

Teacher Resource Bank

GCE Psychology (Specification A)

Scheme of Work 1:

- PSYA4 followed by PSYA3



SCHEME OF WORK 1: PSYA4 FOLLOWED BY PSYA3

This Scheme of Work may be appropriate for students who need lots of practice for research methods and data analysis. It makes the following assumptions:

- 34 weeks' teaching including part of the summer term after the AS examinations
- three sessions per week of 1.5 hrs each
- assessment of PSYA4 in January.

The underlying principles are:

- use the last 5 weeks of the summer term
- continuous development of research skills throughout the first term
- 20-30 minutes per week on research methods practice (underlined in the text).

References to suggested activities in the *Activity Bank* are indicated in italics in the text. A fully-detailed Scheme of Work is provided for the first summer term only, followed by overall guidelines for the remaining terms.

SUMMER TERM (YEAR 12)
PSYA4 RESEARCH METHODS AND PSYCHOLOGY IN ACTION

| Week | Session 1 | Session 2 | Session 3 |
|-------------------|---|--|--|
| 1 | <p>The nature of science</p> <p>Distinguishing features of science Replicability, objectivity, reliability, validity Comparison with commonsense and pseudoscience</p> <p>Scientific process 1</p> <p>Overview of research cycle/scientific method and the role of paradigms Subject matter of psychology and issues relating to the scientific study of behaviour New paradigms as alternatives to science</p> | <p>Scientific process 2</p> <p>Hypothesis testing and theory building Generation of laws/principles What makes a good theory</p> <p>Validating new knowledge</p> <p>Peer review</p> <p>Activity to compare journal article with popular magazine article on Psychology in Action topic Policy and practices</p> | <p>Introducing Psychology in Action topic</p> <p>Para-social relationships Attraction of celebrity: social and evolutionary explanations Models of para-social relationships Measuring celebrity and stalking or Models of addiction Explanations of initiation maintenance, and relapse (biological, cognitive and learning including SLT) Explanations of smoking and gambling or What is anomalistic psychology? Functions and cultural significance of paranormal beliefs Issues of pseudoscience and scientific fraud Ganzfeld studies and psychokinesis</p> |
| Learning outcomes | <p>Describe key features of science Distinguish between science and commonsense Evaluate scientific approach</p> | <p>Explain role of hypothesis testing and falsification in theory building Use criteria to evaluate a theory Describe and evaluate the process of validating new knowledge</p> | <p>Understand concepts Describe studies and explain models/theories/explanations</p> |

| Week | Session 1 | Session 2 | Session 3 |
|-------------------|---|---|---|
| 2 | <p>Developing Psychology in Action topic</p> <p>Para-social relationships Attraction of celebrity: social and evolutionary explanations Models of para-social relationships Measuring celebrity and stalking or Models of addiction Explanations of initiation maintenance, and relapse (biological, cognitive and learning including SLT) Explanations of smoking and gambling or What is anomalistic psychology? Functions and cultural significance of paranormal beliefs Ganzfeld studies and psychokinesis Controversies and evaluation</p> | <p>Designing investigations</p> <p>Revision of research methods and data collection techniques from AS Operationalising and controlling variables</p> <p>Revision of basic principles of investigation design/use of planning document</p> <p>Activity to develop understanding of strengths and limitations of methods linked to Psychology in Action topic</p> <p><i>Activity Bank: Developing Research Skills activity 2</i> <i>Design of 2 studies using different methods</i></p> | <p>Investigation design (cont)</p> <p>Continue with activity to develop understanding of strengths and limitations of methods linked to Psychology in Action topic</p> <p><i>Design of 2 studies using different methods</i> <i>Activity Bank: Developing Research Skills activity 2</i> <i>Plenary session for activity 2</i></p> <p>Review of how to select an appropriate method and appropriate technique of data collection</p> |
| Learning outcomes | <p>Understand concepts Describe studies and explain models/theories/explanations</p> | <p>Design research studies using at least 2 different methods</p> | <p>Select an appropriate research method/data collection techniques Identify strengths and limitations of methods</p> |

| Week | Session 1 | Session 2 | Session 3 |
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| 3 | <p>Research review and evaluation</p> <p>Evaluating models and explanations of para- social relationships Reviewing research studies Maltby, McCutcheon</p> <p>Evaluating models of addiction Reviewing research (biological, cognitive and learning inc SLT)</p> <p>Evaluating research into the functions of paranormal beliefs, Ganzfeld studies and psychokinesis (controversies and evaluation)</p> <p><i>Activity Bank: Developing Critical Thinking Skills activity 1, 2 and 3</i></p> | <p>Research review and evaluation (cont)</p> <p>Evaluating models and explanations of para-social relationships Reviewing research studies Maltby, McCutcheon</p> <p>Evaluating models of addiction Reviewing research (biological, cognitive and learning including SLT)</p> <p>Evaluating research into the functions of paranormal beliefs, Ganzfeld studies and psychokinesis (controversies and evaluation)</p> <p><i>Activity Bank: Developing Critical Thinking Skills activity 1, 2 and 3</i></p> | <p>Issues in investigation design</p> <p>Sampling and generalisation issues and problems Reliability, types of reliability, assessment and improvement Validity, types of validity, assessment and improvement Ethical issues in investigation design, strategies for dealing with them</p> <p>Review designs from week 2 and suggest improvements</p> |
| | <p>Evaluate research studies and models/explanations</p> | <p>Evaluate research studies and models/explanations</p> | <p>Identify and explain issues in investigation design Assess reliability and validity Suggest ways of improving reliability and validity Suggest ways of dealing with ethical issues</p> |

| Week | Session 1 | Session 2 | Session 3 |
|-------------------|--|---|---|
| 4 | <p>Practical data collection</p> <p>Small group work Students try using different tools to investigate an issue associated with their Psychology in Action topic</p> <p><i>Activity Bank: Developing Research Skills activity 2</i></p> | <p>Exploring reliability and validity of data collection tools</p> <p>Complete practical data collection</p> <p>Each group to prepare poster of what they found out about each tool and how they would overcome the problems</p> <p>Develop decision chart for selecting tools/techniques of data collection</p> | <p>Data analysis</p> <p>Revise descriptive techniques and graphic representations including when to use each Levels of measurement</p> <p>Applying techniques to data collected in the previous two sessions or to data sets</p> <p>Summarising what the data seem to show</p> <p>Introduction to statistical testing</p> <p>Probability, statistical significance and errors (extracts of reports relevant to Psychology in Action topic that cite p values, etc)</p> |
| Learning outcomes | <p>Use data collection tools/techniques effectively</p> <p>Understand the limitations of different techniques</p> | <p>Understand the limitations of different techniques</p> <p>Select and develop appropriate data collection tools/techniques</p> | <p>Select and apply descriptive techniques</p> <p>Basic understanding of probability</p> |

| Week | Session 1 | Session 2 | Session 3 |
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| 5 | <p>Data analysis</p> <p>Revisit and consolidate probability and statistical significance</p> <p>Tests of statistical significance Choosing a test What the tests do (overview) Applying tests (computer or by hand)</p> <p>Using significance tables</p> | <p>Data analysis (cont)</p> <p>Review tests of statistical significance Choosing a test What the tests do (overview) Applying tests (computer or by hand)</p> <p>Using significance tables</p> <p>Exercises to select, test, justify, interpret data</p> | <p>Review of RM Look at sample research methods exam paper questions Prep for next term: once a week research methods question</p> <p>Review of Psychology in Action material and prep for next term</p> |
| Learning outcomes | <p>Explain what is meant by statistical significance Select an appropriate test of significance State what each test does</p> | <p>Use significance tables Analyse and interpret raw data</p> | |

AUTUMN TERM (YEAR 13)
PSYA4 RESEARCH METHODS AND PSYCHOLOGY IN ACTION (CONT)

| Week | Session 1 | Session 2 | Session 3 |
|------|--|--|---|
| 1 | Review of approaches in psychology <i>Activity Bank: Summary of Approaches activity 1</i> | Introduction to issues and debates Key concepts and terms <i>Activity Bank: Summary of Approaches activity 2</i> | Scientific method and research methods revision |
| 2 | Nature of attitudes, components Researching attitudes/techniques for measuring attitudes | Persuasion and attitude change models and research Hovland-Yale | Dual process models Elaboration Likelihood model <u>Research methods practice question</u> Data analysis and interpretation Design a study |
| 3 | Attitudes, behaviour and decision making Dissonance/consistency models and research | Attitudes, behaviour and decision making Self-perception models and research | <u>Research methods practice question</u> including types of reliability and validity, assessment and improvement Explanations of effectiveness of televising in persuasion |
| 4 | Media influence on pro- and anti-social behaviour Processes involved in social learning – observational learning and modelling Scripts and schemas | Media influence on pro- and anti-social behaviour Arousal, cognitions and behaviour Research evidence | <u>Research methods practice question</u> including ethical issues in investigation design Design a study correlation Video games and computers |

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|------------------------|--|--|---|
| 5 | Influence of video games and computers on arousal, cognitions and behaviour | Influence of psychological research on policy and practices <u>Research methods practice question</u> including study of celebrity worship Peer review | Psychology in Action review PowerPoint Persuasion media celebrity |
| PSYCHOPATHOLOGY | | | |
| Week | Session 1 | Session 2 | Session 3 |
| 6 | Psychopathology introduction and overview <i>Activity Bank: Approaches in Psychopathology activity 1</i> | Critical thinking Asking the right questions about explanations and therapies <i>Activity Bank: Approaches in Psychopathology activity 2</i> A2 support materials | Classification and diagnosis Purpose benefit and limitations Issues of reliability and validity, gender and cultural bias |
| 7 | Clinical characteristic | Classification and diagnosis | Issues surrounding classification and diagnosis |
| 8 | <u>Research methods practice</u> Probability /significance Design a study <i>Activity Bank: Approaches in Psychopathology activity 1 and 2</i> Biological explanations | Biological explanations (cont) | Evaluation of biological explanations |

| Week | Session 1 | Session 2 | Session 3 |
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| 9 | <p>Evaluation of biological explanations</p> <p><i>Activity Bank: Approaches in Psychopathology activity 4</i></p> <p><u>Research methods practice</u> Data analysis interpretation</p> | <p>Psychological explanations</p> | <p>Psychological explanations</p> |
| 10 | <p>Evaluation of psychological explanations</p> <p><i>Activity Bank: Approaches in Psychopathology activity 4</i></p> | <p>Evaluation of psychological explanations</p> | <p>Overview of explanations</p> <p><i>Activity Bank: Approaches in Psychopathology activity 1 and 4</i></p> |
| 11 | <p><u>Research methods practice</u> Significance and data interpretation Design a study</p> | <p>Biological therapies</p> | <p>Biological therapies</p> |
| 12 | <p>Evaluation of biological therapies</p> <p><i>Activity Bank: Approaches in Psychopathology activity 4</i></p> | <p>Evaluation of biological therapies</p> | <p>Psychological therapies</p> |

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| 13 | Psychological therapies | Evaluation of psychological therapies | Evaluation of psychological therapies |
| 14 | Overview of psychopathology <i>Activity Bank: Approaches in Psychopathology activity 3</i> <i>Practice exam question Resource Bank</i> | Overview of research methods <i>Practice exam question Resource Bank</i> | Overview psychology in action <i>Practice exam question Resource Bank</i> |
| 15 | Revision | | |

SPRING TERM (YEAR 13) PSYA3 TOPICS IN PSYCHOLOGY

| Week | Session 1 | Session 2 | Session 3 |
|------|---|--|--|
| 1 | Revision <i>Activity Bank: Developing Critical Thinking Skills 1-4</i> | Revision | Revision <i>Practice exam question Resource Bank</i> |
| 2 | Revision <i>Activity Bank: Approaches in Psychopathology</i> | Revision | Revision <i>Practice exam question Resource Bank</i> |
| 3 | Examination | Introduction to Unit 3 Role of issues and debates | Review of approaches <i>Activity Bank: Summary of Approaches activity 2</i> Evolutionary approach Key features and concepts: relevance to PSYA3 options |

BIOLOGICAL RHYTHMS AND SLEEP

Relevant issues and debates

- Nature/nurture
- Reductionism
- Determinism

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| 4 | Biological rhythms Circadian, infradian, ultradian | Biological rhythms Endogenous and exogenous zeitgebers | Consequences of disruption Shift work Combating the effects |
| 5 | Consequences of disruption Jet lag Combating the effects | Nature of sleep Types of sleep REM, non-REM | Functions of sleep Evolutionary explanations and research evidence Memory consolidation |
| 6 | Functions of sleep Restoration theory and research evidence sleep deprivation | Lifespan changes in sleep Sleep disorders Insomnia Distinction between primary and secondary insomnia | Explanations for insomnia and factors affecting insomnia, Individual differences |
| 7 | Contribution of treatments for insomnia to understanding insomnia | Sleep apnoea, narcolepsy Sleepwalking | Overview of topic <i>Practice exam question Resource Bank</i> |

| RELATIONSHIPS Relevant issues and debates <ul style="list-style-type: none"> • Culture bias • Determinism | | | |
|---|--|--|--|
| 8 | Formation and maintenance Filter model and reward/need satisfaction | Maintenance Social exchange equity | Maintenance Economic theories |
| 9 | Breakdown Duck dissolution phases Overview evaluation of theories | Evolutionary basis of attraction Partner selection | Differences between male and female reproductive behaviour |
| 10 | Parental investment theory | Sexual strategies theory | Effect of early experience on later relationships |
| 11 | Adolescent experience and adult relationships Horizontal and vertical relationships | Relationships in different cultures Arranged marriages Collectivist v individualistic cultures Relationships and economic alliances | Overview of topic <i>Practice exam question Resource Bank</i> |

SUMMER TERM (YEAR 13)
PSYA3 TOPICS IN PSYCHOLOGY (CONT)

| GENDER | | | |
|---|--|--|--|
| Relevant issues and debates | | | |
| <ul style="list-style-type: none"> • Nature/nurture • Determinism • Reductionism • Culture bias | | | |
| Week | Session 1 | Session 2 | Session 3 |
| 1 | Sex and gender androgyny Methods and techniques used in gender research | Role of genes and hormones in sex differences and gender development | Evolutionary explanations of gender roles Parental investment |
| 2 | Social influences on gender role Processes – conditioning modelling | Role of parents, peers, school and media | Cross-cultural studies of gender role |
| 3 | Biosocial approach Differential treatment and social constructionism | Cognitive theories of gender development Kohlberg | Cognitive theories of gender development Gender schema theory |
| 4 | Evaluation of cognitive theories | Psychological androgyny and dysphoria Lifestyle choice and developmental explanations | Overview of topic <i>Practice exam question Resource Bank</i> |
| 5 | Revision | Revision | Revision |
| 6 | Revision | Revision | Revision |