

# Teacher Resource Bank

GCE Psychology A

Scheme of Work



## SUMMARY SCHEME OF WORK

This is one teacher's Scheme of Work, and is provided purely as an example. It would be supplemented in practice by activity sheets, flashcards, gapped handouts, video clips and so on, as appropriate.

Semester	Week No.	Content
1	1	Multi-store model (MSM)
	2	Working memory model (WMM)
	3	MSM/WMM consolidation
	4	Eyewitness testimony (EWT)
	5	Factors affecting EW: cognitive interview
	6	Strategies for improving memory
	7	Consolidation and summary assessment
	8	Explanations of attachment
	9	Types of attachment
	10	Cultural variations in attachment: disruption of attachments
	11	Disruption of attachments: institutionalisation
	12	Consolidation of explanations/types/culture/disruption
	13	Day care
	14	Research methods
	15	Consolidation and summary assessment

Semester	Week No.	Content
2	16	The stress response: stress-related illness/immune system
	17	Life changes and daily hassles
	18	Workplace stress: personality factors
	19	Stress management
	20	Consolidation and summary assessment
	21	Definitions of abnormality
	22	Biological and psychological approaches
	23	Biological and psychological approaches
	24	Therapies
	25	Consolidation and summary assessment
	26	Conformity
	27	Obedience
	28	Social change
	29	Consolidation and summary assessment
30	Revision	

## SEMESTER 1

Week No.	Content	Activity	Outcomes – the students should be able to:
1	<p><b>Cognitive Psychology</b></p> <p>The multi-store model of memory (MSM)</p> <p><u>Research methods introduced:</u> aims and hypotheses; lab exp; exp design; demand char and inv effects; sampling; presentation of data.</p>	<p>Introduce MSM</p> <p>Class research activity – duration in STM (partial replication of Peterson)</p> <p>Apply findings to MSM</p> <p>Class research activity – capacity in STM (partial replication of Jacobs)</p> <p>Apply findings to MSM</p> <p>Overview of MSM, inc class ex's</p> <p>Class exercise – MSM strengths and weaknesses</p>	<ul style="list-style-type: none"> <li>• describe the nature of the sensory store</li> <li>• define the terms encoding, capacity and duration</li> <li>• describe STM and explain how information is maintained in STM, transferred to LTM or lost from STM</li> <li>• describe LTM and explain how information is lost from it</li> <li>• outline more than two strengths of the MSM</li> <li>• outline more than two weaknesses of the MSM</li> </ul>
2	<p>The multi-store model of memory</p> <p>The working memory model (WMM)</p> <p><u>Research methods covered:</u> aims and hypotheses; lab exp; exp design; demand char and inv effects; sampling; presentation of data.</p> <p><u>Research methods introduced:</u> directional hypotheses; operationalising variables; extraneous variables; validity</p>	<p>Class exercise – review of MSM</p> <p>Introduce WMM</p> <p>Class research activity – articulatory suppression</p> <p>Apply findings to WMM</p> <p>Overview of WMM, inc class ex's</p> <p>Class exercise – WMM strengths and weaknesses</p>	<ul style="list-style-type: none"> <li>• outline the main features of MSM</li> <li>• describe the nature of working memory</li> <li>• define the key components of WMM, including central executive, phonological loop and sketchpad</li> <li>• outline more than two strengths of the WMM</li> <li>• outline more than two weaknesses of the WMM</li> </ul>

Week No.	Content	Activity	Outcomes – the students should be able to:
3	<p>Consolidation:</p> <p>Review of MSM</p> <p>Review of WMM</p> <p>Review of Research Methods</p> <p><i>NOTE : can be added to individual topics and week used for flexibility</i></p>	<p>Class exercises – MSM</p> <p>Discussion and feedback</p> <p>Class exercises – WMM</p> <p>Discussion and feedback</p> <p>Groupwork: models of memory activity</p> <p>Class exercise – research definition-matching</p>	<ul style="list-style-type: none"> <li>• outline the main features of MSM</li> <li>• outline the main features of WMM</li> <li>• define the following research terms:                             <ul style="list-style-type: none"> <li>research aims;</li> <li>hypotheses (including directional);</li> <li>laboratory experiment;</li> <li>experimental design;</li> <li>demand characteristic;</li> <li>investigator effects;</li> <li>sampling;</li> <li>operationalised variables;</li> <li>extraneous variables;</li> <li>validity</li> </ul> </li> </ul>
4	<p>Eyewitness testimony (EWT)</p> <p><u>Research methods covered:</u> aims and directional hypotheses; operationalising variables; validity; extraneous variables; demand char and inv effects; sampling; presentation of data.</p> <p><u>Research methods introduced:</u> field exp</p>	<p>Introduce EWT and reconstructive memory</p> <p>Class research activity – EWT short field experiment</p> <p>Apply findings to EWT</p> <p>Class exercise – summary and analysis of Loftus and Palmer study</p>	<ul style="list-style-type: none"> <li>• explain some of the processes involved in memory reconstruction</li> <li>• describe several ways that memory can be modified</li> <li>• state the main features of the field experiment</li> </ul>

Week No.	Content	Activity	Outcomes – the students should be able to:
5	<p>Factors affecting EWT</p> <ul style="list-style-type: none"> <li>- age</li> <li>- anxiety</li> </ul> <p>The cognitive interview</p> <p><u>Research methods introduced:</u> interview (contrast cognitive interview with self report method)</p>	<p>Introduce EWT research with elderly and very young witnesses</p> <p>Introduce the cognitive interview</p> <p>Class exercise – create short cognitive interview for a witness to a robbery</p> <p>Discussion and evaluation</p>	<ul style="list-style-type: none"> <li>• outline the findings of research into EWT and young children</li> <li>• outline the findings of research into EWT and the elderly</li> <li>• outline the role of anxiety in EWT</li> <li>• compare the cognitive interview with the enhanced interview</li> <li>• define the following research terms: correlation</li> </ul>
6	<p>Strategies for improving memory</p> <p><u>Research methods covered:</u> aims and hypotheses; lab exp; exp design; demand char and inv effects; presentation of data; directional hypotheses; operationalising variables; extraneous variables; validity</p> <p><u>Research methods introduced:</u> correlation; measures of central tendency and dispersion</p>	<p>Introduce strategies</p> <p>Introduce concepts of organisation, state dependency and retrieval cues</p> <p>Class activity – comparing strategies (small group experiments and correlations)</p> <p>Class discussion: evaluation of each strategy</p>	<ul style="list-style-type: none"> <li>• define organisation in memory, retrieval cue, and state dependency</li> <li>• list and describe strategies for improving memory: method of loci narrative chaining acronyms keyword technique</li> <li>• evaluate the effectiveness of four strategies for improving memory</li> </ul>

Week No.	Content	Activity	Outcomes – the students should be able to:
7	<p>Consolidation and summary assessment</p> <p>Introduce PSYA-style examination</p>	<p>Class exercises – EWT, including age and anxiety (gapped h/o; flashcards)</p> <p>Discussion and feedback</p> <p>Class exercises – the cognitive interview (gapped h/o; flashcards)</p> <p>Discussion and feedback</p> <p>Class exercises – memory strategies (gapped h/o; flashcards)</p> <p>Discussion and feedback</p> <p>Assessment – test on memory using exam-style questions.</p>	<ul style="list-style-type: none"> <li>• outline the influence of age on EWT</li> <li>• outline the influence of anxiety on EWT</li> <li>• describe the procedures involved in the cognitive interview</li> <li>• outline four strategies for memory improvement</li> <li>• outline the main features of MSM</li> <li>• outline the main features of WMM</li> </ul>
8	<p><b>Developmental Psychology</b></p> <p>Explanations of attachment – evolutionary perspectives and learning theory</p>	<p>Introduce evolution perspective – research with animals (Lorenz and Harlow)</p> <p>Introduce evolution perspective – research with humans (Bowlby)</p> <p>Class exercise – poster work and presentation on evolution theory</p> <p>Introduce learning perspective</p> <p>Class exercise – using CC and OC to explain behaviour</p>	<ul style="list-style-type: none"> <li>• explain what is meant by the term attachment</li> <li>• describe two major perspectives used to approach the study of human development</li> <li>• describe Bowlby’s theory of attachment</li> <li>• identify the roles of classical conditioning, operant conditioning and social learning in attachments</li> </ul>

Week No.	Content	Activity	Outcomes – the students should be able to:
9	<p>Types of attachment</p> <p><u>Research methods covered:</u> aims and hypotheses; presentation of data; ethical issues; validity</p> <p><u>Research methods introduced:</u> observational method; design of behavioural categories; pilot studies; reliability</p>	<p>Introduce attachment types and Strange Situation</p> <p>Class research activity – design an observational study of attachment behaviours in toddlers</p> <p>Group presentation of designed research and small group evaluation</p> <p>Discussion – relate activity to research beyond attachment</p>	<ul style="list-style-type: none"> <li>• list types of attachment</li> <li>• describe the Strange Situation and outline several limitations</li> <li>• outline examples of the effects of attachments on development</li> <li>• define the following research terms:                             <ul style="list-style-type: none"> <li>observation</li> <li>behavioural categories</li> <li>pilot study</li> <li>reliability</li> </ul> </li> </ul>
10	<p>Types of attachment</p> <p>Factors influencing development of secure attachments – maternal sensitivity maternal availability infant temperament</p> <p>Cultural variations in attachment</p>	<p>Introduce factors influencing development of secure attachment</p> <p>Review Strange Situation and consider key cultural differences – attachment in Japan (contrasting sensitivity, secure base, competence)</p> <p>Class exercise – interpreting meta-analysis</p>	<ul style="list-style-type: none"> <li>• describe three factors influencing secure attachments</li> <li>• state examples of cross-cultural variations in child-rearing and attachment</li> <li>• describe limitations of the Strange Situation in cross-cultural research</li> <li>• outline results of meta-analytic cross cultural studies.</li> </ul>

Week No.	Content	Activity	Outcomes – the students should be able to:
11	Disruption of attachments  Institutionalisation	Introduce disruption and privation  Class exercise: disruption of attachments due to fostering and premature birth  Introduce institutionalisation  Class exercise – ERA study summary and analysis	<ul style="list-style-type: none"> <li>• define what is meant by disruption and privation</li> <li>• outline the effects of fostering and prematurity on attachment</li> <li>• explain the long-term effects of institutionalisation</li> </ul>
12	Different forms of day care  Implications of day care	Introduce day care Evaluating day care research Implications for practice  Student exercise – effects of day care on aggression and peer relations  Student exercise – designing good day care	<ul style="list-style-type: none"> <li>• identify different forms of day care</li> <li>• explain the impact of day care on aggression and peer relations</li> <li>• recognise features and benefits of good day care</li> <li>• describe the implications of research for day care practice</li> </ul>

Week No.	Content	Activity	Outcomes – the students should be able to:
13	Consolidation  <i>NOTE : tasks can be added to individual topics and the week used for flexibility</i>	Class exercises – exam question practice on: explanations of attachment types of attachment culture and attachment disruption of attachment  Assessment – test on attachment using exam-style questions	<ul style="list-style-type: none"> <li>• describe two explanations for attachment</li> <li>• outline types of attachment and factors which influence their formation</li> <li>• explain the effects of culture on attachment and be aware of the limitations of research using the Strange Situation</li> <li>• describe the consequences of disrupting attachment, including the effects of institutionalisation</li> </ul>
14	Research methods – methods and techniques investigation design data analysis and presentation	Application of research method knowledge  Class exercises – Design exercises Recognising design faults Using different methods Identifying studies using different methods Presentation of data  Assessment – test on research methods using exam-style questions	<ul style="list-style-type: none"> <li>• explain the fundamental elements of the scientific approach to the study of behaviour</li> <li>• describe and provide examples of research methods in psychology and state the advantages and weaknesses of each</li> </ul>

Week No.	Content	Activity	Outcomes – the students should be able to:
15	<p>Research methods</p> <p>Consolidation and summary assessment</p> <p><i>NOTE : can be added to individual topics and week used for flexibility</i></p> <p><i>Use for over-spill, revision or assessment</i></p> <p><i>Alternatively, advance Week 16</i></p>	<p>Continue research methods exercises</p> <p>Class exercise – evaluating psychological research using detailed</p> <p>Mock examination for Unit 1</p>	<ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of concepts, theories and studies in relation to cognitive psychology, developmental psychology, and research methods</li> </ul>

**SEMESTER 2**

Week No.	Content	Activity	Outcomes – the students should be able to:
16	The body's response to stress  Stress-related illness and the immune system  Research methods	Introduce stress  Class exercise – identifying the signs of stress  Introduce the biology of stress  Class activity – gapped handouts and diagrams of the two bodily responses  Introduce stress and the immune system  Focus on research: natural experiments	<ul style="list-style-type: none"> <li>• describe the pituitary adrenal system</li> <li>• describe the sympatho-medullary pathway</li> <li>• outline the development of psychosomatic illness (GAS)</li> <li>• describe the basic features and functions of the immune system</li> <li>• describe research into the effects of stress on the immune system</li> <li>• demonstrate an understanding of the natural experiment</li> </ul>
17	Life changes and daily hassles  Research methods  <i>Use for over-spill, revision or assessment</i>	Introduce life changes and daily hassles  Class exercise – using SRRS and Hassles scale (correlation)  Class exercise – groupwork activity on life changes and daily hassles  Focus on research: self-report methods	<ul style="list-style-type: none"> <li>• define what is meant by a 'life change'</li> <li>• describe research into life changes and stress using SRRS and SES</li> <li>• define what is meant by a 'daily hassle'</li> <li>• evaluate the use of scales for measuring the impact of life changes and daily hassles</li> <li>• demonstrate an understanding of self-report methods in psychology</li> </ul>

Week No.	Content	Activity	Outcomes – the students should be able to:
18	Workplace stress Personality factors Research methods	Introduce workplace stress and workplace factors – environment, workload and control Class exercise – Johansson study summary and analysis Introduce personality factors – Type A and Hardiness Class research activity – using Type A and Hardiness scales (correlation) Focus on research: correlational techniques	<ul style="list-style-type: none"> <li>• define what is meant by ‘workplace stress’</li> <li>• identify and describe three factors which contribute to workplace stress and relate these factors to relevant research</li> <li>• discuss how personality factors influence the experience and effects of stress, including Type A behaviour, Hardy Personality and stress reaction style</li> <li>• demonstrate an understanding of correlational technique</li> </ul>
19	Emotion-focused and problem-focused coping Psychological and physiological methods of stress management	Introduce emotion-focused and problem-focused approaches Class exercise – identifying different approaches Introduce psychological and physiological stress management ( <i>pp</i> ) Class exercise – stress management	<ul style="list-style-type: none"> <li>• distinguish between emotion-focused and problem-focused approaches to coping with stress</li> <li>• discuss one cognitive behavioural method of managing stress (SIT)</li> <li>• discuss one physiological method of stress management (drugs)</li> </ul>

Week No.	Content	Activity	Outcomes – the students should be able to:
20	<p>Spill-over and consolidation</p> <p><i>NOTE : can be added to individual topics and week used for flexibility</i></p> <p><i>Use for over-spill, revision or assessment</i></p>	<p>Class exercises – exam question practice on:                      the body’s response to stress                      stress and the immune system                      life changes and daily hassles                      workplace stress                      personality factors</p> <p>Assessment – test on stress using exam-style questions</p>	<ul style="list-style-type: none"> <li>• describe the sympatho-medullary pathway and the pituitary adrenal system</li> <li>• describe research into the effects of stress on the immune system</li> <li>• describe research into life changes and daily hassles</li> <li>• discuss how personality factors influence the experience and effects of stress</li> <li>• distinguish between emotion-focused and problem-focused coping</li> <li>• discuss one cognitive behavioural method of managing stress (SIT)</li> <li>• discuss one physiological method of stress management (drugs)</li> </ul>
21	<p>Definitions of abnormality</p>	<p>Introduce definitions</p> <p>Class exercise – using definitions to identify abnormal behaviour</p> <p>Class exercise – small group work generating examples and identifying limitations of definitions</p> <p>Class exercise – group-work activity on definitions</p> <p>Discussion and feedback</p>	<ul style="list-style-type: none"> <li>• outline social norms, failure to function and ideal mental health definitions of abnormality and discuss their limitations</li> <li>• give examples of each definition of abnormality</li> </ul>

Week No.	Content	Activity	Outcomes – the students should be able to:
22	Biological approaches and therapies	<p>Introduce the biological approach</p> <p>Class exercise –assumptions of the biological approach</p>	<ul style="list-style-type: none"> <li>• outline the key features of the biological approach to psychopathology</li> <li>• describe ECT and drugs as biological therapies</li> <li>• discuss the effectiveness of biological therapies</li> </ul>
23	Psychological approaches and therapies	<p>Introduce the psychological approach</p> <p>Introduce the behavioural approach (review previous coverage of learning theory)</p> <p>Class exercise – using CC, OC and SLT to explain abnormal behaviours</p> <p>Introduce systematic desensitisation</p> <p>Class exercise – develop hierarchy scale for a simple phobia</p> <p>Introduce the psychodynamic approach</p> <p>Class exercise – using psychodynamic theory to explain abnormal behaviour (case studies)</p>	<ul style="list-style-type: none"> <li>• outline the key features of psychological approaches to psychopathology, including psychodynamic and behavioural approaches</li> <li>• describe systematic desensitisation</li> <li>• discuss the effectiveness of systematic desensitisation</li> </ul>

Week No.	Content	Activity	Outcomes – the students should be able to:
24	Psychological approaches and therapies  Research methods	Review and continue psychodynamic approach  Introduce psychoanalysis  Class exercise – dream interpretation and free association  Introduce the cognitive approach and cognitive behavioural therapy  Class exercise – develop and deliver presentation on the different approaches and their treatments  Focus on research: case studies	<ul style="list-style-type: none"> <li>• outline the key features of psychological approaches to psychopathology, including psychodynamic, behavioural and cognitive approaches</li> <li>• describe psychoanalysis, systematic desensitisation and cognitive behavioural therapy</li> <li>• discuss the effectiveness of psychological therapies</li> <li>• demonstrate an understanding of the case study method in psychology</li> </ul>
25	Spill-over and consolidation  <i>NOTE : can be added to individual topics and week used for flexibility</i>  <i>Use for over-spill, revision or assessment</i>	Class exercises – exam question practice on: definitions of abnormality the biological approach biological therapies psychodynamic approach and therapy behavioural approach and therapy cognitive approach and therapy  Assessment – test on abnormality using exam-style questions	<ul style="list-style-type: none"> <li>• outline definitions of abnormality</li> <li>• describe the biological approach and therapies</li> <li>• describe psychological approaches and therapies</li> </ul>

Week No.	Content	Activity	Outcomes – the students should be able to:
26	Conformity – types, explanations, resistance and individual differences  Research methods	Introduce conformity and types of conformity  Introduce resistance and individual differences  Class exercise – conformity exercises, eg Jennes, charitable donations  Feedback and discussion  Focus on research: field experiments	<ul style="list-style-type: none"> <li>• discuss the extent and reasons for conformity to group norms</li> <li>• explain resistance to conformity and independent behaviour</li> <li>• demonstrate an understanding of the field experiment</li> </ul>
27	Obedience – explanations, resistance and individual differences  Research methods	Introduce obedience  Class exercise – summarise and evaluate Milgram’s experiment  Introduce individual differences and independent behaviour  Class exercise – definition matching  Focus on research: laboratory experimental methods	<ul style="list-style-type: none"> <li>• describe the Milgram experiments on obedience</li> <li>• outline explanations for why people obey</li> <li>• explain independent behaviour</li> <li>• demonstrate an understanding of the laboratory experiment</li> </ul>

Week No.	Content	Activity	Outcomes – the students should be able to:
28	<p>Social change – conformity, obedience, and minority influence</p> <p>Research methods</p>	<p>Introduce how conformity contributes to social change and stability</p> <p>The role of power in social change and stability</p> <p>The impact of minority influence for social change</p> <p>Class exercise – research and explain real examples of social change, eg Tiananmen Square, CND, Emmeline Pankhurst, Rosa Parks</p> <p>Followed by discussion</p> <p>Focus on Research: the observational method</p>	<ul style="list-style-type: none"> <li>• discuss the role of conformity in social change</li> <li>• discuss the role of minority influence in social change</li> <li>• discuss the role of power and obedience in social change</li> <li>• identify examples of social change and relate them to social psychological theory</li> <li>• demonstrate an understanding of the observational method in psychology</li> </ul>
29	<p>Consolidation and spill-over</p> <p><i>NOTE : can be added to individual topics and week used for flexibility</i></p> <p><i>Use for over-spill, revision or assessment</i></p>	<p>Mock examination for Unit 2</p>	<ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of concepts, theories and studies in relation to individual differences, social psychology and biological psychology</li> </ul>

Week No.	Content	Activity	Outcomes – the students should be able to:
30	Consolidation and spill-over  <i>NOTE : can be added to individual topics and week used for flexibility</i>	Revision	