

Teacher Resource Bank

GCE Psychology (Specification A)

Scheme of Work 2:

- PSYA3 followed by PSYA4



SCHEME OF WORK 2: PSYA3 FOLLOWED BY PSYA4

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 PSYA3 in January.

The underlying principles are:

- use the last 5 weeks of the summer term
- continuous development of research skills throughout the year
- regular 20-30 minutes research methods practice activities (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)

PSYA3 RESEARCH METHODS; APPROACHES, ISSUES AND DEBATES; TOPICS IN PSYCHOLOGY

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. The status of psychology as a science ref to the idea of paradigms. New paradigms as alternatives to science Subject matter of psychology and issues relating to the scientific study of behaviour</p> <p>Scientific process 1</p> <p>Overview of research cycle/scientific method</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 Applications policy and practices</p> <p>Activity to compare peer reviewed journal article with popular magazine article on PSYA3 topic eg relationships</p>	<p>Designing investigations</p> <p>Revision of research methods and data collection techniques from AS</p> <p>Revision of basic principles of investigation Design/use of planning document Operationalising and controlling variables</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 1</i> <i>Design of studies using different methods to investigate eg relationships</i></p>
Learning outcomes	<p>Describe the key features of science Distinguish between science and commonsense</p> <p>Understand how science works/research cycle Evaluate the scientific approach</p>	<p>Explain the role of hypothesis testing and falsification in theory building</p> <p>Use criteria to evaluate a theory</p> <p>Describe and evaluate the process of validating new knowledge</p>	<p>Design research studies using at least 2 different methods</p>

Week	Session 1	Session 2	Session 3
2	<p>Investigation design (cont)</p> <p>Continue with activity to develop understanding of strengths and limitations of methods linked to PSYA3 topic</p> <p><i>Design of 2 studies using different methods</i> <i>Activity Bank: Developing Research Skills activity 1</i></p> <p><i>Plenary session for activity 5</i></p> <p>Review of how to select an appropriate method and appropriate technique of data collection</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>Practical data collection</p> <p>Small group work Students try using different tools to investigate an issue associated with their PSYA3 topic</p> <p><i>Activity Bank: Developing Research Skills activity 2</i></p>
Learning outcomes	<p>Select appropriate research method/data collection techniques Identify strengths and limitations of methods</p>	<p>Identify and explain issues in investigation design Assess reliability and validity Suggest ways of improving reliability, validity Suggest ways of dealing with ethical issues</p>	<p>Use data collection tools/techniques effectively Understand the limitations of different techniques of data collection</p>

Week	Session 1	Session 2	Session 3
3	<p>Practical data collection</p> <p>Small group work Students try using different tools to investigate an issue associated with one of their PSYA3 topics</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><i>Activity Bank: Developing Research Skills activity 2</i></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>Interpreting measures of central tendency and measures of dispersion 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 PSYA3 topic that cite p values etc)</p>
Learning outcomes	<p>Use data collection tools/techniques effectively Understand the limitations of different techniques</p>	<p>Understand the limitations of different techniques Select and develop appropriate data collection tools/techniques</p>	<p>Select and apply descriptive techniques Basic understanding of probability</p>

Week	Session 1	Session 2	Session 3
4	<p>Data analysis statistical testing</p> <p>Consolidate probability and statistical significance</p> <p>Tests of statistical significance Choosing a test What the tests do (overview) Type 1 and type 2 errors</p>	<p>Data analysis statistical testing (cont)</p> <p>Applying tests for independent design (computer or by hand) Mann-Whitney and chi-squared Applying tests for repeated design (computer or by hand) Wilcoxon. Spearman's Rho</p> <p>Using significance tables</p> <p>Exercises to select test, justify, interpret data</p>	<p>Data analysis (cont)</p> <p>Analysing and interpreting qualitative data</p> <p><i>Activity Bank: Developing Research Skills activity 3</i></p>
Learning outcomes	<p>Explain what is meant by statistical significance</p> <p>Select an appropriate test of significance State what each test does</p>	<p>Use significance tables Analyse and interpret raw data</p>	<p>Analyse and interpret qualitative data</p>
5	<p>Review of Research Methods</p> <p>Look at sample research methods exam paper questions</p>	<p>Reporting psychological investigation Conventions</p> <p>Read sample reports</p> <p>Practice exam questions that involve writing method, results and discussion A2 teacher support materials</p>	

AUTUMN TERM (YEAR 13)

PSYA3 RESEARCH METHODS; APPROACHES, ISSUES AND DEBATES; TOPICS IN PSYCHOLOGY (CONT)

Week	Session 1	Session 2	Session 3
1	<p>Approaches in psychology</p> <p>Overview of assumptions, methods, strengths and limitations</p> <p><i>Activity Bank: Summary of Approaches activity 1</i></p>	<p>Review of approaches</p> <p>Focus on evolutionary approach</p> <p>Key features and concepts</p>	<p>Introduction to issues and debates</p> <p>Role of issues and debates</p> <p>Key concepts and terms</p> <p>Reductionism</p> <p>Determinism</p> <p><i>Activity Bank: Summary of Approaches activity 2</i></p>
2	<p>Issues and debates</p> <p>Key concepts and terms</p> <p>Culture bias</p> <p>Gender bias</p> <p><i>Activity Bank: Developing Critical Thinking Skills activity 3</i></p> <p><i>Activity Bank: Summary of Approaches activity 2</i></p>	<p>Issues and debates</p> <p>Key concepts and terms</p> <p>Nature/nurture</p> <p>Use of non-human animals</p> <p>Ethical issues</p> <p><i>Activity Bank: Developing Critical Thinking Skills activity 3</i></p> <p><i>Activity Bank: Summary of Approaches activity 2</i></p>	<p>Focus on essay-writing skills and developing critical thinking</p> <p><i>Activity Bank: Developing Critical Thinking Skills activity 3</i></p> <p><i>Activity Bank: Summary of Approaches activity 2</i></p>

RELATIONSHIPS			
Issues and debates <ul style="list-style-type: none"> • Culture bias • Determinism • Nature/nurture 			
Week	Session 1	Session 2	Session 3
3	Formation and maintenance Filter model and reward need satisfaction	Maintenance Social exchange equity	Maintenance Economic theories
4	Breakdown Duck dissolution phases Overview evaluation of theories	Evolutionary basis of attraction Partner selection	Differences between male and female reproductive behaviour
5	Parental investment theory	Sexual strategies theory	Effect of early experience on later relationships
6	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>Developing commentary skills in relation to Relationships essay title</i> <i>Activity Bank: Developing Critical Thinking Skills activity 3</i> <u>Research methods</u> exam questions

BIOLOGICAL RHYTHMS AND SLEEP			
Issues and debates <ul style="list-style-type: none"> • Nature/nurture • Reductionism • Determinism 			
Week	Session 1	Session 2	Session 3
7	Biological rhythms Circadian, infradian, ultradian	Biological rhythms Endogenous and exogenous zeitgebers	Consequences of disruption Shift work Combating the effects
8	Consequences of disruption Jet lag Combating the effects <i>Activity Bank: Developing Critical Thinking Skills activity 2</i>	Nature of sleep Types of sleep REM, non-REM	Functions of sleep Evolutionary explanations and research evidence Memory consolidation <i>Activity Bank: Developing Critical Thinking Skills activity 1 and 2</i>
9	Functions of sleep Restoration theory and research evidence, sleep deprivation	Lifespan changes in sleep Sleep disorders Insomnia Distinction between primary and secondary	Explanations for insomnia and factors affecting insomnia, individual differences
10	Contribution of treatments for insomnia to understanding insomnia	Sleep apnoea, narcolepsy Sleepwalking	Overview of topic <i>Activity Bank: Developing Critical Thinking Skills activity 3, in relation to bio-rhythms and sleep essay title.</i> <u>Research methods</u> exam questions

GENDER			
Issues and debates			
<ul style="list-style-type: none"> • Nature/nurture • Determinism • Reductionism • Culture bias 			
Week	Session 1	Session 2	Session 3
11	Sex and gender androgyny Methods and techniques used in gender research <i>Activity Bank: Developing Research Skills activity 1</i>	Role of genes and hormones in sex differences and gender development	Evolutionary explanations of gender roles Parental investment <i>Activity Bank: Developing Critical Thinking Skills activity 1 and 2</i>
12	Social influences on gender role Processes - conditioning modelling	Role of parents, peers, school and media	Cross-cultural studies of gender role
13	Biosocial approach Differential treatment and social constructionism	Cognitive theories of gender development Kohlberg	Cognitive theories of gender development Gender schema theory
14	Evaluation of cognitive theories <i>Activity Bank: Developing Critical Thinking Skills activity 1, 2 and 3</i>	Psychological androgyny and dysphoria Lifestyle choice and developmental explanations	Overview of topic <i>Activity Bank: Developing Critical Thinking Skills activity 3, in relation to gender essay title</i> <u>Research methods</u> exam questions

SPRING TERM (YEAR 13)
PSYA4 PSYCHOLOGY IN ACTION

Week	Session 1	Session 2	Session 3
1	Revision	Revision	Revision
2	Revision	Revision	Revision
3	Exam	Psychology in Action introduction Nature of attitudes, components Researching attitudes/techniques for measuring attitudes	Persuasion and attitude change models and research – Hovland-Yale
4	Dual process models Elaboration: likelihood model <u>Research methods</u> practice question, data analysis and interpretation Design a study	Attitudes, behaviour and decision making Dissonance/consistency models and research	Attitudes, behaviour and decision making Self-perception models and research
5	<u>Research methods</u> practice question including types of reliability and validity, assessment and improvement Explanations of effectiveness of televising in persuasion	Media influence pro- and anti-social behaviour Processes, social learning theory observational and modelling Scripts and schemas	Media influence pro- and anti- social behaviour Arousal, cognitions and behaviour Research evidence <i>Activity Bank: Developing Critical Thinking Skills activity 1 or Developing Research Skills activity 1</i>

Week	Session 1	Session 2	Session 3
6	<p><u>Research methods</u> practice question including ethical issues in investigation design Design a study correlation</p> <p>Video games and computers</p>	<p>Influence of video games and computers on arousal, cognitions and behaviour Research evidence</p> <p><i>Activity Bank: Developing Critical Thinking Skills activity 1 or Developing Research Skills activity 1</i></p>	<p>Para-social relationships Attraction of celebrity Measuring celebrity attraction and stalking</p>
7	<p>Para-social relationships Models of para-social relationships Evolutionary explanations</p>	<p>Evaluating models and explanations of para-social relationships Reviewing research studies</p> <p><i>Activity Bank: Developing Critical Thinking Skills activity 1 or Developing Research Skills activity 1</i></p>	<p>Persuasion, media, celebrity Influence of psychological research on policy and practices Links to How Science Works</p> <p><u>Research methods</u> practice question including study of celebrity worship peer review</p>
PSYCHOPATHOLOGY			
8	<p>Psychopathology introduction and overview</p> <p><i>Activity Bank: Summary of Approaches</i></p>	<p>Critical thinking: asking the right questions about explanations and therapies</p> <p>A2 support materials</p>	<p>Classification and diagnosis Purpose, benefit and limitations Issues of reliability and validity, gender and cultural bias</p>
9	<p>Clinical characteristics</p>	<p>Classification and diagnosis</p>	<p>Issues surrounding classification and diagnosis</p>

Week	Session 1	Session 2	Session 3
10	<p><u>Research methods</u> practice Probability/significance Design a study</p> <p><i>Activity Bank: Approaches in Psychopathology activity 1 and 2</i></p> <p>Biological explanations</p>	Biological explanations (cont)	Evaluation of biological explanations
11	<p>Evaluation of biological explanations</p> <p><i>Resource Bank: Approaches in Psychopathology activity 4</i></p> <p><u>Research methods</u> practice Data analysis interpretation</p>	Psychological explanations	Psychological explanations
12	<p>Evaluation: psychological explanations</p> <p><i>Activity Bank: Approaches in Psychopathology activity 4</i></p>	<p>Evaluation: psychological explanations</p> <p>Overview of explanations</p> <p><i>Activity Bank: Approaches in Psychopathology activity 1 and 4</i></p>	<p><i>Exam practice essay explanations/classification</i></p> <p><u>Research methods</u> practice Significance and data interpretation Design a study</p>
13	<p>Biological therapies Appropriateness and effectiveness</p> <p><i>Activity Bank: Approaches in Psychopathology activity 4</i></p>	Biological therapies Appropriateness and effectiveness	Psychological therapies Appropriateness and effectiveness

Week	Session 1	Session 2	Session 3
14	Psychological therapies Appropriateness and effectiveness	Overview of psychopathology <i>Activity Bank: Approaches in Psychopathology activity 3</i>	Revision – psychology in action
15	Revision – psychology in action	<i>Exam practice essay Psychology in Action</i> <u>Research methods</u> practice Significance and data interpretation Design a study	Revision – research methods