# Oxford Cambridge and RSASCHEME OF WORK FOR OCR A LEVEL PSYCHOLOGY (H567)

This scheme of work example is in no way prescriptive or definitive. It is just one suggestion of how a teacher may think about planning the OCR A Level Psychology course that can be a useful starting point from which to edit and customise so that it suits your classes and teaching times.

Please always refer to the [http://www.ocr.org.uk/Images/171732-specification-accredited-a-level-gce-psychology-h567.pdf](http://www.ocr.org.uk/Images/171732-specification-accredited-a-level-gce-psychology-h567.pdf%20) for full details as the A Level assessment will be based on content from the specification.

Links to resources have been made which can be found on the psychology qualification page of our <http://www.ocr.org.uk/Images/171732-specification-accredited-a-level-gce-psychology-h567.pdf>.

# A Level Component 1: Research Methods

| **Lesson No** | **Elements** | **Lesson Aims and Objectives** | **Lesson Content** | **Lesson Plenary** | **Homework/ Assessment (teacher, peer, self)** |
| --- | --- | --- | --- | --- | --- |
| 1 | **Populations, samples and sampling techniques (1.2)** | Outline target population and sample key terms.  Describe and evaluate random, snowball, opportunity and self-selected sampling techniques. | Starter – Ideas blast – How to recruit participants for research.  Smarties task – To represent different ways to sample populations and to show idea of sample being representative of target population.  Strengths/Weaknesses task and check understanding of methods task: | OCR resource[: Lesson Element](http://ocr.org.uk/Images/261275-populations-samples-and-sampling-methods-lesson-element.doc) sampling knowledge task:. | Homework – Research real life psychological studies (from the specification) and identify their sampling techniques. |
| 2 | **Methodological issues (1.3)** | Outline the purpose of ethical considerations.  Describe and apply the BPS’ code of ethics and conduct to include; respect, informed consent, right to withdraw, confidentiality, competence, responsibility, protection of participant, debrief, integrity, and deception. | Starter – True/False – Present different psychological studies and ask which they thought actually happened. These could be Reimer, Milgram, Watson And Rayner, and Bandura. Provide debrief that they were all real and discuss purpose of ethical considerations.  Research different ethical considerations using BPS’ website: <http://beta.bps.org.uk/>  OCR resource: [Lesson Element](http://ocr.org.uk/Images/289143-ethics-and-ethical-considerations-lesson-element.doc) Apply ethical considerations to studies: | Hot seating: Roleplay different unethical researchers and ask questions about why they felt it was justified to break ethical guidelines. | Homework – Watch video clips of unethical research and apply ethical considerations to these. Links available in: OCR resource: [Lesson Element](http://ocr.org.uk/Images/289143-ethics-and-ethical-considerations-lesson-element.doc) |
| 3 | **Variables and how they are operationalised (1.2)**  **Aims and hypotheses and how to formulate (1.2)** | Outline independent and dependent variables.  Explain how to control extraneous variables.  Define research aim and research question.  Describe null, alternative, one-tailed (directional), two-tailed (non-directional) hypotheses. | Starter – Provide some psychological studies and encourage identifying where there are variables, such as; what is the cause (IV) and what is the effect (DV).  Complete worksheets applying key terms to studies: OCR resource: [Lesson Element](http://ocr.org.uk/Images/237654-aims-hypotheses-and-variables-lesson-element.doc) Aims and hypotheses and variables  Practice writing own experimental hypotheses and others to guess whether these are one-tailed or two-tailed, null or alternative hypotheses. These could then be peer assessed.  OCR resource: [Student Handbook](http://ocr.org.uk/Images/342207-hypotheses-student-handbook.docx) Guide to writing own hypotheses: | Chain reaction – in groups create a research idea, whereby they consider IV, DV, EV and how to control these. | Assessment on hypotheses and variables:  OCR resource: [Lesson Element](http://ocr.org.uk/Images/237654-aims-hypotheses-and-variables-lesson-element.doc) Aims and hypotheses and variables |
| 4 | **Experiment designs (1.2)**  **Experiment (1.1)** | Describe and evaluate repeated measures, independent measure and matched participants design.  Describe and evaluate laboratory, field and quasi experiments. | Starter – Group discussion - With previous research idea from previous lesson, or own example of study, need to suggest whether participants should take part in all or one condition of the IV and whether this should be in a controlled or natural environment, and why?  Show as introduction to experimental designs: <http://www.psychlotron.org.uk/newResources/research/AS_AQB_experiments_designs.ppt>  Complete worksheets on identifying design and evaluating experimental designs. OCR resource: [Lesson Element](http://ocr.org.uk/Images/261277-experimental-designs-lesson-element.doc) Experimental designs  Carry out an actual Experiment where students are the participants in repeated/independent design, such as a Memory experiment or Stroop test, see OCR resource: [Delivery Guide](https://ocr.org.uk/qualifications/as-a-level-gce-psychology-h167-h567-from-2015/delivery-guide/component-ps01-research-methods/) research methods. | Apply experimental method and designs to psychological core studies, such as identifying Loftus and Palmer as an experiment and then the different sub types used. | Homework – Complete sample questions based on experiments section from OCR resource: [Component 1 research methods question bank](http://ocr.org.uk/Images/288955-component-1-research-methods-question-bank.pdf): |
| 5 | **Experiment (1.1)**  **Practical activities: Experiment (1.5)**  **Methodological issues (1.3)** | Apply knowledge to conduct an experiment as a practical activity and reflect on the experience.  Identify and define key terms; reliability and validity.  Explain demand characteristics, social desirability, researcher effect, and researcher bias. | Starter – Mind map on planning own experimental research, using previous knowledge of how to design a practical.  Carry out own experimental practical research in small groups. Evaluate own research from key terms in methodological issues section.  Ideas for research could include; Memory (no/delay) experiment, Stroop test and gender and reaction times.  Complete activities, such as definitions of different types of validity and reliability.  OCR resource: [Lesson Element](http://ocr.org.uk/Images/335053-methodological-issues-lesson-element.doc) methodological issues  Complete matching activity: OCR resource: [Lesson Element](http://ocr.org.uk/Images/261274-reliability-and-validity-lesson-element.doc) reliability and validity  The OCR resource: [Key terms guide](http://ocr.org.uk/Images/341322-key-terms-guide.docx), may help:  OCR resource: for more activities, visit the OCR psychology subject webpage ‘Teaching and Learning resources’ - ‘Methods and techniques’ [Zip file](http://www.ocr.org.uk/Images/235094-methods-and-techniques-folder.zip). Use the Experiment folder. | Groups to create own key term matching activity with all the key terms covered in Methodological issues, this could be used for revision and quiz: <https://quizlet.com/en-gb> | Homework - Complete 12 mark procedure question for experiments from OCR resource: [Component 1 research methods question bank](http://ocr.org.uk/Images/288955-component-1-research-methods-question-bank.pdf): |
| 6 | **Levels and types of data (1.3)**  **Raw data (1.3)** | Describe and evaluate primary and secondary data.  Describe and evaluate quantitative and qualitative data.  Identify nominal, ordinal, and interval level data.  Outline use of raw data tables, standard and decimal form, significant figures and making estimations. | Starter – provide fake student reports, one with quantitative and one with qualitative data. Decide which is best and why.  Outline different types of data. Apply to existing research, such as Freud using secondary qualitative data, and Loftus and Palmer using primary quantitative data.  To create own sources as examples of each of the variations of different types of data, and to exchange with peers to see if they can apply the key terms correctly. For levels of data, could apply to own research or existing studies about how the DV was measured.  OCR resource: Use resources on teacher led activities from [Descriptive Statistics Guide](file:///\\filestorage\xStream\OCR\Projects\GQ_Reform\Resources\SWITCHING\2017\SOW\A_Level\Psychology\:%20http:\ocr.org.uk\Images\266938-descriptive-statistics-teacher-guide.pdf) to support  The raw data math’s content can be embedded in existing studies, and using Sample Assessment Material to assess already existing knowledge of maths. Also activities available at: <https://www.mathsisfun.com/> | Rank what type of data and level of data is best overall and why (justifications) | Assessment – Complete questions for data recording and analysis for experiments from OCR resource: [Component 1 research methods question bank](http://ocr.org.uk/Images/288955-component-1-research-methods-question-bank.pdf) |
| 7 | **Descriptive statistics (1.3)** | Outline and explain how to calculate measures of central tendency; mean, mode and median.  Outline and explain how to calculate measures of dispersion; range, variance and standard deviation. | Starter – Use own experimental practical research results to calculate mean, mode and median for an actual data set.  Complete activity on how to calculate range, variance and standard deviation, this could be also be carried out on experimental practical research results.  OCR resource: Use resources on teacher led activities from [Descriptive Statistics Guide](file:///\\filestorage\xStream\OCR\Projects\GQ_Reform\Resources\SWITCHING\2017\SOW\A_Level\Psychology\:%20http:\ocr.org.uk\Images\266938-descriptive-statistics-teacher-guide.pdf) to support  More support available on <https://www.mathsisfun.com/> | Close activity on fill in the formulae for standard deviation and variance. | Homework - Source given with raw data table and students are to complete measures of central tendency and measures of dispersion. |
| 8 | **Descriptive statistics (1.3)** | Outline and apply knowledge of frequency table and graphs (bar chart, line graph, histogram, pie chart) for the presentation of data.  Demonstrate knowledge of ratios, percentages and fractions. | Starter – show examples of bad graphs where candidates have not been awarded full marks, and identify what is incorrect / missing.  Complete graph for own experimental practical research results to represent the data, ensure appropriately labelled.  Complete line graph for own achievement scores on assessments in psychology to date.  OCR resource: Use resources on teacher led activities from [Descriptive Statistics Guide](file:///\\filestorage\xStream\OCR\Projects\GQ_Reform\Resources\SWITCHING\2017\SOW\A_Level\Psychology\:%20http:\ocr.org.uk\Images\266938-descriptive-statistics-teacher-guide.pdf) to support  Show knowledge of ratio, percentages and fractions by applying to samples in psychological core studies.  More support available on <https://www.mathsisfun.com/> | Scenarios given and students to state which graph would be most appropriate and why. | Homework – Find real-life examples of ratios, percentages and fractions used (such as in the media, supermarkets etc). Write these examples down and then convert them into their equivalent ratio, percentage or fraction. |
| 9 | **Inferential statistics (1.3)** | Outline normal and skewed distribution curves.  Explain probability and significance levels.  Demonstrate use of critical values table and type one and type two errors.  Identify criteria for us of parametric and non-parametric test.  Demonstrate use of symbols and how to use four experimental non-parametric tests. | Starter – What are the chances? Students to guess the chances of random events (using ratio) happening, such as hit by lightening, hole in one, win the lottery to demonstrate existing knowledge of probability.  OCR resource: Probability, Symbols and Significance Levels [Student Workbook](http://ocr.org.uk/Images/260140-inferential-statistics-probability-student-workbook.docx): complete probability activities:  OCR resource: Normal and skewed distribution curves [Student Workbook](http://ocr.org.uk/Images/CURVES_SIGNEDOFF.DOC)  To demonstrate use of critical values tables and how to calculate non-parametric statistical tests, along with type 1 and 2 errors: OCR resource: [Inferential statistics workbook](http://ocr.org.uk/Images/Parametric_v3_Andy_SIGNEDOFF.DOCX)  Students could carry out each of the non-parametric tests via a carousel activity, with “stations” for each statistical test, so that students can move at their own pace and complete practice questions at each stats test. | Give students a symbol to be responsible for, at the end of the lesson they need to line the symbols up in correct order for formulae or in order of less than to more than. Students can also give a definition of the symbol they have been given. | Flipped learning – Research four journal articles of psychological core studies, and make notes on their sections and sub-sections, to understand their structure. |
| 10 | **Report writing (1.4)**  **Sections and sub-sections of a practical report (1.4)**  **Citing academic references (1.4)**  **Peer Review (1.4)** | Identify different sections and sub-sections of a practical written report.  Demonstrate how to write an academic reference using the Harvard system.  Describe the peer review process. | Starter – Students to share their findings from flipped learning on existing journal articles.  Match activity with a couple of sentences to represent each section and sub-section, for students to put into order.  Complete activities, including Harvard referencing: OCR resource: [Report writing guide for students](http://ocr.org.uk/Images/270325-report-writing-guide-for-students.pdf)  Students to write a practical report for their experiment practical research.  OCR resource: for peer review activities visit the OCR psychology subject webpage ‘Teaching and Learning resources’ – ‘Lesson Elements’ - [Zip file](http://www.ocr.org.uk/Images/237661-peer-review-lesson-element.zip) ‘Peer Review’. | Presentation of Experiment practical research report and peers to complete peer review sections in feedback. | Assessment – On experiment section, data, descriptive statistics, inferential statistics and report writing sections. |
| 11 | **How science works (1.6)** | Identify a series of key terms related to the scientific paradigm.  Explain key terms and apply to psychological core studies.  Discuss whether psychology can be considered to be a science. | Starter – Students to research a series of key terms and provide a definition for; cause and effect, falsification, replicability, objectivity, induction, deduction, hypothesis testing, manipulation of variables, control and standardisation, and manipulation of variables.  To understand induction and deduction, students should complete: OCR resource: [Lesson element](http://ocr.org.uk/Images/309113-induction-and-deduction-lesson-element.doc) induction and deduction  Students should apply key terms to psychological core studies, such as issues with falsification in Freud.  To enable students to debate whether psychology is a science, they can use OCR resource: [Teacher guide](http://ocr.org.uk/Images/259475-debates-teacher-guide.pdf), debates | Debate – Arguments for and against of psychology being considered a science. | Homework – To write a persuasive letter detailing how psychology is to be considered a science, this could be aimed at their school/college. |
| 12 | **Correlation (1.1)** | Outline different types of correlation (positive, negative and no correlation).  Identify the type of data needed for correlations.  Describe null, alternative, one-tailed (directional), two-tailed (non-directional) hypotheses in relation to correlational research.  Evaluate use of Correlation method. | Starter – Students given funny correlations, to help make the point that they are not used to establish cause and effect and need for quantitative data, some examples: <http://www.bbc.co.uk/news/magazine-27537142>  Students create their own correlations, when given one co-variable.  Practice writing own correlational hypotheses and others to guess whether these are one-tailed or two-tailed, null or alternative hypotheses. These could then be peer assessed.  OCR resource: [Student handbook](http://ocr.org.uk/Images/342207-hypotheses-student-handbook.docx) Guide to writing own hypotheses:  Complete table on strengths and weaknesses of using correlation method.  OCR resource: visit the OCR psychology subject webpage ‘Teaching and Learning resources’ [Zip file](http://www.ocr.org.uk/Images/235094-methods-and-techniques-folder.zip) ‘Methods and techniques folder’ and use the Correlation folder. | Apply correlation method to psychological core studies, such as identifying Levine et al as a correlation and then the different sub types used. | Homework – Research psychological core studies that have used correlations, identify the co-variables. |
| 13 | **Correlation (1.1)**  **Methodological issues (1.3)**  **Practical activities (1.5)** | Apply knowledge to conduct a correlation as a practical activity and reflect on the experience.  Apply key terms; reliability and validity.  Explain demand characteristics, social desirability, researcher effect, and researcher bias in relation to correlation. | Starter – Mind map on planning own correlational research, using previous knowledge from previous lessons.  Carry out own correlational practical research. Evaluate own research from key terms in methodological issues section.  Some ideas for a correlation could include; Height and shoe size, Maths and English test scores, or self-esteem scores and happiness. | Present own correlational research and evaluation of research to peers. | Homework - Complete 12 mark procedure question for correlation from OCR resource: [Component 1 research methods question bank](http://ocr.org.uk/Images/288955-component-1-research-methods-question-bank.pdf) |
| 14 | **Descriptive statistics (1.3)**  **Inferential statistics (1.3)** | Outline and apply knowledge of scatter diagram to presentation of data.  Demonstrate how to use one correlational non-parametric tests (Spearman’s Rho). | Starter – Recap revision of other charts and graphs already covered.  Students to create a scatter diagram from correlation practical research results, with appropriate labels. From this they will analyse what the scatter diagram shows in terms of strong/weak and positive/negative correlation.  OCR resource: Teacher led activities from [Descriptive Statistics Guide](http://ocr.org.uk/Images/266938-descriptive-statistics-teacher-guide.pdf) to support.  More support available on <https://www.mathsisfun.com/>  Students should carry out a Spearman’s Rho to see if the correlation is significant: OCR resource [Parametric](http://ocr.org.uk/Images/Parametric_v3_Andy_SIGNEDOFF.DOCX) | Write a postcard summary of how to calculate a Spearman’s Rho by hand. | Assessment – On correlations section and descriptive and inferential statistics. |
| 15 | **Self-Report (1.1)**  **Designing Self-Reports (1.2)** | Describe and evaluate different types of questionnaire and interviews.  Describe and evaluate how to design self-reports such as using open or close questions. | Starter – Students to name as many self-report measurements they have been a part of (such as census, CAT tests, and personality questionnaires).  Students complete an existing self-report questionnaire, such as Dark Triad Personality test: <http://personality-testing.info/tests/SD3/1.php> They can then use these to identify different types of questions and evaluate it’s effectiveness.  Students are to make to the worst questionnaire possible, by doing all the weaknesses mentioned in evaluation of self-report, such as unclear questions and scales that do not make sense.  OCR resource: visit the OCR psychology subject webpage ‘Teaching and Learning resources’ [Zip file](http://www.ocr.org.uk/Images/235094-methods-and-techniques-folder.zip) ‘Methods and techniques folder’ and use the Self-Report folder. | Apply self-report method to psychological core studies, such as identifying Freud as self-report and then the different sub types used. | Homework – Interview three people using different interview techniques (unstructured, semi-structured and structured) and compare the data. This could be on earliest memories or fears. \* Be cautious of ethics \* |
| 16 | **Self-Report (1.1)**  **Methodological issues (1.3)**  **Practical activities (1.5)** | Apply knowledge to conduct a self-report as a practical activity and reflect on the experience.  Apply key terms; reliability and validity.  Explain demand characteristics, social desirability, researcher effect, and researcher bias in relation to self-report. | Starter – Mind map on planning own self-report research, using previous knowledge from previous lessons.  Carry out own self-report practical research. Evaluate own research from key terms in methodological issues section.  Some ideas for self-report research could be on attitudes towards risky driving, self-esteem and pet ownership, or an interview transcript of last time a person helped someone in need. | Present own self-report research and evaluation of research to peers. | Homework - Complete 12 mark procedure question for Self-Report from OCR resource: [Component 1 research methods question bank](http://ocr.org.uk/Images/288955-component-1-research-methods-question-bank.pdf) |
| 17 | **Observation (1.1)**  **Designing Observations (1.2)** | Describe and evaluate different types of observation  Describe and evaluate how to design observations, such as behavioural categories, coding frames, event and time sampling. | Starter – find a person on a CCTV video clip (e.g. someone drunk falling over) that can be used as a discussion point in relation to their behaviour.  Students to complete activities on different types of observations, and these can be demonstrated through watching the above video clip again, but giving students different roles in observation (such as unstructured and structured). This can then be used for a discussion on inter-rater reliability between observers.  OCR resource: visit the OCR psychology subject webpage ‘Teaching and Learning resources’ [Zip file](http://www.ocr.org.uk/Images/235094-methods-and-techniques-folder.zip) ‘Methods and techniques folder’ and use the Observation folder. | Apply observation method to psychological core studies, such as identifying Milgram as an observation and then the different sub types used. | Assessment – Different types of observations. |
| 18 | **Observation (1.1)**  **Methodological issues (1.3)**  **Practical activities (1.5)** | Apply knowledge to conduct an observation as a practical activity and reflect on the experience.  Apply key terms; Reliability and Validity.  Explain demand characteristics, social desirability, researcher effect, and researcher bias in relation to observation. | Starter – Mind map on planning own observation research, using previous knowledge from previous lessons.  Carry out own observation practical research. Evaluate own research from key terms in methodological issues section.  Some ideas for observation research include; gender differences in the way people carry their books around school/college, territorial marking on a bus or number of students revising in library. | Present own observation research and evaluation of research to peers. | Homework - Complete 12 mark procedure question for Observation from OCR resource: [Component 1 research methods question bank](http://ocr.org.uk/Images/288955-component-1-research-methods-question-bank.pdf) |

# A Level Component 2

| **Lesson No** | **Elements** | **Lesson Aims and Objectives** | **Lesson Content** | **Lesson Plenary** | **Homework/ Assessment (teacher, peer, self)** |
| --- | --- | --- | --- | --- | --- |
| 1 | **Biological area (Section A)**  **Reductionism / holism debate (Section B)**  **Practical applications (Section C)** | Describe and evaluate the Biological area.  Describe and evaluate the reductionism / holism debate.  Apply biological psychological knowledge to scenarios. | Starter – Quiz on which area/perspective students identify with most. OCR resource: [Lesson Element](http://ocr.org.uk/Images/261276-the-biological-area-lesson-element.doc): The biological area  OCR resource: [Teacher Guide](http://ocr.org.uk/Images/284832-areas-and-perspectives-in-a-nutshell-teacher-guide.pdf): Areas and perspectives in a nutshell  OCR resource: [Teacher Guide](http://ocr.org.uk/Images/259475-debates-teacher-guide.pdf) and [Debates Workbook](http://ocr.org.uk/Images/250382-debates-student-workbook.doc): Guide to debates and debates workbook  Link to use of laboratory experiments (Component 1). | Question on biological area: OCR resource: [Teacher Guide](http://ocr.org.uk/Images/284835-psychological-applied-learning-scenarios-teacher-guide.pdf): Psychological applied learning scenarios  Apply biological area to real-life examples, such as brain damage patients. | Flipped learning – Students to make notes on the description (BAMRC) of Casey et al’s (2011) study. Students can use: <https://www.youtube.com/watch?v=2leQcAYMdE4> Worksheets: OCR resource: [Lesson Element](http://ocr.org.uk/Images/285825-casey-et-al-procedure-lesson-element.doc): Casey et al Procedure Lesson |
| 2 | **Key theme: Regions of the brain (Section A)**  **Sperry (1968)**  **Casey et al (2011)** | Describe and evaluate Sperry’s (1968) study.  Describe and evaluate Casey et al’s (2011) study.  Describe the studies in their pair.  Apply studies to biological area. | Starter – quiz on facts/myths about the brain.  Video clip on the brain regions and Phineas Gage: <https://www.youtube.com/watch?v=vHrmiy4W9C0> Video clip on Gazzaniga’s research similar to Sperry: <https://www.youtube.com/watch?v=lfGwsAdS9Dc>  OCR resource: [Lesson element](http://ocr.org.uk/Images/286032-casey-et-al-evaluation-of-research-lesson-element.doc): Casey evaluation. Students could use a Venn diagram to compare studies.  OCR resource: [Teacher Guide](http://ocr.org.uk/Images/283475-core-studies-overview-and-how-they-provide-new-understandings-of-behaviour-teacher-guide.pdf): Understandings of behavior: Students to use knowledge of Casey to understand how contemporary studies change our understanding | Students highlight and annotate, and link to biological area: OCR resource: [Guide to Core Studies 1](http://ocr.org.uk/Images/170180-guide-to-core-studies-1.pdf)    OCR resource: [Delivery Guide Component 2](http://ocr.org.uk/Images/208124-supporting-activities-for-component-2-delivery-guide-sperry-study-activity-5.1.docx): students complete worksheet on Sperry: | Flipped learning – Students to make notes on the description (BAMRC) of Maguire et al’s (2000) study. Students can use: <http://holah.co.uk/study/maguire/> |
| 3 | **Key theme: Biological Area: Brain Plasticity (Section A)**  **Blakemore and Cooper (1970)**  **Maguire et al (2000)** | Describe and evaluate Blakemore and Cooper’s (1970) study.  Describe and evaluate Maguire et al’s (2000) study.  Describe the studies in their pair.  Apply studies to biological area. | Starter – Recap of Ethics (component 1) and apply to Animal research.  Highlight and annotate: OCR resource: [Guide to Core Studies 2](http://ocr.org.uk/Images/183326-guide-to-core-studies-2.pdf). Also link to Biological area.  Video clip on Blakemore and Cooper: <https://www.youtube.com/watch?v=QzkMo45pcUo> Video clip on Maguire: <https://www.tutor2u.net/psychology/blog/video-professor-maguire-the-neuroscience-of-memory>  OCE resource: [Lesson Element](http://ocr.org.uk/Images/338655-blakemore-and-cooper-lesson-element.doc): Blakemore and Cooper worksheets  OCR resource: [Teacher Guide](http://ocr.org.uk/Images/283475-core-studies-overview-and-how-they-provide-new-understandings-of-behaviour-teacher-guide.pdf): Understandings of behavior: Students to use knowledge of Maguire to understand how contemporary studies change our understanding. | Debate – students to justify why the four biological studies could be considered to be reductionist. | Assessment – Section A of studies within Biological area for OCR resource: [Component 2 Psychological themes through core studies question bank](http://ocr.org.uk/Images/295312-component-2-psychological-themes-through-core-studies-question-bank.pdf) |
| 4 | **Cognitive area (Section B)**  **Free-will/Determinism debate (Section B)**  **Practical applications (Section C)** | Describe and evaluate the Cognitive area.  Describe and evaluate the free-will / determinism debate.  Apply cognitive psychological knowledge to scenarios. | Starter – Mind like a computer analogy diagram to complete.  Cognitive area worksheets:  OCR resource: [Lesson Element](http://ocr.org.uk/Images/266402-the-cognitive-area-lesson-element-lesson-element.doc): Cognitive area Guide to areas:  OCR resource: [Teacher Guide](http://ocr.org.uk/Images/284832-areas-and-perspectives-in-a-nutshell-teacher-guide.pdf): Areas and perspectives in a nutshell of OCR resource: [Teacher Guide](http://ocr.org.uk/Images/259475-debates-teacher-guide.pdf): Guide to debates:  OCR resource: [Teacher Guide](http://ocr.org.uk/Images/259475-debates-teacher-guide.pdf): Guide to practical application:  OCR resource: [Teacher Guide](http://ocr.org.uk/Images/284835-psychological-applied-learning-scenarios-teacher-guide.pdf): Psychological applied learning scenarios Apply Cognitive area to real-life examples, such as CAT tests in schools, CBT in Mental Health. Links to be made to use of self-report (Component 1). | Scenario given, apply cognitive principles: OCR resource: [Teacher Guide](http://ocr.org.uk/Images/284835-psychological-applied-learning-scenarios-teacher-guide.pdf): Psychological Applied Learning Scenarios | Flipped learning – Students to make notes on the description (BAMRC) of Grant et al’s (1998) study: <https://www.youtube.com/watch?v=bWy_HFGhjuQ> |
| 5 | **Key theme: Memory (Section A)**  **Loftus and Palmer (1974)**  **Grant et al (1998)** | Describe and evaluate Loftus and Palmer’s (1974) study.  Describe and evaluate Grant et al’s (1974) study.  Describe the studies in their pair.  Apply studies to cognitive area. | Starter – Memory experiment of eye witness to a robbery.  Experiential learning opportunity to carry out Loftus and Palmer’s study, using 7 car crash video clips and giving students different questionnaire containing the different critical verbs.  Students highlight and annotate, and link to cognitive area: OCR resource: [Guide to core studies 1](http://ocr.org.uk/Images/170180-guide-to-core-studies-1.pdf)  OCR resource: [Lesson Element](http://ocr.org.uk/Images/237549-memory-research-comparison-lesson-element.docx) Component 2 Memory research comparison, students use an evaluation toolkit of both studies. Students could use a Venn diagram to compare studies or worksheet:  OCR resource: [Teacher Guide](http://ocr.org.uk/Images/283475-core-studies-overview-and-how-they-provide-new-understandings-of-behaviour-teacher-guide.pdf), core studies overview and how they provide new understandings of behaviours. Students to use knowledge of Grant to understand how contemporary studies change our understanding. | Section A and Section B within cognitive area: OCR resource: [Component 2 Question Bank](http://ocr.org.uk/Images/295312-component-2-psychological-themes-through-core-studies-question-bank.pdf) | Flipped learning – Students to make notes on the description (BAMRC) of Simons and Chabris (1999) study. Students watch video clip: <https://www.youtube.com/watch?v=vJG698U2Mvo>  Students can use: <https://www.tutor2u.net/psychology/reference/simons-and-chabris-1999> |
| 6 | **Key theme: Attention (Section A)**  **Moray (1959)**  **Simons and Chabris (1999)** | Describe and evaluate Moray’s (1959) study.  Describe and evaluate Simons and Chabris’ (1999) study.  Describe the studies in their pair.  Apply studies to cognitive area. | Starter – Video clip on inattentional awareness: <https://www.youtube.com/watch?v=ubNF9QNEQLA>  OCR resource: [Lesson Element](http://ocr.org.uk/Images/180812-moray-procedure-activity.doc), Neville Moray Procedure Experiential learning opportunity to carry out Moray’s study, having students be information into left ear and right ear, and to see recall.  OCR resource: [Guide to Core Studies 2](http://ocr.org.uk/Images/183326-guide-to-core-studies-2.pdf) Students highlight and annotate, and link to cognitive area  Students complete evaluation and could use a venn diagram.  OCR resource: [Teacher Guide](http://ocr.org.uk/Images/283475-core-studies-overview-and-how-they-provide-new-understandings-of-behaviour-teacher-guide.pdf) Core Studies overview and how they provide new understandings of behavior Students to use knowledge of Simons and Chabris to understand how contemporary studies change our understanding. | Debate – Students to justify why the four cognitive studies could be considered to support free-will and determinism. | Assessment – Section A of studies within Cognitive area and Section B of Cognitive area and Free-will/ Determinism debate. |
| 7 | **Social area (B)**  **Individual/Situational debate (B)**  **Ethical considerations (B)**  **Practical applications (C)** | Describe and evaluate the Social area.  Describe and evaluate Individual/Situational debate  Describe and evaluate Ethical considerations  Apply social psychological knowledge to scenarios. | Starter – Students to do a mind map of the social influences on them.  OCR resource: [Lesson Element](http://ocr.org.uk/Images/261328-the-social-area-lesson-element.doc) Social area worksheet:  OCR resource: [Teacher Guide](http://ocr.org.uk/Images/284832-areas-and-perspectives-in-a-nutshell-teacher-guide.pdf) Areas and perspectives in a nutshell OCR resource: Teacher Guide [Debates](http://ocr.org.uk/Images/259475-debates-teacher-guide.pdf)  OCR resource: Lesson element [Ethical considerations](http://ocr.org.uk/Images/289143-ethics-and-ethical-considerations-lesson-element.doc)  Apply Social area to real-life examples such as in Prison and Education system. Make links to use of observations (component 1). | Sample assessment scenario given, and need to apply Social principles to article: [Teacher Guide](http://ocr.org.uk/Images/284835-psychological-applied-learning-scenarios-teacher-guide.pdf) Psychological Applied Learning Scenarios | Flipped learning – Students to make notes on the description (BAMRC) of Bocchiaro et al’s (2012) study. Students can use: <https://www.youtube.com/watch?v=d2Aswgm0_VM> |
| 8 | **Key theme: Responses to people in authority (A)**  **Milgram (1963)**  **Bocchiaro et al (2012)** | Describe and evaluate Milgram’s (1974) study.  Describe and evaluate Bocchiaro et al’s (2012) study.  Describe the studies in their pair.  Apply studies to biological area. | Starter – Play a game of “Simon says” with trivial behaviours.  Students to complete a research project, such as; the Holocaust, My Lai massacre, or Abu Ghraib and explain why people obeyed.  OCR resource: [Guide to Core Studies 1](http://ocr.org.uk/Images/170180-guide-to-core-studies-1.pdf), students highlight and annotate, and link to social area  Students use an Evaluation toolkit of both studies. Students could use a Venn diagram to compare studies.  OCR resource: [Teaching Guide](http://ocr.org.uk/Images/283475-core-studies-overview-and-how-they-provide-new-understandings-of-behaviour-teacher-guide.pdf), Core studies overview and how they provide new understandings of behaviour, students to use knowledge of Bocchiaro to understand how contemporary studies change our understanding. | Hot seating – Students to take on roles of Milgram, Experimenter, Teacher (PP), Learner and others will ask questions. | Flipped learning – Students to make notes on the description (BAMRC) of Levine et al’s (2001) study. Students can use: <https://www.youtube.com/watch?v=oaBasCrZXfM> |
| 9 | **Key theme: Responses to people in need (A)**  **Piliavin et al (1969)**  **Levine et al (2001)** | Describe and evaluate Piliavin et al’s (1969) study.  Describe and evaluate Levine et al;s (2001) study.  Describe the studies in their pair.  Apply studies to social area. | Starter – Video clip: <https://www.youtube.com/watch?v=SGPjUyVtTQw> What would students do?  OCR resource: [Lesson Element](http://ocr.org.uk/Images/340551-piliavin-et-al-lesson-element.docx) Pilavin et al Subway Samaritan, students to create a roleplay of Pilavin setting classroom up to look like a subway and to demonstrate results for drunk/ill victim.  OCR resource: [Guide to Core Studies 2](http://ocr.org.uk/Images/183326-guide-to-core-studies-2.pdf), Students highlight and annotate, and link to Social area  Students to complete evaluation and venn diagram.  OCR resource: [Teacher Guide](http://ocr.org.uk/Images/283475-core-studies-overview-and-how-they-provide-new-understandings-of-behaviour-teacher-guide.pdf), Core studies overview and how they provide new understandings of behavior. | Debate – Students to justify why the four social studies could be considered to be have ethical considerations and links to individual/situational debate. | Assessment – Combined Sections A, B, and C for all areas, debates and all studies. |
| 10 | **Behaviourist perspective (Section B)**  **Usefulness of research (Section B)**  **Practical application (Section C)** | Describe and evaluate the Behaviourist perspective.  Describe and evaluate the Usefulness of research debate.  Apply behaviourist psychological knowledge to scenarios. | Starter – Students to create a mind map of how to change behavior (such as with children in schools or with pets)  Make links to observations method (component 1). Video clip on classical and operant conditioning: <https://www.youtube.com/watch?v=qG2SwE_6uVM>  OCR resource: [Lesson Element](file:///\\filestorage\xStream\OCR\Projects\GQ_Reform\Resources\SWITCHING\2017\SOW\A_Level\Psychology\SoW_AS_TEMPLATE.docxhttp:\ocr.org.uk\Images\268458-behaviourist-perspective-final.doc),, Behaviourist perspective.  OCR resource: [Teacher Guide](http://ocr.org.uk/Images/284832-areas-and-perspectives-in-a-nutshell-teacher-guide.pdf), Component 2, Areas and Perspectives in a nutshell.  OCR resource: [Teacher Guide](http://ocr.org.uk/Images/259475-debates-teacher-guide.pdf), debates. | Apply behaviourist principles to article: OCR resource: [Psychological Applied Learning Scenarios](http://ocr.org.uk/Images/284835-psychological-applied-learning-scenarios-teacher-guide.pdf) | Homework – Students to find their own example of where behaviourism has been useful in society, |
| 11 | **Developmental area (Section B)**  **Nature/Nurture debate (Section B)**  **Practical application (Section C)** | Describe and evaluate the developmental area.  Describe and evaluate the nature / nurture debate.  Apply developmental psychological knowledge to scenarios. | Starter – Students given cards with ages/stages in life, and students to form a human timeline to show the nature (age) aspect of development. Students to list experiences in those stages (nurture).  OCR resource: [Lesson element](http://ocr.org.uk/Images/264694-the-developmental-area-lesson-element.doc), Developmental area.  OCR resource: [Teacher Guide](http://ocr.org.uk/Images/284832-areas-and-perspectives-in-a-nutshell-teacher-guide.pdf), Component 2 Areas and perspectives in a nutshell.  OCR resource: [Teacher Guide](http://ocr.org.uk/Images/259475-debates-teacher-guide.pdf), Debates.  Research task looking at some key developmental psychologists, such as Piaget. | Sample scenario given, and need to apply developmental principles to article, highlighting aspects linked to nature and nurture: OCR resource: [Teachers Guide](http://ocr.org.uk/Images/284835-psychological-applied-learning-scenarios-teacher-guide.pdf), Psychological applied learning scenarios | Flipped learning – Students to make notes on the description (BAMRC) of Chaney et al’s (2004) study. Students can use: <https://www.youtube.com/watch?v=9eQ-1fHEaDs>  OCR resource: [Lesson Element](http://ocr.org.uk/Images/264882-chaney-et-al-lesson-element.doc), Chaney |
| 12 | **Key theme: External influences on children’s behavior (Section A)**  **Bandura et al (1961)**  **Chaney et al (2004)** | Describe and evaluate Bandura et al’s (1961) study.  Describe and evaluate Chaney et al’s (2004) study.  Describe the studies in their pair.  Apply studies to developmental area. | Starter – Students to list all people that have influenced them and how they may have observed/imitated their behavior.  Video clip on Social learning theory: <https://www.youtube.com/watch?v=5JrtpCM4yMM> Video clip on Bandura’s study: <https://www.youtube.com/watch?v=zerCK0lRjp8>  OCR resource: Visit the OCR psychology subject webpage ‘Teaching and Learning resources’ – ‘Lesson Elements’ [Zip File](http://www.ocr.org.uk/Images/180483-bandura-procedure-lesson-element.zip), ‘Bandura Procedure’ Students create a puppet show of three rooms of Bandura’s study.  OCR resource: [Guide to core studies 1](http://ocr.org.uk/Images/170180-guide-to-core-studies-1.pdf), students highlight and annotate, and link to developmental area  Students to complete evaluation and could do a venn diagram.  OCR resource: [Teacher Guide](http://ocr.org.uk/Images/283475-core-studies-overview-and-how-they-provide-new-understandings-of-behaviour-teacher-guide.pdf), Core studies overview and how they provide new understandings of behaviour, students to use knowledge of Chaney to understand how contemporary studies change our understanding | OCR resource: [Component 2 Question Bank](http://ocr.org.uk/Images/295312-component-2-psychological-themes-through-core-studies-question-bank.pdf), section A and section B within developmental area | Flipped learning – Students to make notes on the description (BAMRC) of Lee et al (19970 study.  OCR resource: [Lesson Element](http://ocr.org.uk/Images/261282-core-study-lee-et-al-lesson-element.doc), Core Study Lee et al |
| 13 | **Key theme: Moral development (Section A)**  **Kohlberg (1968)**  **Lee et al (1997)** | Describe and evaluate Kohlberg’s (1968) study.  Describe and evaluate Lee et al’s (1997) study.  Describe the studies in their pair.  Apply studies to developmental area. | Starter – Video clip to discuss with students what they would do: <https://www.youtube.com/watch?v=bOpf6KcWYyw>  OCR resource: [Lesson element](http://ocr.org.uk/Images/340549-kohlberg-lesson-element.doc), Kohlberg, matching activity for responses of children and to the stages they were in.  OCR resource: [Key Terms Guide](http://ocr.org.uk/Images/341322-key-terms-guide.docx), research the difference between ethnocentrism and cultural bias  OCR resource: [Guide to Core Studies 2](http://ocr.org.uk/Images/183326-guide-to-core-studies-2.pdf), students highlight and annotate, and link to developmental area  Students to complete evaluation and could do a venn diagram.  OCR resource: [Teacher Guide](http://ocr.org.uk/Images/283475-core-studies-overview-and-how-they-provide-new-understandings-of-behaviour-teacher-guide.pdf) Core Studies Overview and how they provide new understandings of behaviour, students to use knowledge of Lee to understand how contemporary studies change our understanding: | Debate – Students to justify why the four developmental studies could be considered to be nature/nurture. | Section A, B, C of Developmental area and Behaviourist perspective |
| 14 | **Psychodynamic perspective (Section B)**  **Psychology as a science debate (Section B)**  **Practical application (Section C)** | Describe and evaluate the Psychodynamic perspective.  Describe and evaluate the Psychology as a science debate.  Apply psychodynamic psychological knowledge to scenarios. | Starter – Create three characters (draw / modelling clay) based on synopsis of their traits, and then introduce id, ego, superego.  Video clip on Freud: <https://www.youtube.com/watch?v=mUELAiHbCxc>  OCR resource: [Lesson Element](http://ocr.org.uk/Images/268460-psychodynamic-students-worksheets.doc), Psychodynamic perspective  OCR resource: [Teacher Guide](http://ocr.org.uk/Images/284832-areas-and-perspectives-in-a-nutshell-teacher-guide.pdf), Areas and perspectives in a nutshell  OCR resource: [Teacher Guide](http://ocr.org.uk/Images/259475-debates-teacher-guide.pdf), Debates.  Make links to use of case studies (Component 1). | Scenario given, apply psychodynamic principles to article: OCR resource: [Teaching Guide](http://ocr.org.uk/Images/284835-psychological-applied-learning-scenarios-teacher-guide.pdf), Psychological Applied Learning Scenarios  Also works with some fairy tales, such as Jack and the Giant Beanstalk. | Homework – Students to research how psychodynamic has been applied in real life; in psychoanalysis such as dream analysis, hypnosis, ink blots and free association. |
| 15 | **Individual Differences area (Section B)**  **Conducting social sensitive research (Section B)**  **Practical application (Section C)** | Describe and evaluate the Individual Differences area.  Describe and evaluate Ethics in socially sensitive research.  Apply individual differences psychological knowledge to scenarios. | Starter – Students to list all the ways they are unique from class mates, friends and family.  OCR resource: [Lesson Element](http://ocr.org.uk/Images/264695-the-individual-differences-area-lesson-element.doc), Individual differences area  OCR resource: [Teacher guide](http://ocr.org.uk/Images/284832-areas-and-perspectives-in-a-nutshell-teacher-guide.pdf), Areas and perspectives in a nutshell,  OCR resource: [Teacher Guide](http://ocr.org.uk/Images/259475-debates-teacher-guide.pdf), Debates.  Research disorders, such as phobias, autism, and Tourette’s, and create an infographic on each. Research measuring differences in intelligence and personality; such as psychopathy. | Scenario given, apply individual differences principles to article: OCR resource: [Teacher Guide](http://ocr.org.uk/Images/284835-psychological-applied-learning-scenarios-teacher-guide.pdf), Psychological Applied Learning Scenarios | Flipped learning – Students to make notes on the description (BAMRC) of Baron-Cohen et al’s (1997) study. Students can use: <http://holah.co.uk/study/baroncohen/> Also can watch: Video clip on Sally-Anne test: <https://www.youtube.com/watch?v=QjkTQtggLH4>  OCR resource: [Lesson Element](http://ocr.org.uk/Images/261325-baron-cohen-et-al-lesson-element.doc), Baron Cohen. |
| 16 | **Key theme: Understanding disorders (Section A)**  **Freud (1909)**  **Baron-Cohen et al (1997)** | Describe and evaluate Freud’s (1909) study.  Describe and evaluate Baron-Cohen et al’s (1997) study.  Describe the studies in their pair.  Apply studies to individual differences area. | Starter – Recap quiz of understanding of Freud.  OCR resource: [Lesson Element,](http://ocr.org.uk/Images/261278-freud-little-hans-case-study-lesson-element.doc) Freud, complete comic book strip to demonstrate key points in method and main results of Freud’s study.  OCR resource: [Guide to Core Studies 1](file:///\\filestorage\xStream\OCR\Projects\GQ_Reform\Resources\SWITCHING\2017\SOW\A_Level\Psychology\:%20http:\ocr.org.uk\Images\170180-guide-to-core-studies-1.pdf), students highlight and annotate, and link to individual differences area  Students complete evaluation and venn diagram.  OCR resource: [Teacher Guide](http://ocr.org.uk/Images/283475-core-studies-overview-and-how-they-provide-new-understandings-of-behaviour-teacher-guide.pdf), Core studies guide and how they provide new understandings of behaviour, students use knowledge of Baron-Cohen to understand how contemporary studies change our understanding. | Students to write their own source for Section C of Individual Differences to test each other. | Flipped learning – Students to make notes on the description (BAMRC) of Hancock et al’s (2011) study.  Students could watch: <https://www.youtube.com/watch?v=xYemnKEKx0c>  OCR resource: [Lesson Element](http://ocr.org.uk/Images/180770-hancock-procedure-activity-teacher-instructions.pdf), Hancock Procedure. |
| 17 | **Key theme: Measuring differences (Section A)**  **Gould (1982)**  **Hancock et al (2011)** | Describe and evaluate Gould’s (1982) study.  Describe and evaluate Hancock et al’s (2011) study.  Describe the studies in their pair.  Apply studies to biological area. | Starter – Read article on problems in measuring intelligence.  OCR resource: [Lesson Element](http://ocr.org.uk/Images/261280-core-study-gould-lesson-element.doc), Gould, students to complete intelligence test and to evaluate it’s effectiveness. Students to create own questions that would be fitting with the Alpha and Beta tests.  OCR resource: [Guide to Core Studies 2](file:///\\filestorage\xStream\OCR\Projects\GQ_Reform\Resources\SWITCHING\2017\SOW\A_Level\Psychology\:%20http:\ocr.org.uk\Images\183326-guide-to-core-studies-2.pdf), students highlight and annotate, and link to individual differences area.  Students complete evaluation and could use a venn diagram.  OCR resource: [Teacher Guide](http://ocr.org.uk/Images/283475-core-studies-overview-and-how-they-provide-new-understandings-of-behaviour-teacher-guide.pdf), Core studies overview and how they provide new understandings of behaviour, students to use knowledge of Hancock to understand how contemporary studies change our understanding. | Debate – students justify why the four individual differences studies could be considered to have issues as socially sensitive research. | Section A, B, C on Component 2 practice paper. |
| 18 | **Revision**  **Exam technique** | Reflect on strengths and weaknesses in content.  Answer exam style questions. | Starter – Recap quiz of content for component 2.  Students to complete self-assessment of knowledge of Component 2. Students could complete a board of knowledge and a board of unknown, where students share their existing knowledge via post-it notes. Students should focus on improving their weakest areas and keep improving until scoring higher in practice questions.  OCR resource: [Component 2 Question Bank](http://ocr.org.uk/Images/295312-component-2-psychological-themes-through-core-studies-question-bank.pdf)  OCR resource: [Component 2 candidate style answers](http://ocr.org.uk/Images/283437-unit-02-psychological-themes-through-core-studies-candidate-style-answers-h567.pdf), highlight and annotate exemplar answers.  OCR resource: [AS Psychological themes through core studies](http://ocr.org.uk/Images/340069-recalling-the-ten-core-studies-student-activity.doc), recap knowledge of core studies. | Debate – students debate a range of issues using a range of debates in psychology: OCR resource: [Student workbook](http://www.ocr.org.uk/Images/250382-debates-student-workbook.doc), debates. | Homework – Students to do revision of Component 2 entire content and use quizzes to help support: <https://psychlite.wordpress.com/> |

# Component 3 – Section A: Issues in mental health (compulsory)

| **Lesson No** | **Elements** | **Lesson Aims and Objectives** | **Lesson Content** | **Lesson Plenary** | **Homework/ Assessment (teacher, peer, self)** |
| --- | --- | --- | --- | --- | --- |
| 1 | **The historical context of mental health** | Identify different periods in the history of mental health.  Describe the beliefs regarding causes of mental illness, types of treatments, associated key terms and events.  Describe key periods in pairs and to construct a time line in teams. | Starter – Students to discuss what their opinions/views are towards mental health.  Students given one case study each from Guardian article “It was twenty years of hell” of 3 individuals (AnneMarie Randall, Edna Martin and Derek Hutchinson) to discuss their time in mental asylum: <https://www.theguardian.com/society/2002/apr/07/mentalhealth.observerreview>  Students to consider following questions: Why were they committed to mental asylum? What illness/symptoms were being shown (if any)? Describe the treatments and treatments given to patients? Were they treated humanely? Could this occur today?  Students to use history research grid to structure their independent research on history of mental health/illness:  OCR resource: [Delivery guide](http://www.ocr.org.uk/qualifications/as-a-level-gce-psychology-h167-h567-from-2015/delivery-guide/Images/123-258306-a-psych-historical-context-mental-health-lr1.pdf): Historical context of mental health. | Discussion: Students to each describe one event, treatment or period in history on mental illness that they did know about. | Homework – Students to create a poster in outlining a timeline of key historical periods of mental health.  Students select relevant periods and time according to what interests them. The following mental history timeline can be used as support: <http://studymore.org.uk/mhhtim.htm> |
| 2 | **Defining Abnormality** | Discuss what is abnormal or normal behavior?  Describe and evaluate the following four definitions of abnormality: Statistical infrequency, deviation of social norms, failure to function adequately and deviation of ideal mental health. | Starter – In completing the time line activity, students can discuss one treatment or mental health practice in history that they found abnormal or normal.  In groups or individually, students can work through ten case study cards, in which, students have to determine whether the case study issue is abnormal or normal:  OCR resource: [Delivery guide](http://www.ocr.org.uk/qualifications/as-a-level-gce-psychology-h167-h567-from-2015/delivery-guide/Images/123-258306-a-psych-historical-context-mental-health-lr1.pdf): Historical context of mental health. | Exit Card Activity: Students to write one point and evaluation related to each of the four definitions of abnormality. | Homework: To scan the day’s social media for an article or topic that fits into one of the four definitions of abnormality. |
| 3 | **Categorizing mental disorders** | Identify characteristics of an affective disorder, a psychotic disorder and an anxiety disorder. | Starter – Provide an overview sheet of the three main types of diagnostic systems. ICD-10 and WHO include the criteria for all mental illnesses: <http://www.who.int/classifications/icd/en/bluebook.pdf>  Video clips on Mania, OCD and Schizophrenia provide an overview of the key characteristics of each mental disorder.  Mania: <http://www.youtube.com/watch?v=ju6w1o4RijA> <https://www.youtube.com/watch?v=zA-fqvC02oM>  OCD: <https://www.youtube.com/watch?v=H9exNmBScFw>  Schizophrenia: <http://www.youtube.com/watch?v=RJf6UWkeoxo>  Students apply the characteristics of each mental disorder to the following case studies:  Mania: <https://www.youtube.com/watch?v=uj8hqXd7N_A> <https://www.youtube.com/watch?v=9rpAB2KsTPQ>  OCD: <https://www.youtube.com/watch?v=Rn1OYlYzgm8>  Schizophrenia: <http://www.youtube.com/watch?v=bWaFqw8XnpA>, 4 case studies video clip <http://www.youtube.com/watch?v=bWaFqw8XnpA> | Plenary: Evaluation of characteristics of disorders – validity, reliability, subjective opinions of the psychiatrist and differential diagnosis | Flipped Learning task – students to listen to the Mind Changers audio clip on “The Pseudo-Patient study” as context for Rosenhan study lesson: <http://www.bbc.co.uk/programmes/b00lny48> |
| 4 | **Rosenhan (1973)** | . | Starter: Discussion on flipped learning task “The Pseudo-Patient study”.  Split students in group of five to undertake the ‘speed learning activity’ on Rosenhan’s study: OCR resource: [Delivery guide](http://www.ocr.org.uk/qualifications/as-a-level-gce-psychology-h167-h567-from-2015/delivery-guide/Images/123-258306-a-psych-historical-context-mental-health-lr1.pdf): Historical context of mental health.  Either individually or in pairs, students to apply eight evaluation points to Rosenhan’s study: ‘Evaluation - Learner resource 1.3’ activity in the OCR resource: [Delivery guide](http://www.ocr.org.uk/qualifications/as-a-level-gce-psychology-h167-h567-from-2015/delivery-guide/Images/123-258306-a-psych-historical-context-mental-health-lr1.pdf): Historical context of mental health. | Group discussion in identifying key issues and debates in relation to the core study:  OCR resource: [Delivery guide](http://www.ocr.org.uk/qualifications/as-a-level-gce-psychology-h167-h567-from-2015/delivery-guide/Images/123-258306-a-psych-historical-context-mental-health-lr1.pdf): Historical context of mental health. | Homework – Consolidate learning and complete notes on the aims, procedure, findings, conclusions and criticisms of Rosenhan’s study.  Flipped Learning: Students to watch video on neurotransmission: <https://www.youtube.com/watch?v=p5zFgT4aofA> |
| 5 | **The Medical Model**  **(Biochemical explanation of mental illness)** | Describe and evaluate the biochemical explanation of mental illness. | Starter – students to recall the biological area from their AS studies. Answer the following questions on the flipped learning activity: How does communication happen at neurons? What are neurotransmitters? What are receptors? How does action potential occur?  OCR Resource: [OCR Delivery Guide](http://www.ocr.org.uk/qualifications/as-a-level-gce-psychology-h167-h567-from-2015/delivery-guide/Images/123-357365-a-psychology-ment-health-lr1-v1.doc): ‘Learner Resource 1, The medical model’ worksheet which has overview of content students need to know for biochemical explanations.  Students to undertake a treasure hunt/activity carousel around the classroom to find key terms and concepts using the ‘big poster’: <https://bigpictureeducation.com/sites/default/files/bp_files/inside%20the%20brain/wts041077~1.pdf> | Plenary – Card sort where students identify the correct neurotransmitter and whether levels are higher or lower with the associated mental disorder. | Flipped Learning: Students to make notes on the biological explanations of some of the mental disorders <http://www.g2conline.org/>  Provide access to free online book outlining differing characteristics of mental illnesses and treatments <http://nobaproject.com/> |
| 6 | **The Medical Model**  **(Genetic explanation of mental illness)** | Describe and evaluate the genetic explanation of mental illness. | Starter – Students to write on a post it note what they think genetic explanations of mental illness may entail.  Students to draw a timeline of key events in the history of inheritance: <https://www.youtube.com/watch?v=K3F5BV82Lg8>  OCR resource: [Delivery Guide](http://www.ocr.org.uk/qualifications/as-a-level-gce-psychology-h167-h567-from-2015/delivery-guide/Images/123-357347-a-psychology-ment-health-lr2-v1.doc): Learner Resource 2, The medical model genetic explanations worksheet with details of explanation, evidence, criticisms and issues and debates:  Students directed to website: <http://www.phgfoundation.org/tutorials/twinAdoption/2.html> which provides a summary of genetic research and to identify the meaning of key terms – MZ twins, DZ twins, 50%, 100% concordance rates. | Plenary – Discussion of key issues and debates with genetic explanations. | Homework –Complete worksheet: OCR resource: [Delivery Guide](http://www.ocr.org.uk/qualifications/as-a-level-gce-psychology-h167-h567-from-2015/delivery-guide/Images/123-357347-a-psychology-ment-health-lr2-v1.doc): Learner resource 2, The medical model’.  Flipped Learning: Activity where students can further gauge an understanding in the role of genes: <http://www.bbc.co.uk/news/science-environment-22566508> |
| 7 | **Key Research: Gottesman et al (2010) Disorders in offspring with two psychiatrically ill parents** | Describe and evaluate Gottesman et al (2010) key study. | Starter – Students to write one key point regarding genetic explanations on the board.  OCR resource: [Delivery Guide](http://www.ocr.org.uk/qualifications/as-a-level-gce-psychology-h167-h567-from-2015/delivery-guide/Images/123-357353-a-psychology-ment-health-lr4-v1.doc): Learner resource 4, The medical model, Key research Gootesman et al. Students identify the key aspects of study.  Students “Hold the Front Page” where they have to design a front page newspaper article outlining the key points of Gottesman et al’s study.  OCR resource: [Delivery Guide](http://www.ocr.org.uk/qualifications/as-a-level-gce-psychology-h167-h567-from-2015/delivery-guide/Images/123-357360-a-psychology-ment-health-lr5-v1.doc): Learner resource 5, The medical Model Evaluation question. Provide evaluation worksheet for students either individually or in pairs to apply evaluation points to Gottesman et al’s study. | Plenary – Using a timer, students to recall as many details as possible on Gottesman et al’s study in 2 minutes.  OCR resource: [Delivery Guide](http://www.ocr.org.uk/qualifications/as-a-level-gce-psychology-h167-h567-from-2015/delivery-guide/Images/123-357359-a-psychology-ment-health-lr6-v1.doc), Learner resource 6, the medical model, Evaluation question. Use to conduct a debate activity in applying each issue/debate to Gottesman et al’s study. | Homework: Complete evaluation worksheet for Gottesman et al’s study: OCR resource: [Delivery guide](http://www.ocr.org.uk/qualifications/as-a-level-gce-psychology-h167-h567-from-2015/delivery-guide/Images/123-357360-a-psychology-ment-health-lr5-v1.doc): Learner Resource 5 The medical model Evaluation question. |
| 8 | **The Medical Model**  **(Brain Abnormality explanations)** | Describe and evaluate the brain abnormality explanation of mental illness. | Starter: Verbal ping pong activity on Gottesman et al’s study  OCR resource: [Delivery Guide](http://www.ocr.org.uk/qualifications/as-a-level-gce-psychology-h167-h567-from-2015/delivery-guide/Images/123-357352-a-psychology-ment-health-lr3-v1.doc): Learner resource 3, The Medical Model, Brain abnormality explanation of mental illness.  Students to be assigned different parts of the brain with associated links to each mental disorder and feedback to class.  Students to read below article, highlight key points and summarise in 250 words: <http://mentalillnesspolicy.org/myths/medications.html>  Conduct Carousel Activity on the following brain imaging websites; <http://faculty.washington.edu/chudler/image.html> <http://learn.genetics.utah.edu/content/neuroscience/brainimaging/> | Plenary – Students to participate in the interactive website on Brain Imaging Techniques: <http://www.pbs.org/wgbh/nova/body/mapping-the-brain.html>  Provide picture of brain for students to jot down key areas associated with brain abnormalities and mental illnesses. | Homework – Paired student task where students have to make detailed notes for brain abnormality explanations for one mental illness. |
| 9 | **Application of Medical Model /Biological Explanations** | Describe and evaluate biological treatments of one specific disorder. | Starter – Discuss with students the differing type of treatments they are aware of. Using Clip (1) & (2), Students to create a table of strengths and weaknesses of ECT as an effective treatment: Clip (1) <https://www.youtube.com/watch?v=X_T7WbjcOTA>, Clip (2) <https://www.youtube.com/watch?v=rEw6RYUNBzc>  Students to identify key points, evaluations and present back to class.1) Antipsychotics made me want to kill myself: <http://www.bbc.co.uk/news/health-17940070>, 2) Antipsychotics raise blood clots: <http://www.bbc.co.uk/news/health-11384205>, 3) <https://www.theguardian.com/science/blog/2014/mar/07/treat-schizophrenia-antipsychotics-drugs-cognitive-therapy> 4) <http://www.pharmaceutical-journal.com/news-and-analysis/feature/how-chlorpromazine-improved-the-treatment-of-schizophrenic-patients/11069402.article> | Plenary – Using the aid of  Antipsychotics Fact Sheet: <https://www.rethink.org/resources/a/antipsychotics-factsheet>  And Evaluation sheet write a paragraph on the criticisms of antipsychotics: OCR resource: [Delivery guide](http://www.ocr.org.uk/qualifications/as-a-level-gce-psychology-h167-h567-from-2015/delivery-guide/Images/123-357362-) Learner Resource 7 The Medical Model, The Evaluation Essay | Homework: Students to create a poster which clearly explains one biological treatment for one mental disorder. |
| 10 | **Revision of The Medical Model** | Reflect on the Medical Model and Biological Explanations of Mental Illnesses. | Starter – Recap quiz of content for Medical Model and Biological explanations of Mental Illnesses.  Students can compare and contrast differing explanations using: OCR resource: [Delivery Guide](http://www.ocr.org.uk/qualifications/as-a-level-gce-psychology-h167-h567-from-2015/delivery-guide/Images/123-352257-a-psychology-lr1-exp-treatment-sheet-v1.doc) Learner Resource 1 Explanation and Treatment Sheet  Students to identify content that they may find challenging and to peer teach topics.  Construct extended response plans on each of the explanations with associated strengths and weaknesses discussed and issues and debates. | Plenary: “Change the audience” activity - students to create a leaflet in explaining one explanation to a different audience, for example, non-psychologist, Year 7 students. | Homework – Using A4 sheet of paper, draw a table of all explanations with associated strengths, weaknesses, issues and debates. |
| 11 | **Alternatives to the medical model** | Describe and evaluate the behaviourist explanation of mental illness. | Starter – Recap of Behaviourist concepts  OCR resource: [Delivery Guide](http://www.ocr.org.uk/qualifications/as-a-level-gce-psychology-h167-h567-from-2015/delivery-guide/Images/123-357171-a-psychology-lr2-beh-exp-v1.docx) Learner resource 2, Alternatives to the Medical Model, The behavioural explanation of mental illness  Students could draw a venn diagram in explaining the differences between classical and operant conditioning by watching the following video clips:  1) <https://www.youtube.com/watch?v=H6LEcM0E0io>  2) <https://www.youtube.com/watch?v=FMnhyGozLyE>  3) <https://www.youtube.com/watch?v=Mt4N9GSBoMI>  4) <https://www.youtube.com/watch?v=zerCK0lRjp8>  Using online book <http://nobaproject.com/> to identify behaviourist treatment for one mental disorder. | Plenary: Class Debate comparisons between biological and behaviourist treatments. | Homework - to consolidate on activities and complete notes on behaviourist explanations. |
| 12 | **Alternatives to the medical model** | Describe and evaluate the cognitive explanation of mental illness. | Starter – Recap key points of cognitive approach. Students to apply understanding of cognitive approach in how may be used to treat mental illness.  OCR resource: [Delivery Guide](http://www.ocr.org.uk/qualifications/as-a-level-gce-psychology-h167-h567-from-2015/delivery-guide/Images/123-357174-a-psychology-lr3-cog-exp-v1.docx) Learner Resource 3, Alternatives to the medical model, The cognitive explanation of mental illness.  Students to identify key points associated with CBT - The Blueprint of Cognitive Behaviour Therapy : <https://www.youtube.com/watch?v=07JqktJGyyA>  Application of CBT to Schizophrenia: <https://www.youtube.com/watch?v=Ba_f0C3kKjk> | Plenary – Students to evaluate the strengths, weaknesses and issues & debates linked with CBT. | Homework – to draw a table on single sheet of paper with behaviourist and cognitive explanations with key concepts and evaluations. |
| 13 | **Alternatives to the medical model** | Describe and evaluate the humanistic explanation of mental illness. | Starter – Recap of humanistic approach and key concepts.  OCR resource: [Delivery Guide](http://www.ocr.org.uk/qualifications/as-a-level-gce-psychology-h167-h567-from-2015/delivery-guide/Images/123-357162-a-psychology-lr6-humanistic-exp-v1.docx): Provide learning resource outlining key aspects of humanistic explanation of mental illness:  Students to read an overview of Carl Rogers’s concepts: <http://www.psychlotron.org.uk/resources/perspectives/humanistic/A2_ANY_humanisticrogers.pdf> | Plenary: Students to create a visual representation, for example, poster, flow diagram or presentation of humanistic key concepts and application to one mental disorder. | Homework: Students to ensure that they have added this explanation’s key concepts and criticisms to their one sheet of alternatives to medical model sheet. |
| 14 | **Alternatives to the medical model** | Describe and evaluate the psychodynamic explanation of mental illness. | Starter – Introduction to Freud and Psychodynamic model: <https://www.youtube.com/watch?v=-i7DvpnOHlM>  Discuss with students key points of explanation  OCR resource: [Delivery Guide](http://www.ocr.org.uk/qualifications/as-a-level-gce-psychology-h167-h567-from-2015/delivery-guide/Images/123-357179-a-psychology-lr5-pschyodyn-exp-v1.docx): Learning resource 5, Alternatives to the medical model. | Plenary: Draw a Venn diagram comparing Psychodynamic explanation with another explanation of mental illness. | Flipped Learning: Students to watch video on cognitive neuroscience explanations of mental illness: <https://www.youtube.com/watch?v=JQEiux-AOzs&amp;list=PLPVwcGdUiyQ7ZNdF2JqLn4Mo85oMmXKR&amp;feature=share> |
| 15 | **Alternatives to the medical model** | Describe and evaluate the cognitive neuroscience explanation of mental illness. | Starter – Recap cognitive explanations.  OCR resource: [Delivery Guide](http://www.ocr.org.uk/qualifications/as-a-level-gce-psychology-h167-h567-from-2015/delivery-guide/Images/123-357176-a-psychology-lr4-cog-neuro-exp-v1.docx), Learner resource 4 Alternatives to the medical model, highlighting key content for neuroscience explanation:  Students to identify key points on human brain and cognition: <https://www.youtube.com/watch?v=JQEiux-AOzs&amp;list=PLPVwcGdUiyQ7ZNdF2JqLn4Mo85oMmXKR&amp;feature=share> | Plenary – Students to list the differences and similarities between cognitive and cognitive neuroscience explanations. | Flipped Learning: To watch to video clip of Thomas Szazs speech: <https://www.youtube.com/watch?v=zQegsqYhuZE&amp;list=PL79E9D68C92C00DAC&amp;feature=share&amp;index=10> |
| 16 | **Key Research** | Szasz (2011). | Starter – From flipped learning activity, discuss main ideas of conveyed in Thomas Szasz speech.  OCR resource: [Delivery Guide](http://www.ocr.org.uk/qualifications/as-a-level-gce-psychology-h167-h567-from-2015/delivery-guide/Images/123-357165-a-psychology-lr7-szasz-v1.docx) Provide Learning resource 7, Szasz key points research task:  Using Thomas Szasz article, <http://www.rcpsych.ac.uk/pdf/Szasz%20update.pdf> students in groups or individually using the learning resource to read and highlight key points related to article. | Plenary – Students to write a paragraph of their own opinions on Thomas Szasz article. | Homework – to conduct brief web search on non-biological treatments. |
| 17 | **Application** | Describe and evaluate non-biological treatments of one specific disorder. | Starter – Students to list treatments that they may know that are not biological treatments  OCR resource: [Delivery Guide](http://www.ocr.org.uk/qualifications/as-a-level-gce-psychology-h167-h567-from-2015/delivery-guide/Images/123-357168-a-psychology-lr8-treatment-sheet-v1.docx), Learner resource 8 Treatment Sheet, provide learning resource for students to use to collate concepts and information on non-biological treatments:  Create a carousel activity with different types of non-biological treatments:   1. Systematic desensitization : <https://www.youtube.com/watch?v=Wz-H7nwMXco&amp;list=PLEggrgWMoCcWHqDfDic9DXEtVJ3KZNPlF&amp;feature=share&amp;index=1%20Systematic%20desensitisation%20explanation> 2. Paul and Lentz’s psychological treatment: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1308138/> 3. CBT and schizophrenia: <https://www.youtube.com/watch?v=cqLb9hNWd8c> 4. CBT and OCD: <https://www.youtube.com/watch?v=ds3wHkwiuCo> 5. Humanistic Therapy: <https://www.youtube.com/watch?v=XvO8tvrtOms> | Plenary – List key features of each non-biological treatment. |  |
| 18 | **Revision** | . | Formation of six groups in the class to take one explanation and research, provide evidence in creating a convincing argument of why they think their explanation is the best in treating mental illness. During the presentation phase, each group will present their argument to the class. Opposing explanation groups can criticize. In the end, a “secret ballot” is created so students can vote for the most convincing model.  Students create a revision poster on this component content. | Plenary: Results counted on the votes and students can discuss why the particular model is convincing. | Homework: Students to ensure all notes for this component are completed. |

# Component 3 – Section B: Option 1 Child Psychology (choose 2 out of the 4 options)

| **Lesson No** | **Elements** | **Lesson Aims and Objectives** | **Lesson Content** | **Lesson Plenary** | **Homework/ Assessment (teacher, peer, self)** |
| --- | --- | --- | --- | --- | --- |
| 1 | **Intelligence - Background**  What psychologists mean by intelligence and what biological factors could affect intelligence. | Outline what is meant by intelligence.  Describe different types of intelligence.  Discuss problems with IQ tests.  Describe biological factors that influence intelligence.  Evaluate factors that could affect intelligence through the use of debates. | Starter – IQ tests <http://iq-test.co.uk/> <http://www.free-iqtest.net/>  Students identify different types of intelligence being measured while completing the tests and while watching the following clip:  <https://www.youtube.com/watch?v=9xTz3QjcloI>  Recap Gould’s core study – what problems are there with IQ tests? [http://newlearningonline.com/new-learning/chapter-6/yerkes-](http://newlearningonline.com/new-learning/chapter-6/yerkes-army-intelligence-tests) [army-intelligence-tests](http://newlearningonline.com/new-learning/chapter-6/yerkes-army-intelligence-tests) - Nature versus Nurture Discussion.  What biological factors could influence intelligence? Areas of the brain shown by brain scans, genetics, and health and nutrition. – Students find research evidence for and against these factors. | Debates counter arguments paragraph for intelligence to include:   * nature/nurture * reductionism/holism * freewill/determinism * individual/situational and ethical considerations and socially sensitive research. | Outline what psychologists mean by intelligence.  [http://www.bbc.co.uk/](http://www.bbc.co.uk/guides/z983nbk) [guides/z983nbk](http://www.bbc.co.uk/guides/z983nbk) |
| 2 | **Intelligence – Key Research**  Van Leeuwen et al. (2008) - A twin-family study of general IQ. At least one method of assessing intelligence. | Describe the aims, procedures, results and conclusions of Van Leeuwen et al.’s (2008) study.  Evaluate the study through the application of appropriate issues and debates.  Use the research to explain the biological influence on intelligence. | Students to summarise key features of the Van Leeuwen et al study. To include the following information:   * What did Leeuwen et al. predict about intelligence? * Sample size and ages * How was genetic information and cognitive data collected? * Findings in relation to: sex differences, siblings vs twins, age differences, correlation, the genetic, the % of intelligence due to genetics, the importance of environment for certain groups. * Conclusions * Reliability and validity of the study | Add evidence from the study to the previously completed debates paragraph and add sentences on methodological issues. | Write about how research by Van Leeuwen et al. (2008) could be used to explain the biological influence on intelligence. |
| 3 | **Intelligence – Application**  At least one method of assessing intelligence. | Describe different methods of assessing intelligence.  Evaluate different methods of assessing intelligence using appropriate issues and debates.  Apply knowledge of methods of assessing intelligence to a novel source. | The history of IQ – including the Stanford-Binet Test and Weschler IQ Test and Sternberg Triarchic Abilities Test.  Different types of intelligence – Howard Gardner Multiple Intelligences: Musical-rhythmic and harmonic, Visual-spatial, Verbal- linguistic, Logical-mathematical, Bodily-kinesthetic, Interpersonal, Intrapersonal, Naturalistic, Existential, Additional intelligences  Describe these intelligence tests and identify problems with them. Can IQ tests be useful? Discussion. | Refer back to Gould – Discuss the validity of a method of measuring intelligence.  and/or  Discuss the reliability of a method of measuring intelligence. | Discuss the usefulness of a method of measuring intelligence.  and/or Discuss ethical considerations and the socially sensitive nature of measuring intelligence. |
| 4 | **Pre-adult brain development – Background**  Brain development and the impact of this on risk taking behaviour | Describe stages of brain development (functions, structures and areas).  Describe the impact of brain development on risk taking behaviour.  Evaluate factors that could affect risk taking behaviour through the use of debates. | Students complete a brain development timeline:  Pre-natal, differences ages in infancy, childhood and adolescence could include the development of different brain functions, structures and areas and the development of neurons and synapses and brain size and volume.  Hats brain activity – students research the following brain parts - Medial pre-frontal cortex, ventral striatum and amygdala and recap regions of the brain those covered in component 2.  Is this explanation deterministic and reductionist? Debate. | As a consolidation activity match the areas with functions and then stick to hats in relation to where they are in the brain. | [http://news.bbc.co.uk/1/](http://news.bbc.co.uk/1/hi/health/4094183.stm) [hi/health/4094183.stm](http://news.bbc.co.uk/1/hi/health/4094183.stm)  Students use knowledge of brain development and risk taking to explain the behaviour in the news story. |
| 5 | **Pre-adult brain development – Key Research**  Barkley-Levenson and Galván (2014) - Neural representation of expected value in the adolescent brain. | Describe Barkley-Levenson and Galván study.  Evaluate the study through appropriate issues and debates.  Use the study to explain brain development and the impact of this on risk taking behaviour. | OCR resource: [Component 3 Key research guide](http://ocr.org.uk/Images/309117-child-psychology-key-research-guide.pdf), pages 15-21  Make notes and summarise with specific attention to the following key terms and providing definitions:  Risk taking behaviour, adolescence, expected value, ventral striatum, hyperactive Ventral Striatal activation, IV, DV, Quasi experiment, independent measures, intake session, neuroimaging, consent, primary source and amount of spending money, playing money, fMRI Task, spinner, probability, trials, gain only, loss only, real money, outliers, acceptance rates, similar behaviour, significantly more, no effect, no differences, no change, more likely, correlated, amygdala, medial prefrontal cortex, hyperactivation of the ventral striatum, advantageous risk taking. | Using the research by Barkley-Levenson et al. (2014), explain the relationship between brain development and risk taking behaviour | Issues and debates homework – how do they apply to this research study and to the brain development explanation?  E.g. ethics of children as participants. Why does it support the determinism, reductionism and individual and psychology as a science debates? |
| 6 | **Pre-adult brain development – Application**  **At least one strategy to reduce risk taking behaviours using knowledge of brain development.** | Describe one or more strategies to reduce risk taking behaviours.  Apply knowledge of brain development to explain strategies to reduce risk taking behaviours.  Evaluate strategies to reduce risk taking.  Behaviour using appropriate issues and debates.  Apply knowledge of strategies to reduce risk taking behaviour to a novel source. | Application of areas/perspectives – group poster tasks to prevent risk taking behaviours (include reference to issues and debates) such as drink/dangerous driving, or gambling, or drug taking:  Biological – biochemistry and neuroanatomy Cognitive – education/changing thinking Behavioural – consequences  Social – conformity. | [Sample Assessment Material:](http://www.ocr.org.uk/Images/171772-unit-h567-03-applied-psychology-sample-assessment-materials.pdf) Max has just passed his driving test and often breaks the speed limit. He enjoys driving fast and even a police warning has not stopped him.  Max’s parents have tried to punish him for this behaviour but their interventions have not been successful.  (c)\* Discuss how a psychologist could investigate whether Max’s behaviour is due to brain development. (10). | Follow up question, how a psychologist could reduce Max’s risk taking behavior. |
| 7 | **Perceptual Development – Background**  **Perceptual**  **development in children and how this can be studied in babies and animals.** | Describe perceptual development in children.  Describe how perceptual development can be studied in babies.  Describe how perceptual development can be studied in animals.  Evaluate the methodology used in such studies. | Illusions, depth cues, constancies, face perception and pattern perception – how and when do these develop in children?  Research task.  Blakemore and Cooper recap – students write a 200 word summary – how did the environment influence the kittens’ perceptual development?  How this can be studied? Discussion to cover: gazing tasks (e.g. Fantz), preferential looking and physiological measures such as heart rate and brain activity in babies and deprivation tasks such as used by Blakemore and Cooper and the Kitten Carousel (Held and Hein). | Evaluation task:  Methodological issues with such methods – strengths and weaknesses table on different types of reliability and validity. | Ethical and usefulness issues with this type of research – students write two counter paragraphs. |
| 8 | **Perceptual Development – Key Research**  Gibson and Walk (1960) The visual cliff. | Describe Gibson and Walk’s study.  Evaluate the study through appropriate issues and debates.  Use the study to explain perceptual development differences in children and animals.  Use the study to explain how perceptual development  is studied in infants and animals. | Introductory clips: <https://www.youtube.com/watch?v=3WvtEFJGp-8> <https://www.youtube.com/watch?v=WanGt1G6ScA> Comparing perceptual development in different animals:  Chicks, turtles, rats, lambs, kids (goats), pigs, kittens and dogs. How do they compare to humans?  Animal research debate – including ethics and generalisation and methodological issues. | Is perceptual development due to nature or nurture? Summary paragraph with evidence from research. | Explain how research by Gibson and Walk (1960) could be used to explain perceptual development in children. |
| 9 | **Perceptual Development - Application**  At least one play strategy to develop perception in young children. | Describe one or more strategies to reduce risk taking behaviours.  Apply knowledge of brain development to explain strategies to reduce risk taking behaviours.  Evaluate strategies to reduce risk taking.  Behaviour using appropriate issues and debates.  Apply knowledge of strategies to reduce risk taking behaviour to a novel source. | Students use the following websites to research play strategies for infants. From their research they could design a game/strategy, write a review on the benefits of the strategy, or write a letter to parents promoting the play strategy:  <http://www.ot-mom-learning-activities.com/visual-perception-activities.html>  [http://ornes.nl/wp-content/uploads/2010/08/Play-in-children-s-](http://ornes.nl/wp-content/uploads/2010/08/Play-in-children-s-development-health-and-well-being-feb-2012.pdf) [development-health-and-well-being-feb-2012.pdf](http://ornes.nl/wp-content/uploads/2010/08/Play-in-children-s-development-health-and-well-being-feb-2012.pdf) | Students present their strategy to the rest of the class or information is presented at ‘stations’ around the classroom. Notes are made on the different strategies. | Scenario example – Jack has just started nursery and his mother is worried about his perceptual development, as he seems to be behind other infants.  Discuss a strategy which could be used to develop Jack’s perception (10) |
| 10 | **Cognitive development and education - Background**  Cognitive development in children and the impact of this on education. | Describe theories of cognitive development.  Describe the impact of theories of cognitive development on education.  Evaluate theories of cognitive development with use of appropriate issues and debates. | Teaching and learning on Piaget’s theory of cognitive development, covering the following key points:  Assimilation, accommodation, fixed, invariant, universal, little scientists  Sensorimotor stage – schemas, object permanence Pre-operational stage – egocentrism, animism Concrete Operational – conservation, reversibility  Formal Operational – hypothetical thinking, abstract thinking  This crash course video covers Piaget’s, students could make notes on the above key features while watching:  <https://www.youtube.com/watch?v=8nz2dtv--ok>  Vygotsky – zone of proximal development, environment, social interaction, scaffolding, discovery learning, more knowledgeable other.  Stretch and challenge – students could also research Bruner’s stage theory:  Enactive – objects must be touched  Iconic – objects can be represented by pictures Symbolic – words can represent objects  The impact on education – students summarise the following and apply them to Vygotsky (4-6) or Piaget (1-3):   1. readiness 2. discovery learning 3. peer support 4. role of the teacher 5. the spiral curriculum 6. scaffolding in the classroom | Matching activity – students’ links each side of each debate with Vygotsky or Piaget and justifies their decision in a couple of sentences. | Discuss the nature/ nurture debate (or another debate) in relation to cognitive development in children.  Students could also use this website [http://](http://www.bbc.co.uk/guides/zsvwmnb)  [www.bbc.co.uk/guides/](http://www.bbc.co.uk/guides/zsvwmnb) [zsvwmnb](http://www.bbc.co.uk/guides/zsvwmnb) |
| 11 | **Cognitive development and education – Key Research**  Wood et al. (1976) The role of tutoring in problem solving | Describe the Wood et al study.  Evaluate the study through appropriate issues and debates.  Use the study to explain cognitive development and education. | In groups of 4 – using the original article  [http://onlinelibrary.wiley.com/doi/10.1111/j.1469-7610.1976.](http://onlinelibrary.wiley.com/doi/10.1111/j.1469-7610.1976.tb00381.x/epdf) [tb00381.x/epdf](http://onlinelibrary.wiley.com/doi/10.1111/j.1469-7610.1976.tb00381.x/epdf)  1 member of the group makes notes on background and aim, 1 on procedure, 1 on results and 1 on conclusions. Feedback to others and summarise further.  Consider the following issues and debates from Wood et al.’s research.  Usefulness of research- the benefits of scaffolding. Nature/nurture – the importance of each at different ages.  Individual/situational – the importance of being in the situation with a tutor.  Reductionism/holism - the combination of a tutor and an independent problem solver.  Inter-rater reliability - agreement on 594 events between the two observers.  Does the study lack generalizability / external validity? | Students complete different sample essays for different debates around research into cognitive development and education. | Peer mark and suggest improvements to answers, use the generic mark scheme from OCR resource, [Sample Assessment Material](http://ocr.org.uk/%20%20Images/171772-unit-%20%20h567-03-applied-%20psychology-sample-%20%20assessment-materials.pdf) - page 23 and 24. |
| 12 | **Cognitive development and education - Application**  At least one cognitive strategy to improve revision or learning. | Describe cognitive strategies to improve revision.  Describe cognitive strategies to improve learning.  Evaluate strategies to improve revision or learning.  Apply knowledge of strategies to improve revision or learning to a novel source. | Starter – which revision strategies do you use?  Context dependent learning - revisit Grant et al  OCR resource: [Podcast Cognitive Psychology Core Study Grant et al](https://audioboom.com/%20%20boos/3924107-cognitive-psychology-core-study-grant-et-al-1998). – listen to podcast and makes notes on the usefulness if Grant’s research and what the study tells us about improving learning.  Introduce different strategies to the class. Students recap Wood et al.’s study through different strategies, then feedback to the class on their strategy. Including: mind maps, spider diagrams, chunking, acrostics, acronyms, method of loci.  Method of loci practical – give students a list of words and try and recall using this method.  Discussion – do these strategies work for everyone? Link to debates. | Revision agony aunt task– students write down an area of the course they need to improve their learning of, with a brief description as to why – these are then swapped and used to create a homework question. | Agony aunt scenario,  discuss at least one strategy to improve the learning of this topic. |
| 13 | **Development of attachment – Background**  The development of attachment in babies and the impact of failure to develop attachments. | Describe the development of attachment through theories of attachment.  Evaluate theories of attachment through appropriate research and issues and debates.  Describe the impact of failure to develop attachments.  Evaluate the impact of deprivation and privation through appropriate research and issues and debates. | Theories of attachment  Students recap the key features of the behaviourist perspective and apply to the learning theory of attachment and compare to the evolutionary theory. Make reference to the critical period,  social releasers, innate nature, monotropy, imprinting and internal working model.  Using Harlow’s monkeys study to make conclusions from each theory. <https://www.youtube.com/watch?v=hh9tJnlkHwk>  Failure to form an attachment (privation) and loss of an attachment (deprivation)  Bowlby’s maternal deprivation hypothesis with reference to irreversibility, critical period, continuity hypothesis and emotional, social sand cognitive problems  Genie, Czech Twins and Robertson and Robertson, do these studies support the theory? | Debates activity – quiz trade type activity – where students must apply each side of the debates to 2 theories of attachment. | Complete a methodological and ethical issues table on the deprivation and privation studies. |
| 14 | **Development of attachment – Key Research**  Ainsworth and Bell (1970) Attachment, Exploration and Separation: Illustrated by the Behavior of One- year-olds in a Strange Situation. | Describe the Ainsworth and Bell study.  Evaluate the study through appropriate issues and debates.  Use the study to explain the development of attachments. | OCR resource: Lesson Element [teachers instructions](http://ocr.org.uk/%20%20Images/181997-the-strange-situation-methodology-lesson-%20%20element-teacher-instructions.pdf) and [student activity](http://ocr.org.uk/Images/181984-the-strange-situation-%20methodology-lesson-element.doc), The Strange Situation Methodology, Ainsworth and Bell lesson element  Students summarise the study with the use of the following key terms:  Exploration, proximity seeking, secure base, stranger anxiety, separation protest, resistance, responsive, sensitive.  Methodological issues questions:  Why did the study have high inter-rater reliability? How were extraneous variables minimised?  What strengths are there in this controlled observation? Why may external validity be low?  Ainsworth and Bell’s study can be criticised for having sampling bias and being ethnocentric because… | Key terms consolidation test.  Exploration, proximity seeking, secure base, stranger anxiety, separation protest, resistance, responsive, sensitive. | How can the research by Ainsworth and Bell be used to explain the development of attachments |
| 15 | **Development of attachment – Application**  At least one strategy to develop an attachment friendly environment | Describe one or more strategies to develop an attachment friendly environment.  Evaluate strategies to develop an attachment friendly environment.  Apply knowledge of develop an attachment friendly environment to a novel source. | Starter – pros and cons of day care – students discuss in groups and as a class and start a table on the day care debate. Using one or more of the articles below, add to the table.  [https://www.theguardian.com/lifeandstyle/2010/oct/02/nurseries-](https://www.theguardian.com/lifeandstyle/2010/oct/02/nurseries-childcare-pre-school-cortisol) [childcare-pre-school-cortisol](https://www.theguardian.com/lifeandstyle/2010/oct/02/nurseries-childcare-pre-school-cortisol)  [https://www.psychologytoday.com/articles/200505/the-trouble-](https://www.psychologytoday.com/articles/200505/the-trouble-day-care) [day-care](https://www.psychologytoday.com/articles/200505/the-trouble-day-care)  [http://www.telegraph.co.uk/women/mother-tongue/9930182/](http://www.telegraph.co.uk/women/mother-tongue/9930182/Nursery-kids-are-alright-why-day-care-benefits-children.html) [Nursery-kids-are-alright-why-day-care-benefits-children.html](http://www.telegraph.co.uk/women/mother-tongue/9930182/Nursery-kids-are-alright-why-day-care-benefits-children.html)  Students research the importance of hours in day care, age they go into day care and quality of day care and ideas of the psychologists Bowlby, Leach, Melhuish and Leach. | What makes an attachment friendly environment?  Go around the classroom and students give characteristics of such an environment.  Students then write an exam type scenario which describes an attachment friendly environment. | Scenario from plenary… this day care centre has won an award.  Discuss how a child psychologist might apply their knowledge to explain why the day centre is such an attachment friendly environment. (10) |
| 16 | **Impact of advertising on children – Background**  The influence of television advertising on children and the stereotyping in such advertising. | Describe the influence of television advertising on children.  Describe stereotyping in television advertising.  Evaluate the influence of television advertising on children and the stereotyping in such advertising through appropriate issues and debates. | Starter task – student to watch these gender stereotyped adverts and note down themes in the ads, including language, voices, images and examples of stereotyping.  <https://www.youtube.com/watch?v=VodbRdPQWZw> <https://www.youtube.com/watch?v=zwysTF0NwvE>  Followed by feedback and discussion. What implications are there from such adverts – positive and negative. | In groups identify the features of an advert that would not promote stereotypes. | Answer the following questions.  Are traditional gender roles due to nature or nurture?  Do boys and girls play with gender specific toys because of individual or situational explanations?  Are gender roles deterministic?  According to the holism debate what factors influence gender roles? |
| 17 | **Impact of advertising on Children – Key Research**  Johnson and Young (2002) Gendered voices in children’s advertising. | Describe the Johnson and Young study.  Evaluate the study through appropriate issues and debates.  Use the study to explain the impact of advertising on children. | Using the OCR key research guide, original article or text book Gap fill starter:  The aim of this research was to critically examine in TV commercials made for and marketed to children in order to  determine the degree to which the that are used call upon as a meaningful cultural category for selling.  Research questions: - Do advertisers language differently for males and females in adverts directed at school and  school boys and girls?  How is gender used as a code to link to roles?  Write a couple of sentences about how many adverts, when they were from and the 5 categories of analysis.  Results – research methods inferential stats activity – summarise results into an appropriate charts/graphs.  Conclusions – write a paragraph using the following key terms:  Semantic notions, gender polarisation, gender ideologies, verbal images, voice-overs, accentuate gender, verbal models, language stereotype, and power. | Summarise the study in 200 words.  Write 5 questions about the study and swap with a partner. | Describe how research by Johnson and Young (2002) can be used to explain the influence of television advertising on children and the stereotyping in such advertising. (10) |
| 18 | **Impact of advertising on children – Application**  **At least one strategy to reduce the impact of advertising which is aimed at children.** | Describe at least one strategy to reduce the impact of advertising aimed at children.  Evaluate strategies to at least one strategy to reduce the impact of advertising aimed at children.  Apply knowledge of at least one strategy to reduce the impact of advertising aimed at children to a novel source. | Starter – ideas blast on how to reduce the impact of advertising on children. What can be changed in the adverts?  Behaviourist perspective – reinforcement and punishment if behaviours are imitated.  <https://makewealthhistory.org/2011/10/27/reducing-the-negative-impact-of-advertising/> Students can make notes on different strategies. | A young boy loves watching his favourite cartoon every day and in the middle of the programme he sees adverts for boys’ toys which portray the message of boys being powerful. Talk about how a psychologist could reduce the impact of advertising on the boy. | Revise for child psychology assessment. |

# Component 3 – Section B: Option 2 Criminal Psychology (choose 2 out of the 4 options)

| **Lesson No** | **Elements** | **Lesson Aims and Objectives** | **Lesson Content** | **Lesson Plenary** | **Homework/ Assessment (teacher, peer, self)** |
| --- | --- | --- | --- | --- | --- |
| 1 | **What makes a criminal? - Background**  Physiological and non-physiological  explanations of criminal behaviour. | Outline physiological explanations of criminal behaviour, including brain dysfunction and genetics.  Outline physiological explanations of criminal behaviour, including brain dysfunction and genetics.  Evaluate these explanations with research evidence and application of issues and debates. | Physiological explanations including brain dysfunction and genetics.  <http://news.bbc.co.uk/1/hi/health/2167929.stm> An article on Fred West can be used as a starting point for physiological explanations, this can also be used to discuss the nature/nurture and freewill/determinism debates in relation to criminal behaviour.  Students to research or present information on Mednick et al.’s Danish criminal adoption study – students make conclusions about physiological or non-physiological explanations.  Brain diagram – label the following parts of the brain: limbic system, temporal lobe, corpus callosum, and pre-frontal cortex and identify how abnormalities in them could cause criminal behaviour.  Non-physiological explanations, including behaviourism, particularly Social Learning Theory (SLT). Students recall key features of SLT and of Bandura’s Bobo Doll study from component.  2. How can this theory/research be applied to crime?  Students to write a paragraph on Social Learning Theory as an explanation of criminal behaviour to include the following key terms: observation, imitation, role model, vicarious reinforcement, vicarious punishment, direct experiences, self-efficacy.  By the end of this topic students should apply issues and debates to the explanations – issues and debates matching task e.g. physiological – nature, determinism, individual and reductionism. | Look at the physiological explanation of criminal behavior and/or  Look at the non- physiological explanation of criminal behavior. | Homework task – research real life examples of where Social Learning Theory could explain criminal behavior. |
| 2 | **What makes a criminal? – Key Research**  Raine et al. (1997) Brain abnormalities in murderers indicated by positron emission tomography. | Describe and evaluate Raine et al.’s research.  Apply Raine et al.’s study to the physiological explanation.  Apply appropriate issues and debates to Raine et al.’s research. | Starter – ‘The brain of a murderer’ a nice recap of the previous lesson and before covering Raine [https://www.youtube.com/](https://www.youtube.com/watch?v=m2bPMDTXQTY) [watch?v=m2bPMDTXQTY](https://www.youtube.com/watch?v=m2bPMDTXQTY)  Summarise Raine et al.’s study using a choice of sources, including textbooks, lecture notes or radio interview/article below: [http://](http://www.npr.org/2014/03/21/292375166/criminologist-believes-violent-behavior-is-biological) [www.npr.org/2014/03/21/292375166/criminologist-believes-](http://www.npr.org/2014/03/21/292375166/criminologist-believes-violent-behavior-is-biological) [violent-behavior-is-biological](http://www.npr.org/2014/03/21/292375166/criminologist-believes-violent-behavior-is-biological) | Implications of Raine’s research, including issues and debates. An interview with Adrian Raine  [https://www.](https://www.youtube.com/watch?v=Pc4j9STclRk) [youtube.com/](https://www.youtube.com/watch?v=Pc4j9STclRk) [watch?v=Pc4j9STclRk](https://www.youtube.com/watch?v=Pc4j9STclRk) | Using the research by Raine et al. write about the physiological explanation of criminal behavior. |
| 3 | **What makes a criminal?– Application**  At least one biological strategy for preventing criminal behaviour. | Describe biological strategies for preventing criminal behaviour.  Evaluate biological strategies for preventing criminal behaviour.  Apply knowledge of biological strategies to a novel source. | Defend the indefensible! Students consider the following ways to prevent criminal behaviour:   * Imprison those with brain abnormalities who are likely to commit crime. * Chemically castrate criminals. * Carry out lobotomies, ECT or give drugs to prevent criminal.   Finally, a more ethical crime prevention strategy such as biosocial intervention programmes could be researched or taught to the class. | Students write a scenario about a criminal whose crimes may be due to biological reasons. | Students swap scenarios and write about a biological strategy which may be used to prevent criminal in relation to the scenario. |
| 4 | **The collection and processing of**  **forensic evidence– Background**  Motivating factors and bias in the collection and processing of forensic evidence. | Outline methods in the collection and processing of forensic evidence.  Outline motivating factors and bias in the collection and processing of forensic evidence.  Evaluate these factors in relation to issues and debates. | Starter – Ideas blast – examples of collection and processing of forensic evidence.  Time line research task – when techniques were developed.  Inside Scotland Yard with Trevor McDonald documentary. Look at how how forensic evidence is collected – this could be watched in preparation before the lesson, or extracts could be watched within the lesson – this covers fingerprints and DNA.  Students consider why may there be bias in the collection and processing of evidence. E.g. seriousness of crime, observer bias, emotional impact, overconfidence, quality of evidence. | Psychology as a science debate – Are these techniques scientific?  Are these techniques useful?  Can bias reduce the usefulness and scientific nature of forensic evidence?  For and against pair debate. | Choose another debate and assess this with regard to motivating factors and bias in the collection of forensic evidence. |
| 5 | **The collection and processing of forensic evidence – Key Research**  Hall and Player (2008) Will the introduction of an emotional context affect fingerprint analysis and decision- making? | Describe and evaluate Hall and Player’s research.  Apply Hall and Player’s study to motivating factors and bias in the collection and processing of forensic evidence.  Apply appropriate issues and debates to Hall and Player’s research. | Students describe the study using the following key terms:  Fingerprint Experts, Emotional Bias, Metropolitan Police, IV, DV, Independent Measures, £50, Randomly Allocated, High Context Group, Low Context Group, Demographic Information Sheet, Feedback Sheet, 81.4%, 52.6%, 52%, 47.4%, 6%,, 46%, 37%, 20%,  17%, very similar, confident, unnecessary, adept, validity, reliability.  Followed by directed questions to the group to ensure knowledge and understanding of the study. | OCR resource: [Candidate style answers.](http://www.ocr.org.uk/%20%20Images/304156-unit-03-%20%20criminal-psychology-%20%20candidate-style-answers.%20%20pdf) Give students copies of the answers to the question - Explain how the research by Hall and Player (2008) could be used to improve fingerprint identification.  Identify AO1 & AO2 points/how the answer could be improved | Students write their own answers to question, identify AO1 and AO2 points and self- assess their answers. |
| 6 | **The collection and processing of forensic evidence- Application**  At least one strategy for reducing bias in the collection and processing of forensic evidence. | Describe strategies for reducing bias in the collection and processing of forensic evidence  Evaluate for reducing bias in the collection and processing of forensic evidence  Apply knowledge of a strategy to a novel source. | Briefly teach the class strategies identified by Dror (2012) and Kassin et al. (2013) including: education in forensics, cognitive training, sequential unmasking, blind testing, a line-up of evidence and searching for the negative. Students are then placed into groups to further research these strategies and produce an information leaflet aimed at experts to reduce bias. | Present the strategy to the rest of the class. | OCR resource: [Sample Assessment Material](http://www.ocr.org.uk/Images/171772-unit-h567-03-applied-psychology-sample-assessment-materials.pdf)  A series of high profile serious violent crimes…  (c)\* Discuss how motivating factors might impact the collection and processing of forensic evidence in this case. [10] |
| 7 | **Collection of evidence**  **- Background**  Collection and use of evidence from  witnesses and suspects. | Describe the collection and use of evidence from witnesses and suspects, including interviews.  Evaluate the collection and use of evidence from witnesses and suspects,  including interviews with the sue of appropriate issues and debates. | Recap Loftus and Palmer and issues with EWT Reid’s 9 steps of interrogation  The Individual/Situational Debate  Introduce the Cognitive Interview and compare to the Standard Interview  NB – Some of the content for the next lesson can be introduced here. | Identify CI strategies in this clip:  [https://www.](https://www.youtube.com/watch?v=3HwcMEwgWqQ) [youtube.com/watch](https://www.youtube.com/watch?v=3HwcMEwgWqQ)  [?v=3HwcMEwgWqQ](https://www.youtube.com/watch?v=3HwcMEwgWqQ) | Flipped learning - Start reading the Memon and Higham research and begin to answer questions for the next lesson. |
| 8 | **Collection of evidence**  **– Key Research**  Memon, A. and Higham,  P. A. (1999) A review of the cognitive interview. Psychology, Crime and Law. 5, (1–2), 177–196. | Describe Memon and Higham’s study  Evaluate Memon and Higham’s study including methodological issues of CI research.  Discuss relevant debates to the Cognitive Interview. | The original article can be accessed here: <https://www.researchgate.net/publication/28762716_A_review_of_the_Cognitive_Interview>  Students should read the article and answer the following questions while doing so:  -Outline the four stages of the Cognitive Interview. Reinstate Context (RC)….  Report Everything (RE)… Change Perspective (CP)… Change Order (CO)…   * Outline the results from Memon et al. (1996a) and Milne (1997) * What additional features does the enhanced cognitive have? * How effective is the CI compared to Guided Memory Interview, The Structured Interview and The Standard Interview? * Problems with the Cognitive Interview * What conclusions can be made? * Discuss methodological issues in the research that is mentioned. | Students watch the following crime ‘can you spot the murderer?’ In pairs, one student take on the role of the witness and the other as the  interviewer and they carry out a cognitive interview.  [https://www.youtube.](https://www.youtube.com/watch?v=v_QbTX2qS10) [com/watch?v=v\_](https://www.youtube.com/watch?v=v_QbTX2qS10) [QbTX2qS10](https://www.youtube.com/watch?v=v_QbTX2qS10) | Summarise the CI in 140 characters.  Write a paragraph as to why the CI is relevant to the reductionism / holism debate. |
| 9 | **Collection of evidence**  **- Application**  At least one strategy for police interviews. | Describe strategies used in police interviews  Apply knowledge of police interview strategies to a novel source.  Apply the mark scheme to answers to the application question. | Make notes on the PEACE and ADVOKATE techniques: Planning and preparation, Engage and explain, Account, Closure, Evaluate  Amount of Time observed the crime, distance, Visibility, Obstruction, Known perpetrator, Any other reason to remember; Time elapsed since crime, Errors.  Students come up with scenario in which a crime has been committed…. And then answer the following question related to the source  Discuss a strategy for maximizing recall when conducting these police interviews (10) | OCR resource: Sample Assessment Materials Look at generic mark scheme for part c questions page 25. | Peer marking of section c answer. |
| 10 | **Psychology and the courtroom - Background**  How juries can be persuaded by  the characteristics of witnesses and defendants. | Describe juries can be persuaded by the  characteristics of witnesses and defendants.  Discuss characteristics which may be influence juries.  Consider research evidence in this area.  Answer exam style question. | As a starter activity, students could read one of these articles to introduce the topic, followed by a class discussion: [http://www.](http://www.dailymail.co.uk/news/article-443754/Ugly-defendants-likely-guilty-attractive-ones.html) [dailymail.co.uk/news/article-443754/Ugly-defendants-likely-guilty-](http://www.dailymail.co.uk/news/article-443754/Ugly-defendants-likely-guilty-attractive-ones.html) [attractive-ones.html](http://www.dailymail.co.uk/news/article-443754/Ugly-defendants-likely-guilty-attractive-ones.html)  <http://news.bbc.co.uk/1/hi/health/6478659.stm> Discussion questions – what does a criminal look like? Why do more attractive people get more lenient sentences? Does somebody’s accent make a difference to perception of guilt? What kind of person is most likely to commit the following crimes: fraud, assault, speeding, cyber-crimes? Are there certain crimes that attractive people are more likely to be convicted of?  Characteristics of witnesses: who would you trust? Photos of different witnesses could be presented to a class (including different ages, someone with glasses, different dress). Witness confidence – student’s research and summarise Penrod and Cutler’s (1995) study. | Summarise lesson content to consider how juries can be persuaded by the characteristics of witnesses and defendants. | Watch and make notes on the following clip:  [https://www.](https://www.youtube.com/watch?v=Bf3Rn0MT2yA) [youtube.com/](https://www.youtube.com/watch?v=Bf3Rn0MT2yA) [watch?v=Bf3Rn0MT2yA](https://www.youtube.com/watch?v=Bf3Rn0MT2yA)  Apply this to socially sensitive research. |
| 11 | **Psychology and the courtroom – Key Research**  Dixon et al. (2002) The Role of Accent and Context in Perceptions of Guilt. | Describe Dixon et al.’s research  Evaluate Dixon et al.’s research in terms of issues and debates  Apply knowledge of the Dixon et al. study to a sample exam question. | Using the original article or description from a textbook, students should identify the following features:  Aim, participants, design, procedures, materials, results, ethics, reliability, validity, usefulness, socially sensitive research.  Students write questions about the study and swap with a partner. | Answer questions on Dixon et al. | Discuss methodological issues in research in psychology and the courtroom. |
| 12 | **Psychology and the courtroom - Application**  At least one strategy to influence jury decision making. | Demonstrate knowledge and understanding of strategies used to influence juries.  Apply knowledge and understanding of these strategies to novel sources and exam type questions. | A mock trial could be conducted to demonstrate strategies that influence juries (this could be based on the ‘can you spot a murderer’ clip) The following strategies could be used by different members of the class (some are more effective than others) after conducting research into the strategy:  Social influence, Expert witnesses, Defendant’s Characteristics, Presentation of Evidence ‘Story Order’ and ‘Witness Order’, Emphasising Scientific/Forensic Evidence, Eyewitness Testimony and Leading Questions. | Students take notes during the mock trial on the different strategies and add to these notes by trading information with members of other groups. | Scenario – A lawyer is representing a man who believes has been wrongly accused of murder, there is evidence to suggest that he is guilty and other evidence that he may be innocent.  Write about a strategy that could be used to influence during decision making in this case. |
| 13 | **Crime prevention – Background**  How the features of neighbourhood and a zero tolerance policy can influence crime. | Describe how features of neighbourhoods can influence crime.  Describe how zero tolerance policing can influence crime.  Evaluate the effectiveness of zero tolerance policing through strengths and limitations. | Starter discussion - what kind of neighbourhood is crime likely to occur in? Students identify features of these neighbourhoods.  Carousel Activity – Learners go around the classroom watching various clips and reading articles in order to identify features of zero tolerance policing, advantages and disadvantages of it and when it is appropriate to use/not use. Is it effective?  Arguments for and against zero tolerance :  [http://idebate.org/debatabase/debates/law-crime/house-believes-](http://idebate.org/debatabase/debates/law-crime/house-believes-zero-tolerance-policing-good-tactic-fighting-crime) [zero-tolerance-policing-good-tactic-fighting-crime](http://idebate.org/debatabase/debates/law-crime/house-believes-zero-tolerance-policing-good-tactic-fighting-crime)  <https://www.youtube.com/watch?v=oTG8q2o6MYw> <https://www.youtube.com/watch?v=_p4ZhcYp7kY> <https://www.youtube.com/watch?v=B-AmfHh6U3k> <https://www.youtube.com/watch?v=WRxAKUJsvgo> <http://news.bbc.co.uk/1/hi/uk/182553.stm>  [https://www.washingtonpost.com/opinions/a-broken-](https://www.washingtonpost.com/opinions/a-broken-approach/2015/05/04/5119f10c-f28c-11e4-b2f3-af5479e6bbdd_story.html?utm_term=.e43130ebfbfc) [approach/2015/05/04/5119f10c-f28c-11e4-b2f3-af5479e6bbdd\_](https://www.washingtonpost.com/opinions/a-broken-approach/2015/05/04/5119f10c-f28c-11e4-b2f3-af5479e6bbdd_story.html?utm_term=.e43130ebfbfc) [story.html?utm\_term=.e43130ebfbfc](https://www.washingtonpost.com/opinions/a-broken-approach/2015/05/04/5119f10c-f28c-11e4-b2f3-af5479e6bbdd_story.html?utm_term=.e43130ebfbfc) | Students’ feedback on what they have found about zero tolerance policing. | Write a letter to the crime commissioner advising for/against the use of zero tolerance policing with evidence to support arguments. |
| 14 | **Crime prevention – Key Research**  Wilson and Kelling (1982)The police and neighbourhood safety: Broken windows. | Describe the broken windows theory  Describe Wilson and Keeling’s research  Apply relevant issues and debates to this research.  Answer exam style questions on the background and  key research into crime prevention. | A short clip to start the session – what is broken windows theory? <https://www.youtube.com/watch?v=RYWCzZHlChQ>  The original article can be found at [http://www.theatlantic.com/](http://www.theatlantic.com/magazine/archive/1982/03/broken-windows/304465/) [magazine/archive/1982/03/broken-windows/304465/](http://www.theatlantic.com/magazine/archive/1982/03/broken-windows/304465/)  Students could read this during the lesson as a homework task, they should be able identify issues and debates, the broken windows theory and zero tolerance policing.  <https://www.youtube.com/watch?v=AMYrsNqL4Dc>– An interesting interview discussing the key research  Research methods link – students could design a questionnaire interview and ask friends/family about themes from the article such as crime prevention strategy and views on police patrols. Results could be analysed with descriptive statistics. | Using the research by Wilson and Kelling explain how the features of neighbourhoods and a zero tolerance policy can influence crime. | Write about methodological issues involved when researching crime prevention. |
| 15 | **Crime prevention – Application**  **At least one strategy for crime prevention.** | Outline crime prevention strategies such as CCTV  Evaluate the crime prevention strategies in relation to effectiveness and issues and debates.  Apply knowledge of crime prevention strategies to a novel source. | Starter – Ideas blast – how do we prevent crime?  Strategies include the see of CCTV, removing the benefits of a crime (e.g. ink security tags), supporting compliance (e.g. providing bins to stop dropping litter), appealing to people’s conscience.  Students are given a strategy which they must research and promote to the local police (members of the class) as a strategy to be adopted. | Students complete a table with the following information about different crime prevention strategies:  1. Description of the strategies.  2. Strengths of the strategies.  3. Weaknesses of the strategies. | Scenario – A crime prevention strategy has been effective at reducing crime in a large city in England.  Write about how a criminal psychologist might apply their knowledge of crime prevention to explain this. |
| 16 | **Effect of imprisonment – Background**  Punishment and reform as responses to criminal behaviour. | Describe how criminal behaviour can be punished.  Describe how criminals can be reformed.  Evaluate punishment and reform as ways of dealing with crime. Are they effective?  Conduct a self-report as a practical activity and reflect on the experience. | Starter – what is the purpose of prison? Is prison a punishment? How else can offenders be punished?  Crime stats activity – including reoffending rates – data analysis task.  Students could research news stories about criminal offences, this could be from local newspaper or online, for example [http://www.](http://www.liverpoolecho.co.uk/all-about/courts) [liverpoolecho.co.uk/all-about/courts](http://www.liverpoolecho.co.uk/all-about/courts)  Students could write a judge’s verdict as a way of deciding on an appropriate punishment and why or why not prison would be appropriate. A class debate could be carried out about pros and cons of imprisonment for different crimes. | The class debate could be summarised in a strengths and weaknesses table. | Research methods task – design, conduct and analyse results for a practical project (self-report) on people’s views on prison as a punishment. |
| 17 | **Effect of imprisonment – Background**  Punishment and reform as responses to criminal behaviour. | Describe how criminal behaviour can be punished.  Describe how criminals can be reformed.  Evaluate punishment and reform as ways of dealing with crime. Are they effective?  Conduct a self-report as a practical activity and reflect on the experience. | Starter – what is the purpose of prison? Is prison a punishment? How else can offenders be punished?  Crime stats activity – including reoffending rates – data analysis task.  Students could research news stories about criminal offences, this could be from local newspaper or online, for example [http://www.](http://www.liverpoolecho.co.uk/all-about/courts) [liverpoolecho.co.uk/all-about/courts](http://www.liverpoolecho.co.uk/all-about/courts)  Students could write a judge’s verdict as a way of deciding on an appropriate punishment and why or why not prison would be appropriate. A class debate could be carried out about pros and cons of imprisonment for different crimes. | The class debate could be summarised in a strengths and weaknesses table. | Research methods task – design, conduct and analyse results for a practical project (self-report) on people’s views on prison as a punishment. |
| 18 | **Effect of imprisonment – Application**  At least one strategy for reducing reoffending. | Describe restorative justice as a crime prevention strategy.  Evaluate restorative justice, including its effectiveness and validity.  Apply knowledge of restorative justice to a novel source. | Starter - Group discussion – how do we deal with criminals? Learners come up with suggestions which may include prison, restorative justice, offending behaviour programmes, community service and even the death penalty.   1. Make notes on – 2. Description of the strategies 3. Strengths of the strategies and 4. Weaknesses of the strategies   Task 2 - Restorative Justice – Peter Woolf – The Woolf Within [https://](https://www.youtube.com/watch?v=A1s6wKeGLQk) [www.youtube.com/watch?v=A1s6wKeGLQk](https://www.youtube.com/watch?v=A1s6wKeGLQk)  Whilst watching the video students can answer the questions below: And/or an article or interview with Paul Kohler, who was a victim of crime and who talks about his experiences of RJ could be used to answer the same questions. [http://www.bbc.co.uk/news/](http://www.bbc.co.uk/news/uk-37239787) [uk-37239787](http://www.bbc.co.uk/news/uk-37239787)   1. Describe the crime that took place. 2. What was the impact on the victim? 3. What does RJ involve? 4. What are the advantages/disadvantages for the victim and the perpetrator 5. Identify some RJ stats. | Group Q and A – directed questions on restorative justice tom consolidate knowledge. | Write about how the research by Haney et al. (1973), could be used to explain a strategy for reducing reoffending. |

# Component 3 – Section B: Option 3 Environmental Psychology (choose 2 out of the 4 options)

| **Lesson No** | **Elements** | **Lesson Aims and Objectives** | **Lesson Content** | **Lesson Plenary** | **Homework/ Assessment (teacher, peer, self)** |
| --- | --- | --- | --- | --- | --- |
| 1 | **Stressors in the environment - Background**  Environmental stressors and their impact on our biological responses. | Describe environmental stressors such as temperature, noise and crowds.  Discuss the impact of these environmental stressor on our biological responses.  Evaluate environmental causes of stress and their impact on biological responses. | Ideas blast – students identify environmental stressors.  Class discussion – why are noise, temperature and overcrowding stressful?  These resources could be used by students to identify issues related to stress and environment: Temperature - <http://www.hse.gov.uk/temperature/heatstress/>  Noise - <http://psychcentral.com/blog/archives/2007/06/06/noise-activates-our-stress-hormones/>  Overcrowding <http://www.psychlotron.org.uk/resources/environmental/A2_OCR_env_crowdeffects.pdf>  The impact on our biological responses – acute and chronic stress.  Give students a basic diagram of the body to label to show the Hypothalamic Pituitary Adrenal Axis (HPAA) and Sympathetic Adrenal Medullary (SAM) Pathway and parts of the brain/body/nervous system and hormones. To include the following labels: Hypothalamus, pituitary gland, adrenal medulla, adrenal cortex, ACTH, cortisol, adrenaline, fight or flight response, Central Nervous System and Autonomic Nervous System.  Extension activity – students can research Selye’s GAS model and write a paragraph on the stages of biological change the body goes through – alarm, resistance, and exhaustion.  Identify problems with these explanations – including determinism, individual/ situational and psychology as a science debate. | Describe environmental stressors paragraph. | Add to the paragraph by explaining how the environmental stressor leads to a biological response. |
| 2 | **Stressors in the environment – Key Research**  Black and Black (2007) Aircraft noise exposure and resident’s stress and hypertension. | Describe the aim, method, results and conclusions of Black and Black’s study.  Evaluate Black and Black’s study through the application of appropriate issues and debates.  Use the study to explain how environmental stressors impact on our biological response. | This report on Aircraft noise and cardiovascular disease near London Heathrow Airport could be used as an introduction to the research. <https://www.youtube.com/watch?v=RSZlH51joGc>  Using the original article, OCR key research or description from a textbook, students should identify the following features:  Aim, participants, design, procedures, materials, results, conclusions ethics, reliability, validity, usefulness, individual/situational debate and freewill/determinism  Students should then write 10 questions about the study and swap with a partner. | Identify the most appropriate issue/debate and write a discussion paragraph in relation to research into stressors in the environment. | Using the research by Black and Black (2007), explain how environmental stressors impact on our biological response (10). |
| 3 | **Stressors in the environment – Application**  At least one strategy for managing environmental stress. | Describe at least one strategy for managing environmental stress.  Evaluate at least one strategy for managing environmental stress.  Apply knowledge of managing environmental stress to a novel source. | Strategies could include:  Biological strategies – beta blockers and benzodiazepines  Psychological strategies – stress inoculation training, hardiness training, problem focused coping and emotion focused coping.  Students could research these strategies and summarise them in a table to include: Description, research, strengths and weakness (issues and debates). | Apply strategies to how the residents in Black and Black’s study could use some of these strategies. | Discuss one strategy that could be used to manage environmental stress in this case (10) |
| 4 | **Biological rhythms**  **– Background**  Biological rhythms and the impact of their disruption on our behaviour. | Describe ultradian, circadian and infradian rhythms.  Describe the impact of the disruption of biological rhythms on our behaviour.  Discuss the importance of endogenous pacemakers and exogenous pacemakers and apply appropriate issues and debates to them. | Ultradian, Circadian and Infradian rhythms – card match activity including definitions and examples of the different types of biological rhythms.  Czeisler’s TED talk on circadian rhythms and how it is disrupted - [https://www.](https://www.youtube.com/watch?v=p4UxLpoNCxU) [youtube.com/watch?v=p4UxLpoNCxU](https://www.youtube.com/watch?v=p4UxLpoNCxU)  <https://www.pimalung.com/dozefamily/doze_family.html>  Students explore the ‘doze family’ and watch the TED talk - identify the impact of the disruption of biological rhythms – including the effects of shift work, stress, alcohol and caffeine. The role of pacemakers and zeitgebers.  <https://www.youtube.com/watch?v=4MT8ekBGyM4>  The case of Peter Tripp is a good example of the effects of lack of sleep on our behaviour. | Class discussion – are endogenous pacemakers or exogenous pacemakers more important. Use the appropriate debates to support the argument. | Read Czeisler et al. (1982) in preparation for next lesson. |
| 5 | **Biological rhythms – Key Research**  Czeisler et al. (1982) Rotating shift work schedules that disrupt sleep are improved by  applying circadian principles. | Describe the aim, method, results and conclusions of  Czeisler et al.’s study.  Evaluate Czeisler et al.’s study through the application of appropriate issues and debates.  Use the study to explain the impact of the disruption of biological rhythms on our behaviour. | Gap fill activity  Background and aim: % of Americans work shifts, rotating between night, evening, and daytime. Before this study, three major strategies had been used to address the problems of adaptation to shift work: , rapidly rotate from one shift to the next, . However, there are problems with each of the strategies. Czeisler et al.’s aim was to demonstrate that when schedules that consider properties of the human circadian system are introduced there will be a positive effect on workers in terms of , , , The researchers compared 33 workers who continued to change shifts each week and others who rotated shifts by phase delay once every days on measures of , , , . Czeisler et al. suggests that work schedules that rotate should do so by successive phase and that the interval between phase shifts should be as as is practically possible.  Method: The participants in this study were 85 shift workers, aged between  and who were on shifts. There was also a group of 68 male non- rotating day and swing shift workers with comparable jobs.  All participants worked at . were given out to measure the 4 factors. This was measured before and after the introduction of new shift work schedules. The IV was . % of workers completed the questionnaire.  All staff attended a presentation on the circadian sleep-wake cycle that gave suggestions for adjusting their sleep time to their schedule, an was also provided. | Issues and Debates table for biological rhythms research: methodological issues strengths and limitations table  Apply nature/nurture and individual/situational debate. | Assess the methodological issues involved when researching biological rhythms (15) |
|  |  |  | Before the study, weekly shifts at the factory were rotated with each crew working an -hour shift for days before rotating to the shift. So the scheduled work time rotated in a phase direction, with the 3 shifts being  . A work schedule was introduced, the designed was based on circadian principles and focused on the direction of rotation and the interval between phase shifts. Shift workers on phase advance schedules were divided into two groups and placed on phase delay schedules: 33 workers continued to change shifts each week and 52 others rotated shifts by phase once every days. The procedure stopped after a , because after this time an eight-hour phase delay was undertaken on every 21st day.  3 months after the introduction of the new schedules further were completed and 6 months later was analysed.  Results: Before the introduction of the new shift schedules, % of rotators reported falling asleep at work at least once during the previous three months, % reported that it took to days or more for their sleep schedule to adjust after each phase advance and % stated they weren’t able to adjust at all. A major complaint was that too often. After the introduction of the new shift schedules - the workers clearly preferred the direction of rotation, complaints about the schedule dropped from % to % in workers on the 21-day phase delay rotation schedule. There was a large increase on the , improvements in the index and a reduction in was reported. Plant productivity also  Conclusions: Shift work that implements phase delay with intervals between rotations are most compatible with the properties of the human timing system, such schedules can minimise of circadian disruption. As a result of using these schedules both shift workers’ and improves, while staff turnover and productivity  Using the research by Czeisler et al. (1982), explain the impact of the disruption of biological rhythms on our behaviour. (10) |  |  |
| 6 | **Biological rhythms - Application**  At least one strategy for reducing effects of jetlag or shift work. | Describe at least one strategy for reducing the effects of jet lag.  Describe at least one strategy for reducing the effects of shift work.  Evaluate at least one strategy for reducing the effects of jet lag.  Evaluate at least one strategy for reducing the effects of shift work.  Apply knowledge of reducing the effects to a novel source. | Class discussion - How to beat jet lag including - melatonin, artificial lighting, changing eating and sleeping times?  News stories, interactive websites and YouTube clips can be used as part of a carousel lesson where students can find out about and make notes on strategies for reducing jet lag, including how effective the strategies are.   * <http://www.bbc.co.uk/news/health-35523024> * [http://www.telegraph.co.uk/news/earth/earthnews/3342795/Airline-food-linked-](http://www.telegraph.co.uk/news/earth/earthnews/3342795/Airline-food-linked-to-misery-of-jet-lag.html) [to-misery-of-jet-lag.html](http://www.telegraph.co.uk/news/earth/earthnews/3342795/Airline-food-linked-to-misery-of-jet-lag.html) * <http://news.bbc.co.uk/1/hi/health/7760105.stm> * <http://www.bbc.com/future/story/20140523-the-science-of-jet-lag> * <https://www.youtube.com/watch?v=sbNkAcfNhh0> <https://www.youtube.com/watch?v=bfDqUxDWzRg> | How can any of these strategies be applied to reducing the effects of shift work? Individual, pairs, small groups and then whole group task/ discussion. | Novel source example: Ali has travelled from East to West on a business trip to China. He has an important meeting on the morning after his arrival. Describe how Ali could reduce the effects of jet lag in order for him to function properly at the meeting (10) |
| 7 | **Recycling and other conservation behaviours - Background**  Conservation behaviours and the factors which influence the tendency to conserve or recycle. | Describe conservation behaviours.  Describe the factors that influence the tendency to conserve or recycle?  Apply appropriate issues and debates to explain conservation behaviours. | Starter – what are conservation behaviours? Students give examples. Students read and make notes on light greens and dark greens (Hodder Year 2 textbook p.145-146)  Ideas blast – Why do we (or why don’t we) recycle?  [http://www.care2.com/greenliving/5-reasons-why-people-dont-recycle-and-5-](http://www.care2.com/greenliving/5-reasons-why-people-dont-recycle-and-5-reasons-they-should.html) [reasons-they-should.html](http://www.care2.com/greenliving/5-reasons-why-people-dont-recycle-and-5-reasons-they-should.html) - students use this article to help with initial ideas. <http://news.bbc.co.uk/1/hi/world/europe/4620041.stm>- cultural differences - students identify factors that influence recycling in different countries.  Students research and take notes on the following explanations of factors that influence the tendency to recycle:  Theory of Planned Behaviour  The Hovland Yale Model (source, message and audience) Pledges (to show commitment).  Consequences (reinforcement and punishment) Prompts (nudges and reminders). | Why do we recycle?  Pair debates, one student takes on one side of the debate and their pair the other side. This could relate to any explanations covered.  The most relevant debates are: Individual/situational Freewill/determinism Reductionism/holism Usefulness (not useful). | Write about the individual/ situational debate (or another debate) in relation to recycling behaviours. |
| 8 | **Recycling and other conservation behaviours**  **– Key Research**  Lord (1994) Motivating recycling behaviour: A quasi experimental investigation of message and source strategies. | Describe the aim, method, results and conclusions of Lord’s study.  Evaluate Lord’s study through the application of appropriate issues and debates.  Use the study to explain factors which influence the tendency to conserve or recycle. | Lord came up with 8 hypothesis – students to identify how each of these hypotheses were tested and what results were found in relation to them and what conclusions were made.   * Attitude toward recycling is improved for households receiving an advocacy message, relative to unexposed (control) households (H1). * Delivery of an advocacy message yields an increase in observed recycling, with households receiving no message (control) showing no significant change in curb side (pavement) collection amounts (H2). * Consumer beliefs about positively balanced benefits of recycling are more readily formed upon exposure to an advocacy message than are beliefs about negatively framed consequences of failure to recycle (H3). * Positively framed messages result in more favourable attitudes toward recycling than negatively framed messages (H4). * Consumer belief in negatively framed arguments about the consequences of failure to recycle is greatest when those arguments are conveyed in the form of a publicity-generated news story and least when they appear as part of an advertising message (H5). * Among consumers exposed to negatively framed messages, attitude toward recycling is greatest when the message is conveyed in the form of a publicity- generated news story (H6). * Messages conveyed via social influence (i.e. from a personal acquaintance) result in a more favourable attitude toward recycling in a positively framed than in a negatively framed condition (H7). | Using the research by Lord (1994), explain the factors which influence the tendency to conserve or recycle (10). | Discuss methodological issues in relation to the research by Lord (1994). |
|  |  |  | * An advocacy message from a personal acquaintance elicits a greater increase in recycling behaviour than a comparable message from an advertising or news (publicity) source, with strongest behavioural change arising in the personal influence–negatively framed message condition (H8).   Reliability and validity paragraph – students to discuss mundane realism, ecological validity, experimenter effects, demand characteristics, internal validity, population validity, reliability.  Add to debates notes from previous lesson. |  |  |
| 9 | **Recycling and other conservation behaviours - Application**  At least one technique used to increase recycling or other conservation behaviour. | Describe at least one technique used to increase recycling or other conservation behaviour.  Evaluate at least one technique used to increase recycling or other conservation behaviour.  Apply knowledge of techniques to a novel source. | Based on strategies from Lord’s study, groups of students design a recycling campaign, with poster, information leaflet, advert, hashtag and present to the rest of the class.  1- advertisement with a positive message, 2- advertisement with a negative message, 3- newspaper article with a positive message, 4- newspaper article with a negative message, 5- a personal letter from acquaintance with a positive message, 6- a personal letter from acquaintance with a negative message.  Alternatively techniques based on behaviourism – positive punishment and negative punishments for not recycling and positive and negative reinforcement (this could be a threat or real), or vicarious reinforcement or punishment, or changing attitudes and thinking through cognitive dissonance <http://www.simplypsychology.org/cognitive-dissonance.html> <https://www.youtube.com/watch?v=korGK0yGIDo>  How could the Festinger and Carlsmith study be applied to increasing recycling behaviour? | Students write a scenario where an individual recycles (briefly giving a number of reasons why). | Using a scenario written by another student, answer the following question based on a strategy presented in class.  Write about how an environmental psychologist might apply their knowledge of techniques used to increase recycling to explain the behaviour. |
| 10 | **Ergonomics – human factors**  **- Background**  **Cognitive overload and the impact of observation in the workplace environment.** | Describe cognitive overload.  Describe the impact of observation in the workplace environment. | Starter – recap on the cognitive area and the key theme memory. Class discussion on capacity, duration and encoding on Sensory memory, STM and LTM and key features of the multi-store model and working memory model. Students to apply the ideas of these models to explain why cognitive overload.  Present to the class Bell et al.’s 4 components to the concept of environmental overload:   * We have limited capacity for incoming stimuli. * Overload occurs when the amount of information needed to be processed is greater than our processing capacity, less relevant information is therefore not processed. * Attention is paid most to intense, uncontrollable and unpredictable stimuli. * Attentional capacity can be temporarily weakened by continual demands, which leads to overload.   Students apply these ideas to work, home and college/school situations.  Observation in the workplace – class discussion, how can being watched at work influence performance? Consider different types of jobs.  Students watch the clips and outline - What is the Hawthorne Effect, description of Hawthorne Effect studies, results and conclusions – <https://www.youtube.com/watch?v=W7RHjwmVGhs> <https://www.youtube.com/watch?v=mV9Wj8ohT0k> | Describe cognitive overload. – timed question using notes from the lesson. | Write about the impact of observation in the workplace environment. |
| 11 | **Ergonomics – human factors – Key Research**  Drews and Doig (2014) Evaluation of a configural vital sign display for intensive care unit nurses. | Describe the aim, method, results and conclusions of Drews and Doig’s study.  Evaluate the study through the application of appropriate issues and debates.  Use the study to explain how ergonomic research can influence workplace design. | Introduce the study to the class – the aim of the study was to develop and evaluate a CVS displays, which support rapid detection and identification of physiological deterioration by presenting patient vital signs through graphical data.  Students to identify key features of the study:  What type of experiment and why. The IV and DV. Sample and experimental design and the two conditions. Description of the three clinical scenarios and the fourth scenario. How groups were allocated. How counterbalancing was used. What training was provided and why? The three things nurses were required to do. How vital sign information was presented and the nature of the likert scale.  Results - Was there a significant difference in response time between the two conditions? How much more quickly did the CVS display condition identify the patient’s state? What were significant about the septic shock scenario the pulmonary embolism scenario?  In the control condition how often did nurses access the trend information? What were the mean scores for mental demand? How realistic were the scenarios?  Conclusions – true or false activity. Using the conclusions for the OCR Key research guide students write true or false statements and swap to answer. | Write an essay plan for: Using the research by Drews and Doig (2014), explain how ergonomic research can influence workplace design.  [10]. | Complete essay for homework. |
| 12 | **Ergonomics – human factors**  **- Application**  At least one workplace design based on ergonomic research. | Describe at least one workplace design based on ergonomic research.  Evaluate at least one workplace design based on ergonomic research.  Apply knowledge of at least one workplace design based on ergonomic research to a novel source. | Using the articles below for ideas and evidence, students can write a report to improve the workplace design for a company who are looking to move premises. Currently, they have problems with the amount of space, noise and temperature, workers have low morale and are suffering from cognitive overload: [http://economia.icaew.com/finance/august-2015/the-link-between-wellbeing-and-](http://economia.icaew.com/finance/august-2015/the-link-between-wellbeing-and-productivity) [productivity](http://economia.icaew.com/finance/august-2015/the-link-between-wellbeing-and-productivity)  <http://www.forbes.com/sites/chriscancialosi/2015/07/06/how-to-boost-> performance-through-thoughtful-workplace-design/#42b1f627419a <http://www.hse.gov.uk/pubns/indg90.pdf> <https://workdesign.com/2012/08/ergonomics-and-workplace-design/> <http://www.claremontgi.com/blogs/quiet-spaces-workplace-must/> <http://news.bbc.co.uk/1/hi/magazine/5193962.stm> | Reports to be presented to the rest of class. Other students ask questions and make notes. | OCR resource: [Component 3 Sample Assessment Material](http://ocr.org.uk/%20%20Images/171772-unit-%20%20h567-03-applied-%20psychology-sample-%20%20assessment-materials.%20%20pdf), question Angie is an air traffic controller… Discuss how a psychologist could design Angie’s work station to prevent cognitive overload (10). |
| 13 | **Psychological effects of built environment – Background**  The impact of the built environment and urban renewal on our wellbeing. | Describe the impact of the built environment on our wellbeing.  Describe the impact of urban renewal on our wellbeing.  Apply appropriate issues and debates to explain the impact of the built environment and urban renewal on our wellbeing. | Starter – what is wellbeing? How can it be measured?  Ideas blast – how can the following features of a built environment positively and negatively impact our behaviour:  Crowding, noise, commuting, lighting and safety.  Ideas should then be added to a positive and negative table.  Watch the following clips as a starter to discuss what urban renewal is and the possible consequences of it. <https://www.youtube.com/watch?v=4rddtxO2_7s> <https://www.youtube.com/watch?v=qQCw2IS5t5Y>  Using a selection of these articles students should read and highlight key points relating to the impact of urban renewal on a particular article. Students then construct questions from their article for other students to answer. <http://www.bbc.co.uk/news/health-22214070> <http://www.bbc.co.uk/news/science-environment-30381476> [https://www.theguardian.com/sustainable-business/blog/cities-future-wellbeing-](https://www.theguardian.com/sustainable-business/blog/cities-future-wellbeing-design-spaces) [design-spaces](https://www.theguardian.com/sustainable-business/blog/cities-future-wellbeing-design-spaces)  [https://www.theguardian.com/sustainable-business/2016/aug/17/urban-planners-](https://www.theguardian.com/sustainable-business/2016/aug/17/urban-planners-improve-mental-health-cities) [improve-mental-health-cities](https://www.theguardian.com/sustainable-business/2016/aug/17/urban-planners-improve-mental-health-cities) | Directed questions to reinforce knowledge and lecture to summarise key points and aims and objectives. | Write an essay to include of all of the debates.  Assess the issues and debates with regards to the impact of the built environment on our wellbeing. |
| 14 | **Psychological effects of built environment – Key Research**  Ulrich (1984) View through a window may influence recovery from surgery. | Describe the aim, method, results and conclusions of Ulrich’s study.  Evaluate the study through the application of appropriate issues and debates.  Use the study to explain how ergonomic research can influence workplace design. | Using an appropriate source – OCR key research guide, textbook, or original article, answer the following questions:  What was the aim of the study? Patients in which rooms were used?  How many patients were used, how old were they and when were they in hospital? What different views did the 2 groups of patients have?  How were the patients matched?  What five key pieces of information were obtained from patients?  What were the results in terms of average stay in hospital, the number of negative and positive notes and drugs administered?  What did Ulrich conclude about natural scenes and the two groups of patients? Then using the answers to these questions summarise the study. | Using the research by Ulrich (1984), explain the impact of the built environment on our wellbeing. (10). | Peer marking or self- assessment marking tasking using the generic mark scheme on pages 22 and 23 of the Component 3 Sample Assessment Material. |
| 15 | **Psychological effects of built environment – Application**  At least one example of environmental design used to improve health/ wellbeing. | Describe at least one example of environmental design used to improve health and wellbeing.  Evaluate at least one example of environmental design used to improve health and wellbeing.  Apply knowledge of at least one example of environmental design used to improve health and wellbeing to a novel source. | Starter – students recall knowledge from previous sessions on the background and key research on the psychological effects of built environment to identify potential environmental designs to improve health and wellbeing.  In addition to previous content, give a short lecture on the importance of green spaces and privacy.  Application to novel sources:  A patient is recovering from an operation and an environmental psychologist wishes to investigate how the environmental design influences the patient’s health.  An elderly lady’s family are investigating a new area for her to move to in order to improve her health and wellbeing. They decide the consult an environmental psychologist.  A young man is suffering from mental health problems, an environmental psychologist is asked for advice as to how environmental can improve his wellbeing.  Students plan answers for novel source questions:  Discuss at least one example of environmental design used to improve the health and wellbeing for the person in the source (10).  Discuss how environmental factors might impact health and wellbeing in these cases (10). | Using knowledge gained from this topic, students write a scenario where environmental design has improved wellbeing. | Write about how a psychologists might explain the improvement in wellbeing from the source.  Discuss how a psychologist could investigate the influence of environmental design on health and wellbeing. |
| 16 | **Territory and personal space**  **– Background**  Territory and personal space in the workplace. | Describe the influence of territory in the workplace.  Describe the influence of personal space in the workplace.  Apply appropriate issues and debates to territory and personal space and the workplace. | Identify the difference between territory and personal space.  Starter – How do we mark our territory?  Apply this to primary, secondary and public territory  Why do we mark our personal space?  Identify different zones of personal space e.g. intimate, personal, social and public distances. <https://www.youtube.com/watch?v=UwrgUqBotpA>  Consider the nature/nurture debate from this clip.  There are some excellent YouTube clips on personal space, including information of Middlemist’s urinal personal space study:  <https://www.youtube.com/watch?v=nm-VzJZXDBc>  Students make notes while watching the clip and discuss methodological issues and debates such as individual/situational explanations.  Influences on territory and personal space in the workplace: Individual/situational debate. | Students apply background research to the workplace. | Write about the methodological issues involved when researching territory and personal space. |
| 17 | **Territory and personal space**  **– Key Research**  Wells (2000) Office clutter or meaningfulpersonal displays: The role of office personalization in employee and organisational well-being. | Describe the aim, method, results and conclusions of Wells’ study.  Evaluate the study through the application of appropriate issues and debates.  Use the study to explain territory and personal space in the workplace. | Starter discussion – what individual and gender differences are there in personalisation of territory? Students share how they personalise their environments. Are there gender differences in the class?  Spider diagram – why do we personalise?  Students complete lesson element (with teacher instructions) on Wells’ key research  OCR resource: Lesson element, [teacher instructions](http://ocr.org.uk/Images/180536-wells-key-study-activity-teacher-instructions.pdf) and [student activity](http://ocr.org.uk/Images/180541-wells-key-study-activity.doc)  The study had 4 research questions and 4 hypotheses. After learning about the study, students should write conclusions in relation to these questions and hypotheses.   1. Q: Do men and women personalise their workspaces differently? H: Men and women will personalise their offices differently. 2. Q: Is personalisation associated with enhanced employee well-being?   H: Personalisation will be positively associated with satisfaction with the physical work environment, which will be positively associated with job satisfaction, which will be positively associated with employee well-being.   1. Q: Is personalisation more important to women’s well-being than to that of men? H: Workspace personalisation will be more integral to the well-being of women than men. 2. Q: Is a company’s personalisation policy associated with organisational well- being?   H: Companies that have more lenient personalisation policies will report higher levels of organisational well-being than companies having stricter personalisation policies.  How useful is this research? Debate for and against. | Reliability and validity paragraph on Wells’ study. | In considering the research by Wells (2000), write about and explain the influence of territory and personal space in the workplace. |
| 18 | **Territory and personal space**  **– Application**  At least one office design strategy based on research into territory or personal space. | Describe at least one office design strategy based on research into territory or personal space.  Evaluate at least one office design strategy based on research into territory or personal space.  Apply knowledge of at least one office design strategy based on research into territory or personal space. | Using knowledge gained from Wells’ study students describe effective office strategies into territory and personal space.  Research task – make notes on a design strategy based on territory and one based on personal space. Ensuring research evidence has been used as support.  Evaluate the strategies  Freewill/determinism debate – what is the impact of office design strategies? Usefulness debate - How useful are these strategies? | Research methods link – students design a questionnaire on territory and personal space in the workplace to be given to family, friends and students. | Analyse questionnaire results  Revise for end of topic test. |

# Component 3 – Section B: Option 4 Sport and exercise psychology (choose 2 out of the 4 options)

| **Lesson No** | **Elements** | **Lesson Aims and Objectives** | **Lesson Content** | **Lesson Plenary** | **Homework/ Assessment (teacher, peer, self)** |
| --- | --- | --- | --- | --- | --- |
| 1 | **Arousal and anxiety - Background**  Optimising arousal, controlling anxiety and measuring anxiety in sport. | Outline what arousal is and how it can be optimised in sport.  Describe how anxiety can be controlled in sport.  Describe how anxiety in sport can be measured.  Evaluate research into optimising arousal, and controlling and measuring anxiety. | Optimising Arousal  Students describe Yerkes-Dodson Law based on the content of this clip <https://www.youtube.com/watch?v=8CA6Di3ix0k>  Oxendine – Arousal and performance – an excellent summary of Oxendine’s ideas, with some useful questions [http://sportspsych.](http://sportspsych.wikispaces.com/file/view/Factors%2BAffecting%2BArousal%2Bhandout.pdf)  [wikispaces.com/file/view/Factors+Affecting+Arousal+handout.](http://sportspsych.wikispaces.com/file/view/Factors%2BAffecting%2BArousal%2Bhandout.pdf)  [pdf](http://sportspsych.wikispaces.com/file/view/Factors%2BAffecting%2BArousal%2Bhandout.pdf)  Controlling Anxiety  Two articles on how to control anxiety (one specific to sport) can be read and discussed by students. <http://www.calmclinic.com/anxiety/treatment/control> <http://believeperform.com/performance/anxiety-within-sport/>  Measuring Anxiety  Marten (1990) designed anxiety traits (A-trait) questionnaires that are specific to sportsmen and women:  Sport Competition Anxiety Test <https://www.brianmac.co.uk/scat.htm> Competitive State Anxiety-Inventory  <http://www.mrgillpe.com/uploads/1/2/9/2/12922833/csai2.pdf> | Describe how arousal can be optimised and anxiety can be controlled in sport. | Write about how anxiety can be measured in sport. |
| 2 | **Arousal and anxiety – Key Research**  Fazey and Hardy (1988)  The inverted-U hypothesis:  A catastrophe for sport psychology. | Describe the aims, procedures, results and conclusions of Fazey and Hardy’s (1988) study.  Evaluate the study through the application of appropriate issues and debates.  Use the research to explain how arousal and anxiety influence sports performance. | A summary of Inverted-U hypothesis, Multi-dimensional Anxiety Theory, Drive Theory, Optimum Arousal Theory and Catastrophe Theory can be found at [https://www.brianmac.co.uk/companx.](https://www.brianmac.co.uk/companx.htm)  [htm](https://www.brianmac.co.uk/companx.htm), this may be useful to read before looking at Fazey and Hardy’s study.  A summary of Fazey and Hardy’s study can be found at: [http://s3-eu-west-1.amazonaws.com/tutor2u-media/subjects/](http://s3-eu-west-1.amazonaws.com/tutor2u-media/subjects/psychology/00-Sample-Resources/Fazey-and-Hardy-1988.pdf)  [psychology/00-Sample-Resources/Fazey-and-Hardy-1988.pdf](http://s3-eu-west-1.amazonaws.com/tutor2u-media/subjects/psychology/00-Sample-Resources/Fazey-and-Hardy-1988.pdf)  These summary can be used to identify key terminology or these could be blanked out for students to add. Students could also read, make notes and write questions for a partner to answer.  Students write a debates paragraph in response to this statement: ‘optimising arousal will lead to sporting success’. | Write essay plan for the following question:  Describe how research by Fazey and Hardy (1988) could be used to explain arousal and anxiety in sport (10) | Students complete essay and use generic mark scheme for Question A (from SAMs) to help complete a ‘what went well and even better if’ self-assessment. |
| 3 | **Arousal and anxiety – Application**  At least one technique for managing arousal and anxiety in sport. | Describe at least one technique for managing arousal and anxiety in sport.  Evaluate at least one technique for managing arousal and anxiety in sport using appropriate issues and debates.  Apply knowledge of managing arousal and anxiety in sport to a novel source. | <https://www.youtube.com/watch?v=Zhs3EUfY-sA>– starter ‘The Haka’. How does this manage arousal and anxiety?  Some excellent articles can help students link this strategy to managing arousal and anxiety:  [http://condorperformance.com/blog/archives/2011/09/10/why-](http://condorperformance.com/blog/archives/2011/09/10/why-only-some-of-the-all-blacks-should-do-the-haka/) [only-some-of-the-all-blacks-should-do-the-haka/](http://condorperformance.com/blog/archives/2011/09/10/why-only-some-of-the-all-blacks-should-do-the-haka/)  [http://www.timesofmalta.com/articles/view/20160426/health-](http://www.timesofmalta.com/articles/view/20160426/health-fitness/How-anxiety-affects-sports-performance.611057) [fitness/How-anxiety-affects-sports-performance.611057](http://www.timesofmalta.com/articles/view/20160426/health-fitness/How-anxiety-affects-sports-performance.611057)  [https://breakingmuscle.com/sports-psychology/techniques-for-](https://breakingmuscle.com/sports-psychology/techniques-for-controlling-competition-anxiety)  [controlling-competition-anxiety](https://breakingmuscle.com/sports-psychology/techniques-for-controlling-competition-anxiety) - an article outlining techniques for managing arousal can be used to introduce the next task.  Group work – students’ research techniques used for managing arousal and anxiety, including: Pep talks, self-talk, imagery, relaxation techniques and breathing exercises. | Students present key features of their researched techniques to the rest of the class. | Scenario – a top tennis player has been out of form and keeps on losing matches. Her coach thinks that this is because she is very anxious before her matches and when she gets to set and match points.  Discuss how anxiety and arousal might impact performance in this case |
| 4 | **Exercise and mental health – Background**  Benefits of exercise to mental health. | Describe the benefits of exercise to mental health.  Evaluate explanations that suggest that exercise benefits mental health through appropriate debates. | Using the resources below and other sources. Students should design a leaflet encouraging people to exercise, highlighting the benefits to mental health:  [https://www.verywell.com/how-does-exercise-improve-mental-](https://www.verywell.com/how-does-exercise-improve-mental-health-2337548) [health-2337548](https://www.verywell.com/how-does-exercise-improve-mental-health-2337548)  [http://www.mind.org.uk/information-support/tips-for-everyday-](http://www.mind.org.uk/information-support/tips-for-everyday-living/physical-activity-sport-and-exercise/health-benefits/%23.WAYx_fkrLIU)  [living/physical-activity-sport-and-exercise/health-benefits/#.](http://www.mind.org.uk/information-support/tips-for-everyday-living/physical-activity-sport-and-exercise/health-benefits/%23.WAYx_fkrLIU)  [WAYx\_fkrLIU](http://www.mind.org.uk/information-support/tips-for-everyday-living/physical-activity-sport-and-exercise/health-benefits/%23.WAYx_fkrLIU)  [https://www.mentalhealth.org.uk/publications/how-to-using-](https://www.mentalhealth.org.uk/publications/how-to-using-exercise)  [exercise](https://www.mentalhealth.org.uk/publications/how-to-using-exercise)  <https://www.youtube.com/watch?v=OK_vnVbxBXE>  [http://www.huffingtonpost.com/2013/03/27/mental-health-](http://www.huffingtonpost.com/2013/03/27/mental-health-benefits-exercise_n_2956099.html)  [benefits-exercise\_n\_2956099.html](http://www.huffingtonpost.com/2013/03/27/mental-health-benefits-exercise_n_2956099.html)  [http://www.youngminds.org.uk/for\_children\_young\_people/](http://www.youngminds.org.uk/for_children_young_people/better_mental_health/exercise_mental_health)  [better\_mental\_health/exercise\_mental\_health](http://www.youngminds.org.uk/for_children_young_people/better_mental_health/exercise_mental_health) | Debates activity:  Apply the debates to the view that exercise improves mental health. | Assess the  debate(s) with regard to exercise and mental health. |
| 5 | **Exercise and mental health – Key Research**  Lewis et al. (2014) Mood changes following social dance sessions  in people with Parkinson’s Disease. | Describe the aims, procedures, results and conclusions of Lewis et al.’s (2014) study.  Evaluate the study through the application of appropriate issues and debates.  Use the research to explain how exercise can influence mental health. | Starter – this clip introduces what Parkinson’s disease. Students could identify key features whilst watching. [https://www.](https://www.youtube.com/watch?v=X9NsJoNThAk)  [youtube.com/watch?v=X9NsJoNThAk](https://www.youtube.com/watch?v=X9NsJoNThAk)  Using the OCR ‘meet the researcher’ resource (Dr Peter Lovatt, one of researchers involved in the Parkinson’s study) students should describe the study and evaluate through the methodological issues in the study. OCR resource: [Teacher Guide](http://www.ocr.org.uk/Images/264231-meet-the-researcher-dr-%20%20peter-lovatt-teacher-guide-.pdf), Meet the research Dr Peter Lovatt | Conclusion paragraph - How exercise can influence mental health? | Write about how research by Lewis et al. (1979) could be used to explain the benefits of exercise on mental health. |
| 6 | **Exercise and mental health - Application**  At least one exercise strategy to improve mental health. | Describe at least one exercise strategy to improve mental health.  Evaluate at least one exercise strategy to improve mental health, using appropriate issues and debates.  Apply knowledge of exercise strategies to improve mental health to a novel source. | Throughout the original article of the Lewis et al. (2015) study there is reference to exercise strategies which improve mental health. Students could identify the strategies from the article and comment on how they work and their effectiveness. [https://www.researchgate.net/publication/289378201\_](https://www.researchgate.net/publication/289378201_Narrative_Review_of_Dance-based_Exercise_and_Its_Specific_Impact_on_Depressive_Symptoms_in_Older_Adults)  [Narrative\_Review\_of\_Dance-based\_Exercise\_and\_Its\_Specific\_](https://www.researchgate.net/publication/289378201_Narrative_Review_of_Dance-based_Exercise_and_Its_Specific_Impact_on_Depressive_Symptoms_in_Older_Adults) [Impact\_on\_Depressive\_Symptoms\_in\_Older\_Adults](https://www.researchgate.net/publication/289378201_Narrative_Review_of_Dance-based_Exercise_and_Its_Specific_Impact_on_Depressive_Symptoms_in_Older_Adults) | Using the knowledge gained in the lesson, students write a ‘novel source’ whereby a strategy has improved an individual’s mental health, with some reasons why. | Using the novel source written in class, answer the following question:  Write about how a sports psychologist might apply their knowledge of exercise strategies to explain the improvement in mental health. |
| 7 | **Motivation - Background**  Self-efficacy and sports confidence, including imagery and sports orientation. | Outline the role of self-efficacy and sports confidence in motivation.  Describe how anxiety can be controlled in sport.  Discuss sports orientation  Evaluate research into self- efficacy and sports confidence, including imagery and sports orientation. | Introduction – TED Talk by Martin Hagger who discusses motivation in sports people. <https://www.youtube.com/watch?v=yG7v4y_xwzQ>  What is self-efficacy and sports confidence? Class discussion.  What is sports orientation? Students research the work of Gill and Deeter and implications form their research, they can also complete the sports orientation questionnaire <https://www.youtube.com/watch?v=gv48er3pRPk>  [https://sportspsych.wikispaces.com/file/view/Sport-](https://sportspsych.wikispaces.com/file/view/Sport-specific%2BMotivation%2Bhandout.pdf)  [specific+Motivation+handout.pdf](https://sportspsych.wikispaces.com/file/view/Sport-specific%2BMotivation%2Bhandout.pdf)  [http://www.idosi.org/mejsr/mejsr18(6)13/2.pdf](http://www.idosi.org/mejsr/mejsr18%286%2913/2.pdf)  Lecture/students make notes on different types imagery used by sports people:  Motivational General Mastery Imagery Motivation-General Arousal Imagery Motivational Specific imagery. | Outline the role of self-efficacy and sports confidence in motivation. | Revise content covered so far. |
| 8 | **Motivation – Key Research**  Munroe-Chandler et al.  (2008) Playing with confidence: the relationship between imagery use and self- confidence and self-efficacy in youth soccer players. | Describe the aims, procedures, results and conclusions of Munroe-Chandler et al.’s study.  Evaluate the study through the application of appropriate issues and debates.  Use the research to explain the relationship between imagery use and self-confidence and self-efficacy in sport. | Makes notes on the key research and answer questions such as: What were the two hypotheses?  How many male and how many female sports players took part? How old were the participants? What types of soccer players were they?  How was data collected and how long for?  How was use of imagery measured? How was confidence measured?  Describe the Self-efficacy Questionnaire for Soccer. How was parental consent gained?  What information was gathered from the players at the start of the study?  What were the results in terms of level of play or gender in relation to the five imagery functions, self- confidence, or self- efficacy, or to the number of years playing?  What was found in terms of correlations between the imagery subscales and the two confidence measures?  Which subscale of the SIQ-C was most strongly correlated with SEQ-S?  Which results were significant in the CTAI-2C?  For the SEQ-S test, MG-M was the only significant imagery predictor for the recreational group, what % of variance did it account for? What was the % of variance for the elite group?  What were the results for MGA and MS imagery?  What can be concluded from the study? Do the findings support the hypothesis?  Issues and debates – students discuss the methodological issues with the study. | Pair work – students discuss debates paragraphs and add further details. | Write about how research by could be used to improve motivation in sports players. |
|  |  |  | Debates paragraph, including arguments for and against usefulness, individual/situational, reductionism/holism, freewill/determinism in relation to the use of MG-M imagery. |  |  |
| 9 | **Motivation - Application**  At least one strategy for motivating athletes. | Describe at least one technique for motivating athletes.  Evaluate at least one technique for motivating athletes using appropriate issues and debates.  Apply knowledge of strategies for motivating athletes to a novel source. | Students recap MGM, MGA and MS imagery from previous sessions and evaluate their effectiveness from research evidence in terms of outcomes on motivation.  In addition to imagery, the following articles may be useful to aide in the discussion of further strategies for motivating athletes.  [https://www.psychologytoday.com/blog/](https://www.psychologytoday.com/blog/changepower/201402/8-great-motivating-messages-guide-superstar-athletes)  [changepower/201402/8-great-motivating-messages-guide-](https://www.psychologytoday.com/blog/changepower/201402/8-great-motivating-messages-guide-superstar-athletes)  [superstar-athletes](https://www.psychologytoday.com/blog/changepower/201402/8-great-motivating-messages-guide-superstar-athletes)  <http://www.championshipcoachesnetwork.com/public/402.cfm>  [https://www.competitivedge.com/parentscoaches-guides-](https://www.competitivedge.com/parentscoaches-guides-coachs-guide-winning-motivation-game)  [coachs-guide-winning-motivation-game](https://www.competitivedge.com/parentscoaches-guides-coachs-guide-winning-motivation-game)  Do these strategies work? Application of debates activity. | Using research evidence, students describe a scenario whereby imagery is an effective way of motivating athletes. | Answer novel source question:  Discuss how a sports psychologist might apply their knowledge of motivation strategies to explain the increase in motivation. |
| 10 | **Personality - Background**  Personality, its measurement and its relationship to sport. | Describe how personality is measured.  Describe personality’s relationship to sport.  Evaluate the measurement of personality and its relationship to sport, through appropriate research and issues and debates. | Starter – students take the Cattell Sixteen Personality Factor Questionnaire - <http://personality-testing.info/tests/16PF.php> and then summarise Cattell’s work.  <https://www.youtube.com/watch?v=sUrV6oZ3zsk>– a crash course clip can elicit discussion on measuring personality.  Component 2 revision – students are given 2 minutes to recall as much of the psychodynamic perspective as possible and then feedback to the rest of the class. This should then be followed by discussion of the psyche and defence mechanism and how they relate to sport. Reference should be made to catharsis, the ID and defence mechanisms to explain aggression in sport.  Eysenck – Trait theory and PEN theory – lecture with focus on psychoticism, extroversion and neuroticism. Students then research on how these characteristics apply to sport.  Apply debates the role of personality and to Cattell, Eysenck and Freud’s ideas, including psychology as science, usefulness, nature/nurture, freewill/determinism and reductionism/holism. | Assess the debate with regard to personality and its relationship to sport. (This can be the debate of students’ choice).  Consider generic mark scheme of debates question when answering this question OCR resource: [Component 3 Sample Assessment Material](http://ocr.org.uk/Images/171772-%20%20unit-h567-03-applied-%20%20psychology-sample-assessment-%20materials.pdf) | Assess the individual and situational debate with regard to the performance of sports teams. |
| 11 | **Personality – Key Research**  Kroll and Crenshaw (1970) Multivariate personality profile analysis of four athletic groups. | Describe the background, aim, method, results and conclusions of Kroll and Crenshaw’s (1970) study.  Evaluate the study through appropriate issues and debates.  Explain how the study could be applied to personality in sport. | Using the link below, from textbooks, or OCR’s key research guide students summarise the Kroll and Crenshaw study. [http://s3-eu-west-1.amazonaws.com/tutor2u-media/subjects/](http://s3-eu-west-1.amazonaws.com/tutor2u-media/subjects/psychology/00-Sample-Resources/Kroll-and-Crenshaw-1970.pdf)  [psychology/00-Sample-Resources/Kroll-and-Crenshaw-1970.pdf](http://s3-eu-west-1.amazonaws.com/tutor2u-media/subjects/psychology/00-Sample-Resources/Kroll-and-Crenshaw-1970.pdf) Students then write 5 questions about the study, these could then be pooled together and given to the class to check knowledge and understanding of the study.  Methodological issues discussion – Consider different types of reliability and validity of measuring personality. | Add to debates notes from the previous session and apply them specifically to this study. | Explain how research by Kroll and Crenshaw (1970) could be used to explain the relationship between personality and sport. |
| 12 | **Personality - Application**  At least one strategy for using knowledge of personality to improve sports performance. | Describe at least one strategy for using knowledge of personality to improve sports performance.  Evaluate at least one strategy for using knowledge of personality to improve sports performance.  Apply knowledge of at least one strategy for using knowledge of personality to improve sports performance. | Recap and reinforce conclusions from Kroll and Crenshaw regarding personality and sport performance. What would a sports psychologist recommend based on this study?  Carousel activity. Students make notes on how personality can improve performance. [http://believeperform.com/performance/personality-in-sport-](http://believeperform.com/performance/personality-in-sport-everyone-is-different/)  [everyone-is-different/](http://believeperform.com/performance/personality-in-sport-everyone-is-different/)  <http://www.bbc.co.uk/guides/zq7d2p3>  [https://www.bangor.ac.uk/news/university/how-personality-](https://www.bangor.ac.uk/news/university/how-personality-affects-sporting-achievement-7894)  [affects-sporting-achievement-7894](https://www.bangor.ac.uk/news/university/how-personality-affects-sporting-achievement-7894)  [http://www.teachpe.com/sports\_psychology/motivation\_](http://www.teachpe.com/sports_psychology/motivation_personality.php)  [personality.php](http://www.teachpe.com/sports_psychology/motivation_personality.php)  [http://www.d.umn.edu/~dmillsla/courses/sportpsychology/](http://www.d.umn.edu/%7Edmillsla/courses/sportpsychology/documents/motivation.pdf)  [documents/motivation.pdf](http://www.d.umn.edu/%7Edmillsla/courses/sportpsychology/documents/motivation.pdf) | Summarise key points from carousel activity. | A sports psychologist was interested whether different sports players have different personality profiles and characteristics, from each other.  Write about how a psychologist could investigate whether this is the case. |
| 13 | **Performing with others – Background**  Teams, coaching and leadership. | Describe the process of team formation and group cohesion.  Describe the role of coaching in team performance.  Describe the influence of leadership on team performance.  Evaluate factors influencing team performance, through appropriate research and issues and debates. | Teams  Using the links below, students can describe the features of Tuckman’s team stages model (forming, storming, norming and performing) <https://www.mindtools.com/pages/article/newLDR_86.htm>  <https://www.youtube.com/watch?v=nFE8IaoInQU>  Students could identify forming, storming, norming and performing in this clip: <https://www.youtube.com/watch?v=OUxMvhSi51Q>  Coaching  From the original article of Smith et al., or from the OCR Key research guide, identify the key features of Coach Effectiveness Training used in the Smith et al. study. Including rewards, instruction, don’t punish and instruction.  Leadership  What makes a good leader? Class discussion. <https://www.youtube.com/watch?v=0VZW54uJW4s>  Students can research and make notes on a number of leadership theories here: [http://www.leadership-central.com/](http://www.leadership-central.com/leadership-theories.html#ixzz4OekVZrY2)  [leadership-theories.html#ixzz4OekVZrY2](http://www.leadership-central.com/leadership-theories.html#ixzz4OekVZrY2)  Including the Great Man Theory, Trait Theory, Behavioural Theories, Contingency Theories, Transactional Theories and Transformational Theories.  Using all of the debates –What factors influence the performance of sports teams? | Debates paragraph – describe the influence of teams, coaching and leadership on team performance using all debates from the specification. | Remove marks and comments from candidate style answers and students mark these using mark schemes for homework. OCR resource: Component 3, [Candidate Style Answers](http://ocr.org.uk/Images/309115-unit-03-%20%20sport-and-exercise-psychology-candidate-%20style-answers.pdf) |
| 14 | **Performing with others – Key Research**  Smith et al. (1979) Coach effectiveness training:  a cognitive- behavioural approach to enhancing relationship skills in youth sports coaches. | Describe the aims, method, results and conclusions of Smith et al.’s (1979) study.  Evaluate the study through appropriate issues and debates.  Explain how the study could be used to improve relationship skills in youth sports coaches. | OCR resource: [Key Research Guide](http://ocr.org.uk/Images/335052-%20%20sport-and-exercise-psychology-key-research-guide.pdf)  Use the guide and/or textbook to describe the background, aims, procedures, design, sample, results and conclusions from the Smith et al. (1979) study:  Class debate – each students is assigned one part of a debate and relate it to ‘performance of sports teams’ and feedback to the rest of the class.  Students explain how research by Smith et al. (1979) could be used to improve relationship skills in youth sports coaches | Students compare their responses to the candidate style answers, self-assess and make changes. OCR resource: [Component 3 Candidate Style Answers](http://ocr.org.uk/Images/309115-%20%20unit-03-sport-and-exercise-%20%20psychology-candidate-style-%20%20answers.pdf) | Write about the individual and situational debate with regard to the performance of sports teams. |
| 15 | **Performing with others – Application**  At least one strategy for improving team performance. | Describe at least one strategy for improving team performance.  Evaluate at least one strategy for improving team performance.  Apply knowledge of at least one strategy for improving team performance. | Ideas blast – how can coaches improve sports performance?  A useful article on Cognitive Behavioural Coaching which can be used by students to describe some strategies to improve performance [http://www.erhvervscoach.com/dok/cognitive-](http://www.erhvervscoach.com/dok/cognitive-coaching-neenan-garmer-CBC03.pdf)  [coaching-neenan-garmer-CBC03.pdf](http://www.erhvervscoach.com/dok/cognitive-coaching-neenan-garmer-CBC03.pdf)  What problems are there with this strategy?  Apply knowledge from Smith et al.’s study to describe strategies. | Read and make notes on candidate style answers to plan essay. OCR resource: [Component 3 Candidate style answers](http://ocr.org.uk/Images/309115-%20%20unit-03-sport-and-exercise-%20%20psychology-candidate-style-%20%20answers.pdf) | A team of young hockey players…  Write about how a sports psychologist might apply their knowledge of sports coaching to explain the win to the team’s parents. |
| 16 | **Audience effects**  **– Background**  How an audience can facilitate or inhibit sports performance; home advantage. | Describe how an audience can:   * Facilitate sports performance * Inhibit sports performance * The benefits of home advantage.   Evaluate how an audience can facilitate or inhibit performance and the benefits of home advantage, through appropriate issues and debates. | Starter – what are the costs and benefits of sports players playing in front of their own supporters or away from home? Does home advantage really exist?  Students read these articles on home advantage and find evidence to support the following views:  Audience can facilitate performance. Audience can inhibit performance. Playing at home is an advantage.  Playing at home is a disadvantage.  [https://www.theguardian.com/sport/2008/feb/03/features.](https://www.theguardian.com/sport/2008/feb/03/features.sportmonthly16)  [sportmonthly16](https://www.theguardian.com/sport/2008/feb/03/features.sportmonthly16)  [http://bleacherreport.com/articles/1604854-how-much-does-](http://bleacherreport.com/articles/1604854-how-much-does-home-field-advantage-matter-in-soccer)  [home-field-advantage-matter-in-soccer](http://bleacherreport.com/articles/1604854-how-much-does-home-field-advantage-matter-in-soccer)  [http://believeperform.com/education/theories/crowd-effects-](http://believeperform.com/education/theories/crowd-effects-and-the-home-advantage/)  [and-the-home-advantage/](http://believeperform.com/education/theories/crowd-effects-and-the-home-advantage/)  Issues - What confounding variables could influence research into audience effects of performance? E.g. ability, form and injury. | Apply debates to the view that playing at home is an advantage. | Explain how an audience can facilitate or inhibit sports performance (10). |
| 17 | **Audience effects**  **– Key Research**  Zajonc et al. (1969) Social enhancement and impairment of performance in the cockroach. | Describe the Zajonc et al. (1969) study.  Evaluate the study through appropriate issues and debates.  Use the study to explain audience effects. | Starter - <https://www.youtube.com/watch?v=VWsjET4f-2c>  What was the aim of Zajonc’s research in relation to drive theory and social facilitation?  What type of experiment was it?  What were the IVs and DVs in the two experiments? Who were the participants and why were they chosen? Where were the participants kept prior to the study?  Outline the procedures of the different conditions.  What were the results in the two conditions? Were they significant?  What can be concluded from the study in terms of the effect of enhancement of performance, social facilitation and drive theory?  Evaluation debates: pairs of students prepare and argue for and against the reliability, validity, sampling bias, usefulness, freewill, situational explanation. Other students identify key points from the debates. | Summarise the issues and debates arguments in a table. | Write about the methodological issues involved when researching audience effects.  Or a similar debates question. |
| 18 | **Audience Effects**  **– Application** At least one strategy for training for and  playing spectator sports. | Describe at least one strategy for training for and playing spectator sports.  Evaluate at least one strategy for training for and playing spectator sports.  Apply knowledge of at least one strategy for training for and playing spectator sports. | Starter questions:  How does Zajonc et al.’s research support the idea that the presence of others increases arousal?  What implications do the findings about familiarity of task and environment have on sportsmen and women?  What can sports teams learn from Zajonc et al.’s findings on unfamiliar tasks and environments?  How can arousal and anxiety be managed to improve sports performance?  The England football teams are due to play an away match in a hostile environment. Write about one strategy for training for and playing spectator sports. | Students write a scenario about good performance in the subsequent match at home: Discuss how a sports psychologist might apply their knowledge of audience effects to explain the win (10). | Revise for end of topic test. |

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