

<b>Topic/Project:</b>  <b>Memory and research methods</b>	<b>Timescale:</b>  <u>Term 1, 2, 3</u>	<b>Literacy Key:</b> <b>Writing</b> <b>Reading</b> <b>Speaking and Listening</b>				
<b>Learning Intentions/Outcomes</b>	<b>Activities</b>	<b>Resources (including ICT)</b>	<b>Extension Activities</b>	<b>Competencies Developed</b>	<b>Assessment for Learning Opportunities</b>	<b>Cross Curricular Links (SMSCD, with other subjects)</b>
<p>Memory: Coding, capacity and duration</p>	<p>Teacher led - memory tests</p> <p>Group tasks:</p> <ul style="list-style-type: none"> <li>Students test their digit span (Jacob's experiment)</li> <li>Students test the effectiveness of chunking</li> <li>Students apply knowledge of chunking to real-life</li> <li>Students test their duration of STM (Peterson and Peterson Trigram experiment)</li> <li>Students explore how STM is coded (Baddeley's experiment)</li> </ul>	<p>AQA Psychology textbook.</p> <p>Digit span ppt.</p>	<ul style="list-style-type: none"> <li>Exam questions</li> <li>Apply it questions from textbook</li> <li>Predicting the results of a study</li> </ul>	<p>Describing coding, capacity and duration for STM and LTM.</p> <p>Evaluating research into the coding, capacity and duration of STM and LTM.</p> <p>Ability to understand what needs to be included in an exam question.</p> <p>Understanding how marks are obtained through exam practice.</p> <p>Exposure to model answers.</p>	<p>Apply it questions, check it questions, past paper questions.</p>	<p><b>Applied psychology:</b> to study and revision technique.</p> <p><b>SMSCD</b> – Ethics of study (RE).</p>

	<p>Consolidation task: What's the question? Students are given 8 answers and they need to devise a question based on learning.</p>					
<p>Research methods (RM): descriptive stats, measures of central tendency – mean, median, mode, calculation of, measures of dispersion - range (and calculation of) and SD. Levels of measurement (nominal, ordinal, interval). Data distributions (normal, positive skew, negative skew)</p>	<p>Defining and coming up with examples of nominal, ordinal and interval data.</p> <p>Knowledge check: level of measurement</p> <p>Group tasks:</p> <ul style="list-style-type: none"> <li>• Describing, calculating and evaluating the mean, median and mode.</li> <li>• Describing, calculating and evaluating the range.</li> <li>• Evaluating SD.</li> </ul> <p>Teacher led- identifying how high and low SD are displayed graphically. IQ example given.</p>	<p>AQA Psychology textbook.</p> <p>Standard Deviation video: <a href="https://www.youtube.com/watch?v=MRqtXL2WX2M">https://www.youtube.com/watch?v=MRqtXL2WX2M</a></p>	<ul style="list-style-type: none"> <li>• Past paper questions</li> <li>• Apply it questions from textbook</li> </ul>	<p>Research methods skill development: research design, data collection and analysis.</p> <p>Drawing distributions.</p>	<ul style="list-style-type: none"> <li>• Exam Q – interpretation mean and SD displayed in table.</li> <li>• Exam Q – interpreting and sketching distributions</li> <li>• Exam Q- explaining how distribution scores differ based on results table</li> <li>• Exam Q- how to achieve a normal distribution from a negative skew</li> <li>• Google forms quiz</li> </ul>	<p><b>Maths skills:</b> calculating descriptive stats. Calculation of central tendency, dispersion and percentages. Data analysis and presentation skills</p>

	Drawing and labelling different types of distribution.					
Research methods (RM)- Types of data: Distinction between qualitative and quantitative data collection techniques). Primary / secondary data, meta-analysis.	<p>Qualitative or quantitative activity – applying to real-life scenario.</p> <p>Independent task – answer past paper questions. Identify what needs to be included in answer for 2 marks.</p> <p>Group task –</p> <ul style="list-style-type: none"> <li>• discuss whether qualitative or quantitative data is better and why.</li> <li>• Evaluation of types of data</li> </ul> <p>Primary or secondary activity – applying to real-life scenario.</p> <p>Peer mark – primary and secondary data exam Q.</p>	<p>AQA Psychology textbook.</p> <p>Google Forms quiz</p>	<ul style="list-style-type: none"> <li>• Generate own examples of qualitative and quantitative data</li> </ul>	<p>Describe, give examples and evaluate qualitative and quantitative data</p> <p>Describe, give examples and evaluate primary and secondary data</p> <p>Describe and evaluate meta-analysis</p>	<ul style="list-style-type: none"> <li>• Quantitative or qualitative knowledge check – identify the type of data in the scenario (AO1 and AO2)</li> <li>• Primary and secondary data exam question – ask students to identify the AO being assessed</li> <li>• Meta-analysis apply it</li> <li>• Google Forms types of data quiz</li> </ul>	

	<p>Teacher led- go through model answer.</p> <p>Independent task – Textbook work: what is a meta-analysis? Why are they good? Why are they bad?</p>					
<p>RM- Graphs and tables graphs: bar chart, histogram, scattergram, line graph, summarising tables.</p>	<p>Teacher led – how to draw and label graphs. When to use each graph and why.</p> <p>Independent task – which graph should I use and why?</p> <p>Group task – which graph and I? What can be concluded?</p>	<p>AQA Psychology textbook.</p> <p>Google Forms quiz</p>	<ul style="list-style-type: none"> <li>● Past paper questions</li> <li>● Apply it questions from textbook</li> <li>● Knowledge check questions from textbook</li> </ul>	<p>Understand how to interpret tables and write about the results effectively when answering exam-style questions.</p> <p>Apply knowledge of measures of central tendency and measures of dispersion.</p> <p>Identify the 4 different types of graphs visually.</p> <p>Explain when it is appropriate to use each type of graph.</p> <p>Be able to draw and label the different types of graph.</p>	<ul style="list-style-type: none"> <li>● Exam Q – describing results based on mean and SD.</li> <li>● Exam Q – Sketch an appropriate graph for data presented in table</li> <li>● Google Forms graphs quiz</li> </ul>	<p><b>Maths Skills:</b> Data analysis and presentation skills</p>

RM- Case studies	<p>Group task – assess prior knowledge: What is a case study? Why are they conducted? What do they provide? Can you give an example?</p> <p>Research task – groups of 3. One person research the case study of CW, one HM, the other KF. Once complete, teach each other.</p>	<p>AQA Psychology textbook.</p> <p>Clive Wearing video: <a href="https://www.youtube.com/watch?v=Vwigmktix2Y">https://www.youtube.com/watch?v=Vwigmktix2Y</a></p> <p>Genie Wiley Video: <a href="https://www.youtube.com/watch?v=VjZolHCrC8E">https://www.youtube.com/watch?v=VjZolHCrC8E</a></p>	<ul style="list-style-type: none"> <li>• Get students to think of the strengths and limitations throughout AO1.</li> </ul>	<p>Explain what a case study is and find some examples from cognitive psychology (memory).</p> <p>Examine what is involved in compiling a case study</p> <p>Consider how case studies may contribute to psychological research, including the pros and cons of case studies.</p>	<ul style="list-style-type: none"> <li>• Feedback on research activity</li> <li>• Feedback on evaluation activity</li> </ul>	<b>Research</b>
Memory- Multi-store model		AQA Psychology textbook.	•		•	
How to PEEL		AQA Psychology textbook.	•		•	
How to structure a 16 marker		AQA Psychology textbook.	•		•	
Memory- Types of long-term memory		AQA Psychology textbook.	•		•	
RM- Experimental method - aims, hypotheses, IV and DV, operationalisation of variables		AQA Psychology textbook.	•		•	

<p>RM- Control of variables - extraneous and confounding variables, demand characteristics, investigator effects, randomisation, standardisation</p>		<p>AQA Psychology textbook.</p>	<p>•</p>		<p>•</p>	
<p>Week 3 and 4:</p> <p>RM Case studies – brain damage. Qualitative data - the distinction between qualitative and quantitative data collection techniques.</p> <p>Experimental method: types of experiment, lab, field, natural and quasi experiments.</p> <p>Sampling methods: the differentiation between population and sample, random, systematic, stratified, opportunity and volunteer; implications of sampling techniques and bias and generalisation; controlling by random allocation, randomisation and standardisation. Counterbalancing.</p>	<p>Compare and contrast case studies of KF, HM and CW and how they support or contradict the MSM/WMM coming up.</p> <p>Group task – students use sweets to demonstrate understanding of sampling methods.</p>	<p>Clive Wearing video <a href="https://www.youtube.com/watch?v=Vwigmk-tix2Y">https://www.youtube.com/watch?v=Vwigmk-tix2Y</a></p> <p>Case studies worksheet</p> <p>Task sheets on sampling</p> <p>Work sheet on lab, field, natural experiments.</p>	<p>Apply it questions.</p>	<p>Critical appreciation of differences between STM and LTM and how this relates to MSM and WMM</p> <p>Distinguish between case studies and the case study method.</p> <p>Define and evaluate the use of different RM.</p>	<p>Apply it, check it questions</p>	<p><b>Biology:</b> brain damage case studies.</p> <p>Attachment and Psychopathology link forward.</p> <p><b>SMSCD:</b> ethics of studying brain damaged patients. Reference to other topics in the spec case study in attachment.</p>

<p>Week 5:</p> <p>Types of LTM: episodic, semantic and procedural.</p> <p>RM: the difference between aim and hypothesis (directional and non), pilot studies (aims and purpose), experimental designs (RIM), variables: control and manipulation of IV, DV, extraneous, confounding, operationalisation, demand characteristics and investigator effects – manipulation and control for.</p> <p>Single- and double-blind studies. Placebo effect.</p> <p>Features of science: objectivity, and the empirical method, replicability and falsifiability, theory construction, hypothesis testing,</p>	<p>Teacher led presentation, then worksheet for students to complete as an individual or in small groups.</p> <p>Teacher conducts a bad experiment full of EVs. Student to evaluate and say how to improve.</p>	<p>Presentation on research designs and worksheet on factors that affect validity.</p> <p>Worksheet on directional v non directional hypothesis, IV and DV.</p>	<p>Apply it questions not covered in AFL opps</p> <p>The Placebo Effect – Derren Brown  <a href="https://www.dailymotion.com/video/x15mi5w">https://www.dailymotion.com/video/x15mi5w</a> Language alert!  <a href="https://www.youtube.com/watch?v=jrXt3RnmlQ">https://www.youtube.com/watch?v=jrXt3RnmlQ</a> This is a follow up on one of the people in Derren’s show. It will only make sense if you’ve seen the Placebo effect tho.</p>	<p>Assessing and reading psychological material.</p> <p>Generating hypotheses /propositions</p> <p>Evaluation using criteria to evaluate models /theories</p> <p>Apply knowledge and understanding of models to explain everyday situations</p> <p>Research methods skill development: research design.</p> <p>Choosing best fit for your purposes.</p>	<p>Apply it, check it questions</p>	<p><b>Links to what is science:</b> research aim, hypothesis testing etc – link to other sciences.</p> <p><b>SMSCD:</b> ethics of studying humans; features of science: objective methods that lack bias. Single- and double-blind studies for drugs trials; placebo effect</p>

<p>Week 6 and 7:</p> <p>The Working Memory Model (WMM): central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. Features of the model: coding and capacity.</p>	<p>Teacher led 'How many doors and windows in your home' exercise.</p> <p>Students to note the key features of each component.</p> <p>Teacher led presentation.</p> <p>Group task - Evaluation of model and comparison to MSM.</p>	<p>Pod cast on WMM. Worksheet to help compare models. Baddeley study on sound alike: rearrange the components of the study – reference back to experimental design etc. For future reference: sections of a report.</p>	<p>Apply it questions not covered in AFL opps</p>	<p>Applying and reading psychological material.</p> <p>Generating hypotheses /propositions</p> <p>Evaluation using criteria to evaluate models /theories</p> <p>Research evidence</p> <p>Apply knowledge and understanding of models to explain everyday situations.</p> <p>Comparison of models</p>	<p>Apply it, check it questions</p>	<p>Applied psychology to everyday complex tasks e.g. air traffic control; post codes, telephone number construction; car reg</p> <p>Sections of a report.</p> <p><b>SMSCD:</b> case studies and ethics of using brain damaged patients. Biopsychology – different areas of the brain do different things.</p>
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<p>Week 8:</p> <p>Explanations of forgetting: proactive and retrograde interference and retrieval failure due to absence of cues.</p>	<p>Flipped classroom. Students to read up information prior to class.</p>	<p>Practical experiment to reinforce what was learned in theory.</p>	<p>Apply it questions not covered in AFL opps</p>	<p>Applying and reading psychological material.</p> <p>Evaluation using criteria to evaluate models /theories</p> <p>Apply knowledge and understanding of models to explain everyday situations</p>	<p>Apply it, check it questions</p>	<p>Applied psychology to everyday situations; why we forget names or get them confused.</p>
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<p>Week 9 and 10</p> <p>RM – ethics – BPS code, ethics in design and conduct of studies; dealing with ethical issues in research. Types of consent. (number peg to aide memory)</p> <p>Introduce cognitive approach. The study of internal mental processes, the role of schema, the use of theoretical and computer models to explain and make inferences about mental processes.</p> <p>Factors affecting the accuracy of EWT: misleading information, including leading questions and post-event discussion; anxiety.</p>	<p>Teacher led presentation using number peg on ethics.</p> <p>Group task – what factors influence EWT?</p> <p>Teacher led recreation of Loftus and Palmer study.</p> <p>When eyes deceive <a href="https://www.youtube.com/watch?v=rSzPn9rsPcY">https://www.youtube.com/watch?v=rSzPn9rsPcY</a></p>	<p>Video – Ron Cotton and associated questions on the case. It was a rape case so some forewarning needed.</p> <p><a href="https://www.youtube.com/watch?v=u-SBTRLoPuo">https://www.youtube.com/watch?v=u-SBTRLoPuo</a> Part 1</p> <p><a href="https://www.youtube.com/watch?v=I4V6aoYuDcg">https://www.youtube.com/watch?v=I4V6aoYuDcg</a> Part 2</p>	<p>Apply it questions not covered in AFL opps</p>	<p>Accessing and reading psychological material.</p> <p>Independent learning skills</p> <p>Use of subject specific psychological terminology</p> <p>Application of knowledge and understanding of EWT and cognitive interview to novel situations</p> <p>Evaluation of research studies</p> <p>Use of research evidence to support factors that affect EWT</p>	<p>Apply it, check it questions</p>	<p><b>SMSCD:</b> ethics (RE) of studying humans and animals. What happens if EWT goes wrong – innocent people end up in prison. Link - forensics Application of psychology into the real world. Reference back to social psychology and the ethics of Milgram etc.</p> <p><b>SMSCD:</b> application of Yerkes Dodson to stress management and also cross topic to stress unit. Approaches: cognitive approach and reference to psychopathology</p>
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<p>Week 11 and 12:</p> <p>RM - self report: questionnaires and interviews – structured and unstructured. Design of interviews. Questionnaire construction, including use of open and closed questions.</p> <p>Improving the accuracy of EWT, including the use of cognitive interview.</p>	<p>Group task – when have student had interviews – they were all interviewed for place in sixth form. What did they notice? Relate above to Cognitive interview</p>	<p>Video – Stephanie Slater case – Eyewitness DVD disc 2 5 mins in.</p>	<p>Apply it questions not covered in AFL opps</p>	<p>Use of subject specific psychological terminology</p> <p>Application of knowledge and understanding of EWT and cognitive interview to novel situations</p> <p>Evaluation of research studies</p>	<p>Apply it, check it questions</p>	<p>Careers: link to recruitment and selection processes.</p> <p>Applied psychology to real world of policing.</p> <p><b>SMSCD:</b> even in survey / interview we need to be objective and unbiased so people are treated fairly.</p>
<p>Week 13</p> <p>Revision: gaps and pits</p>	<p>Students to address gaps and pits and produce revision resources on those areas</p>		<p>Apply it questions</p>	<p>Reflection and self-evaluation skills.</p>	<p>Apply it, check it questions</p>	<p>Links across the spec; maths skills</p>

<b>Topic/Project:</b>  <b>Approaches in psychology and research methods</b>	<b>Timescale:</b>  <u><b>Term 3 and 4</b></u>	<b>Literacy Key:</b> <b>Writing</b> <b>Reading</b> <b>Speaking and Listening</b>				
<b>Learning Intentions/Outcomes</b>	<b>Activities</b>	<b>Resources (including ICT)</b>	<b>Extension Activities</b>	<b>Competencies Developed</b>	<b>Assessment for Learning Opportunities</b>	<b>Cross Curricular Links (SMSCD, with other subjects)</b>
<p>Week 1 and 2:</p> <p>Origins of psychology: Wundt, introspection and the emergence of psychology as a science.</p> <p>Basic assumptions of learning approaches: the behaviourist approach, including classical conditioning and Pavlov's research, operant conditioning, types of reinforcement and Skinner's research, SLT including imitation, identification, modelling, vicarious reinforcement, the role of mediational process and Bandura's research.</p>	<p>Timeline.</p> <p>Individual task - how do students know what they know – how did they develop skills like swimming talking, riding a bike.</p>	<p>Video of Skinner, Pavlov and Bandura</p> <p>Children see, children do</p>	<p>Apply it questions not covered in AFL opps</p>	<p>Problem solving and application skills</p> <p>Independent learning skills</p> <p>Accessing and reading psychological material.</p> <p>Analytic skills Use of subject specific psychological terminology</p> <p>Explanation skills</p>	<p>Apply it, check it questions</p>	<p>Application: Educational theories of learning. PE learning theory. IDA – is what we learn innate or learned? Application to treating mental illness. Application to parenting and attachment</p> <p><b>SMSCD:</b> understanding the consequences of actions.</p>

<p>Week 3 and 4:</p> <p>The cognitive approach – recap from EWT; the study of internal mental processes, the role of schema, the use of theoretical and computer models to explain and make inferences about mental processes. The emergence of cognitive neuroscience.</p>	<p>Schemas – eating out Teacher led presentation</p>	<p>Bambi in the forest Necker cube and rat man illusions</p>	<p>Apply it questions not covered in AFL opps</p>	<p>Problem solving and application skills</p> <p>Independent learning skills</p> <p>Accessing and reading psychological material.</p> <p>Analytic skills Use of subject specific psychological terminology</p> <p>Explanation skills</p>	<p>Apply it, check it questions</p>	<p>Application of psychology into scanning techniques and the emergence of neuroscience. Link back to memory and introduce concept of biopsych. Application to treating mental illness.</p>
<p>Week 5 and 6:</p> <p>Basic assumptions of the Biological approach: the influence of genes, biological structures and neurochemistry on behaviour. Genotype and phenotype, genetic basis of behaviour, evolution and behaviour.</p>	<p>Teacher led presentation</p>	<p>PPT on genes and hormones.</p>	<p>Apply it questions not covered in AFL opps</p>	<p>Reading psychological material.</p> <p>Use of subject terminology Independent learning skills Group work skills Evaluation skills development Strengths and limitations of approaches.</p>	<p>Apply it, check it questions</p>	<p>Biology – role of genes, neurochemistry. IDA – nature vs nurture. Nomothetic approach. Biological determinism. <b>SMSCD</b>: ethics of using twins, adoptees etc. Application to treating mental illness.</p>

<p>Week 7, 8, 9:</p> <p>The basic assumptions of the Psychodynamic approach: the role of the unconscious, the structure of the personality – ID, EGO, SUPEREGO, defence mechanisms including repression, denial displacement; psychosexual stages.</p>	<p>Teacher led presentation</p>	<p>Video – Advert <a href="https://www.youtube.com/watch?v=iszpr9QxVUg">https://www.youtube.com/watch?v=iszpr9QxVUg</a> to explain Oedipus Complex.</p> <p>Task sheet on iceberg model.</p>	<p>Apply it questions not covered in AFL opps</p>	<p>Accessing and reading psychological material.</p> <p>Use of subject specific psychological terminology</p> <p>Independent learning skills</p> <p>Group work skills</p> <p>Evaluation skills development</p> <p>Strengths and limitations of approaches.</p>	<p>Apply it, check it questions</p>	<p>Media and English: psyche, iceberg analogy, defence mechanisms as used in advertising and literature. IDA determinist – psychic determinism and idiographic approach. Application to treating mental illness. Features of science <b>SMSCD:</b> understanding the consequences of actions; developing personal qualities and social skills; understanding human feelings and emotions</p>
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<p>Week 10,11,12:</p> <p>Humanist approach. Free will, self-actualisation and Maslow's Hierarchy of Needs, focus on the self, congruence, the role of conditions of worth. The influence on counselling psychology.</p> <p>Comparison of the approaches: views on development nature v nurture, reduction, determinism, atypical behaviour.</p>	<p>Students – what do we need in life? Rank it in an order. Copy the hierarchy of needs</p> <p>Students to create a grid of the approaches using specific criteria – reductionism, determinism etc. to compare and contrast and think about how to use this as a revision tool.</p>	<p>Sample grid.</p>	<p>Apply it questions not covered in AFL opps</p>	<p>Reading psychological material.</p> <p>Use of psychological terminology</p> <p>Independent learning skills</p> <p>Group work skills</p> <p>Evaluation skills development</p> <p>Evaluation of approaches.</p>	<p>Apply it, check it questions</p>	<p>IDA free as opposed to determinist approach, idiographic. Application to teaching/counseling</p> <p>IDA links: nature v nurture, reduction, determinism</p> <p><b>SMSCD:</b> understanding and appreciating personal influences; developing personal qualities and social skills; developing values; exploring beliefs and values of others.</p>
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<b>Topic/Project:</b>  Psychopathology and research methods	<b>Timescale:</b>  <u>Term 5 and 6</u>	<b>Literacy Key:</b> Writing Reading Speaking and Listening				
Learning Intentions/Outcomes	Activities	Resources (including ICT)	Extension Activities	Competencies Developed	Assessment for Learning Opportunities	Cross Curricular Links (SMSCD, with other subjects)
Week 1 and 2:  Definitions of abnormality, including deviation from social norms (Rosenhan and Seligman), failure to function adequately, statistical infrequency, and deviation from ideal mental health.  RM: normal and skewed distributions – relate to IQ and exam questions	What is normal? What is abnormal? Teacher led presentation	Definitions ppt	Apply it questions not covered in AFL opps Holah.co.uk MCQ on Rosenhan and Seligman Research a culture bound syndrome	Discussion skills  Mathematical skills  Evaluation skills strength and limitations of definitions	Apply it, check it questions	Maths skills: statistics.  <b>SMSCD:</b> understanding of mental health issues for self and others; exploring diversity.



<p>Week 3 and 4:</p> <p>The behavioural, emotional and cognitive characteristics of phobias, depression and OCD.</p>	<p>Teacher led presentation. Students to work in threes to work out the behavioural, emotional and cognitive characteristics of phobias, depression and OCD. Present to group.</p>		<p>Apply it questions not covered in AFL opps</p>	<p>Accessing and reading psychological material.</p> <p>Independent learning skills</p> <p>Use of subject specific psychological terminology</p> <p>Application skills – moving from the approach to its application to psychopathology /phobia</p> <p>Analysis and transformation skills</p> <p>Explanation skills Weighing up evidence and evaluation skills</p> <p>Groupwork skills</p>	<p>Apply it, check it questions</p>	<p><b>SMSCD:</b> understanding of mental health issues for self and others; exploring diversity.</p>
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<p>Week 5 and 6:</p> <p>The behavioural approach to explaining and treating phobias: the two process model, including classical and operant conditioning; systematic desensitisation, including relaxation and the use of hierarchy; flooding</p>	<p>Teacher led presentation. Students to participate in breathing and relaxation exercise. Construct a systematic desensitisation programme for fear of flying.</p>	<p>Little Albert clip Pavlov dogs clip Primal Fears clips Relaxation and breathing script</p>	<p>Apply it questions not covered in AFL opps</p>	<p>Evaluation skills</p> <p>Weighing up evidence and ethical considerations</p> <p>Using criteria to judge effectiveness and appropriateness in relation to therapies</p> <p>Critical thinking Developing lines of argument</p> <p>Drawing conclusions</p> <p>Using mathematical skills</p>	<p>Apply it, check it questions</p>	<p><b>SMSCD:</b> understanding of mental health issues for self and others; exploring diversity. Weighing up the ethics of therapies. Approaches link to behaviour; IDA</p>
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<p>Week 7:</p> <p>The biological approach to explaining and treating OCD; genetic and neural explanations; drug therapy.</p> <p>RM: Single blind and double-blind procedures, placebo.</p>	<p>Teacher led presentation.</p>	<p>Clip on how drugs work. Clip on what it's like to have OCD Sheldon's cure for OCD Derren Brown – The Placebo Effect</p>	<p>Apply it questions not covered in AFL opps</p>	<p>Application skills – moving from the approach to its application to psychopathology /OCD</p> <p>Explanation skills Weighing up evidence and evaluation skills</p> <p>Group work skills Presentation skills Mathematical skills</p>	<p>Apply it, check it questions</p>	<p>Biology – the role of genetics and neurochemistry – and biopsychology. <b>SMSCD:</b> understanding of mental health issues for self and others; exploring diversity. Ethics of drug trials.</p>
<p>Week 8:</p> <p>Cognitive approach to depression: Beck's negative triad and Ellis' ABC model; CBT and challenging irrational beliefs.</p>	<p>Draw the negative triad give an example; ABC model and apply to own life. Teacher to guide students thru ABCDE sheet</p>	<p>The Black dog ABCDE sheet</p>	<p>Apply it, check it questions</p>	<p>Application skills – moving from the approach to its application to psychopathology depression</p> <p>Explanation skills</p> <p>Weighing up evidence and evaluation skills Group work skills Presentation skills Mathematical skills</p>	<p>Apply it, check it questions</p>	<p><b>SMSCD:</b> understanding of mental health issues for self and others; exploring diversity. Understanding the consequences of actions. ABC model relate to anger management in forensics. Link back to cognitive approach</p>

Revision towards mock: mock papers, gap areas, pit areas, students to model answer.	Teacher to see students on individual basis to guide and support gaps/pits.	Past papers Apply its and check its	Apply it questions not covered in AFL opps	Weighing up evidence and evaluation skills Mathematical skills	Apply it, check it questions	<b>SMSCD</b> as mentioned above will be reinforced at every opportunity.
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## Scheme of Work AQA Psychology Forensic Psychology year 12

Learning Outcomes/spec	Activities	Resources (including ICT)	Extension Activities	Competencies Developed	Assessment for Learning Opportunities	Cross Curricular Links (SMSCD, with other subjects)
<b>Defining crime and problems with defining crime.</b>  <b>Ways of measuring crime:</b> <b>Official statistics</b> <b>Crime surveys</b> <b>Victim surveys,</b> <b>Offender surveys.</b>	No longer in the spec but does need to be referred to as without a definition of crime all that follows cannot make sense. Students could engage with the text on this topic and research crime in their local area but they cannot be examined on this topic.					

Offender profiling:						
<b>Top down approach</b> including organised and disorganised types of offender. • Top down approach • <b>Organised v disorganised types of offender</b> • <b>Bottom-up approaches including investigative psychology;</b>	Teacher led presentation. Discussion of profiling on TV. Profiling exercise. Imagine you were trying to investigate/solve a murder. Outline how a top-down approach to investigating the crime might differ from a bottom-up approach? Which of these two	<b>Guardian article</b> The Guardian: Psychological profiling – ‘worse than useless’ Railway Rapist and Rachel Nickell Youtube clip – Ted Bundy	Optional: Students can research a serial killer with a focus on how profiling caught the killer.  Compare and contrast the different approaches.	Weighing up evidence and evaluation skills	Check it apply it questions	<b>SMSCD:</b> crime is wrong, but sometimes there will be mitigating circumstances which we can understand though not condone. Why did serial killers do what they do, their motivations. Students can choose to research the serial killer. Entrapment was used in the Rachel Nickell case – ethics

<b>Geographical profiling</b>	approaches do you think is most scientific and why.					of this approach by police.
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Learning Outcomes	Activities	Resources (including ICT)	Extension Activities	Competencies Developed	Assessment for Learning Opportunities	Cross Curricular Links (SMSCD, with other subjects)
<b>Biological explanation of offender behaviour</b>						
Nature nurture debate. Heredity and environment in determining behaviour; interactionist approach, diathesis stress, epigenetics.	Are criminals born or made? Discussion. Where do the approaches fall on the nature nurture spectrum			Applying existing knowledge to new topic Independent learning skills Group work Taking research from a TV programme and making it fit for use in essays effectively.	Apply it and check it questions	IDA – nature v nurture are criminals born or made? Determinism v freewill – relates to RE conference – the Mobley defence. Reminder of all of the approaches but now relate to crime. <b>SMSCD:</b> moral codes IDA – determinism v free will. All the approaches but now relating to crime. <b>SMSCD:</b> Ethics of how to control criminal behaviour, moral codes.

<p><b>Biological explanations of offending behaviour:</b> - Lombroso's <b>an historical atavistic form,</b></p>	<p>Can you tell a wrong 'un by their face?</p> <p>Principles of Atavistic Form, first profiling research; Lombroso's research.</p>	<p>Can you tell a wrong 'un by their face? <a href="https://www.dailymail.co.uk/news/article-3980130/So-s-goodie-baddie-really-tell-wrong-just-face-s-lips-eyes.html">https://www.dailymail.co.uk/news/article-3980130/So-s-goodie-baddie-really-tell-wrong-just-face-s-lips-eyes.html</a></p>	<p>Could use the newspaper article as a tool for students carrying out their own study and writing it up.</p>	<p>Applying existing knowledge to new topic</p> <p>Independent learning skills</p> <p>Self-assessment Group work</p> <p>Use of evidence to evaluate explanations Extended writing skills Judging and providing feedback</p>	<p>Check it and apply it questions</p>	<p><b>SMSCD</b> - prejudice</p>
<p><b>Genetic explanations:</b> candidate genes, diathesis stress model</p> <p><b>Neurological explanations:</b> pre-frontal cortex and mirror neurons</p>	<p>Starter activity developing an overview. Students to work in pairs and to discuss/suggest how biological, cognitive, behavioural, psychodynamic and humanistic approaches might explain offending behaviour. Whole class activity to gather suggestions, i.e.</p>	<p>Horizon: Are we good or evil? <a href="https://vimeo.com/123749208">https://vimeo.com/123749208</a> Start from 30 mins Jim Fallon – also Ted talk by Jim Fallon – students to write this up as a PEEL point for supporting evidence.</p>		<p>Applying existing knowledge to new topic</p> <p>Independent learning skills</p> <p>Self-assessment Group work</p> <p>Use of evidence to evaluate explanations</p> <p>Using issues and debates to evaluate</p> <p>Extended writing skills</p>	<p>Check it and apply it questions</p>	<p><b>SMSCD</b> – are criminals born or made?</p>



	what do they already know about explanations. Apply this to offender behaviour.			Judging and providing feedback		
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Learning Outcomes	Activities	Resources (including ICT)	Extension Activities	Competencies Developed	Assessment for Learning Opportunities	Cross Curricular Links (SMSCD, with other subjects)
<b>Psychological explanations of offending behaviour.</b>						
<b>Eysenck's theory of criminal personality</b> – the role of extraversion & neuroticism in offending.	Teacher introduction to psychological explanations. Outline of Eysenck's theory. Students work in groups to research evidence to support and challenge Eysenck's theory.	Mind Changers BBC radio 4 Eysenck Eysenck's Personality Inventory and scoring sheet.	Presentation from the Mind changers programme	Understand the limitations of correlational research, self-reports and meta-analysis.  Reading more complex psychological material  Analysis  Developing lines of argument	Check it and apply it questions	<b>SMSCD:</b> consequences of actions; are criminals born or made – nature nurture link and determinism/freewill throughout. Links to IDA topics.
<b>Cognitive explanations: level of moral reasoning and cognitive distortions, including hostile attribution bias and minimalisation</b>  <b>Kohlberg moral reasoning</b> relationship between moral reasoning and	Kohlberg's theory of moral development, making notes on the defining characteristics of each stage. Students to view the interviews of children responding to Heinz dilemma and for each one state the level of reasoning and	Heinz dilemma worksheet	BBC Radio 4: Mind Changers - Heinz Dilemmas 28 mins	Application skills  Using knowledge of research methodology, reliability, validity, issues and debates to judge explanations  Use understanding of research methodology to evaluate studies  Reading more complex psychological material  Presentation skills	Check it and apply it questions	<b>SMSCD :</b> consequences of actions; moral dilemmas what would you do. Understanding that different people would have different motivation for their choices.  Recap cognitive approach.

<p>offending behaviour.</p> <p><b>Cognitive distortions:</b></p> <ul style="list-style-type: none"> <li>- Primary cognitive distortion (egocentric bias)</li> <li>- Secondary cognitive distortions - attributional biases (<b>hostile attribution bias</b>, excessive blaming)</li> <li>minimalisation of consequences, Methodological and conceptual issues, Implications and links to issues and debates</li> </ul>	<p>why you think it is that level.</p> <p>In class task- evaluate the theory and review evidence of its effectiveness in explaining offending behaviour.</p> <p>Students to look at neutral photos and make judgment on what the faces say to demonstrate cognitive distortions.</p>			<p>Analysis</p> <p>Developing lines of argument</p>		
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<p><b>Differential association theory</b>  <b>Scientific basic for why people commit crime, learned behaviours and pro criminal attitudes.</b></p>	<p>Recap social learning theory and apply it to crime and the learning of pro criminal attitudes.</p>	<p>Course text</p>		<p>Describe and evaluate and apply knowledge to offender behaviour</p> <p>Analysis of research.</p>	<p>Check it and apply it questions</p>	<p><b>SMSCD:</b> consequences of actions; are criminals born or made – nature nurture link and determinism/freewill throughout. Links to IDA topics.</p> <p><b>Link to social learning theory.</b></p>
<p><b>Psychodynamic explanation:</b>  Inadequate super ego.  - Defence mechanisms – denial and rationalisation v displacement and sublimation.  - Maternal deprivation.</p>	<p>Recap psychodynamic approach.</p> <p>Apply this to the concept of the inadequate superego.</p> <p>Recap maternal deprivation theory and apply that to offending.</p>	<p>Course text</p>		<p>Understand the limitations of correlational research, self-reports and meta-analysis.</p> <p>Reading more complex psychological material</p> <p>Analysis</p> <p>Developing lines of argument</p>	<p>Check it and apply it questions</p>	<p><b>SMSCD:</b> consequences of actions; are criminals born or made – nature nurture link and determinism/freewill throughout. Links to IDA topics.</p> <p>Link to psychodynamic approach and attachment links.</p>

Learning Outcomes	Activities	Resources (including ICT)	Extension Activities	Competencies Developed	Assessment for Learning Opportunities	Cross Curricular Links (SMSCD, with other subjects)
<b>Dealing with offender behaviour.</b>						
<b>Aims and role of custodial sentencing, and the psychological effects of custodial sentencing reform, incapacitation, deterrence, retribution, rehabilitation, Recidivism reduction.</b>	Starter activity - Discussion of: - What is the purpose of custodial sentencing? - Do prisons work? Students then research the effects and effectiveness of custodial sentencing (recidivism and desistance).	Porridge clip Fletcher's first day in prison as he explains to Lenny how the system works. <a href="https://www.dailymotion.com/video/x5zozgw">https://www.dailymotion.com/video/x5zozgw</a> first 5 mins  The Independent: Reoffending rate increases – Norway Prisons  BBC News: Reoffending rates reach record level  Government reports on recidivism and reducing reoffending		Application skills Use understanding of research methodology to evaluate studies Reading more complex psychological material Analysis Developing lines of argument	Check it and apply it questions.	<b>SMSCD:</b> do prisons work? Consequences of actions.  Are there differences in cultures that mean that some countries are more likely to have more crime than others?  <b>Links back to Stanford Prison Study</b>  The links back to RE and life skills work.

<p><b>Use and effectiveness of behaviour modification in custodial setting.</b></p>	<p>Recap of the behaviourist approach – operant conditioning and token economy. Apply to behaviour modification in prison.</p>	<p>Course text</p>		<p>Application skills</p> <p>Use understanding of research methodology to evaluate studies</p> <p>Reading more complex psychological material</p> <p>Analysis</p> <p>Developing lines of argument</p>	<p>Check it and apply it questions.</p>	<p><b>Recap behaviourist approach.</b></p>
<p><b>Use and effectiveness of anger management</b></p>	<p>Recap of the cognitive approach and apply to anger management cognitive preparation, skill acquisition, application practice.</p>	<p>Course text</p>		<p>Application skills</p> <p>Use understanding of research methodology to evaluate studies</p> <p>Reading more complex psychological material</p> <p>Analysis</p> <p>Developing lines of argument</p>	<p>Check it and apply it questions.</p>	<p><b>Recap cognitive approach</b></p> <p><b>Careers link – assertiveness skills</b></p>

<p><b>Use and effectiveness of Restorative Justice.</b></p>	<p>Key features of restorative justice and how it works and with whom.</p>	<p>The Woolf Within.  <a href="https://www.youtube.com/watch?v=A1s6wKeGLQk">https://www.youtube.com/watch?v=A1s6wKeGLQk</a></p>	<p>Research the restorative justice website – find something that resonates with you and share with class.</p>	<p>Application skills</p> <p>Use understanding of research methodology to evaluate studies</p> <p>Reading more complex psychological material</p> <p>Analysis</p> <p>Developing lines of argument</p>	<p>Check it and apply it questions.</p>	<p><b>SMSCD</b> – reconciliation of victim with the perpetrators of crime.</p>
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<b>Issues and debates - these topics interwoven across the course.</b>						
<b>Learning Outcomes</b>	<b>Activities</b>	<b>Resources (including ICT)</b>	<b>Extension Activities</b>	<b>Competencies Developed</b>	<b>Assessment for Learning Opportunities</b>	<b>Cross Curricular Links (SMSCD, with other subjects)</b>
Gender and culture in psychology – universality and bias. Gender bias including androcentrism and alpha and beta bias; Culture bias, including ethnocentrism and cultural relativism.	Write down key definitions. Teacher led ppt Students to find examples of gender and culture bias from across the whole specification and make PEEL points ready made for essay.	Course text Webinars from tutor2u	Find examples from across the course to demonstrate the IDA point Create a ready-made PEEL point for use in essay.	Application of knowledge to all topics across the course.  Synthesising knowledge  Evaluation skills  Analysis	Check it and apply it questions	<b>SMSCD:</b> bias in research usually seeing women in a negative light.  Careers link – discrimination.  Link back to all approaches. Find examples from across the course.
Free will and determinism: hard determinism and soft determinism; biological, environmental and psychic determinism.	Write down key definitions. Teacher led ppt Students to find examples of free will and determinism from across the whole specification and make PEEL points ready made for essay.	Course text Webinars from tutor2u	Find examples from across the course to demonstrate the IDA point. Create a ready-made PEEL point for use in essay.	Application of knowledge to all topics across the course.  Synthesising knowledge  Evaluation skills  Analysis	Check it and apply it questions	<b>SMSCD:</b> is our behaviour determined or can we choose to do what we do?  Link back to all approaches. Find examples from across the course.



Holism and reductionism: levels of explanation in psychology. Biological reductionism and environmental (stimulus-response) reductionism.	Write down key definitions. Teacher led ppt Students to find examples of holism and reductionism from across the whole specification and make PEEL points ready made for essay.	Course text Webinars from tutor2u	Find examples from across the course to demonstrate the IDA point. Create a ready-made PEEL point for use in essay.	Application of knowledge to all topics across the course.  Synthesising knowledge  Evaluation skills  Analysis	Check it and apply it questions	<b>SMSCD:</b> is looking at the component parts of an individual enough or do we need to factors in the whole person, including their culture/religion etc?  Link back to all approaches. Find examples from across the course.
Idiographic and nomothetic approaches to psychological investigation.	Write down key definitions. Teacher led ppt Students to find examples of idiographic and nomothetic approaches from across the whole specification and make PEEL points ready made for essay.	Course text Webinars from tutor2u	Find examples from across the course to demonstrate the IDA point. Create a ready-made PEEL point for use in essay.	Application of knowledge to all topics across the course.  Synthesising knowledge  Evaluation skills  Analysis	Check it and apply it questions	<b>SMSCD:</b> do we look for general laws that apply to all or focus on the individual and their uniqueness?  Link back to all approaches. Find examples from across the course.

Ethical implications of research studies and theory, including reference to social sensitivity implications of research studies and theory, including reference to social sensitivity.	Write down key definitions. Teacher led ppt Students to find examples of socially sensitive research from across the whole specification and make PEEL points ready made for essay.	Course text Webinars from tutor2u	Find examples from across the course to demonstrate the IDA point. Create a ready-made PEEL point for use in essay.	Application of knowledge to all topics across the course.  Synthesising knowledge  Evaluation skills  Analysis	Check it and apply it questions	<b>SMSCD:</b> Some research is socially sensitive. We have the ability to label people as say psychopaths. Do we do it and what are the implications for the person and society? Link back to all approaches and find examples from across the course.
Features of science: objectivity, and the empirical method, replicability and falsifiability, theory construction, hypothesis testing, paradigms and paradigms shifts.	Is psychology a science? Recap studies that are scientific and those that are not. Lab studies v psychodynamic approaches	Course text	Find examples from across the course to demonstrate the IDA point.	Application of knowledge to all topics across the course.  Synthesising knowledge  Evaluation skills  Analysis	Check it and apply it questions	Recap of approaches; research methods – lab field, natural. IDA – nomothetic v idiographic approaches.  Link back to all approaches.
<p>Research methods to do: Use check list in book 2 p 62 to make sure that all of year 1 covered. Correlations Standard deviation Content analysis, Reliability and validity to reinforce How to choose a statistical test, probability and significance. Type I and II errors. Work through Mann Whitney examples in book</p>						

Explain degrees of freedom for Chi squared

Sections of a report – can be done if doing a practical at some point.