgetting with reference to research that has context and state dependent forgetting</li> </ul>	<p>instances where interference provides an effective explanation.</p> <p>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.</p> <p><b>A2</b> 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).</p> <p>State dependent (Goodwin et al (1969) effects of alcohol on state dependent forgetting).</p> <p>Focus on research design and issues in preparation for <b>A3</b>.</p> <p><b>A3</b> Set up group work. Students to design a part replication of Tulving &amp; Pearlstone's study of the effect of context on retrieval, using repeated measures design and counterbalancing (as a control).</p> <p>Homework to write up method.</p> <p><b>A4</b> Data analysis in groups. Results should be analysed and presented using measures of central tendency and dispersion, graphs</p>	<p>questions based on memory.</p>		<p>C1 C3 C5 C9 Sp1 SP5</p>
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	<p>and dispersion <b>RM</b> Percentages , mean, median, mode, range and SD</p> <p><b>RM</b> Presentatio n of data table graphs</p> <p><b>RM</b> Display and interpret findings Draw conclusion Evaluate own research study</p>	<ul style="list-style-type: none"> <li>design, carry out and present findings of research into memory.</li> </ul>	<p>and tables. Present the findings and conclusions including issues, using ICT.</p>			
Week 10	<p>Accuracy of EWT Loftus &amp; Palmer study – reconstructive memory hypothesis of factors</p>	<p>Develop understanding of factors that affect accuracy of EWT and critical appreciation of research into these factors</p> <p>Student should be able to:</p>	<p><b>A1</b> 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.</p>	<p><b>In Class Assessment</b></p> <p>Pre-planned work booklet assessment questions based on memory.</p> <p><b>Fortnightly Assessment</b></p>	<p><b>Homework</b></p> <p>Complete module on Seneca</p>	<p>Literacy S04 SO7 So5 M1 M5 C1 C3 C5 C9 Sp1</p>



<p>affecting EWT</p> <p>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)</p> <p>Application of research findings to the real world.</p>	<ul style="list-style-type: none"> <li>• describe and evaluate research into the role of misleading information, leading questions post event and the effects of anxiety on EWT</li> <li>• apply the findings of EWT research in the real world</li> <li>• describe and evaluate the cognitive interview as a means of improving EWT (Geiselman)</li> <li>• to be able to apply the 4 features of the cognitive interview to novel scenarios</li> <li>• design an independent groups experiment.</li> </ul>	<p>In class teacher led discussion (IWB) of factors affecting accuracy of EWT and review of research into:</p> <ul style="list-style-type: none"> <li>• misleading information, leading questions and post event information in EWT eg Loftus and Palmer study. The reconstructive memory hypothesis.</li> <li>• effects of anxiety on EWT eg Loftus (1979) weapon focus, Yuille and Cutshall (1986) Christianson and Hubinette (1993)</li> </ul> <p>Discussion of the impact of anxiety – consider the Yerkes-Dobson law and its application to anxiety and EWT.</p> <p><b>A2</b> Independent learning tasks:</p> <ol style="list-style-type: none"> <li>1. Groups to summarise the main aims, procedures, findings, strengths and limitations of the key research into misleading information and anxiety in EWT</li> <li>2. Evaluation exercise in pairs. Students focus on <u>one</u> research method issue in EWT research and elaborate the point to make it effective evaluation which is then presented to the group.</li> <li>3. Application activity engaging with exam style EWT scenarios</li> </ol> <p><b>A3.</b> 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</p>	<p>Pre planned Outline and evaluate a theory/method (12 marks) with application questions and short based exam questions. Students will receive a short assessment booklet with instructions and questions enclosed.</p>		<p>SP5</p>
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<p>Cognitive interview, 4 features and research studies of effectiveness eg Geiselman. Kohnken (1999) <i>meta-analysis</i>. Milne and Bull (2002).</p> <p><b>P</b> Practical Design independent groups experiment to test one factor found to affect EWT</p>		<p>make design decisions informed by the strengths and limitations of research they have studied on EWT. Extension task to stretch 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.</p> <p><b>A4</b> How can recall/EWT be improved? Introduction to cognitive interview stages and research into the effectiveness of cognitive interview eg Geiselman. Kohnken (1999) <i>meta-analysis</i>, Milne and Bull (2002).</p> <p>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.</p> <p><b>Extension activity 1</b> - review the enhanced cognitive interview.</p> <p><b>Extension activity 2</b> - what status should memory have in the criminal justice system? Exploring why there are miscarriages of justice - Conway Justice and Morrison.</p>			
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**Christmas Break**