

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>RM What is Psychology? An overview - aims, subject matter, methods, topics</p> <p>Overview of the scientific process.</p> <p>A 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"> • the nature of psychology • approaches in psychology • key features of science • the scientific process ethics in psychology 	<p>A1 What is Psychology about:</p> <ul style="list-style-type: none"> • 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 <p>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&A about the programme. Possibly team quizzes, each team makes up 10 Qs for another team to answer.</p> <p>A3 Interactive white board (IWB) key features of approaches</p> <ul style="list-style-type: none"> • Biopsychology 	<p>In Class Assessment</p> <p>Past exam scenario questions</p> <p>Knowledge checker assessment tests</p>	<p>Homework</p> <p>A2 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>RM Psychology and science Key features of science</p> <p>A Introduction to Biological, Cognitive and Behavioural approaches</p> <p>RM Introduction to ethics</p>			<ul style="list-style-type: none"> • Behavioural • Cognitive <p>(Mention humanistic & Psychodynamic covered in 2nd 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>A4 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"> - prioritise list - consider whether psychology is/can be a science. - use observation activity EWT quiz to illustrate limitations and lack of objectivity. <p>A5 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"> • distinguish between types of conformity • outline factors affecting conformity. <p>Describe and evaluate -</p> <ul style="list-style-type: none"> • research studies of conformity 	<p>A1 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>A2 IWB teacher led session. Types of conformity Explanations for conformity.</p> <p>Evaluating theory/explanations – using research evidence.</p> <p>A3 Group work - Detailed analysis of studies of conformity write up method, findings and strengths and limitations. Evaluating research studies methodological evaluation.</p> <p>A4 Developing application skills – using stem style questions to assess knowledge and understanding of explanations and types of conformity.</p> <p>Extension activity – explore characters likely future behaviour ...</p>	<p>In Class Assessment</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>Homework</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"> • explanations of conformity 				
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"> • research studies and explanations for conformity to social roles 	<p>A1 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>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.</p>	<p>In Class Assessment</p> <p>Pre-planned work booklet assessment questions based on social influence</p> <p>Fortnightly Assessment</p> <p>Pre planned Outline and evaluate a theory/method (12 marks) with</p>	<p>Homework</p> <p>Complete module on Seneca</p> <p>Prison Experience: Psychology</p> <p>Prison Experience: Discussion</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>RM Peer review The role and value of peer review in scientific process</p> <p>Review of conformity.</p> <p>RM How IV, DV operationalised.</p> <p>RM Deception, informed consent and psychological harm How the research</p>	<ul style="list-style-type: none"> • 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. 	<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>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.</p> <p>A4 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"> • 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 	<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 Code of Human Research Ethics A3 Ethical Issues in Social Influence Research</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"> • outline situational and dispositional factors affecting obedience • describe and evaluate research studies of obedience 	<p>A1 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>A2 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>In Class Assessment</p> <p>Pre-planned work booklet assessment questions based on social influence</p>	<p>Homework</p> <p>Complete module on Seneca</p> <p>Watch and make note of these:</p> <p>Classroom videos Obedience and ethics – critical Issues series Simply psychology</p>	<p>Literacy S04 S07 So5 M1 M5 C1 C3 C5 C9 Sp1 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>RM Operationalising variables and control of extraneous variables – Analysis of</p>	<ul style="list-style-type: none"> describe and evaluate explanations of obedience <p>discuss ethical, methodological and real world implications of different explanations</p>	<p>Immediacy (proximity of victim and authority figure)</p> <p>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.</p> <p>A4 Teacher presentation /introduction on Methodological Evaluation of Milgram’s work.</p> <ul style="list-style-type: none"> Sampling bias Demand characteristics Investigator effects Ecological validity <p>Group work 1 - ethical evaluation of Milgram’s work in relation to the BPS code</p> <ul style="list-style-type: none"> Deception Harm Informed consent Extension activity - Cost benefit analysis. The obedience alibi <p>Group work 2 – compare Milgram’s methods and findings with obedience</p>			
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<p>Milgram's variations RM Percentages RM Bar charts RM Tables</p> <p>Ethical evaluation of Milgrams work. Implications . Cost benefit analysis. The obedience alibi RM Methodological Evaluation of Milgram's work.</p> <p>RM Sampling bias RM Demand characteristics and</p>		research in real life settings eg Hoffling 1996, Bickman 1974.			
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	<p>investigator effects</p> <p>RM 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"> • outline situational and dispositional explanations for resisting social influence • describe how conformity and obedience research has contributed to understanding social change 	<p>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 –</p> <ul style="list-style-type: none"> • Social support - Nemeth • Locus of control <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>A2 Group work – Students to review conformity and obedience research to</p>	<p>In Class Assessment</p> <p>Pre-planned work booklet assessment questions based on social influence</p> <p>Fortnightly Assessment</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>Homework</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"> • describe and evaluate the role of minority influence in social change. • apply knowledge and understanding of social change to novel situations. 	<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>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.</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>A4 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>RM 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>A1 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>In Class Assessment</p> <p>Pre-planned work booklet assessment questions based on memory.</p>	<p>Homework</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"> • 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. <p>Students should be able to:</p> <ul style="list-style-type: none"> • distinguish between mean median and mode • calculate mean median and mode • define range and standard deviation • calculate the range 	<p>evidence. Extension activity to consider a wider range of criteria.</p> <p>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 percentages are then linked to hypotheses from A1</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 & Peterson) Bahrick – VLTM</p> <p>A3 Students work in 3 groups to research evidence for</p> <ul style="list-style-type: none"> • functional separation, Sperling, • Glanzer & 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. 	<p>Outline and explain research into social influence (12 marks)</p>		<p>C9 Sp1 SP5</p>
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	<p>RM Descriptive statistics – mean, median, mode, range, standard deviation, percentages</p>	<ul style="list-style-type: none"> calculate percentages. 	<p>Each group feeds back on one of the 3 aspects. Other groups can add or amend detail. Materials shared via VLE.</p> <p>A4 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>RM 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"> distinguish between types of LTM explain features and processes within the WMM 	<p>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</p> <p>A2 Teacher led practical activities to demonstrate features of the model and test propositions from A1</p> <ol style="list-style-type: none"> Central executive and limited capacity – Hunt 1980 study Phonological loop – including the role of the phonological store and articulatory loop – demonstrate by using animal sounds and also articulatory suppression. Demonstration of visuo-spatial sketchpad – Dual task experiments, Baddeley. <p>A3 Independent learning TASK students to research the main criticisms of the WMM</p>	<p>In Class Assessment</p> <p>Pre-planned work booklet assessment questions based on memory.</p> <p>Sample exam application question</p> <p>Fortnightly Assessment</p> <p>Pre planned Outline and evaluate a theory/method (12 marks) with application questions and short based exam</p>	<p>Homework</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"> • 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. 	<p>and the CE in particular and present the findings using ICT.</p> <p>A4 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>A1 Introductory demonstration of retro and or proactive inhibition.</p> <p>Q&A plus summary of each and research evidence eg Postman 1960. Discussion of</p>	<p>In Class Assessment</p> <p>Pre-planned work booklet assessment</p>	<p>Homework</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>P Practical - Memory experiment. Students to design Repeated measure experiment using counterbalancing Collect data. Analyse, interpret and present data.</p> <p>RM Descriptive stats, Measures of central tendency</p>	<p>Student should be able to:</p> <ul style="list-style-type: none"> • 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 	<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>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).</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 A3.</p> <p>A3 Set up group work. Students to design a part replication of Tulving & 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>A4 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 RM Percentages , mean, median, mode, range and SD</p> <p>RM Presentatio n of data table graphs</p> <p>RM Display and interpret findings Draw conclusion Evaluate own research study</p>	<ul style="list-style-type: none"> design, carry out and present findings of research into memory. 	<p>and tables. Present the findings and conclusions including issues, using ICT.</p>			
Week 10	<p>Accuracy of EWT Loftus & 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>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.</p>	<p>In Class Assessment</p> <p>Pre-planned work booklet assessment questions based on memory.</p> <p>Fortnightly Assessment</p>	<p>Homework</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"> • 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. 	<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"> • 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) <p>Discussion of the impact of anxiety – consider the Yerkes-Dobson law and its application to anxiety and EWT.</p> <p>A2 Independent learning tasks:</p> <ol style="list-style-type: none"> 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 <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. 3. Application activity engaging with exam style EWT scenarios <p>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</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>P 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>A4 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>Extension activity 1 - review the enhanced cognitive interview.</p> <p>Extension activity 2 - 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

<p>Week 11</p>	<p>Research of Lorenz and Harlow. Concepts of critical and sensitive period</p> <p>Explanation for attachment, learning theory - conditioning explanation.</p> <p>Harlow Emerson 1964 Bowlby's monotropic theory, internal working model.</p>	<p>Develop understanding of explanations for attachment in humans and animals</p> <p>Student should be able to:</p> <ul style="list-style-type: none"> 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. show understanding of key concepts. Imprinting, critical and sensitive periods, internal working model, fixed action patterns, social releasers, 	<p>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.</p> <p>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. Student work in groups to:</p> <ol style="list-style-type: none"> Find and summarise research evidence to support or challenge the prediction ns. (eg Harlow, Schaffer & Emerson) <p>2. Evaluate the studies cited Discussion to check and extend understanding</p> <p>A3 Teacher led explanation of Bowlby's explanation of attachment (power point) 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.</p> <p>Student work in groups to:</p> <ol style="list-style-type: none"> Find and summarise research evidence to support or challenge the predictions. 	<p>In Class Assessment</p> <p>Pre-planned work booklet assessment questions based on attachment.</p> <p>Scenario based questions based on Harlow and Lorenz studies</p>	<p>Homework</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>monotropy, conditioning, unconditioned/primary reinforcers, conditioned /secondary reinforcers</p>	<p>(eg Lorenz, Schaffer & Emerson, Rutter 1981, continuity hypothesis Hazan & Shaffer)</p> <p>2. Evaluate the studies cited</p> <p>Discussion to check and extend understanding</p> <p>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</p>			
Week 12	<p>Caregiver infant interaction Contact eg Klaus & Kennel 1976 Imitation eg Melzoff & Moore 1972 Reciprocity and synchrony eg Condon & Sanders 1974</p> <p>RM Observational methods naturalistic/</p>	<p>Develop understanding of the nature and purpose of early interaction and practical observation research skills</p> <p>Student should be able to:</p> <ul style="list-style-type: none"> 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 	<p>A1 Teacher led review of research into caretaker-infant interaction.</p> <p>A2 Teacher presentation on types of observation, sampling procedures and purpose of pilot studies Including introduction to observational methods in relation to attachment.</p> <p>A3 & A4 Practical Using observation schedules to analyse video of caregiver-infant interaction</p> <p>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.</p>	<p>In Class Assessment</p> <p>Pre-planned work booklet assessment questions based on attachment.</p> <p>Multiple choice and short answer questions.</p> <p>Fortnightly Assessment</p> <p>Pre planned Outline and evaluate a theory/method (12 marks) with application</p>	<p>Homework</p> <p>Complete module on Seneca</p> <p>To watch:</p> <p>A4 Tronick’s still face paradigm clips YouTube: Still Face Experiment:</p> <p>YouTube: The Still Face Experiment</p> <p>YouTube: Tronick's Still Face Paradigm</p>	<p>Literacy S04 S07 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5</p>

	<p>controlled covert/over t, ppt/non ppt</p> <p>RM</p> <p>Behavioural categories, event sampling, time sampling, Investigating attachment</p> <p>RM Pilot studies</p> <p>P Practical Using observation schedules to analyse video of Caregiver-infant interaction Introduction of concept of Reliability of observations /categorisation</p>	<p>them in conjunction with event sampling and time sampling in observing attachment behaviour</p> <ul style="list-style-type: none"> • explain issues of reliability and validity associated with observations. 	<p>Extension activity to consider how they would check the reliability of their observations Research Methods Companion Flanagan 2012 OUP Ch 3 pp 70-71</p> <p>A5 Practice exam style questions multi choice, application, short answer on caregiver infant interaction including data questions.</p>	<p>questions and short based exam questions. Students will receive a short assessment booklet with instructions and questions enclosed.</p>	<p>Scienceblogs: Ed Tronick and the still face</p>	
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<p>Week 13</p>	<p>Stages in attachment Schaffer and Emerson Multiple attachment and the role of fathers</p> <p>Ainsworth 1978 Strange Situation 8 episodes</p> <p>Types of attachment Types of attachment, their reliability and validity of categorisation</p> <p>Factors influencing secure and insecure attachment – maternal sensitivity emotional</p>	<p>Develop understanding of the types of early attachment in humans and factors affecting attachment formation</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> 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. discuss the appropriateness and usefulness of attachment types show understanding of: 	<p>A1 Teacher led IWB presentation on stages (Schaffer 1996), multiple attachment. (Schaffer and Emerson 1964)</p> <p>Group activity to summarise and present to class research into Father's role. Parke & Sawin 1980 , Wolff 1997, Lamb 1987 and 1995 Extension material Lund ty 2003</p> <p>A2 Flipped classroom - Student preparation to view Curious Classroom Videos and complete worksheet on Ainsworth's work/strange situation. In class Q&A review understanding of Strange situation. Teacher led discussion of:</p> <ul style="list-style-type: none"> Factors influencing secure and insecure attachment maternal, sensitivity (Ainsworth 1977) emotional availability (Birringen 2005) temperament (Thomas and Chess 1977 v Vaughn & Bost 1999 meta analysis) Type D (Main 1991) <p>A3 Teacher led introduction on the value and purpose of cross cultural research and meta analysis. Van Ijzendoorn research findings, conclusions, implications and evaluation.</p> <p>A4 Student independent research to evaluate Ainsworth's work. Students work in same ability groups and are provided with a range of differentiated</p>	<p>In Class Assessment</p> <p>Pre-planned work booklet assessment questions based on attachment.</p> <p>Scenario based questions and application exam questions</p>	<p>Homework</p> <p>Complete module on Seneca</p> <p>A4 Psych review podcast and article on advances on Ainsworth's work http://www.hoddereducation.co.uk/media/Documents/magazine-extras/Psychology%20Review/Psych%20Review%20Vol%2019%20No%201/PsychRev19_1_Attachment.mp3?width=300&height=45&ext=.mp3</p>	<p>Literacy S04 S07 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5</p>
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	<p>availability , (Birringen 2005) temperame nt (Thomas and Chess 1977)</p> <p>Cultural variations in attachment Cross cultural studies Van Ijzendoorn</p> <p>RM Primary and secondary data meta- analyses</p>	<p>the distinction between primary and secondary data meta analysis cross cultural studies.</p>	<p>materials/articles that address, issues such as –</p> <ul style="list-style-type: none"> • 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 relations /internal working model, • Types v dimensions of attachment eg Fraley & Spieker 2003 proximity / avoidance dimension and resistance / emotional confidence dimension. <p>Each group to submit an outline of strengths and limitations of Strange Situation and implication of research for the types of attachment.</p>			
<p>Week 14 - 16</p>	<p>Maternal deprivation (Bowlby) Research evidence on the long and short</p>	<p>Develop understanding of the effects of maternal deprivation and institutionalisation on attachment and the implications of attachment types for later relationships.</p>	<p>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 & 1944) Freud & Dann (1951)</p>	<p>In Class Assessment</p> <p>Pre-planned work booklet assessment questions based on attachment.</p> <p>Knowledge checker based on research</p>	<p>Homework</p> <p>Complete module on Seneca</p>	<p>Literacy S04 S07 So5 M1 M5 C1 C3 C5 C9</p>

<p>term effects of MD</p> <p>RM</p> <p>Longitudinal studies</p> <p>RM</p> <p>Strengths and limitations</p> <p>Deprivation and privation responses to deprivation and vulnerability</p> <p>Institutionalisation - Romanian orphans</p> <p>Influence of early attachment on childhood and adult relationships</p>	<p>Should be able to:</p> <ul style="list-style-type: none"> • 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 • use research evidence to evaluate continuity hypothesis • apply understanding of MD and institutionalisation to explain novel situations <p>explain the strengths and limitations of longitudinal studies, self-report measures and structured interviews.</p>	<p>Extension activity - Biological effects of early abuse on development of the brain (suitable for those doing Biology).</p> <p>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.</p> <p>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.</p> <p>A3 Revisit internal working model – discussion of how early attachment might affect childhood and adult relationships.</p> <p>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 <u>not</u> contain a table linking attachment type and adult behaviour found in many tests.</p> <p>Then provide dissected version of a table linking attachment type and adult behaviour which students have to assemble</p>	<p>methods conducted on attachment.</p> <p>Fortnightly Assessment</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>Sp1 SP5</p>
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	Self-report measures, structured interview		<p>based on the description in the text (example tables in Holt & Lewis P 105).</p> <p>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)</p> <p>3. Strengths and limitations of self-report (Hazan and Shaver) structured interview AAI (Main et al 1985).</p> <p>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</p>			
February Half Term						
Week 17	Approaches in Psychology Biological approach Assumptions and methods Overview of biological structures and	<p>Develop critical appreciation of the biological approach.</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> outline the assumptions and methods of the biological approach use key concepts/terms appropriately to 	<p>A1 Flipped classroom students to view The human brain or Secrets of the human brain and complete quizlet test /tasks prior to session.</p> <p>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.</p>	<p>In Class Assessment</p> <p>Pre-planned work booklet assessment questions based on social influence</p> <p>Knowledge checker tests on the approaches</p>	<p>Homework</p> <p>Complete module on Seneca</p>	<p>Literacy</p> <p>S04 S07 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5</p>

	<p>neurochemistry</p> <p>Genetic basis of behaviour genotype phenotype Role of family, twin and adoption studies. Egs of studies of genetic basis of behaviour</p> <p>Evolutionary basis of behaviour, selective advantage, natural selection, sexual selection</p>	<p>describe neurochemical , genetic and evolutionary explanations</p> <ul style="list-style-type: none"> • 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 • 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 <p>explain strengths, limitations and the contribution of the</p>	<p>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. 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.</p> <p>A4 The Evolution game</p> <p>A5 Students respond to a range of short answer /multiple choice exam style questions.</p>			
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		biological approach including economic implications.				
Week 18	<p>Behaviourist approach Assumptions and methods</p> <p>Classical conditioning (CC) key concepts Pavlov</p> <p>Operant conditioning (OC) key concepts. Types of reinforcement. Negative reinforcement v punishment Skinner</p> <p>Social learning theory and the role of mediation processes – imitation</p>	<p>Develop critical appreciation of the learning approach</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> • 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 	<p>A1 Flipped classroom. In preparation students undertake research into behaviourist approach using internet /youtube/psychotron/textbooks Structured worksheet to identify assumptions, (empiricism, environmentalism, methods. Extension may refer to determinism and reductionism).</p> <p>Key concepts and processes of OC and CC (stimulus, response, positive, negative reinforcement, punishment. Extension reference to schedules).</p> <p>Completed worksheet to be submitted online.</p> <p>In class (2 lessons) Activities to develop understanding.</p> <p>1a Analysis of scenarios using CC or transformation activity from thinking ladder 1b Group work to outline strengths and limitations of CC</p> <p>2a Analysis of scenarios using OC or transformation activity from thinking ladder 2b Group work to outline strengths and limitations of OC</p> <p>3 Whole class Q&A /IWB. Evaluation of the approach – culminating in students completing a table giving</p>	<p>In Class Assessment</p> <p>Pre-planned work booklet assessment questions based on social influence</p> <p>Fortnightly Assessment</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>Homework</p> <p>Complete module on Seneca</p> <p>Psychology: What Are Schedules of Reinforcement</p> <p>Analysis of scenarios OC</p> <p>Psychotron: AS AQB approaches behaviourism OC Analysis</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>identification modelling, vicarious reinforcement, Bandura.</p>	<ul style="list-style-type: none"> outline the role of mediation, imitation, identification, modelling vicarious reinforcement in learning outline applications of SLT <p>explain strengths and limitations of SLT.</p>	<p>description and comment on main assumptions and methodology of behaviourist approach (table based on Pennington and Mcloughlin P 256)</p> <p>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</p>			
Week 19	<p>Strengths and limitations of learning approaches</p> <p>Cognitive approach Assumptions and methods. Internal mental processes Monitoring and controlling purposes of consciousness</p>	<p>Develop critical appreciation of the learning approach.</p> <p>Students should be able to Explain strengths, limitations and contribution of the learning approach.</p> <p>Develop critical appreciation of the cognitive approach.</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> explain the assumptions and methods of the cognitive approach use key concepts/terms appropriately 	<p>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.</p> <p>A2 Psychotron introductory lesson on cognitive approach lesson plan, ppt and activities.</p> <p>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</p>	<p>In Class Assessment</p> <p>Pre-planned work booklet assessment questions based on social influence</p> <p>Outline and evaluate the behaviourist approach (12 marks)</p>	<p>Homework</p> <p>Complete module on Seneca</p> <p>Cognitive neuroscience face recognition YouTube: Cognitive Neuroscience</p>	<p>Literacy S04 S07 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5</p>

	<p>ss. Role of schemas.</p> <p>Theoretical and computer models to explain mental processes. The role of inference in understanding behaviour.</p> <p>The emergence of cognitive neuroscience.</p>	<ul style="list-style-type: none"> • explain the role of <ul style="list-style-type: none"> - models in understanding mental processes a - consciousness in monitoring - and controlling behaviour - schemas - inference in understanding - behaviour. • explain the information processing model including serial and parallel processing and the contribution of computer analogies • the emergence of cognitive neuroscience evaluate of the contribution of cognitive approach its strengths, limitations applications and ethical issues associated with cognitive neuroscience. 	<p>processes; the role of inference, the role of models and computer analogies.</p> <p>A4 Student independent investigation into cognitive neuroscience preparation for class activity (flipped classroom) Students to bring to class -</p> <p>A short passage that outlines what is meant be “cognitive neuroscience”.</p> <p>Outlines of 3 examples of applications of cognitive neuroscience in everyday life.</p> <p>Extension activity – brief discussion of neuroethics and/or neuroscience and free will.</p> <p>Session activity Q&A confirms understanding of cognitive neuroscience. Group work to produce and overall evaluation of cognitive approach.</p>			
Week 20	<p>What is Psychopathology</p> <p>Normal v abnormal</p> <p>Cultural relativism</p>	<p>Develop understanding of the concept of abnormality and definitions of abnormality.</p> <p>Students should be able to:</p>	<p>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.</p> <p>Picture sort gather images of rituals that are very specific to particular groups or to periods in history.</p>	<p>In Class Assessment</p> <p>Pre-planned work booklet assessment questions based on psychopathology</p>	<p>Homework</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>reference to culture bound syndromes</p> <p>Definitions of abnormality their strengths and limitations</p> <p>RM Normal distribution and skewed distributions</p>	<ul style="list-style-type: none"> • explain definitions of abnormality • statistical infrequency • deviation from social norms • failure to function adequately • deviation from mental health <p>Evaluate definitions of abnormality in terms of their strengths and limitations.</p> <p>Demonstrate understanding of the implications of different definitions.</p>	<p>Use one image as the starting point for discussion of what is normal eg Tiawan classroom.</p> <p>Discussion focusing on temporal and cultural context that influences their views of what is normal/abnormal.</p> <p>Examples of culture bound syndromes and concept of cultural relativism.</p> <p>A2 Teacher presentation of definitions.</p> <p>Student group activity:</p> <ul style="list-style-type: none"> • 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. <p>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.</p> <p>A4 Discussion of classification and diagnosis of disorders and the medical model abnormality as mental illness. Problems associated with diagnosis, reliability of diagnosis. Rosenhan study</p> <p>Extension - Classification and diagnosis are not listed on the specification here but underpin evaluation of explanations and</p>	<p>Outline and evaluate the behaviour approach to behaviour (12 marks)</p> <p>Fortnightly Assessment</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>C9 Sp1 SP5</p>
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therapies eg co-morbidity, reliability of diagnosis, medicalisation of disorders.

Easter Break

Week 21	<p>Introduction to Psychological disorders</p> <p>Behavioural emotional and cognitive characteristics of phobias, adaptive v maladaptive fear, diagnosis, co-morbidity, cultural differences.</p> <p>Behavioural approach to explaining phobias</p> <p>CC Watson and Rayner</p>	<p>Develop understanding of phobias and the behavioural approach to explaining phobias</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> • 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 	<p>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.</p> <p>Reflect back to issues of classification/diagnosis.</p> <p>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.</p> <p>Extension activity - to identify the most important characteristics and the levels/intensity of symptoms required for diagnosis and the implications for reliability and validity of diagnosis.</p> <p>A3 Teacher led Q&A to review classical conditioning process and concepts. IWB diagrams which are then printed out for group work activity.</p> <p>Group work (Thinking ladder - creative transformation). Provide students with video clip and printed description of the</p>	<p>In Class Assessment</p> <p>Pre-planned work booklet assessment questions based on psychopathology</p>	<p>Homework</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>and the acquisition of phobia. Concept of preparedness eg Ohman (1975) and uncertainty eg Mineka (1985)</p> <p>OC and the reinforcement of phobic behaviour through avoidance. Mowrer - Two Process theory</p>	<p>cultural difference/context.</p> <p>Explain the role of:</p> <ul style="list-style-type: none"> • classical conditioning, paired association • avoidance, operant conditioning and maintenance of phobias • Mowrer's two-process approach • Preparedness and uncertainty <p>Describe evidence to evaluate learning explanation eg Watson and Rayner 1920, Gray 1975, Ohman 1975, Mineka 1985, Cook and Mineka 1990.</p> <p>Evaluate learning approach to explaining phobias – evidence, strengths and limitations of the explanation.</p>	<p>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.</p>			
Week 22	<p>Treating Phobias Systematic desensitisation, principle of reciprocal inhibition,</p>	<p>Develop understanding of the behavioural therapies as applied to treatment of phobias.</p> <p>Students should be able to:</p>	<p>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.</p>	<p>In Class Assessment</p> <p>Pre-planned work booklet assessment questions based on psychopathology</p>	<p>Homework</p> <p>Complete module on Seneca</p> <p>London Hypnotherapy UK: Use of In Vivo and</p>	<p>Literacy S04 S07 So5 M1 M5 C1 C3 C5</p>

<p>the role of hierarchy, relaxation.</p> <p>Flooding principles and process of the role of exhaustion and stimulus satiation. Distinction in vivo in vitro and VR, research on effectiveness.</p> <p>Evidence of effectiveness and appropriateness of behavioural therapies.</p>	<p>Outline the key concepts and processes of -</p> <ul style="list-style-type: none"> - systematic desensitisation - flooding <p>Distinguish between -</p> <ul style="list-style-type: none"> - flooding and systematic desensitisation - in vivo in vitro <p>Explain ethical issues associated with behavioural therapy.</p> <p>Identify criteria for evaluating appropriateness and effectiveness therapies.</p> <p>Describe outcomes research</p> <p>Use outcomes research to evaluate therapies.</p> <p>Evaluate the effectiveness and appropriateness of</p> <ul style="list-style-type: none"> - systematic desensitisation - Flooding, including economic implications 	<p>A2 Discussion of ethics, appropriateness and effectiveness.</p> <p>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?</p> <p>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 therapies, focusing on the appropriateness and effectiveness of SD and flooding. Differentiate by range and complexity of studies.</p> <p>Lang & Lazovik 1963 SD v no therapy</p> <p>Marks 1973 effect of exposure stronger than the relaxation</p> <p>Richards 2002 in vivo graded exposure most effective</p> <p>Marks 1981 in vivo flooding most effective</p> <p>Wilson 1980 most effective for specific phobias</p> <p>van Hout, Wiljo J. P. J.; Emmelkamp, Paul M.2002 procedure variation and improvement rate</p>	<p>Exam style questions</p> <p>Application questions of treatment of phobias</p> <p>Fortnightly Assessment</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>In Vitro Desensitization</p>	<p>C9 Sp1 SP5</p>
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			<p>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</p> <p>Craske and Barlow 1993 found high improvement but also high relapse with SD</p> <p>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.</p> <p>A4 Practice exam style questions multi choice, application, short answer on treating phobias including data questions with maths requirement.</p>			
Week 23	<p>Behavioural , emotional and cognitive characteristics of depression Co-morbidity and issues of diagnosis Cognitive explanation</p>	<p>Develop understanding of depression and the cognitive approach to explaining depression</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> • define depression • distinguish between major depressive disorder and bipolar disorder 	<p>A1 Provide students with a series of mini case studies of depression. Students work in pairs or groups to identify</p> <ul style="list-style-type: none"> • examples of Beck’s cognitive biases (Basic level of analysis to identify eg 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) 	<p>In Class Assessment</p> <p>Pre-planned work booklet assessment questions based on psychopathology</p> <p>Identifying characteristics within the different mental health issues</p>	<p>Homework</p> <p>Complete module on Seneca</p> <p>Research report with questionnaire used to assess Attitudes to Mental Illness 2012 Research Report Prepared for Time to Change Attitudes to Mental Illness</p>	<p>Literacy S04 S07 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5</p>

<p>s for depression Ellis ABC model</p> <p>Beck's cognitive triad and errors in logic. Examples of cognitive biases.</p> <p>Evaluation of cognitive explanations</p> <p>Research evidence eg Reynolds (2003) Evans (2005) Hammen (1992).</p>	<ul style="list-style-type: none"> • 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. <p>Explain the role of:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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. <p>A2 Independent research activity, students to research explanations for gender differences in incidence of depression.</p> <p>A3 Extension activity students to research Peterson & Seligman 1984, Abramson 1978, 2002. Attribution model.</p> <p>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.</p> <p>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.</p> <p>Reynolds & Salkovskis 1992 demonstrated the relationship between severity of depression and number of maladaptive cognitions</p>		<p>Homework</p> <p>Complete module on Seneca</p>	
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		<p>Abramson 1978 (Extension)</p> <p>Describe evidence to evaluate Beck's model and Ellis's model</p> <p>Evaluate cognitive approach to explaining depression – evidence, strengths and limitations of the explanation.</p>	<p>(Beck). Salkovskis 1992 found negative thinking higher in depression sufferers.</p> <p>Hamman & Krants 1976 depressed women made more errors in logic than non-depressed control.</p> <p>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.</p> <p>Abramson et al (2006) support the hypothesis that negatively biased cognitive mediators are causal factors in depression.</p> <p>Lewinsohn et al (1981) negative cognitions can be a symptom not cause of depression.</p> <p>Oei, Hibbert and O'Brien (2005) clearly propose the cognitive biases have a consequential role.</p> <p>In relation to Ellis's model it is important to help students to distinguish between evaluation of the model and evaluation of RET.</p>			
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<p>Week 24</p>	<p>Behavioural emotional and cognitive characteristics of OCD Issues of comorbidity</p> <p>Genetic explanations Twin & family studies eg Billett (1998) concordance Lenane et al 1990, Sapap3 eg Feng et al (2007,) Role of glutamate systems, eg Arnold (2006)</p> <p>Neuroanatomical explanations for OCD. Basal ganglia and</p>	<p>Develop understanding of OCD and the biological approach to explaining OCD.</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> • define OCD • distinguish between obsessions and compulsions • outline behavioural, cognitive and emotional characteristics of OCD • explain issues associated with diagnosis including level of severity of symptoms, comorbidity and cultural difference/context. <p>Explain the role of:</p> <ul style="list-style-type: none"> • genetic factors including sapap3, glutamate 	<p>A1 Provide descriptions of, or video of sufferers - students to identify in each case the obsessions and the compulsions and to consider the symptoms in relation to the 4 definitions of abnormality.</p> <p>A2 Group work – students work in 3 groups each group to prepare a presentation for class Group 1: genetic explanations and evidence for and against Group 2: neuroanatomical explanations and evidence and against Group 3: neurochemical explanations and evidence and against</p> <p>Plenary presentations and discussion of which they feel is the most convincing explanation, and issues surrounding medicalisation of OCD.</p> <p>A4 Quizlet activity. Create scatter, race or flash cards activities for students to complete consolidating bio knowledge. Follow this with sample exam style questions multi choice, application /stem questions focusing on characteristics and biological explanations for OCD. Differentiated questions based on complexity and demands. Homework extended writing question evaluating bio explanations for OCD.</p>	<p>In Class Assessment</p> <p>Pre-planned work booklet assessment questions based on psychopathology</p> <p>Fortnightly Assessment</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>Homework</p> <p>Complete module on Seneca</p>	<p>Literacy S04 S07 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5</p>
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	<p>orbital frontal cortex. eg Rapoport (1990) Baxter (2000) cause or effect issue. Menzies (2007) MRI scanning.</p> <p>Neurochemical explanations</p> <p>Serotonin deficiency, eg Murphy v Bastanit (1990)</p> <p>System interaction</p> <p>Evaluation of biological explanations for OCD.</p>	<ul style="list-style-type: none"> • basal ganglia and orbital frontal cortex, cingulate cortex (ACC), caudate nucleus, and thalamus • serotonin. <p>Describe evidence to evaluate:</p> <ul style="list-style-type: none"> • genetic explanation • neuroanatomical explanation • neurochemical explanations <p>Evaluate biological approach to explaining OCD – evidence, strengths and limitations of the explanations.</p>				
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<p>Week 25</p>	<p>Drug therapy for OCD Evidence from drug therapies to support neurochemical explanation. Drug therapy for OCD Beta blockers, Bz s, SSRI's Mode of action. Evaluation of drug therapies. Appropriateness (side effects) and effectiveness. Comparison with alternative therapies eg Greist (1998) ERP</p>	<p>Develop understanding of the drug therapies as applied to treatment of OCD Students should be able to: outline the target and mode of action of</p> <ul style="list-style-type: none"> • SSRIs , clomipramine /availability of serotonin • Benzodiazepines / effectiveness of GABA • Beta blockers <p>Explain ethical issues associated with drug therapy. Describe outcomes research into drug treatments for OCD Use outcomes research to evaluate treatments. Evaluate the effectiveness and appropriateness of drug therapies, including economic implications.</p>	<p>A1 Flipped classroom - review Biopsychology notes to complete worksheet on structure of the brain, neurotransmitters synapses and how SSRIs work. What do Clomipramine, Benzodiazepines, Beta blockers do? Class session Q&A + IWB to review drug therapy for OCD. Strengths and limitations and discussion of ethics. A2 Class discussion of the problems associated with reliable valid assessment of the outcomes of therapies. A3 Devise a research methods question based. A comparison of the effectiveness of therapies over 2 year period. Including pilot, correlation between self-report rating and therapist rating of symptom severity, sampling issues. Aim to test knowledge and research skills A4 Quizlet activity create scatter, race or flash cards activities Sample exam style questions focusing on therapies for Phobias/Depression/OCD.</p>	<p>In Class Assessment Pre-planned work booklet assessment questions based on psychopathology Exam style questions</p>	<p>Homework Complete module on Seneca Overview of OCD explanations evidence and therapies and evidence Overview of Treatments for OCD</p>	<p>Literacy S04 S07 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5</p>
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	Review of Psychopathology.					
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May Half Term

Week 26	<p>Research Methods</p> <p>Introduction to ethics</p>	<p>Ethics activity setting up a VLE/Moodle ethics forum for students to comment on ethical appropriateness of well-known psychological studies.</p>	<p>Students to go through ethical issues – making a poster of each issue and ways to deal with the issue within research.</p> <p>Students to identify which research examples they can use to support their evidence.</p>	<p>In Class Assessment</p> <p>Pre-planned work booklet assessment questions based on ethical issues.</p> <p>Ethics questions based on social influence topic</p> <p>Fortnightly Assessment</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</p>	<p>Homework</p> <p>Complete a revision table with each ethical issue and ways to deal with it.</p>	<p>Literacy</p> <p>S04</p> <p>SO7</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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				and questions enclosed.		
Week 27	<p>RM Introduction to practical research methods.</p> <p>RM Overview of research methods</p> <p>RM Experimental method</p> <p>RM Observational techniques</p> <p>RM Correlations</p> <p>RM Self-report techniques</p> <p>RM Experimental v non</p>	<p>Develop understanding of research methods their strengths and limitations so laying the foundation for practical research skills.</p> <p>Students should be able to:</p> <p>outline -</p> <ul style="list-style-type: none"> • the research cycle • observational techniques • self-report techniques • correlations. <p>Distinguish between -</p> <ul style="list-style-type: none"> • experimental and non-experimental methods • qualitative and quantitative methods • types of experiment. <p>Assess the strengths and limitations of different research methods/techniques.</p>	<p>Introduction to Research methods</p> <p>Group activity – Provide:</p> <ul style="list-style-type: none"> • descriptions of each method/ experiment/observation/correlation/self-report, either as handout or text book AND • handout giving short descriptions of 15-20 studies that employed different methods. <p>Groups label studies as experiments, correlations, observation, self-report.</p> <p>Plenary - IWB discussion and listing of when to use different methods and ideas about strengths and limitations.</p> <p>A2 IWB and Q&A to explore the difference between experiment and non-experimental methods and Qualitative v Quantitative research. Lab v field, quasi and natural experiments, the importance of sampling.</p> <p>A3 Features of experimental method Q&A. Sorting tasks using the descriptions of experiments from A1 to check understanding of eg independent v</p>	<p>In Class Assessment</p> <p>Pre-planned work booklet assessment questions based on research methods.</p>	<p>Homework</p> <p>Complete module on Seneca</p>	<p>Literacy</p> <p>S04</p> <p>SO7</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>Numeracy</p>

<p>experimental RM Types of experiment natural, quasi, lab, field RM Qualitative v quantitative</p> <p>RM Key features of experimental method RM Relationship between sampling and research conclusions</p> <p>P Practical Class activity (students as naive ppts) Independent design Experiment on conformity</p>	<p>Show knowledge of the key features of experimental method.</p> <p>Show understanding of relationship between sampling and drawing conclusions from research.</p>	<p>repeated design. Students sort experiments into repeated or independent design.</p> <p>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.</p>			
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Week 28	<p>How IV, DV operationalised.</p> <p>RM Deception, informed consent and psychological harm How the research helps us to understand the real world – eg jury decision making.</p> <p>Validity and relevance to real world</p> <p>Operationalising variables and control of</p>	<p>Data handling skills – descriptive stats</p> <p>Research skills – operationalising variables, control of variables</p> <p>Ethical and methodical evaluation of research studies</p> <p>Implications of psychological research</p>	<p>Teacher presentation /introduction on Methodological Evaluation of Milgram’s work.</p> <ul style="list-style-type: none"> • Sampling bias • Demand characteristics • Investigator effects • Ecological validity <p>Group work 1 - ethical evaluation of Milgram’s work in relation to the BPS code</p> <p>-</p> <ul style="list-style-type: none"> • Deception • Harm • Informed consent • Extension activity - Cost benefit analysis. • The obedience alibi <p>Group work 2 – compare Milgram’s methods and findings with obedience research in real life settings eg Hoffling 1996, Bickman 1974.</p>	<p>In Class Assessment</p> <p>Pre-planned work booklet assessment questions based on research methods.</p> <p>Fortnightly Assessment</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>Homework</p> <p>Complete module on Seneca</p>	<p>Literacy</p> <p>S04</p> <p>SO7</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>Numeracy</p>

<p>extraneous variables – Analysis of Milgram’s variations RM Percentages RM Bar charts RM Tables</p> <p>Ethical evaluation of Milgrams work. Implications . Cost benefit analysis. The obedience alibi RM Methodological Evaluation of Milgram’s work.</p> <p>RM Sampling bias RM Demand</p>					
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	<p>characteristics and investigator effects</p> <p>RM Ecological validity and obedience research in real life settings Hoffling 1996, Bickman 1974</p>					
Week 29	<p>Research Methods</p> <p>Descriptive statistics – mean, median, mode, range, standard deviation, percentages</p> <p>Descriptive stats, Measures of central tendency</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> distinguish between mean median and mode calculate mean median and mode define range and standard deviation calculate the range calculate percentages. 	<p>Practical activities, Replication of studies that have tested features of the model. Students act as ppts and teacher runs demonstrations.</p> <p>Data is collected and analysed. Mean, median, mode range standard deviation and percentages are then linked to hypotheses</p> <p>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.</p>	<p>In Class Assessment</p> <p>Pre-planned work booklet assessment questions based on research methods.</p>	<p>Homework Activity</p> <p>Activity sheets: Working out mean, median, mode. Working out standard deviation.</p> <p>BBC Bitesize maths and statistics</p> <p>A2 Working out SD YouTube: Working out SD</p> <p>A4 AQA web site AQA past papers and mark schemes</p>	<p>Literacy S04 S07 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5 Numeracy</p>

	<p>and dispersion RM Percentages , mean, median, mode, range and SD</p> <p>RM Presentatio n of data table graphs</p> <p>RM Display and interpret findings Draw conclusion Evaluate own research study</p>	<p>Develop critical appreciation of research into interference and retrieval failure as explanation of forgetting.</p> <p>Student should be able to:</p> <ul style="list-style-type: none"> • 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 				
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		<p>state dependent forgetting</p> <ul style="list-style-type: none"> design, carry out and present findings of research into memory. 				
Week 30	<p>Research Methods</p> <p>Observational methods naturalistic/controlled covert/overt, ppt/non ppt</p> <p>RM Behavioural categories, event sampling, time sampling, Investigating attachment</p> <p>RM Pilot studies</p> <p>P Practical Using observation</p>	<p>Develop understanding of the nature and purpose of early interaction and practical observation research skills</p> <p>Student should be able to:</p> <ul style="list-style-type: none"> 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 	<p>A1 Teacher led review of research into caretaker-infant interaction.</p> <p>A2 Teacher presentation on types of observation, sampling procedures and purpose of pilot studies Including introduction to observational methods in relation to attachment.</p> <p>A3 & A4 Practical Using observation schedules to analyse video of caregiver-infant interaction</p> <p>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.</p> <p>Extension activity to consider how they would check the reliability of their observations Research Methods Companion Flanagan 2012 OUP Ch 3 pp 70-71</p>	<p>In Class Assessment</p> <p>Pre-planned work booklet assessment questions based on research methods.</p> <p>Fortnightly Assessment</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>Homework</p> <p>Complete module on Seneca</p>	<p>Literacy</p> <p>S04</p> <p>SO7</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>Numeracy</p>

	<p>schedules to analyse video of Caregiver-infant interaction</p> <p>Introduction of concept of Reliability of observations /categorisation</p>	<ul style="list-style-type: none"> explain issues of reliability and validity associated with observations. 	<p>A5 Practice exam style questions multi choice, application, short answer on caregiver infant interaction including data questions.</p>			
Week 31	<p>Longitudinal studies</p> <p>RM Strengths and limitations</p> <p>Self-report techniques</p> <p>RM Questionnaires.</p> <p>Interviews, structured and unstructured</p>	<p>Explain the strengths and limitations of longitudinal studies, self-report measures and structured interviews.</p> <p>Develop understanding of data collection techniques, their strengths and limitations.</p> <p>Student should be able to:</p> <ul style="list-style-type: none"> demonstrate understanding of a range of self-report techniques distinguish between qualitative and quantitative data, 	<p>Students to identify and read independent research and identify the strengths and weaknesses of this research.</p> <p>A1 Teacher led - drawing together knowledge and understanding of self-report techniques.</p> <p>A2 How effective are your revision strategies?</p> <p>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.</p>	<p>In Class Assessment</p> <p>Pre-planned work booklet assessment questions based on research methods.</p>	<p>Homework</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> <p>Numeracy</p>

<p>RM Open and closed questions</p> <p>RM Strengths and limitations of self-report techniques Link to qualitative and quantitative data</p> <p>RM Population and Sampling - types and procedures</p> <p>RM Pilot studies (pilot measures /procedure)</p>	<p>structured and unstructured interviews,</p> <ul style="list-style-type: none"> • open and closed questions • explain the strengths and limitations of questionnaires, structured and unstructured interviews, qualitative and quantitative data, open and closed questions • 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. 	<p>Then access “No more highlighting” and count the number of high yield strategies they use and the number of low yield. You can use the data to revise calculating measures of central tendency or percentages.</p> <p>Get class to suggest what the data suggests about the effectiveness of their revision if they continue and how they could improve.</p> <p>A3 & 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.</p> <p>Students to try out different strategies from the thinking ladder. (Recall understanding, application, analysis, evaluation and creation) in relation to the revision topics.</p> <p>Quizlet.com – you and/or students create learning activities/games to challenge each other.</p> <p>Based on analysis of topic understanding and effective revision activities students draw up revision plan.</p>				
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<p>Week 32</p>	<p>Correlational research Strengths and limitations. Positive and negative and Zero relationships</p> <p>RM Presenting and interpreting correlational data</p> <p>RM Scatterplots Research methods question</p> <p>P Practical research to design a correlational study using standardised scale</p>	<p>Develop understanding of the correlational research.</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> distinguish positive negative zero correlations present and interpret correlational data 	<p>Teacher led overview - the nature of correlation direction and strength (positive, negative, zero) Strengths and limitations of correlational research.</p> <p>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 egs of spurious correlations.</p> <p>Extension activity students to interpret findings.</p> <p>Check understanding – brief outline of 7 or 8 studies, some expert and some correlational, ranging in complexity, students identify which are experiments and which are correlational.</p> <p>Exam style question based on correlation.</p> <p>A2 Practical research to design a correlational study using standardised scale.</p> <p>Students work in pairs/small groups to design a correlational study. This should include -</p> <ul style="list-style-type: none"> Proposal (so teacher can check it is ethical and practical) Pilot study to pilot measures and or procedure 	<p>In Class Assessment</p> <p>Pre-planned work booklet assessment questions based research methods.</p> <p>Fortnightly Assessment</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>Homework</p> <p>Summer Project</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>Numeracy</p>
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			<ul style="list-style-type: none">• Data collection for 10 pairs of scores, recording data• Data analysis descriptive stats and graphical presentation• Data analysis and presentation. <p>Possible measures – Locus of control, self-esteem, sensation seeking BBC Science: The Human Body facebook addiction Psychcentral: Geekquiz</p> <p>A3 feedback on exam and individualised learning plan to address issues from the exam.</p>			
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