

Accredited

# AS and A LEVEL

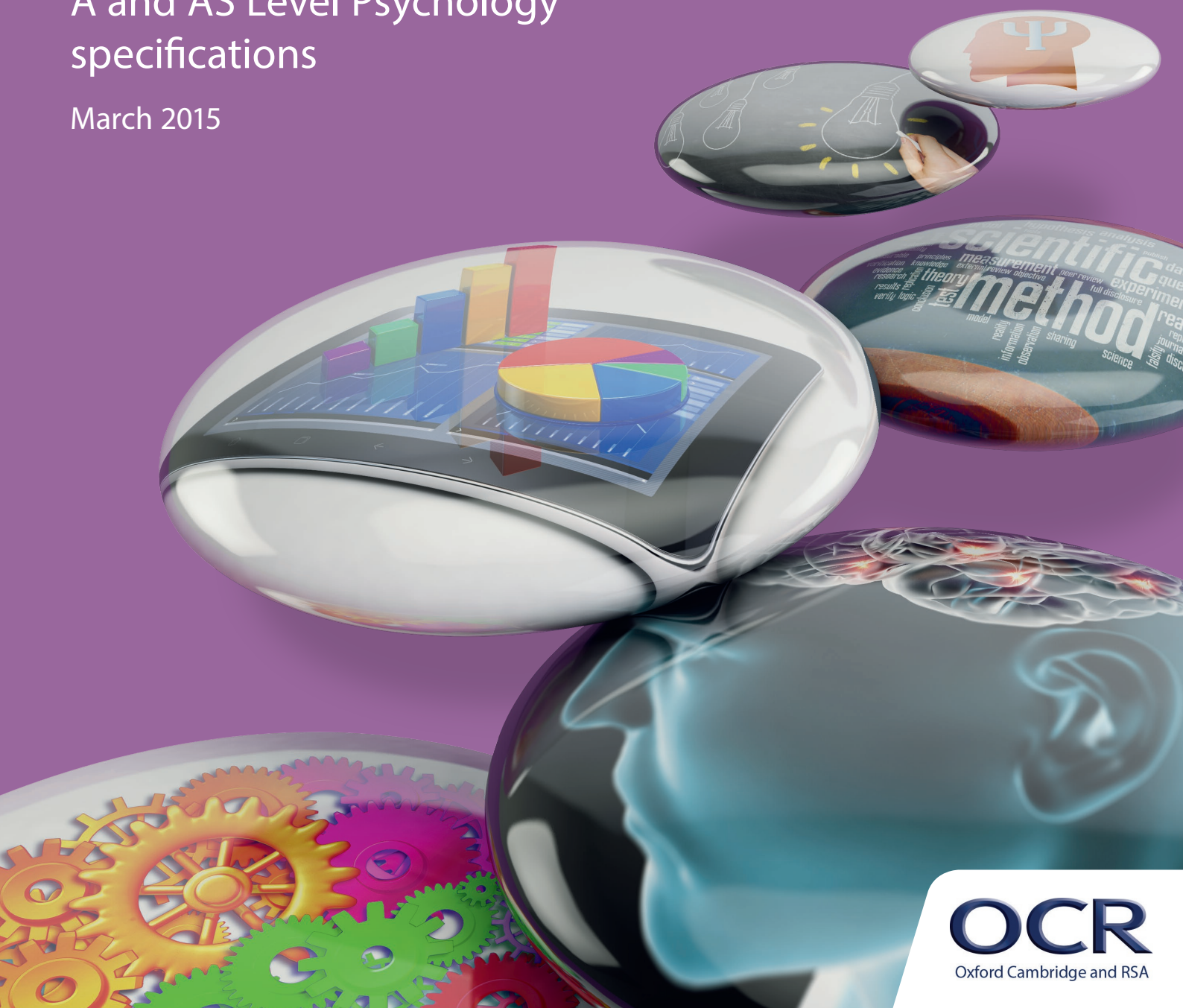
*Teacher Guide*

H167/H567

# PSYCHOLOGY

A guide to co-teaching the OCR  
A and AS Level Psychology  
specifications

March 2015



# INTRODUCTION

The sample curriculum plans within this document for AS and A Level Psychology are suggested examples of how the delivery of the course may be approached. When designing the AS and A Level Psychology specifications, ease of co-teachability was an important factor and therefore the course can be easily and effectively taught with both AS and A Level students in the same class.

There are benefits for students to start with a one year AS course, as this is for many is their first experience of the subject and therefore this option may provide a good introduction and provides teachers and learners the opportunity to access the appropriateness of studying a full A Level in Psychology with an externally assessed progress check. However, choosing the full A Level allows students to engage with the course with less pressure of external exams during the course. Whatever option is chosen, the OCR Psychology specification is structured in a way that will enable the planning of how the course is taught to be easily adapted to the make-up of students in the class.

The content of component 1 is identical for both AS and A Level, while the only additional content for component 2 of the A Level is the 10 extra core studies. There are also major similarities in the assessment of these components. The structure of the exams are broadly similar, however the A Level paper will be of a higher demand and more marks will be available, therefore higher tariff questions are likely to be asked. Component 3 is an A Level unit and therefore should be taught in the second year of study, this could also be delivered during the bridging period between AS and A Level. It may be advantageous to teach the compulsory mental health section first, as it may ease students back into their second year of study, as there are less studies, assessment contains shorter answers questions and the content includes good revision of perspectives and areas, as well as debates.

In order to address the higher demand at A Level, the linear design of the course allows adequate time to revise and revisit earlier work and focus on the A level demand in the latter part of the second year. In fact, preparation for the AS level exam is useful in terms of providing the first year students with an opportunity to build their exam skills.

Some centres may decide to enter their candidates for both the AS level and the A level examinations. If this is the case then the AS level exam will become useful practice for the final A Level exams in year 2.

Component 1 is the research methods unit, which lays the foundations for the study of psychology and introduces students to the exciting world of practical investigations. The knowledge and understanding students develop about different methods and techniques, the planning and conducting of research, data analysis and report writing increases their appreciation of how science works. Teaching the research methods component first may be a logical way to deliver the course and may aide students' understanding when the teaching and learning of component 2 follows. An alternative approach may be to teach both components simultaneously, for example the cognitive area and their core studies, alongside the introduction to laboratory experiments. This could include the introduction of aims, hypotheses, populations, samples, designs and operationalising variables. This approach to teaching of the specification may also be useful if two teachers are teaching one component each.



# AS LEVEL PSYCHOLOGY CURRICULUM PLAN – EXAMPLE 1

Week	Content	Further detail and reference to specification
1	Experiments  Observation (including design)	<p><b>1.1 Research Methods and Techniques</b> Knowledge and understanding of methods and techniques and strengths and limitations: <b>Experiments</b> – laboratory, field and quasi. <b>Observation</b> – structured, unstructured, naturalistic, controlled, participant, non-participant, overt and covert.</p> <p><b>1.2 Planning and Conducting Research</b> Familiarity with planning and conducting research and strengths and limitations: <b>Designing observations</b> – behavioural categories, coding frames, time sampling, event sampling.</p>
2	Correlation  Self-Report (including design)	<p><b>1.1 Research Methods and Techniques</b> Knowledge and understanding of methods and techniques and strengths and limitations: <b>Correlation</b> – obtaining data for correlational analysis, positive, negative and no correlation. <b>Self-report</b> – questionnaires and interviews (structured, semi-structured and unstructured).</p> <p><b>1.2 Planning and Conducting Research</b> Familiarity with planning and conducting research and strengths and limitations: <b>Designing self-reports</b> – open questions, closed questions and rating scales (Likert rating scale and Semantic differential rating scale).</p>
3	Aims and hypotheses and How to Formulate  Populations, Samples and Sampling Techniques	<p><b>1.2 Planning and Conducting Research</b> Familiarity with planning and conducting research and strengths and limitations: <b>Research Aim and Question</b> <b>Hypotheses</b> – null, alternative, one-tailed and two-tailed. <b>Target Population and Sample</b> <b>Sampling Methods</b> – random, snowball, opportunity and self-selected.</p>
4	Experimental Designs  Variables and how they are operationalised	<p><b>1.2 Planning and Conducting Research</b> Familiarity with planning and conducting research and strengths and limitations: <b>Experimental Designs</b> – repeated measures, independent measures and matched participants. <b>Variables and how they are operationalised</b> – IV and DV and control of extraneous variables.</p>
5	Planning and Conducting Practical Activities	<p><b>1.5 Practical Activities</b> Learners should have the experience of the following practical activities: <b>Self-report, observation, experiment, correlation</b> Planning and conducting practical activities will enable learners to consolidate, reinforce and apply knowledge of sections 1.1 and 1.2</p>
6	Raw Data  Levels and Types of Data	<p><b>1.3 Data Recording, Analysis, and Presentation</b> Knowledge and understanding of the process and procedures involved in the collection, analysis and presentation of data. This will necessitate the ability to perform some calculations. <b>Raw Data</b> – design of raw data recording tables, use of raw data recording tables, standard and decimal form, significant figures, and estimations from data collected. <b>Levels and Types of Data</b> – nominal, ordinal and interval data, qualitative and quantitative data, and primary and secondary data.</p>



## AS LEVEL PSYCHOLOGY CURRICULUM PLAN – EXAMPLE 1 (CONTINUED)

Week	Content	Further detail and reference to specification
7	Descriptive statistics	<p><b>1.3 Data Recording, Analysis, and Presentation</b></p> <p>Knowledge and understanding of the process and procedures involved in the collection, analysis and presentation of data. This will necessitate the ability to perform some calculations.</p> <p><b>Measures of Central Tendency</b> – mode, median and mean.</p> <p><b>Measures of Dispersion</b> – variance, range and standard deviation.</p> <p>Ratio, percentages, fractions, frequency tables, line graph, pie charts, bar charts, histograms, scatter diagram.</p>
8	Inferential statistics	<p><b>1.3 Data Recording, Analysis, and Presentation</b></p> <p>Knowledge and understanding of the process and procedures involved in the collection, analysis and presentation of data. This will necessitate the ability to perform some calculations.</p> <p>Normal and skewed distribution curves, probability and significance levels, using statistical tables of critical values.</p> <p><b>Criteria for using a parametric test and specific non- parametric tests</b> – Mann Whitney, Wilcoxon, Chi-squared, Binomial Sign Test and Spearman's. <b>Understanding the use of these non-parametric tests.</b></p>
9	Methodological issues	<p><b>1.3 Data Recording, Analysis, and Presentation</b></p> <p>Knowledge and understanding of the process and procedures involved in the collection, analysis and presentation of data. This will necessitate the ability to perform some calculations.</p> <p><b>Representativeness, generalisability, demand characteristics, social desirability, researcher/observer bias and effect(s).</b></p> <p><b>Reliability</b> – internal, external, inter-rater, test-retest, split-half.</p> <p><b>Validity</b> – internal, face, construct, concurrent, criterion, external, population and ecological.</p> <p><b>Ethical considerations, including the BPS Code of Ethics and Conduct</b> – respect (informed consent, right to withdraw), competence, responsibility (protection of participants and debrief), integrity (deception).</p>
10	Data Analysis of Practical Activities	<p><b>1.5 Practical Activities</b></p> <p>Learners should have the experience of the following practical activities:</p> <p><b>Self- report, observation, experiment, correlation</b></p> <p>Data analysis of practical activities will enable learners to consolidate, reinforce and apply knowledge of section 1.3</p>
11	Reporting Writing	<p><b>1.4 Report Writing</b></p> <p>Knowledge of the conventions of reporting research in a practical report and demonstrate understanding of the role and purpose of each of the main sections and subsections.</p> <p><b>Sections and sub-sections of a practical report</b> – Abstract, introduction, method, results, discussion, references and appendices.</p> <p><b>Citing academic references</b> – a familiarity with citing academic research using the Harvard system of referencing.</p> <p><b>Peer review</b> – appreciate the role of the psychological community in validating new knowledge and ensuring integrity through the process of peer review.</p>
12	Report Writing of Practical Activities	<p><b>1.4 Report Writing</b></p> <p>Knowledge of the conventions of reporting research in a practical report and demonstrate understanding of the role and purpose of each of the main sections and sub-sections.</p> <p>Report writing of practical activities will enable learners to consolidate, reinforce and apply knowledge of section 1.4</p>



## AS LEVEL PSYCHOLOGY CURRICULUM PLAN – EXAMPLE 1 (CONTINUED)

Week	Content	Further detail and reference to specification
13	How Science Works	<p><b>1.6 How Science Works</b></p> <p>Understand how society makes decisions about scientific issues and how psychology contributes to the success of the economy and society.</p> <p>Awareness of the nature and principles of scientific enquiry through knowledge and understanding of the following: <b>the study of cause and effect, falsification, replicability, objectivity, induction, deduction, hypothesis testing, manipulation of variables, control and standardisation and quantifiable measurements.</b></p>
14	<p><b>Social Area - Key Theme - Responses to People in Authority</b></p> <p><b>Classic Study</b> Milgram (1963)</p> <p><b>Contemporary Study</b> Bocchiaro et al. (2012)</p>	<p><b>Individual studies</b> – background, method; design, sample, materials/apparatus, procedure, results, conclusions.</p> <p><b>Studies as a pair</b> – How the two studies are similar and different.</p> <p>To what extent the contemporary study (Bocchiaro et al.) changes our understanding of the key theme and changes our understanding of individual, social and cultural diversity.</p> <p><b>Methodological issues</b> – strengths and weaknesses of the different research methods and techniques and different types of data. Ethical considerations, Validity, Reliability, Sampling bias, Ethnocentrism.</p> <p><b>Key themes and areas of psychology</b> – How each core study relates to its key theme and how each core study relates to the area of psychology it is placed within.</p>
15	<p><b>Cognitive Area - Key Theme - Memory</b></p> <p><b>Classic Study</b> Loftus and Palmer (1974)</p> <p><b>Contemporary Study</b> Grant et al. (1998)</p>	<p>Individual studies – background, method; design, sample, materials/apparatus, procedure, results, conclusions.</p> <p>Studies as a pair - How the two studies are similar and different.</p> <p>To what extent the contemporary study (Grant et al.) changes our understanding of the key theme and changes our understanding of individual, social and cultural diversity.</p> <p>Methodological issues - strengths and weaknesses of the different research methods and techniques and different types of data. Ethical considerations, Validity, Reliability, Sampling bias, Ethnocentrism.</p> <p>Key themes and areas of psychology – How each core study relates to its key theme and how each core study relates to the area of psychology it is placed within.</p>
16	<p><b>Developmental Area - Key Theme - External Influences on Children's Behaviour</b></p> <p><b>Classic Study</b> Bandura et al. (1961)</p> <p><b>Contemporary Study</b> Chaney et al. (2004)</p>	<p><b>Individual studies</b> – background, method; design, sample, materials/apparatus, procedure, results, conclusions.</p> <p><b>Studies as a pair</b> – How the two studies are similar and different.</p> <p>To what extent the contemporary study (Chaney et al.) changes our understanding of the key theme and changes our understanding of individual, social and cultural diversity.</p> <p><b>Methodological issues</b> – strengths and weaknesses of the different research methods and techniques and different types of data. Ethical considerations, Validity, Reliability, Sampling bias, Ethnocentrism.</p> <p><b>Key themes and areas of psychology</b> – How each core study relates to its key theme and how each core study relates to the area of psychology it is placed within.</p>
17	<p><b>Biological Area - Key Theme - Regions of the Brain</b></p> <p><b>Classic Study</b> Sperry (1968)</p> <p><b>Contemporary Study</b> Casey et al. (2011)</p>	<p><b>Individual studies</b> – background, method; design, sample, materials/apparatus, procedure, results, conclusions.</p> <p><b>Studies as a pair</b> – How the two studies are similar and different.</p> <p>To what extent the contemporary study (Casey et al.) changes our understanding of the key theme and changes our understanding of individual, social and cultural diversity.</p> <p><b>Methodological issues</b> – strengths and weaknesses of the different research methods and techniques and different types of data. Ethical considerations, Validity, Reliability, Sampling bias, Ethnocentrism.</p> <p><b>Key themes and areas of psychology</b> – How each core study relates to its key theme and how each core study relates to the area of psychology it is placed within.</p>



## AS LEVEL PSYCHOLOGY CURRICULUM PLAN – EXAMPLE 1 (CONTINUED)

Week	Content	Further detail and reference to specification
18	<p><b>Individual Differences Area - Key Theme Understanding Disorders</b></p> <p><b>Classic Study Freud (1909)</b></p> <p><b>Contemporary Study Baron-Cohen et al. (1997)</b></p>	<p><b>Individual studies</b> – background, method; design, sample, materials/apparatus, procedure, results, conclusions.</p> <p><b>Studies as a pair</b> – How the two studies are similar and different.</p> <p>To what extent the contemporary study (Baron Cohen et al.) changes our understanding of the key theme and changes our understanding of individual, social and cultural diversity.</p> <p><b>Methodological issues</b> – strengths and weaknesses of the different research methods and techniques and different types of data. Ethical considerations, Validity, Reliability, Sampling bias, Ethnocentrism.</p> <p><b>Key themes and areas of psychology</b> – How each core study relates to its key theme and how each core study relates to the area of psychology it is placed within.</p>
19	<b>An Introduction to Debates</b>	<p><b>Debates</b> – Nature/nurture, Freewill/determinism, Reductionism/holism, Individual/situational explanations, Usefulness of research, Ethical considerations, Conducting socially sensitive research, Psychology as a science.</p> <p><b>The defining principles and concepts of each debate and different positions within each debate.</b></p>
20	<b>Social Area</b>	<p><b>The defining principles and concepts of the social area.</b></p> <p><b>Research to illustrate the area and Key theme</b> – How Milgram and Bocchiaro et al. relate to responses to people in authority and how they relate to the social area.</p> <p><b>Strengths and weaknesses of the social area, applications of the social area, how the social area is different from and similar to other areas.</b></p>
21	<b>Cognitive Area</b>	<p><b>The defining principles and concepts of the cognitive area.</b></p> <p><b>Research to illustrate the area and Key theme</b> – How Loftus and Palmer and Grant et al. relate to memory and how they relate to the cognitive area.</p> <p><b>Strengths and weaknesses of the cognitive area, applications of the cognitive area, how the cognitive area is different from and similar to other areas.</b></p>
22	<b>Developmental Area</b>	<p><b>The defining principles and concepts of the developmental area.</b></p> <p><b>Research to illustrate the area and Key theme</b> – How Bandura et al. and Chaney et al. relate to responses to external influences on children's behaviour and how they relate to the developmental area of psychology.</p> <p><b>Strengths and weaknesses of the developmental area, applications of the developmental area, how the developmental area is different from and similar to other areas.</b></p>
23	<b>Biological Area</b>	<p><b>The defining principles and concepts of the biological area.</b></p> <p><b>Research to illustrate the area and Key theme</b> – How Sperry and Casey et al. relate to regions of the brain and how they relate to the biological area of psychology.</p> <p><b>Strengths and weaknesses of the biological area, applications of the biological area, how the biological area is different from and similar to other areas.</b></p>
24	<b>Individual Differences Area</b>	<p><b>The defining principles and concepts of the individual differences area.</b></p> <p><b>Research to illustrate the area and Key theme</b> – How Freud and Baron Cohen et al. relate to understanding disorders and how they relate to the individual differences area of psychology.</p> <p><b>Strengths and weaknesses of the individual differences area, applications of the individual differences area, how the individual differences area is different from and similar to other areas.</b></p>
25	<b>Behaviourist Perspective</b>	<p><b>The defining principles and concepts of the behaviourist perspective.</b></p> <p><b>Research to illustrate the perspective</b> – Bandura et al. and Chaney et al.</p> <p><b>Strengths and weaknesses of the behaviourist perspective, applications of the behaviourist perspective, how the behaviourist perspective is different from and similar to the psychodynamic perspective.</b></p>



## AS LEVEL PSYCHOLOGY CURRICULUM PLAN – EXAMPLE 1 (CONTINUED)

Week	Content	Further detail and reference to specification
26	Psychodynamic Perspective	<p>The defining principles and concepts of the psychodynamic perspective.</p> <p>Research to illustrate the perspective – Freud.</p> <p>Strengths and weaknesses of the psychodynamic perspective, applications of the psychodynamic perspective, how the psychodynamic perspective is different from and similar to the behaviourist perspective.</p>
27	Application of Debates	<ul style="list-style-type: none"> <li>- Research to illustrate different positions within each debate.</li> <li>- Applications of different positions within each debate.</li> <li>- How each debate is different from and similar to other debates.</li> </ul>
28	Practical Application of Psychology	<p>Apply knowledge and understanding of psychology to a novel source as provided in the examination. The source could be a newspaper or magazine article, a blog, a diary entry, email exchange or equivalent written source.</p> <p><b>Recognise the psychological content in the source, Make evidence-based suggestions in relation to the source, Consider the strengths and weaknesses of the suggestion(s) they themselves are making.</b></p>
29	Practical Application of Psychology	<p>Apply knowledge and understanding of psychology to a novel source as provided in the examination. The source could be a newspaper or magazine article, a blog, a diary entry, email exchange or equivalent written source.</p> <p><b>Recognise the psychological content in the source, Make evidence-based suggestions in relation to the source, Consider the strengths and weaknesses of the suggestion(s) they themselves are making.</b></p>



# A LEVEL PSYCHOLOGY CURRICULUM PLAN – YEAR 2 – EXAMPLE 1

Please note for section B, two out of four options from Child Psychology, Criminal Psychology, Environmental Psychology, and Sport and Exercise Psychology should be chosen. This example shows Child or Criminal as the first option chosen and Environmental or Sport as the second option, however any two options can be chosen.

Revision of AS material is content required for both AS and A Level exams.

Week	Content	Further detail and reference to specification
1	<p><b>Component 2 – Section B Areas and Perspectives</b></p> <p>Revision</p>	<p>The defining principles and concepts of the 5 areas and 2 perspectives.</p> <p>Research to illustrate the area and Key theme (AS studies)</p> <p>Strengths and weaknesses of the areas and perspectives, application of the areas and perspectives, how the areas/perspectives are different from and similar to other areas/perspectives.</p>
2	<p><b>Key Theme - Responses to people in need</b></p> <p><b>Classic Study</b> Piliavin et al. (1969)</p> <p><b>Contemporary Study</b> Levine et al. (2001)</p>	<p><b>Individual studies</b> – background, method; design, sample, materials/apparatus, procedure, results, conclusions.</p> <p><b>Studies as a pair</b> – How the two studies are similar and different.</p> <p>To what extent the contemporary study (Levine et al.) changes our understanding of the key theme and changes our understanding of individual, social and cultural diversity.</p> <p><b>Methodological issues</b> – strengths and weaknesses of the different research methods and techniques and different types of data. Ethical considerations, Validity, Reliability, Sampling bias, Ethnocentrism.</p> <p><b>Key themes and areas of psychology</b> – How each core study relates to its key theme and how each core study relates to the area of psychology it is placed within.</p>
3	<p><b>Key Theme - Attention</b></p> <p><b>Classic Study</b> Moray (1959)</p> <p><b>Contemporary Study</b> Simons and Chabris (1999)</p>	<p><b>Individual studies</b> – background, method; design, sample, materials/apparatus, procedure, results, conclusions.</p> <p><b>Studies as a pair</b> – How the two studies are similar and different</p> <p>To what extent the contemporary study (Simons and Chabris) changes our understanding of the key theme and changes our understanding of individual, social and cultural diversity.</p> <p><b>Methodological issues</b> – strengths and weaknesses of the different research methods and techniques and different types of data. Ethical considerations, Validity, Reliability, Sampling bias, Ethnocentrism.</p> <p><b>Key themes and areas of psychology</b> – How each core study relates to its key theme and how each core study relates to the area of psychology it is placed within.</p>
4	<p><b>Key Theme – Moral Development</b></p> <p><b>Classic Study</b> Kohlberg (1968)</p> <p><b>Contemporary Study</b> Lee et al. (1997)</p>	<p><b>Individual studies</b> – background, method; design, sample, materials/apparatus, procedure, results, conclusions.</p> <p><b>Studies as a pair</b> – How the two studies are similar and different</p> <p>To what extent the contemporary study (Lee et al.) changes our understanding of the key theme and changes our understanding of individual, social and cultural diversity.</p> <p><b>Methodological issues</b> – strengths and weaknesses of the different research methods and techniques and different types of data. Ethical considerations, Validity, Reliability, Sampling bias, Ethnocentrism.</p> <p><b>Key themes and areas of psychology</b> – How each core study relates to its key theme and how each core study relates to the area of psychology it is placed within.</p>





## A LEVEL PSYCHOLOGY CURRICULUM PLAN – YEAR 2 – EXAMPLE 1 (CONTINUED)

Week	Content	Further detail and reference to specification
5	<p><b>Key Theme – Brain Plasticity</b></p> <p><b>Classic Study</b> <b>Blakemore and Cooper (1970)</b></p> <p><b>Contemporary Study</b> <b>Maguire et al. (2000)</b></p>	<p><b>Individual studies</b> – background, method; design, sample, materials/apparatus, procedure, results, conclusions.</p> <p><b>Studies as a pair</b> – How the two studies are similar and different</p> <p>To what extent the contemporary study (Maguire et al.) changes our understanding of the key theme and changes our understanding of individual, social and cultural diversity.</p> <p><b>Methodological issues</b> – strengths and weaknesses of the different research methods and techniques and different types of data. Ethical considerations, Validity, Reliability, Sampling bias, Ethnocentrism.</p> <p><b>Key themes and areas of psychology</b> – How each core study relates to its key theme and how each core study relates to the area of psychology it is placed within.</p>
6	<p><b>Key Theme - Measuring differences</b></p> <p><b>Classic Study</b> <b>Gould (1982)</b></p> <p><b>Contemporary Study</b> <b>Hancock et al. (2011)</b></p>	<p><b>Individual studies</b> – background, method; design, sample, materials/apparatus, procedure, results, conclusions.</p> <p><b>Studies as a pair</b> – How the two studies are similar and different</p> <p>To what extent the contemporary study (Hancock et al.) changes our understanding of the key theme and changes our understanding of individual, social and cultural diversity.</p> <p><b>Methodological issues</b> – strengths and weaknesses of the different research methods and techniques and different types of data. Ethical considerations, Validity, Reliability, Sampling bias, Ethnocentrism.</p> <p><b>Key themes and areas of psychology</b> – How each core study relates to its key theme and how each core study relates to the area of psychology it is placed within.</p>
7	<p><b>AS Core Studies Revision</b></p> <p><b>Individual studies</b></p> <p><b>Studies as a pair</b></p> <p><b>Methodological issues</b></p> <p><b>Key themes and areas of psychology</b></p>	<p><b>Social Area</b> – Key Theme - Responses to People in Authority. Classic Study - Milgram (1963) Contemporary Study - Bocchiaro et al. (2012)</p> <p><b>Cognitive Area</b> – Key Theme – Memory. Classic Study - Loftus and Palmer (1974) Contemporary Study - Grant et al. (1998)</p> <p><b>Developmental Area</b> – Key Theme - External Influences on Children's Behaviour. Classic Study Bandura et al. (1961) Contemporary Study - Chaney et al. (2004)</p> <p><b>Biological Area</b> – Key Theme - Regions of the Brain. Classic Study Sperry (1968) Contemporary Study - Casey et al. (2011)</p> <p><b>Individual Differences Area</b> – Key Theme - Understanding Disorders. Classic Study - Freud (1909) Contemporary Study - Baron-Cohen et al. (1997)</p>
8	<p><b>Revision of Debates</b></p> <p><b>Component 2 – Section B</b></p>	<p><b>Debates</b> – Nature/nurture, Freewill/determinism, Reductionism/holism, Individual/situational explanations, Usefulness of research, Ethical considerations, Conducting socially sensitive research, Psychology as a science.</p> <p><b>The defining principles and concepts of each debate and different positions within each debate.</b></p>
9	<p><b>The historical context of mental health</b></p>	<p><b>Background</b> – Historical views of mental illness, defining abnormality and categorising mental disorders.</p>
10	<p><b>The historical context of mental health</b></p>	<p><b>Key Research</b> – Rosenhan (1973) On being sane in insane places.</p> <p><b>Application</b> – Characteristics of an affective disorder, a psychotic disorder and an anxiety disorder.</p>
11	<p><b>The medical model</b></p>	<p><b>Background</b> – The biochemical explanation of mental illness, the genetic explanation of mental illness, brain abnormality as an explanation of mental illness.</p>
12	<p><b>The medical model</b></p>	<p><b>Key research</b> – Gottesman et al. (2010) Disorders in offspring with two psychiatrically ill parents.</p> <p><b>Application</b> – Biological treatment of one specific disorder.</p>



## A LEVEL PSYCHOLOGY CURRICULUM PLAN – YEAR 2 – EXAMPLE 1 (CONTINUED)

Week	Content	Further detail and reference to specification
13	Alternatives to the medical model	<b>Background</b> – The behaviourist explanation of mental illness, the cognitive explanation of mental illness and one from the humanistic explanation of mental illness, the psychodynamic explanation of mental illness, the cognitive neuroscience explanation of mental illness.
14	Alternatives to the medical model	<b>Key research</b> – Szasz (2011) The myth of mental illness: 50 years later. <b>Application</b> – Non-biological treatment of one specific disorder.
15	Child Psychology Intelligence	<b>Background</b> - What psychologists mean by intelligence and what biological factors could affect intelligence. <b>Key research</b> - Van Leeuwen et al. (2008) A twin-family study of general IQ. <b>Application</b> - At least one method of assessing intelligence.
	OR Criminal Psychology What makes a criminal?	<b>Background</b> - Physiological and non-physiological explanations of criminal behaviour. <b>Key research</b> - Raine et al. (1997) Brain abnormalities in murderers indicated by positron emission tomography. <b>Application</b> - At least one biological strategy for preventing criminal behaviour.
16	Child Psychology Pre-adult brain development	<b>Background</b> - Brain development and the impact of this on risk taking behaviour. <b>Key research</b> - Barkley-Levenson and Galván (2014) Neural representation of expected value in the adolescent brain. <b>Application</b> - At least one strategy to reduce risk taking behaviours using knowledge of brain development.
	OR Criminal Psychology The collection and processing of forensic evidence	<b>Background</b> - Motivating factors and bias in the collection and processing of forensic evidence. <b>Key research</b> - Hall and Player (2008) Will the introduction of an emotional context affect fingerprint analysis and decision-making? <b>Application</b> -
17	Child Psychology Perceptual development	<b>Background</b> - Perceptual development in children and how this can be studied in babies and animals. <b>Key research</b> - Gibson and Walk (1960) The visual cliff. <b>Application</b> - At least one play strategy to develop perception in young children.
	OR Criminal Psychology Collection of evidence	<b>Background</b> - Collection and use of evidence from witnesses and suspects. <b>Key research</b> - Memon and Higham (1999) A review of the cognitive interview. <b>Application</b> - At least one strategy for police interviews.
18	Child Psychology Cognitive development and education	<b>Background</b> - Cognitive development in children and the impact of this on education. <b>Key research</b> - Wood et al. (1976) The role of tutoring in problem-solving <b>Application</b> - At least one cognitive strategy to improve revision or learning.
	OR Criminal Psychology Psychology and the courtroom	<b>Background</b> - How juries can be persuaded by the characteristics of witnesses and defendants. <b>Key research</b> - Dixon et al. (2002) The Role of Accent and Context in Perceptions of Guilt. <b>Application</b> - At least one strategy to influence jury decision making.



## A LEVEL PSYCHOLOGY CURRICULUM PLAN – YEAR 2 – EXAMPLE 1 (CONTINUED)

Week	Content	Further detail and reference to specification
19	Child Psychology Development of attachment	<b>Background</b> - The development of attachment in babies and the impact of failure to develop attachments. <b>Key research</b> - Ainsworth and Bell (1970) Attachment, Exploration and Separation: Illustrated by the Behavior of One-year-olds in a Strange Situation. <b>Application</b> - At least one strategy to develop an attachment friendly environment.
	OR Criminal Psychology Crime prevention	<b>Background</b> - How the features of neighbourhoods and a zero tolerance policy can influence crime. <b>Key research</b> - Wilson and Kelling (1982) The police and neighbourhood safety: Broken windows. <b>Application</b> - At least one strategy for crime prevention.
20	Child Psychology Impact of advertising on children	<b>Background</b> - The influence of television advertising on children and the stereotyping in such advertising. <b>Key research</b> - Johnson and Young (2002) Gendered voices in children's advertising. <b>Application</b> - At least one strategy to reduce impact of advertising which is aimed at children.
	OR Criminal Psychology Effect of Imprisonment	<b>Background</b> - Punishment and reform as responses to criminal behaviour. <b>Key research</b> - Haney et al. (1973) Study of prisoners and guards in a simulated prison. <b>Application</b> - At least one strategy for reducing reoffending.
21	Environmental Psychology Stressors in the environment	<b>Background</b> - Environmental stressors and their impact on our biological responses. <b>Key research</b> - Black and Black (2007) Aircraft noise exposure and resident's stress and hypertension. <b>Application</b> - At least one strategy for managing environmental stress.
	OR Sport and Exercise Psychology Arousal and anxiety	<b>Background</b> - Optimising arousal, controlling anxiety and measuring anxiety in sport. <b>Key research</b> - Fazy and Hardy (1988) The inverted-U hypothesis: A catastrophe for sport psychology. <b>Application</b> - At least one technique for managing arousal and anxiety in sport.
22	Environmental Psychology Biological rhythms	<b>Background</b> - Biological rhythms and the impact of their disruption on our behaviour. <b>Key research</b> - Czeisler et al. (1982) Rotating shift work schedules that disrupt sleep are improved by applying circadian principles. <b>Application</b> - At least one strategy for reducing effects of jetlag or shift work.
	OR Sport and Exercise Psychology Exercise and mental health	<b>Background</b> - Benefits of exercise to mental health. <b>Key research</b> - Lewis et al. (2014) Mood changes following social dance sessions in people with Parkinson's Disease. <b>Application</b> - At least one exercise strategy to improve mental health.



## A LEVEL PSYCHOLOGY CURRICULUM PLAN – YEAR 2 – EXAMPLE 1 (CONTINUED)

Week	Content	Further detail and reference to specification
23	Environmental Psychology Recycling and other conservation behaviours	<b>Background</b> - Conservation behaviours and the factors which influence the tendency to conserve or recycle. <b>Key research</b> - Lord (1994) Motivating recycling behaviour: A quasi-experimental investigation of message and source strategies. <b>Application</b> - At least one technique used to increase recycling or other conservation behaviour.
	OR Sport and Exercise Psychology Motivation	<b>Background</b> - Self-efficacy and sports confidence, including imagery and sports orientation. <b>Key research</b> - Munroe-Chandler et al. (2008) Playing with confidence: the relationship between imagery use and self-confidence and self-efficacy in youth soccer players. <b>Application</b> - At least one strategy for motivating athletes.
24	Environmental Psychology Ergonomics – human factors	<b>Background</b> - Cognitive overload and the impact of observation in the workplace environment. <b>Key research</b> - Drews and Doig (2014) Evaluation of a configural vital sign display for intensive care unit nurses. <b>Application</b> - At least one workplace design based on ergonomic research.
	OR Sport and Exercise Psychology Personality	<b>Background</b> - Personality, its measurement and its relationship to sport. <b>Key research</b> - Kroll and Crenshaw (1970) Multivariate personality profile analysis of four athletic groups. <b>Application</b> - At least one strategy for using knowledge of personality to improve sports performance.
25	Environmental Psychology Psychological effects of built environment	<b>Background</b> - The impact of the built environment and urban renewal on our wellbeing. <b>Key research</b> - Ulrich (1984) View through a window may influence recovery from surgery. <b>Application</b> - At least one example of environmental design used to improve health/wellbeing.
	OR Sport and Exercise Psychology Performing with others	<b>Background</b> - Teams, coaching and leadership. <b>Key research</b> - Smith et al. (1979) Coach effectiveness training: a cognitive-behavioural approach to enhancing relationship skills in youth sports coaches. <b>Application</b> - At least one strategy for improving team performance.
26	Environmental Psychology Territory and personal space	<b>Background</b> - Territory and personal space in the workplace. <b>Key research</b> - Wells (2000) Office clutter or meaningful personal displays: The role of office personalization in employee and organisational well-being. <b>Application</b> - At least one office design strategy based on research into territory or personal space.
	OR Sport and Exercise Psychology Audience effects	<b>Background</b> - How an audience can facilitate or inhibit sports performance; home advantage. <b>Key research</b> - Zajonc et al. (1969) Social enhancement and impairment of performance in the cockroach. <b>Application</b> - At least one strategy for training for and playing spectator sports.



## A LEVEL PSYCHOLOGY CURRICULUM PLAN – YEAR 2 – EXAMPLE 1 (CONTINUED)

Week	Content	Further detail and reference to specification
27	<b>Revision - Component 2 Section C - Practical Application of Psychology</b>	Apply knowledge and understanding of psychology to a novel source as provided in the examination. The source could be a newspaper or magazine article, a blog, a diary entry, email exchange or equivalent written source.  Recognise the psychological content in the source, Make evidence-based suggestions in relation to the source, Consider the strengths and weaknesses of the suggestion(s) they themselves are making.
28	<b>Revision – Component 1</b> <b>1.1 Research methods and techniques</b> <b>1.5 Practical Activities</b> <b>1.2 Planning and conducting research</b>	<b>1.1 Research Methods and Techniques and 1.2 Planning and conduction research</b> Knowledge and understanding of methods and techniques and strengths and limitations:  <b>1.5 Have experience of the following practical activities: Experiments, observations, correlations and self-reports.</b>
29	<b>Revision – Component 1</b> <b>1.3 Data recording, analysis and presentation.</b>	<b>1.3 Data Recording, Analysis, and Presentation</b> Knowledge and understanding of the process and procedures involved in the collection, analysis and presentation of data. This will necessitate the ability to perform some calculations.
30	<b>Revision – Component 1</b> <b>1.4 Report Writing</b> <b>1.6 How Science Works</b>	<b>1.4 Report Writing</b> Knowledge of the conventions of reporting research in a practical report and demonstrate understanding of the role and purpose of each of the main sections and subsections.  <b>1.6 How Science Works</b> Understand how society makes decisions about scientific issues and how psychology contributes to the success of the economy and society. Awareness of the nature and principles of scientific enquiry through knowledge and understanding



# SAMPLE CURRICULUM PLAN FOR AS AND A LEVEL CO-TAUGHT OCR PSYCHOLOGY

## YEAR ONE

YEAR ONE AS and A Level Only	Unit/Content
<b>Autumn Term –</b> September to mid October	<b>AS Level and A Level Components 1 and 2</b> Introduction to -Areas in psychology and Introduction to - Science in psychology  Section B = Cognitive Psychology – Principles and concepts, strengths and weaknesses, applications etc Debates relevant to cognitive e.g. usefulness of research, psychology as a science  Section A = Core Studies – Loftus & Palmer/Grant et al.  Section C – Students given source related to memory (e.g. EWT or context dependent). Sources could also relate to attention/inattention or other topics relating to cognition.  Component 01 – the studies can be used to introduce students to laboratory experiments. This could include the introduction of aims, hypotheses, populations, samples, designs and operationalising variables. Students can also be introduced to data recording, analysis and presentation. Students can then carry out their own experiment and write this up to include in their own research portfolio.
<b>Autumn Term –</b> Mid October to mid November	<b>AS Level and A Level Components 1 and 2</b> Section B = Social Psychology – Principles and concepts, strengths and weaknesses, applications etc Debates relevant to social e.g. individual/situational explanations, ethical considerations  Section A = Core Studies – Milgram/Bocchiaro et al.  Section C – Students given source related to responses to people in authority (e.g. obedience or disobedience). Sources could also relate to responses to people in need or other topics relating to social psychology.  Component 01 – the studies can be used to introduce students to observations including designing their own. Another visit to data recording, analysis and presentation could then lead to students carrying out their own observation and including this in their research portfolio.
<b>Spring Term –</b> Mid November to end December	<b>AS Level and A Level Components 1 and 2</b> Section B = Developmental Psychology – Principles and concepts, strengths and weaknesses, applications etc Debates relevant to social e.g. nature/nurture, usefulness of research Perspectives = Behaviourist  Section A = Core Studies – Bandura/Chaney  Section C – Students given source related to external influences on children’s behaviour. Sources could also relate to moral development or other topics relating to development.  Component 01 – the studies can be used to introduce students to self reports including designing and carrying out their own study to include in their research portfolio



## YEAR ONE (CONTINUED)

YEAR ONE AS and A Level Only	Unit/Content
<b>Spring Term –</b> January to mid February	<b>AS Level and A Level Components 1 and 2</b> Section B = Biological Psychology – Principles and concepts, strengths and weaknesses, applications etc Debates relevant to biological e.g. Psychology as a Science, free will/determinism, reductionism/holism  Section A = Core Studies – Sperry and Casey et al.  Section C – Students given source related to regions of the brain. Sources could also relate to brain plasticity or other topics relating to biology.  Component 01 – the studies can be used to introduce students to correlations including carrying out their own correlational study and writing this up for their research portfolio
<b>Summer Term –</b> Mid February to end March	<b>AS Level and A Level Component 2</b> Section B = Individual Differences – Principles and concepts, strengths and weaknesses, applications etc Debates relevant to social e.g. free will/determinism, conducting socially sensitive research Perspectives - Psychodynamic  Section A = Core Studies – Freud and Baron-Cohen et al.  Section C – Students given source related to understanding disorders. Sources could also relate to measuring differences. A wider range and variety of sources should also be included as students prepare for this part of the exam.
<b>Summer Term –</b> To end of May	<b>A Level</b> Revision for end of year 12 exam  <b>AS Level</b> Revision for AS Level exam
<b>Summer Term –</b> June and July	Section A = Core Studies - Cognitive psychology = Moray/Simons and Chabris - Social psychology = Piliavin et al./Levine et al. - Developmental psychology = Kohlberg/Lee



## YEAR TWO

YEAR TWO AS and A Level Only	Unit/Content
<b>Autumn Term</b> – September to mid- October	<b>A Level Component 2</b> - Biological psychology = Blackmore and Cooper/Maguire et al. - Individual differences = Gould/Hancock.
<b>Autumn Term</b> – Mid October to December	<b>A Level Component 3: Applied Psychology</b> Compulsory section on 'issues in mental health'.
<b>Spring Term</b> – January to Mid-February	<b>A Level Component 3: Applied Psychology</b> Option One.
<b>Spring Term</b> – Mid February to end March	<b>A Level Component 3: Applied Psychology</b> Option Two.
<b>Summer Term</b> – April/May	Revision Practice exam questions Students will also need to return to the major issues and debates as well as the methodologies and their associated evaluative issues, both to aid the understanding of the A level material and to prepare for Component 1 exam.



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