

Qualification
Accredited

GCSE (9-1)

Scheme of work

PSYCHOLOGY

J203

For first teaching in 2017

Introduction

This scheme of work offers an example of how the new OCR GCSE (9–1) Psychology course could be organised over two years but is in no way prescriptive or definitive. It is designed as a guide only and the order of topics can be changed to suit the school and teacher preferences. Please always refer to the specification as your main point of reference. Textbook references are to OCR GCSE (9–1) Psychology textbook by Billingham and Kitching, published by Hodder in June 2017.

Resources listed are examples of resources that might be used to stimulate discussions, activities and questions related to the relevant psychology topics. They are not intended as an exhaustive list. Some of the suggested resources are from our A Level psychology resource package, as some of the content can be adapted for use at GCSE. As some of the A Level material is not required at GCSE please do always check the GCSE specification.

Content

The new GCSE (9–1) Psychology specification requires learners to study psychological ideas, processes, techniques and procedures, through the following topics:

- Criminal Psychology
- Development
- Psychological Problems
- Social Influence
- Memory
- Sleep and dreaming
- Brain and Neuropsychology*
- Research Methods**

* Content of brain and neuropsychology has been embedded within the other topics. Content relating to the brain and neuropsychology has been underlined.

**Content of research methods is to be embedded within topics as well as standalone sections. Content relating to research methods has been highlighted in red font.

Curriculum plan for Component 1

Lesson No.	Aims and Objectives	Specification Content/Key Terms	Lesson Content	Homework/Assessment
Paper 1 - Criminal Psychology				
1	<p>Define 5 different types of crimes.</p> <p>Identify examples of different types of offences.</p> <p>Apply knowledge of 5 different types of crimes.</p>	<p>Key concept: Different types of crime including: violent; drug related; acquisitive; sexual; and anti-social offences.</p>	<p>Ideas Blast Starter – What different types of crimes are there?</p> <p>Students to define the different types of crime, then research the nature of the crimes below (this could include what sentence could be received), then categorise them into offence types:</p> <p>Robbery, GBH, Burglary, Indecent Assault, Indecent Exposure, Possession of a Firearm, Possession With Intent to Supply Class A, Theft, Affray, Assault PC, ABH, Possession of Class B, Production of Cannabis, Murder, Rape, Manslaughter, Fraud, Harassment, Criminal Damage, Without Violence, Taking Without Consent, Identity Fraud, Money Laundering, Kidnap, Arson with Intent to Endanger Life, Shoplifting, Public Order Offence, Handling Stolen Goods.</p>	<p>Describe and give an example of a) violent offence</p> <p>b) drug related offence</p> <p>c) acquisitive offence</p> <p>d) sexual offence</p> <p>e) anti-social offence</p>
2	<p>Outline a norm and a deviation from a norm.</p> <p>Define and discuss the social construct of crime.</p> <p>Describe cultural differences in criminal and anti-social behaviour.</p> <p>Apply knowledge to a novel source.</p>	<p>Key concept: Criminal behaviour as a social construct including deviation from norms and the role of culture in defining criminal/anti-social behaviour.</p>	<p>Starter – what is a norm/deviation from norm?</p> <p>Students research crimes from different cultures:</p> <p>http://thoughtcatalog.com/rachel-hodin/2013/10/67-ridiculous-laws-from-around-the-world-that-still-actually-exist/</p> <p>Ideas blast – what anti-social behaviours are not criminal?</p> <p>Class discussion – why have certain behaviours been decriminalised? e.g. homosexuality. What role does culture play in this?</p> <p>Why have certain behaviours been criminalised? e.g. internet trolling.</p> <p>Is internet trolling a social construct? Does this occur in all cultures?</p>	<p>Consolidate learning through key term definitions:</p> <p>Criminal behaviour</p> <p>Anti-social behaviour</p> <p>Social construct</p> <p>Deviation from norms</p> <p>Culture</p> <p>Using these terms and examples – write a paragraph on how criminal behaviour is a social construct.</p>

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Lesson No.	Aims and Objectives	Specification Content/Key Terms	Lesson Content	Homework/Assessment
3 and 4	<p>Describe different methods of how crime is measured including official statistics and self-report.</p> <p>Discuss problems with using official statistics as a way of measuring crime.</p> <p>Discuss problems with self-report as a method of measuring.</p> <p>Apply knowledge and understanding of how crime is measured.</p> <p>Describe when to use a bar chart.</p> <p>Construct an accurate and correctly labelled bar chart.</p>	<p>Key concept: How crime is measured: official statistics and self-report.</p> <p>Research Methods – Analysing Research: Bar charts</p>	<p>Students research crime statistics in their area: https://www.crime-statistics.co.uk/postcode/search</p> <p>How do they compare to national crime statistics? http://ukcrimestats.com/</p> <p>Research and debate which crimes are most and least likely to be solved and why?</p> <p>Which crimes are least likely to be reported by victims?</p> <p>Why may the following crimes not be reported? – Domestic abuse, anti-social behaviour, criminal damage, Pickpocketing? Why may gang crimes and serial offenders affect crime stats?</p> <p>Extension task – Why else may crime figures be inaccurate? https://www.theguardian.com/uk-news/2014/jan/15/police-crime-figures-status-claims-fiddling</p> <p>Introducing bar charts as a way of visualising data:</p> <p>Descriptive statistics workbook, section 5: worksheet 3</p>	<p>SAM Question 13</p> <p>Using the table above:</p> <p>a) Sketch a bar chart to represent the crime figures for town X. [4]</p> <p>b) Identify which type of crime would give the modal class. [1]</p> <p>c) Name one other type of crime that may not been reported in town X. [1]</p> <p>Extension - students could draw other graphs and charts and carry out other calculations. (to be covered later in the course)</p>
5	<p>Describe The Social Learning Theory.</p> <p>Apply the Social Learning Theory as an explanation of Criminal/Anti-Social Behaviour.</p> <p>Define the key terminology from Social Learning Theory.</p>	<p>The Social Learning Theory: identification with role models</p> <p>the role of observation and imitation</p> <p>the process of vicarious reinforcement</p> <p>the role of direct reinforcement and internalisation</p>	<p>Video – An introduction to Social Learning Theory – Children see, children do advert.</p> <p>Video – Crash course (0-1.48) – Social Learning Theory and Aggression.</p> <p>Class discussion on initial ideas on what SLT is.</p> <p>Students then summarise SLT using the following key terms:</p> <p>Observation, imitation, identification, role model, mental representation, internalisation, vicarious reinforcement, vicarious punishment, direct reinforcement, self-efficacy.</p> <p>Students apply knowledge of what they have learnt about SLT to explain different criminal/anti-social behaviours.</p>	<p>Flipped Learning Task – Students research the nature/nurture debate and at the start of the next lesson give a statement on where they stand on the debate and why they support that side.</p>

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6	<p>Discuss criticisms of the Social Learning Theory as an explanation of Criminal/Anti-Social Behaviour.</p> <p>Describe the Nature/Nurture Debate.</p> <p>Apply the Nature/Nurture Debate to the Social Learning Theory as an explanation of Criminal/Anti-Social Behaviour.</p>	<p>The Social Learning Theory: criticisms of the theory including the nature/nurture debate.</p>	<p>Evaluation of the social learning theory, including criticisms of the theory including the nature/nurture debate.</p> <p>Using evidence from these articles or other sources, students complete a nature vs. nurture table to explain why crimes occurred.</p> <p>http://naturevsnurturedebate.weebly.com/justification-of-criminal-behavior.html</p> <p>http://www.independent.co.uk/news/uk/crime/born-bad-or-made-bad-the-debate-is-reignited-2034312.html</p> <p>http://www.belfasttelegraph.co.uk/sunday-life/news/nature-versus-nurture-28403763.html</p> <p>Class discussion on further weaknesses of SLT as an explanation of criminal behaviour.</p>	<p>Homework reflection – Is all criminal behaviour learnt? What else could cause criminal behaviour?</p>
7	<p>Outline the Background of Cooper and Mackie's research.</p> <p>Describe the method, design), sample, materials/apparatus, and procedure of Cooper and Mackie's research.</p> <p>Describe the results of Cooper and Mackie's research.</p> <p>Describe the conclusions of Cooper and Mackie's research.</p>	<p>Describe the Social Learning Theory Research Study – Cooper and Mackie (1986): Study into video games and aggression in children.</p>	<p>OCR guide to core studies 1</p> <p>– Using the OCR Core studies guide divide students into a group of 4. Each member of the group makes notes on one of the following:</p> <p>Background, aims and hypothesis</p> <p>Research method, sample and materials</p> <p>Procedures</p> <p>Key Findings</p>	<p>Summarise Cooper and Mackie's research in 200 words.</p>

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8, 9, 10 and 11	<p>Demonstrate knowledge and understanding of the features of a laboratory experiment.</p> <p>Apply knowledge of laboratory experiments to a novel source.</p> <p>Be able to plan a laboratory investigation.</p> <p>Describe strengths and weaknesses of laboratory experiments.</p> <p>Identify and construct null and alternative hypotheses.</p> <p>Identify and construct hypotheses to predict differences, correlations, or no patterns.</p> <p>Identify and manipulate independent variables.</p> <p>Identify and make dependent variables measurable.</p> <p>Identify and make co-variables measurable.</p> <p>Describe and identify independent measures and repeated measures design.</p> <p>Identify strengths and weaknesses of experimental designs.</p>	<p>Research Methods – Lab Experiments - Features of doing research and their associated strengths and weaknesses including reliability and validity.</p> <p>Research Methods – Hypotheses</p> <p>Null and alternative hypotheses.</p> <p>Hypotheses to predict differences, correlations, or no patterns.</p> <p>Research Methods – Variables</p> <p>Independent variables and how they can be manipulated.</p> <p>Dependent variables and how they can be measured.</p> <p>Co-variables and how they can be measured.</p> <p>Extraneous variables and how they can be controlled, including the use of standardisation.</p> <p>Research Methods – Experimental Designs:</p> <p>Repeated measures design and Independent measures design.</p>	<p>Because Cooper and Mackie’s study was a lab experiment, this is a good opportunity to introduce this research methods topic, as well as hypotheses and variables and experimental designs.</p> <p>Lab Experiments</p> <p>OCR resource: Methods and techniques experiments workbook – Although this is an A Level resource, the workbook can be used as part of teaching lab experiments and other related topics.</p> <p>Hypotheses and Variables</p> <p>You can use extracts of material from these OCR A Level Psychology lesson elements when teaching hypothesis and variables. Remember you only need to use those parts relevant to the GCSE specification.</p> <p>OCR resource: Aims, hypotheses and variables workbook</p> <p>OCR resource: Introduction to hypotheses</p> <p>Design a terrible experiment activity – the one with most extraneous variables wins.</p> <p>Construct a large variables table with columns: IV, DV, (co-variables), extraneous variables, controlled extraneous variables. Insert Cooper and Mackie’s variables. Add to this throughout the course for the 11 other studies.</p> <p>Experimental Design</p> <p>The experimental design lesson element can be used for teaching independent measures and repeated measures designs.</p> <p>OCR Resource: Experimental designs</p>	<p>SAM Questions Paper 1 – Application of knowledge</p> <p>You have been asked to carry out an experiment to investigate whether noise affects reading speed. The theory is that people will take longer to read a passage from a book when there is a lot of background noise than when it is silent.</p> <p>Outline the procedure you would use in your investigation. [4]</p> <p>Describe two weaknesses of using an experiment for your investigation. [4]</p> <p>SAM Question Paper 1 – State an alternative hypothesis for your investigation [2]</p> <p>This can be used from the SAM scenario or investigations that students can think of.</p> <p>SAM Questions Paper 1: What experimental design would you choose in your investigation? Justify your answer. [2]</p> <p>Describe one strength of using this experimental design in your investigation. [1]</p> <p>Additional question – Describe one weaknesses of using this experimental design in your investigation. [1]</p> <p>This can be used from the SAM scenario or other examples e.g. the effect on chocolate on throwing accuracy, or the effect of coffee on reaction times.</p>

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12	<p>Discuss the criticisms of Cooper and Mackie's research.</p> <p>Apply knowledge of weaknesses of lab experiments and experimental design to Cooper and Mackie's research.</p>	<p>Criticisms of Social Learning Theory Research Study – Cooper and Mackie (1986): Study into video games and aggression in children.</p>	<p>Students apply knowledge of strengths and weaknesses of lab experiments and independent measures design to the Cooper and Mackie study. Write an evaluation paragraph in the context of the study.</p> <p>Class discussion on criticisms relating to the ethics of the study and the sample used can also be added to the evaluation paragraph.</p>	<p>SAMs MCOs 9a, 9b, 9c</p>
	<p>Describe Eysenck's Criminal Personality Theories (1964 and 1992) and the Biological Basis of Personality (1967)</p> <p>Apply Eysenck's Theory as an explanation of Criminal/Anti-Social Behaviour.</p> <p>Define the key terminology from Eysenck's Theory.</p> <p><i>Know and understand key concepts in relation to the brain and neuropsychology.</i></p> <p>Describe rating scales.</p> <p>Design and apply knowledge of rating scales</p> <p>Identify strengths and weaknesses of rating scales.</p>	<p>Eysenck's Criminal Personality Theories (1964 and 1992) and the Biological Basis of Personality (1967)</p> <ul style="list-style-type: none"> • Extraversion; neuroticism; and psychoticism; in relation to criminal behaviour • <i>how the central nervous system relates to cognitions and behaviour, with specific reference to arousal levels and the criminal personality</i> • <i>how functions of the brain relate to cognitions and behaviour with specific reference to synapses and dopaminergic neurons and how they interact in an overactive dopamine system in psychoticism.</i> • <i>the role of dopamine reward systems; the reticular activation system and the cerebral cortex in extroversion.</i> • <i>the role of the autonomic nervous and the limbic system in neuroticism.</i> 	<p>Starter - Complete a version of Eysenck's PEN personality test – http://similarminds.com/eysenck.html</p> <p>Before submitting their results students should try and identify the personality characteristics the questionnaire is trying to measure.</p> <p>Research Methods – students outline what a rating scale is and discuss the strengths and weaknesses of such a questionnaire.</p> <p>Class discussion on this statement at the beginning of the test:</p> <p>'Answering these questions accurately requires honest reflection on how you really think, feel, and act in general and maybe taking the test on more than one occasion. Some of the questions on this test measure personality traits differently than you might guess so trying to answer the test in a way you think would be ideal is just going to screw up your results, so just focus on being honest if you want the most accurate results.' – What does this tell us about questionnaire?</p> <p>Analyse and share results with the rest of the class. What do these characteristics mean: Extraversion, neuroticism and psychoticism? Define the terms. Why are they likely to cause criminal behaviour?</p> <p>Lecture/read notes on the central nervous system and then students label a diagram.</p> <p>Answer the following questions using resources such as (or the textbook):</p> <p>http://www.bbc.com/future/story/20130717-what-makes-someone-an-extrovert</p>	<p>Describe Eysenck's criminal personality theory using all of these key terms:</p> <p>Extraversion, neuroticism, psychoticism, central nervous system, arousal levels,</p> <p>Synapses, dopaminergic neurons, overactive dopamine, dopamine reward systems, reticular activation system, cerebral, autonomic nervous, limbic system, early socialisation, and conditioning.</p>

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13 and 14		<ul style="list-style-type: none"> the role of early socialisation and difficulties in conditioning children criticisms of the theory including the issue of individual differences. <p>Research Methods – Rating Scales</p>	<p>http://www.psychotron.org.uk/newResources/criminological/A2_AQB_crim_EysenckTheory.pdf</p> <p>http://personalityresearch.org/papers/jang.html</p> <p>https://www.britannica.com/topic/neuroticism</p> <p>How does the central nervous system relate to arousal levels and the criminal personality?</p> <p>How do synapses and dopaminergic neurons interact in an overactive dopamine system? How does this cause psychoticism?</p> <p>Outline the role of dopamine reward systems, the reticular activation system and the cerebral cortex? How do they cause extroversion?</p> <p>Describe the role of the autonomic nervous and the limbic system. How do they explain the development of neuroticism?</p> <p>How does early socialisation and difficulties in conditioning children explain the criminal personality?</p>	

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15	<p>Discuss criticisms of Eysenck's Criminal Personality Theory as an explanation of Criminal/Anti-Social Behaviour.</p> <p>Describe the issue of individual differences.</p> <p>Apply the issue of individual differences to Eysenck's Criminal Personality Theory as an explanation of Criminal/Anti-Social Behaviour.</p>	<p>Eysenck's Criminal Personality Theory</p> <p>criticisms of the theory including the issue of individual differences.</p>	<p>Criticisms of the theory including the issue of individual differences – class discussion does this theory apply to everyone? Compare SLT to Eysenck's theory – Pairs debate on which theory is best.</p> <p>Read and make notes on further weaknesses from the GCSE Textbook</p> <p>SAMS – Eysenck devised a Criminal Personality Theory.</p> <p>a) State what is meant by extroversion in relation to criminal behaviour.[2]</p> <p>b) A psychologist wanted to investigate the neuropsychology involved in extraversion.</p> <p>Outline one way she could carry out her investigation. [2]</p> <p>c) Outline one criticism of Eysenck's theory. [2]</p>	<p>SAM Question – Outline the process of synaptic transmission. [2]</p>
16	<p>Outline the background of Heaven's research.</p> <p><i>Describe the method, design, sample, materials/apparatus, and procedure of Heaven's research.</i></p> <p>Describe the results of Heaven's research.</p> <p>Describe the conclusions of Heaven's research.</p>	<p>Describe the Criminal Personality Theory Research Study – Heaven (1996): Study into delinquency, extroversion, psychoticism and self-esteem.</p>	<p>Using the OCR core studies guide (pages 10-12) or another source, answer the following questions:</p> <p>Name and describe the 3 personalities associated with criminal behaviour.</p> <p>What was the aim of the study?</p> <p>What were the two reasons that self-esteem was measured?</p> <p>What was the alternative hypothesis?</p> <p>Re-write this as a null hypothesis.</p> <p>Why is this study known as a longitudinal study?</p> <p>How was data gathered?</p> <p>Who were the participants?</p> <p>What is good and bad about the sample?</p> <p>How was the study ethical?</p> <p>What gender differences were found?</p> <p>What is a correlation?</p> <p>What did psychoticism correlate with?</p> <p>What extroversion correlates with?</p> <p>What were results in relation to self-esteem?</p> <p>How do the results support Eysenck's theory?</p> <p>How do the results go against Eysenck's theory?</p> <p>What else could cause criminal behaviour?</p>	<p>Using the answers to these questions summarise Heaven's study.</p>

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17	<p>Demonstrate knowledge and understanding of the features of a questionnaire.</p> <p>Apply knowledge of questionnaires to a novel source.</p> <p>Be able to plan a questionnaire.</p> <p>Describe strengths and weaknesses of questionnaires.</p>	<p>Research Methods - Questionnaires - Features of doing research and their associated strengths and weaknesses including reliability and validity.</p> <ul style="list-style-type: none"> • Open questions • Closed questions • Rating scales 	<p>Recap rating scales and Questions from SAM Paper 2 – Outline one strength of using a rating scale to measure people’s experience of the ride. [2]</p> <p>As Eysenck and Heaven both use questionnaires in their research this is an ideal opportunity to cover this part of research methods content.</p> <p>Students work through the appropriate activities for GCSE in the OCR resource: methods and techniques self report workbook. This is an A Level resource but some of the activities here can be used at GCSE level.</p> <p>Section 2: Types of self-report – Pages 3–9 on questionnaires with a particular focus on open questions closed questions.</p>	<p>Extension – Carry out some data analysis on the results from a questionnaire that has been carried out.</p>
18	<p>Demonstrate knowledge and understanding of the features of correlations. Apply knowledge of correlations to a novel source.</p> <p>Be able to plan correlational research.</p> <p>Describe strengths and weaknesses of correlations.</p> <p>Describe when to use a scatter diagram.</p> <p>Construct an accurate and correctly labelled scatter diagram.</p>	<p>Research Methods – Correlations - Features of doing research and their associated strengths and weaknesses including reliability and validity.</p> <ul style="list-style-type: none"> • Use of quantitative data • Positive, negative and zero correlations <p>Research Methods – Analysing Research: Scatter Diagrams.</p>	<p>As the data gathered by Heaven was analysed through correlations this is an ideal opportunity to cover this part of research methods content.</p> <p>The key information on correlations, the use of quantitative data, positive, negative and zero correlations can be taught through the OCR resource: Correlations presentation. Students can then carry out some of the activities in the OCR resource: correlations workbook.</p> <p>What can Heaven conclude based on the results from the correlational analysis?</p> <p>Use correlation content in the OCR resource: Descriptive statistics workbook, section 5, worksheet 3.</p> <p>Scatter Diagrams Section 5: Worksheet 3 – Charts and Graphs</p>	<p>SAMS Question Paper 2 – Explain two weaknesses of this correlational study. [4]</p>

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19	<p>Discuss the criticisms of Heaven's research.</p> <p>Apply knowledge of weaknesses of Correlations to Cooper and Mackie's research.</p> <p>Apply knowledge of weaknesses of Questionnaires to Cooper and Mackie's research.</p>	<p>Key research: Criminal Personality Theory Research Study – Heaven (1996): Study into delinquency, extroversion, psychoticism and self-esteem.</p>	<p>Evaluation carousel, split students in to groups of five, give each group a different evaluation issue to focus upon (use of self reports, use of correlations, sample, ethics, and validity). Students should make notes on what they think is a strength and weakness in relation to their allocated point. Teacher checks answers and students then regroup in to a new group to peer teach their evaluation point and collate new notes (one student from each group forms a new group).</p>	<p>SAMS - Participants in Heaven's (1996) study into personality and delinquency completed questionnaires which included rating scales.</p> <p>(a) Explain one strength of questionnaires as used in this study. [2]</p> <p>(b) Explain one way that the procedure of Heaven's study could be improved. [2]</p>
20	<p>Describe the role of rehabilitation in reducing criminal/anti-social behaviour and increasing pro-social behaviour.</p> <p>Apply knowledge of the changing nature of punishment to a novel source.</p>	<p>Application – The changing nature of punishment:</p> <p>The role of rehabilitation in reducing criminal/anti-social behaviour; and increasing pro-social behaviour including restorative justice and the use of positive role models.</p>	<p>Group research task – students are allocated a rehabilitation method and describe how the strategy works, who it may be used with and how effective the method is. This could be a leaflet/poster or a presentation. Students could also write questions for others to answer from their information:</p> <p>Offending Behaviour Programmes – e.g. Thinking Skills Programme, Alcohol Related Violence, and Resolve.</p> <p>Substance Misuse Services – e.g. 12 Steps Programme</p> <p>Education, Training and Employment</p> <p>Restorative Justice</p> <p>Five Minute Intervention – Prison Officer Training (Positive Role Models)</p> <p>Social Skills Training</p> <p>Therapeutic Communities</p>	<p>Present rehabilitation method to the other groups.</p> <p>Make notes on the other methods from the posters.</p>

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21	<p>Describe the effects of punishment and deterrents in reducing criminal/anti-social behaviour.</p> <p>Apply knowledge of the changing nature of punishment to a novel source.</p>	<p>Application – The changing nature of punishment: The effects of punishment and deterrents in reducing criminal/anti-social behaviour; including the use of prisons, community sentences and fines.</p>	<p>Using the principles of behavioural psychology, students should describe why prisons, community sentences and fines prevent reoffending and as deterrents for the others. To include the key terms punishment, reinforcement, observation, imitation and vicarious learning in these descriptions.</p> <p>Class debate – Why punishment doesn't work! Using the articles below students identify why these punishments alone do not work in reducing criminal/anti-social behaviour:</p> <p>Why we don't need prisons! http://www.bbc.co.uk/news/magazine-37904263</p> <p>Community Sentences fail to stop reoffending: http://www.bbc.co.uk/news/21523413</p> <p>Fines don't work – http://www.yorkpress.co.uk/news/4884459.Sussex_criminals_are_repeatedly_dodging_court_fines/</p>	<p>SAMS Question – Describe how restorative justice can help to reduce acquisitive reoffending. [3]</p>
22		Preparation for the assessment		

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Paper 1 - Development				
23 and 24	<p>Outline the features of the pre-natal stage of development.</p> <p>Outline the features of the childhood stage of development.</p> <p>Outline the adolescence stage of development.</p> <p>Outline the adulthood stage of development.</p> <p>Apply knowledge of the stages of development.</p>	<p>Key concept: Stages of development; pre-natal, childhood adolescence and adulthood.</p>	<p>Pre-natal development – read and make notes http://www.sparknotes.com/psychology/psych101/development/section2.rhtml</p> <p>Childhood development (including an introduction to Piaget and Vygotsky) – Crash course clip https://www.youtube.com/watch?v=8nz2dtv--ok&list=PL7mwpALqWPodLX8D6ikE-ZE-zLL4oyOhb</p> <p>Adolescence and adulthood (including intelligence) – Crash course clip – discuss and make notes. https://www.youtube.com/watch?v=PzyXGUCngoU</p>	<p>Summarise key developmental changes at these ages (to be added to next lesson).</p>
25	<p>Describe the development of brain structures and functions.</p> <p><i>Know and understand key concepts in the brain and neuropsychology.</i></p> <p>Apply knowledge of brain structures and functions.</p>	<p><i>Key concept: The development of brain structures and functions, the nervous system, neurons, synapses and their interaction in development of the brain.</i></p>	<p>An article on early brain development, students to focus on 'Neurons and synapses form the wiring of the brain' http://www.urbanchildinstitute.org/why-0-3/baby-and-brain</p> <p>Complete the gap fill activity in the OCR resource: Learner Resource 1 – nervous system. This is contained in a folder called Learner resources: Development.</p> <p>Build a neuron activity: http://s3-eu-west-1.amazonaws.com/tutor2u-media/resource-samples/7.2-Build-a-Neuron.pdf</p> <p>Build a play dough brain to identify structures and functions of the brain http://www.science-sparks.com/2012/01/30/make-a-play-dough-brain/</p> <p>Students complete a brain development timeline:</p> <p>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.</p>	<p>SAMS questions 15a, b and c</p>

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26	Describe the features of IQ tests. Apply knowledge of IQ tests as a measure of intelligence.	Key concept: IQ tests as a measure of intelligence.	Starter – IQ tests http://iq-test.co.uk/ and http://www.free-iqtest.net/ Research the history of IQ – including the Stanford-Binet Test and Weschler IQ Test and Different types of intelligence – Howard Gardner Multiple Intelligences: http://www.bbc.co.uk/guides/z983nbk A great webpage to use for guided study throughout this topic. And these 3 podcasts could be used as part of a flipped learning/ homework task. http://www.bbc.co.uk/programmes/b042q944/episodes/downloads	Listen to the podcasts ready for discussion next lesson.
27 and 28	Describe Piaget's Theory of Cognitive Development. Apply Piaget's Theory as an explanation of Cognitive Development. Define the key terminology from Piaget's Theory.	Piaget's Theory of Cognitive Development: <ul style="list-style-type: none"> the four invariant stages of development: sensori-motor, pre-operational, concrete-operational, formal operational assimilation and accommodation the concepts of object permanence, animism and egocentrism the processes of decentration, reversibility and conservation 	Research Piaget's theory and define the following key terms: Assimilation, accommodation, fixed, invariant, universal, little scientists Sensori-motor stage – schemas, object permanence Pre-operational stage – egocentrism, animism Concrete Operational – conservation, reversibility Formal Operational – hypothetical thinking, abstract thinking. Practical Activity – Students research and plan an experiment based on one Piaget's studies e.g. the three mountains experiment on children of different ages (further guidance can found in the OCR GCSE Psychology textbook). This should include a hypothesis to test and standardised procedures.	Complete planning of practical ready for next lesson.

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Lesson No.	Aims and Objectives	Specification Content/Key Terms	Lesson Content	Homework/Assessment
29	<p>Describe and identify ethical issues.</p> <p>Describe and identify ways of dealing with ethical issues.</p> <p>Outline the BPS Code of Ethics and Conduct.</p> <p>Apply knowledge of ethical issues to novel sources.</p>	<p>Research Methods – Ethical issues:</p> <p>Knowledge and understanding of the following ethical issues:</p> <ul style="list-style-type: none"> • lack of informed consent • protection of participants / psychological harm • deception. <p>Ways of dealing with ethical issues:</p> <ul style="list-style-type: none"> • use of debriefing • right to withdraw • confidentiality. <p>The British Psychological Society's Code of Ethics and Conduct.</p>	<p>Lesson element on ethical issues to cover:</p> <p>Ethical issues: lack of informed consent, protection of participants/ psychological harm, deception. Ways of dealing with ethical issues: use of debriefing, right to withdraw, confidentiality and the BPS Code of Ethics and Conduct.</p> <p>OCR resource: Ethical guidelines can be found in the folder called Learner resources: Research methods</p> <p>http://mentalfloss.com/article/52787/10-famous-psychological-experiments-could-never-happen-today – Why are these experiments unethical? Discussion.</p> <p>Write a parental consent form for the Piaget practical.</p>	<p>Conduct Piaget practical.</p> <p>SAM Question Paper 1:</p> <p>Explain how one ethical issue may impact on your investigation.</p> <p>Your chosen ethical issue:</p> <p>Impact: [3]</p>
30	<p>Discuss criticisms of the Piaget's Theory of Cognitive Development.</p> <p>Describe the Reductionism/ Holism Debate.</p> <p>Apply the Reductionism/ Holism Debate to the Social Learning Theory as an explanation of Criminal/Anti-Social Behaviour.</p>	<p>Piaget's Theory of Cognitive Development:</p> <ul style="list-style-type: none"> • criticisms of the theory including the reductionism/holism debate. 	<p>Criticisms of the theory including the reductionism/holism debate.</p> <p>Student discussion – what other factors affect development? Why does that make Piaget's theory reductionist?</p> <p>Video – Vygotsky vs. Piaget</p> <p>Video – Piaget & Vygotsky return</p> <p>Piaget vs. Vygotsky – what factors does Piaget ignore?</p>	<p>SAMS Question – Outline what Piaget meant by the concept of egocentrism. [2]</p> <p>Give one example of how a child may show egocentrism when playing with others. [1]</p> <p>Similar questions can be asked using other terminology from Piaget's theory.</p>

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Lesson No.	Aims and Objectives	Specification Content/Key Terms	Lesson Content	Homework/Assessment
31	<p>Outline the Background of Piaget's research.</p> <p>Describe the method, design), sample, materials/apparatus, and procedure of Piaget's research.</p> <p>Describe the results of Piaget's research.</p> <p>Describe the conclusions of Piaget's research.</p>	<p>Describe the Cognitive Development Research Study – Piaget (1952): Study into the conservation of number.</p>	<p>Students describe the conservation of the number experiment using the following resources to help them:</p> <p>Video – Piaget's number conversion task</p> <p>Video – Piaget's study of conservation</p> <p>OCR resource: Guide to core studies 1</p> <p>Carry out a cost benefit analysis of the ethics of Piaget's conservation of number study and the 2 previous criminal studies that have been covered to include: lack of informed consent, protection of participants/psychological harm, deception, Ways of dealing with ethical issues: use of debriefing, right to withdraw, confidentiality.</p>	<p>Describe one strength and one weakness of the ethics of Piaget's study into the conservation of number. [4]</p>
32	<p>Demonstrate knowledge and understanding of the features of a natural experiment.</p> <p>Apply knowledge of natural experiments to a novel source.</p> <p>Be able to plan a natural experiment.</p> <p>Describe strengths and weaknesses of natural experiments.</p>	<p>Research Methods – Natural Experiment- Features of doing research and their associated strengths and weaknesses including reliability and validity.</p>	<p>Flash test and recap – what are the IV and DV?</p> <p>Define a natural experiment using the terms IV and DV.</p> <p>Students research examples of natural experiments.</p> <p>Exam type question – why is Piaget's study a natural experiment?</p> <p>Compare a natural experiment to a lab experiment – students identify what is better and worse about each of the types of experiment.</p>	<p>Stretch and Challenge – how is a natural experiment different to a quasi-experiment?</p>

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Lesson No.	Aims and Objectives	Specification Content/Key Terms	Lesson Content	Homework/Assessment
33	<p>Discuss the criticisms of Piaget's research.</p> <p>Apply knowledge of weaknesses of Natural Experiments to Piaget's research.</p> <p>Describe and apply knowledge of population validity, cultural bias, questioning bias, demand characteristics.</p>	<p>Criticisms of the Cognitive Development Research Study – Piaget (1952): Study into the conservation of number.</p> <p>Research Methods –</p> <p>Learners should be able to demonstrate knowledge and understanding of the process and procedures involved in the collection, construction, interpretation, analysis and representation of data: population validity, cultural bias, questioning bias, demand characteristics.</p>	<p>Evaluating Piaget – answer the following questions. This is a good opportunity to introduce these sources of bias.</p> <p>Define the key terms: population validity, cultural bias, questioning bias, demand characteristics.</p> <p>Why was Piaget's sample lacking in population validity?</p> <p>Why was Piaget's sample culturally biased?</p> <p>What was the problem in terms of the nature of the task?</p> <p>How was there questioning bias?</p> <p>Why may there have been demand characteristics?</p>	<p>Exam type question: Evaluate Piaget's research into cognitive development.</p>
34	<p>Describe Dweck's Theory of Development.</p> <p>Define the key terminology from Dweck's Theory.</p> <p>Apply Dweck's Theory as a Learning Theory of Development.</p>	<p>Learning Theory of Development – Dweck's Mindset Theory:</p> <p>Dweck's ideas on fixed and growth mindsets</p> <p>Dweck's ideas on praise for effort</p>	<p>Video – Carol Dweck's TED Talk.</p> <p>Students watch the video and identify what growth and fixed mindsets are including examples.</p> <p>What have studies have found about how the different mindsets behave?</p> <p>What brain differences do they have?</p> <p>What causes these different mindsets?</p> <p>How can we change individual's mindsets?</p> <p>What happens when growth mindsets are taught?</p> <p>What does Dweck conclude about growth mindsets?</p> <p>https://www.tutor2u.net/the-professional-teacher/blog/carol-dweck-how-to-help-every-child-fulfil-their-potential</p> <p>What does Dweck tell us about praise for effort?</p>	

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Lesson No.	Aims and Objectives	Specification Content/Key Terms	Lesson Content	Homework/Assessment
35	<p>Describe Willingham’s Theory of Development.</p> <p>Define the key terminology from Willingham’s Theory.</p> <p>Apply Willingham’s Theory as a Learning Theory of Development.</p>	<p>Learning Theory of Development – Willingham’s Learning Theory</p> <p>Willingham’s ideas on the myth of learning styles</p> <p>Willingham’s ideas on the importance of meaning for learning</p>	<p>Starter – complete learning style questionnaire http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml - students share results and discuss whether this is accurate reflection of how they learn. What other learning styles are there?</p> <p>Begin a ‘for and against’ table on whether learning styles should be used (based on class discussion).</p> <p>https://www.washingtonpost.com/news/answer-sheet/wp/2013/05/29/the-bottom-line-on-learning-styles/</p> <p>http://www.danielwillingham.com/learning-styles-faq.html</p> <p>Video – Learning styles don’t exist</p> <p>These resources can be used to complete the table.</p>	<p>Describe Willingham’s Learning Theory including the myth of learning styles the importance of meaning for learning.</p>
36	<p>Discuss criticisms of the Learning Theories of Development.</p> <p>Describe the Nature/Nurture Debate.</p> <p>Apply the Nature/Nurture Debate to the Learning Theories of Development.</p>	<p>Criticisms of Learning Theory of Development – Dweck’s Mindset Theory and Willingham’s Learning Theory including the nature/nurture debate.</p>	<p>Criticisms of learning theories including the nature/nurture debate.</p> <p>Nature/nurture class debate – some activities from the A Level debate resources can be useful here:</p> <p>OCR resource: Teacher guide to debates (p3–7)</p> <p>OCR resource: Debates student workbook (p1–10)</p> <p>Is IQ/academic performance biological? Research task.</p> <p>Evaluation paragraph – why is ignoring the nature side of the debate a problem with Dweck’s theory?</p>	<p>SAMS - School reports</p> <p>A teacher wrote the following:</p> <p>Hannah understands that her talents and abilities can be developed through effort and persistence. She tries to improve by working hard at all times.</p> <p>Lucia believes her basic ability, intelligence and talents are unchangeable traits. She tries to be clever all the time.</p> <p>Dweck proposed that individuals have either a fixed or a growth mindset.</p> <p>a) Using the source, identify which girl Dweck would suggest has a fixed mindset. [1]</p> <p>b) Outline how the teacher could use praise to develop a growth mindset. [2]</p>

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Lesson No.	Aims and Objectives	Specification Content/Key Terms	Lesson Content	Homework/Assessment
37	<p>Outline the Background of Blackwell <i>et al.</i>'s research.</p> <p>Describe the method, design), sample, materials/apparatus, and procedure of Blackwell <i>et al.</i>'s research.</p> <p>Describe the results of Blackwell <i>et al.</i>'s research.</p> <p>Describe the conclusions of Blackwell <i>et al.</i>'s research.</p>	<p>Learning Research Study – Blackwell et al. (2007): study into fixed and growth mindsets.</p>	<p>Read pages 23–27 of the core studies guide and highlight key features of Blackwell <i>et al.</i>'s study: Divide page into four; background, procedures, results, conclusions – highlight key terms.</p> <p>OCR resource: Core studies guide 1</p> <p>Do the findings support Dweck's theory and why?</p>	<p>Recap the features of an experiment.</p>
38	<p>Demonstrate knowledge and understanding of the features of a field experiment.</p> <p>Apply knowledge of field experiments.</p> <p>Be able to plan a field experiment.</p> <p>Describe strengths and weaknesses of field experiments.</p>	<p>Research Methods – Field Experiment - Features of doing research and their associated strengths and weaknesses including reliability and validity.</p>	<p>As this study is a field experiment this a perfect opportunity to introduce this part of the research methods content.</p> <p>Information can be found in the OCR resource: Methods and techniques experiments workbook. Although this is an A Level resource, the workbook can be used as part of teaching field experiments and other related topics.</p> <p>Students outline the differences between field and lab experiments and field and natural experiments in terms of features and strengths and weaknesses.</p> <p>Outline why Blackwell's study is a field experiment.</p>	<p>Describe one weakness of the research method in Blackwell's study.</p>

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Lesson No.	Aims and Objectives	Specification Content/Key Terms	Lesson Content	Homework/Assessment												
39	<p>Discuss the criticisms of Blackwell <i>et al's</i> research.</p> <p>Apply knowledge of weaknesses of Field Experiments to Blackwell <i>et al's</i> research.</p>	<p>Key research: Learning Research Study – Blackwell <i>et al.</i> (2007): study into fixed and growth mindsets.</p>	<p>Recap evaluation points of correlations and apply these points and field experiment evaluation to Blackwell <i>et al's</i> study.</p> <p>Introduce Target populations, sampling and sample size with reference to representativeness and generalisability and apply to this study.</p> <p>Draw an evaluation spider diagram based and add points on ethics and bias, as well as sample, research methods and experimental design.</p>	<p>SAMS Question Paper 1 – A psychologist wanted to replicate Blackwell <i>et al's</i> study into fixed and growth mindsets. She used 300 American students from her college in New York as indicated in the table below:</p> <table border="1"> <thead> <tr> <th>Age</th> <th>Male students</th> <th>Female students</th> </tr> </thead> <tbody> <tr> <td>13-14</td> <td>49</td> <td>51</td> </tr> <tr> <td>15-16</td> <td>55</td> <td>45</td> </tr> <tr> <td>16-17</td> <td>45</td> <td>55</td> </tr> </tbody> </table> <p>Explain one strength of the sample used in this study (2)</p> <p>Furthermore, students can carry out calculations and draw appropriate charts and graphs.</p>	Age	Male students	Female students	13-14	49	51	15-16	55	45	16-17	45	55
Age	Male students	Female students														
13-14	49	51														
15-16	55	45														
16-17	45	55														
40	<p>Describe how Piaget's ideas have been applied to education.</p> <p>Describe key terminology.</p> <p>Apply knowledge of the changing role of education to a novel source.</p>	<p>Application: The changing role of education –</p> <p>How Piaget's ideas have been applied to education through the use of key stages, readiness, active learning and the concept of intelligence.</p>	<p>Research and describe the terms: key stages, readiness and active learning.</p> <p>How do these ideas relate to Piaget's ideas? How do they influence intelligence/intellectual growth?</p>	Preparation for assessment												
41	<p>Describe how learning theories apply to the development of education and intelligence.</p> <p>Describe key terminology.</p> <p>Apply knowledge of the changing role of education to a novel source.</p>	<p>Application: The changing role of education</p> <p>How learning theories apply to the development of education and intelligence through growth mindsets and teaching through meaning not learning styles.</p>	<p>Students produce a poster or a leaflet designed for teachers on growth mindsets and teaching through meaning not learning styles. This should link to what Dweck and Willingham's theories state. This should include what not to do and what to do in order to improve students' development.</p>													

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Lesson No.	Aims and Objectives	Specification Content/Key Terms	Lesson Content	Homework/Assessment
42		Preparation for assessment	<p>Use this guide to support students to plan and prepare for the synoptic 13 mark essays.</p> <p>OCR resource: Assessment guide – guide to 13 mark questions</p> <p>Use an I , we , you technique to scaffold learning so that you show an example response and explain this to class, then plan a response together as a class on the board before getting students to write one themselves.</p> <p>OCR Resource: Candidate style answers</p>	<p>SAM – Use your knowledge and understanding from across the psychology course to explain how far you agree with the following viewpoint:</p> <p>“Often it is not so much the kind of person a human is as the kind of situation in which he/she finds themselves that determines how they will act.”</p> <p>In your answer you should refer to learning theories of development and at least one different area of psychology you have studied. [13]</p>

Lesson No.	Aims and Objectives	Specification Content/Key Terms	Lesson Content	Homework/Assessment
Paper 1 – Psychological Problems				
43 and 44	<p>Outline definitions and apply knowledge of mental health, including the mental health continuum.</p> <p>Demonstrate knowledge of key mental health statistics and prevalence rates in different groups.</p>	<p>Key concept: An introduction to mental health:</p> <p>ways of defining mental health, including the mental health continuum</p> <p>the current prevalence of mental health problems, including current statistics and differences between age, gender and sexual orientation.</p>	<p>Time to Change myths and facts game</p> <p>The Time to Change Mental Health Quiz provides some useful statistics on mental health.</p> <p>Mental health stats including age and gender differences can be found at: https://www.mentalhealth.org.uk/statistics</p> <p>Information regarding the prevalence of mental health problems in the LGBTQ community can be found here: https://www.mind.org.uk/information-support/tips-for-everyday-living/lgbtqia-mental-health and this news article can help to facilitate a discussion on why this group of people is affected: http://www.independent.co.uk/life-style/health-and-families/health-news/gay-people-more-likely-to-have-mental-health-problems-survey-says-9709761.html</p>	<p>Video – The stand up kid (Time to change)</p> <p>What are the key messages from this clip? (To be discussed next lesson)</p>
45	<p>Describe changes in the incidence of mental health problems.</p> <p>Describe the key features of the 1959 Mental Health Act.</p> <p>Outline similarities in attitudes towards mental health since 1959.</p>	<p>Key concept: An introduction to mental health:</p> <p>the incidence of significant mental health problems over time, including changing classification, similarities and differences and how attitudes have changed towards mental health in the UK since the 1959 Mental Health Act</p>	<p>Discuss the Stand up Kid video with your class. You could ask them to reflect on how the teacher, student and classmates were feeling/ thinking during this event.</p> <p>Students could carry out a research task on the history of mental health and how attitudes have changed. Drawing a timeline would be useful. This website is an excellent resource http://studymore.org.uk/mhhtim.htm – a particular focus should be on 1959 onwards and the implications of the mental health act.</p>	<p>SAMs question paper 1</p> <p>Question 7 (see graph)</p> <p>a) Calculate the percentage increase in respondents who lived with someone with a mental health problem in 2014 compared with 2009. Show your working. (2)</p> <p>b) Calculate the percentage of respondents who did not have a close friend with a mental health problem in 2014. Show your workings. (2)</p> <p>Students could also carry out further calculations relating to the graph.</p>

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Lesson No.	Aims and Objectives	Specification Content/Key Terms	Lesson Content	Homework/Assessment
46	<p>Define stigma and discrimination.</p> <p>Describe the effects of mental health problems on individuals before and after diagnosis.</p> <p>Describe the key features of community care and the effects on individuals and society.</p> <p>Apply knowledge of the effects of stigma and discrimination.</p>	<p>Key concept: The effects of significant mental health problems on the individual and society:</p> <p>the effects of stigma on individuals before and after diagnosis</p> <p>the effects of discrimination on individuals before and after diagnosis</p> <p>the effects of significant mental health problems on the wider society, including care in the community.</p>	<p>Time to Change Stigma and Discrimination PowerPoint https://time-to-change.org.uk/sites/default/files/What%20is%20stigma.ppt</p> <p>Video – Time to Change Young Champions discuss their experiences of mental health and stigma.</p> <p>Care in community – research activity. Students – feedback to the whole class on the benefits of care in the community for the individual and for wider society. Could use website such as http://www.communitycare.co.uk/mental-health/</p>	<p>SAMS – Explain one way an individual diagnosed with a mental health problem may experience stigma and discrimination. (2)</p>
47	<p>Describe and identify the clinical characteristics of schizophrenia.</p> <p>Demonstrate knowledge of key schizophrenia statistics and prevalence and recovery rates in different groups.</p>	<p>The clinical characteristics of schizophrenia as outlined in the International Classification of Diseases (ICD).</p> <p>Key statistics of schizophrenia including reference to prevalence, age; sex, ethnicity and recovery rates.</p>	<p>Time to Change information on Schizophrenia: Why does schizophrenia have such a stigma? What myths are there about schizophrenia? What are some key facts about the disorder? https://www.timetochangewales.org.uk/en/personal-stories/i-have-schizophrenia-im-not-evil/</p> <p>The clinical characteristics of schizophrenia. Explain symptoms such as delusions and hallucinations in further detail. https://psychcentral.com/schizophrenia/top-10-signs-of-schizophrenia</p> <p>Students research the prevalence of schizophrenia in relation to age, sex and ethnicity, as well as recovery rates. All information can be found here: http://schizophrenia.com/szfacts.htm</p>	<p>Draw an appropriate chart or graph for a key schizophrenia statistic.</p>

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Lesson No.	Aims and Objectives	Specification Content/Key Terms	Lesson Content	Homework/Assessment
48 and 49	<p>Describe the Biological Explanation of Schizophrenia – The Dopamine Hypothesis and Brain Dysfunction.</p> <p>Define the key terminology from the Biological Explanation of Schizophrenia.</p> <p>Apply the Biological Explanation of Schizophrenia.</p>	<p>Key theory: Biological Explanation of Schizophrenia</p> <ul style="list-style-type: none"> <i>the dopamine hypothesis - the role of dopaminergic neurons and synaptic transmission in an overactive dopamine system causing high dopamine levels in the brain</i> <i>how the structure and functions of the brain relates to cognitions and behaviour; brain dysfunction in relation to brain volume and brain activity; the roles of the frontal lobes; hippocampus; and temporal lobes; and the impact of neurological damage in schizophrenia</i> 	<p>Recap knowledge of neurons, synapses, receptors and neurotransmitters.</p> <p>The dopamine hypothesis https://psychcentral.com/schizophrenia/the-dopamine-connection-between-schizophrenia-and-creativity#role-of-dopamine http://www.schizophrenia.com/research/slide11.htm hippocampus</p>	<p>SAMS – Outline the impact of neurological damage to the frontal lobe. (2)</p> <p>Describe the biological explanation of schizophrenia.</p>
50	<p>Discuss Criticisms of The Biological Theory of Schizophrenia -Dopamine Hypothesis and Brain Dysfunction.</p> <p>Describe the Nature/Nurture Debate.</p> <p>Apply the Nature/Nurture Debate to The Biological Theory of Schizophrenia</p>	<p>The Biological Theory of Schizophrenia:</p> <ul style="list-style-type: none"> criticisms of this theory including the nature vs. nurture debate. 	<p>Evaluate the biological explanation of schizophrenia.</p> <p>Teacher lectures/students research weaknesses of the explanation including:</p> <p>Nature vs. nurture debate, cause and effect, reductionism/determinism and include them within a short essay.</p>	<p>SAMS - Which neurotransmitter is thought to contribute to the development of schizophrenia? (1)</p>

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Lesson No.	Aims and Objectives	Specification Content/Key Terms	Lesson Content	Homework/Assessment
51	<p>Outline the Background of Daniel <i>et al.</i>'s research.</p> <p>Describe the method, design, sample, materials/apparatus, and procedure of Daniel <i>et al.</i>'s research.</p> <p>Describe the results of Daniel <i>et al.</i>'s research.</p> <p>Describe the conclusions of Daniel <i>et al.</i>'s research.</p>	<p><u><i>Schizophrenia Research Study– The role of monoamines on cerebral function during specific prefrontal cognitive activation - Daniel, Weinberger, Jones et al. (1991): The effect of amphetamine on regional cerebral blood flow during cognitive activation in schizophrenia.</i></u></p>	<p>Initially students should research or recap the following psychological terms important for the Daniel <i>et al.</i> study: Wisconsin Card Sort Test, Prefrontal Cortex, Cerebral Blood Flow, Placebo, Amphetamine, Lab Experiment, Double-blind, Schizophrenia, PSAS, SPECT, BAR.</p> <p>A description of the study should then be written using all of the key terms. Pages 13–15 of the OCR resource: Core studies guide 1</p>	
52	<p>Describe the features of random, opportunity and self-selected samples.</p> <p>Identify and apply knowledge of the sampling methods.</p> <p>Describe strengths and weaknesses of the sampling methods.</p> <p>Apply knowledge of sampling methods to Daniel <i>et al.</i>'s research.</p>	<p>Research Methods: Sampling Methods</p> <ul style="list-style-type: none"> • Knowledge and understanding of the following features of planning research and their associated strengths and weaknesses • Sampling methods; random, opportunity, self-selected. • Principles of sampling as applied to scientific data. 	<p>This A Level resource can be used to cover the following sampling methods; random, opportunity and self-selected.</p> <p>OCR resource: Populations, samples and sampling</p> <p>Complete this paragraph: Daniel <i>et al.</i> used a self-selected because..., strengths of this sampling method are...; weaknesses of this sampling method are...</p> <p>For all of the other studies covered so far the same task be completed (where the sampling method is known).</p>	

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Lesson No.	Aims and Objectives	Specification Content/Key Terms	Lesson Content	Homework/Assessment
53	Discuss the criticisms of Daniel et al's research.	<p><u>Key research: Schizophrenia Research Study – the role of monoamines on cerebral function during specific prefrontal cognitive activation - Daniel, Weinberger, Jones et al. (1991): The effect of amphetamine on regional cerebral blood flow during cognitive activation in schizophrenia.</u></p>	<p>Evaluation of the study – answer these questions:</p> <p>Was the sample size, sampling method and type of participant representative and generalisable?</p> <p>Are the results objective, scientific and reliable?</p> <p>Did the study measure what it was supposed to measure?</p> <p>Describe a weakness of a lab experiment in this context?</p> <p>Is this study replicable? Would this be easy to do?</p> <p>Did the study follow ethical guidelines?</p> <p>If not we they addressed?</p>	<p>SAMS - Daniel, Weinberger and Jones (1991) used a laboratory experiment to investigate schizophrenia.</p> <p>(a) (i) Identify the independent variable in this study. [1]</p> <p>(ii) Identify the dependent variable in this study.[1]</p> <p>(b) Explain why this study was not conducted as a natural experiment [2]</p>
54	<p>Describe the Psychological Explanation of Schizophrenia – The Social Drift Hypothesis</p> <p>Define the key terminology from the Psychological Explanation of Schizophrenia.</p> <p>Apply the Psychological Explanation of Schizophrenia.</p>	<p>Key theory: Psychological Explanation of Schizophrenia</p> <p>The psychological theory the social drift theory of schizophrenia:</p> <ul style="list-style-type: none"> • rejection by society • disengagement of individuals 	<p>Describe these ideas' rejection by society' and 'disengagement of individuals'.</p> <p>How can this explain schizophrenia?</p>	

Lesson No.	Aims and Objectives	Specification Content/Key Terms	Lesson Content	Homework/Assessment
55	<p>Discuss criticisms of the Psychological Explanation of Schizophrenia – The Social Drift Hypothesis.</p> <p>Describe the issue of cause and effect.</p> <p>Apply the problems of establishing cause and effect to the Psychological Explanation of Schizophrenia.</p>	<p>The psychological theory – the social drift theory of schizophrenia</p> <p>Criticisms of this theory including problems establishing cause and effect.</p>	<p>Class discussion – Social drift or social causation</p> <p>Social Causation – Schizophrenia Linked to Social Inequality https://www.cam.ac.uk/research/news/schizophrenia-linked-to-social-inequality</p> <p>Social factors in the development of schizophrenia: a review of recent findings: http://schizophrenia.com/sznews/archives/005432.html</p> <p>Social factors ‘cause ethnic schizophrenia’ http://news.bbc.co.uk/1/hi/health/2057205.stm</p> <p>Social drift hypothesis v social causation forum http://forum.schizophrenia.com/t/drift-hypothesis-v-social-causation/10445</p> <p>Students add other criticisms of the theory to their notes.</p>	<p>SAMS – Describe one weakness of the Social Drift theory as an explanation for schizophrenia. (3)</p>
56	<p>Describe and identify the clinical characteristics of clinical depression.</p> <p>Describe and identify key statistics in relation to of clinical depression.</p>	<p>The clinical characteristics of clinical depression as outlined in the International Classification of Diseases (ICD).</p> <p>Key statistics of clinical depression including reference to prevalence, age, sex, ethnicity and recovery rates.</p>	<p>http://www.gpnotebook.co.uk/simplepage.cfm?ID=x20091123152205182440 – summarise the ICD characteristics of depression.</p> <p>Higher or lower game – students research key depression statistics in order to create a class bank of statistics. A higher or lower game can then be played with students raising higher or lower cards to give their answers.</p> <p>Class discussion – what are the reasons for the different prevalence rates?</p> <p>This article on gender differences provides a good starting point. https://www.verywell.com/why-is-depression-more-common-in-women-1067040</p>	

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Lesson No.	Aims and Objectives	Specification Content/Key Terms	Lesson Content	Homework/Assessment
57	<p>Identify the key features of evolutionary psychology.</p> <p>Describe the Biological Explanation of Depression – The Social Rank Theory.</p> <p>Define the key terminology from the Social Rank Theory.</p> <p>Apply the Social Rank Theory.</p>	<p>Key theory: Biological Explanation of Clinical Depression</p> <p>The biological theory – the social rank theory of clinical depression:</p> <p>the evolutionary function of depression</p> <p>the role of a lower rank in reducing conflict</p>	<p>Identify the key features of evolutionary psychology. How might the theory explain depression?</p> <p>Pick out key features of the theory and write a 4 mark explanation of this theory. https://en.wikipedia.org/wiki/Rank_theory_of_depression</p>	
58	<p>Discuss criticisms of the Biological Explanation of Clinical Depression – The Social Rank Theory.</p> <p>Describe the Reductionism/ Holism Debate.</p> <p>Apply the Reductionism/ Holism Debate to the Biological Explanation of Depression.</p>	<p>Key theory: Biological Explanation of Clinical Depression</p>	<p>Criticisms of the theory including the reductionism/holism debate. – What other causes of depression could there be?</p>	

Lesson No.	Aims and Objectives	Specification Content/Key Terms	Lesson Content	Homework/Assessment
59	<p>Outline the Background of Tandoc <i>et al's</i> research.</p> <p>Describe the method, design, sample, materials/apparatus, and procedure of Tandoc <i>et al's</i> research.</p> <p>Describe the results of Tandoc <i>et al's</i> research.</p> <p>Describe the conclusions of Tandoc <i>et al's</i> research.</p>	<p>Clinical Depression Research Study – Tandoc <i>et al.</i> (2015): Study into Facebook use, envy, and depression among college students: Is Facebooking depressing?</p>	<p>Starter – examples of Facebook posts, students discuss how they would react to such posts from 'friends'</p> <p>Complete questions from Tandoc <i>et al's</i> questionnaire (p18 of the core study guide – Envy – Eight items relating to Facebook envy were generated and participants were asked to rate each item on a 5-point Likert Scale. Participants were asked to rate how much they agreed with the following statements...)</p> <p>Using a range of sources such as below make notes on the key research.</p> <p>OCR resource: Core studies guide 1</p> <p>https://www.nicswell.co.uk/health-news/facebook-envy-associated-with-symptoms-of-depression</p>	<p>Using evidence from the Tandoc study. Is Facebook depressing?</p>
60	<p>Discuss the criticisms of Tandoc <i>et al's</i> research</p>	<p>Key research: Clinical Depression Research Study – Tandoc <i>et al.</i> (2015): Study into Facebook use, envy, and depression among college students: Is Facebooking depressing?</p>	<p>Criticisms of the study:</p> <p>Write a letter to Tandoc explaining problems with the research and how they can be improved.</p> <p>Why does the study not fully support the theory?</p>	<p>SAMS – MCQ Questions 1a, b and c.</p>

Lesson No.	Aims and Objectives	Specification Content/Key Terms	Lesson Content	Homework/Assessment
61	<p>Identify the key features of cognitive psychology.</p> <p>Describe the Psychological Explanation of Depression – The ABC Model</p> <p>Define the key terminology from the ABC Model.</p> <p>Apply the ABC Model.</p>	<p>The Psychological Explanation of Clinical Depression:</p> <p>The psychological theory – the ABC Model of clinical depression:</p> <p>rational versus irrational beliefs</p> <p>the roles of activating events, beliefs and consequences</p>	<p>Starter – students are given scenarios of activating events e.g. your best friend doesn't reply to your text, you fail a class test that you revised hard for, someone you met at a party doesn't accept your 'friend request', you fail to get a job you applied for at a fast food restaurant.</p> <p>What different beliefs and consequences could result from these activating events?</p> <p>From these study notes students should identify the parts of the ABC model, examples of irrational beliefs and the roles of activating events, beliefs and consequences: http://www.tutor2u.net/psychology/reference/explaining-depression-ellis-abc-model</p>	
62	<p>Discuss criticisms of the Psychological Explanation of Clinical Depression – The ABC Model.</p> <p>Describe the Freewill/ Determinism Debate.</p> <p>Apply the Freewill/ Determinism Debate to the Psychological Explanation of Depression.</p>	<p>Psychological Explanation of Clinical Depression – The ABC Model:</p> <p>criticisms of the theory including the freewill/ determinism debate.</p>	<p>Criticisms of the theory including the freewill/determinism debate. https://www.psychologytoday.com/blog/cultural-animal/200902/just-exactly-what-is-determinism – Define the key features of determinism from this article.</p> <p>OCR A Level resource: Teacher guide to debates (p8–13)</p> <p>OCR A Level resource: Debates student workbook (p11–19)</p> <p>Apply the debate to depression:</p> <p>Discussion question - Is depression determined by faulty thinking? This article may be useful to support this argument https://www.psychologytoday.com/blog/science-and-sensibility/201206/defeating-depressive-thinking</p>	<p>SAMS – The ABC Model is a psychological theory that can be applied to clinical depression. The 'B' represents beliefs about an event.</p> <p>(a) Outline one criticism of the ABC Model of clinical depression. (2)</p> <p>b) Frank was playing the latest video game online. Following the completion of the game, he sent his opponent a message requesting a rematch. The request was ignored. Frank became angry, believing his opponent hated him and broke his controller by throwing it against a wall.</p> <p>Explain how a belief about an event could lead Frank into reacting this way. (2)</p>

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Lesson No.	Aims and Objectives	Specification Content/Key Terms	Lesson Content	Homework/Assessment
63	<p>Describe how anti-psychotics are used to treat schizophrenia.</p> <p>Describe how anti-depressants are used to treat depression.</p> <p>Apply knowledge of the brain and neuropsychology to explain how the drugs work.</p>	<p>Application: The development of treatments – The use of anti-psychotics and anti-depressants to treat schizophrenia and clinical depression and <i>how they improve mental health through changing the actions of the brain and interactions between neurons and synapses</i></p>	<p>Video – A clip on antipsychotics – students should identify how the drugs work with a focus on <u>actions in the brain and the interactions between neurons and synapses</u>.</p> <p>Video – Serotonin and treatments for depression – students could answer the following questions while watching: What do antidepressants do to <u>levels of serotonin</u>? What is the most commonly used antidepressant? What do they block? <u>What happens to the receiving neurons?</u> Why do they have fewer side effects? What alternative treatments are there?</p>	
64	<p>Describe how psychotherapy is used to treat depression and schizophrenia.</p> <p>Apply knowledge of how it improves mental health.</p>	<p>Application: The development of treatments – The use of psychotherapy for treating schizophrenia and clinical depression and how it improves mental health.</p>	<p>Test prior knowledge of CBT with class discussion.</p> <p>Video – Cognitive Behavioural Therapy (CBT) techniques – Summarise from CBT from this clip. Students add post-it notes to a CBT board.</p> <p>CBT – Research the ABCDE model – including homework and disputing</p> <p>The patient's own beliefs are then discussed and are rationalised, and are disputed which may lead to a change in C, such as a reduction in symptoms. Disputing can be logical (does it make sense?), pragmatic (is it helpful?) and empirical (is there any evidence?)</p> <p>Application task – how does CBT change thinking and specific symptoms? Refer to ICD characteristics.</p>	<p>SAMS - A researcher wants to study the effect cognitive behavioural therapy (CBT) had on patients diagnosed with schizophrenia to see if there was a difference between those who had CBT and those who had not. Identify the independent variable in his study. (1)</p>

Lesson No.	Aims and Objectives	Specification Content/Key Terms	Lesson Content	Homework/Assessment
65	<p>Outline examples of neuropsychological tests and brain imaging techniques.</p> <p>Explain how these techniques can be used for studying schizophrenia and clinical depression.</p>	<p><i>Application: The development of treatments – The development of neuropsychology for studying schizophrenia and clinical depression, including neuropsychological tests and brain imaging techniques</i></p>	<p>http://www.psytoolkit.org/experiment-library/wcst.html</p> <p>This site describes the Wisconsin Card Sort Test and gives an opportunity to have a go at the test.</p> <p>Video – Wisconsin card sorting task</p> <p>Video – An introduction to brain imaging techniques – students to identify which can be used when studying schizophrenia and depression and how they would be used.</p>	
66		Preparation for assessment	<p>Use this guide to further support students to plan and prepare for the synoptic 13 mark questions.</p> <p>OCR resource: Assessment guide – guide to 13 mark questions</p>	
67		Preparation for assessment	<p>Use candidate exemplars and candidate style answers to show students a range of responses. You could provide an example that did not reach full marks and ask them to try and improve it.</p> <p>OCR resource: Candidate exemplars 2023</p> <p>OCR Resource: Candidate exemplars 2022</p>	

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Curriculum plan – Component 2

Lesson No.	Aims and Objectives	Specification Content/Key Terms	Lesson Content	Homework/Assessment
Paper 2 – Social Influence				
68	<p>Define conformity and majority influence.</p> <p>Explain the process of conformity and majority influence.</p> <p>Identify different types of conformity.</p> <p>Apply knowledge of conformity and majority influence.</p>	Key concept: Conformity including majority influence.	<p>Video – The Asch experiment</p> <p>Students individually identify reasons for conformity, share and discussion reasons with a partner and then as a group. Categorise these explanations as compliance, internalisation, normative social influence and informational social influence.</p> <p>Students think of a situation where they conformed. All scenarios are then shared with the class and reasons for conformity are identified. e.g. compliance, etc...</p>	<p>SAM Question 5</p> <p>Calculate the percentage difference in conformity rates between a group of three and a group of six people. Show your working.</p> <p>Students could also carry out other calculations based on the source.</p>
69	<p>Define collective and crowd behaviour and pro and anti-social behaviour.</p> <p>Identify examples of pro-social and anti-social crowd behaviour.</p> <p>Identify features of crowds.</p> <p>Apply knowledge of collective and crowd behaviour.</p>	Key concept: Collective and crowd behaviour including pro-social and anti-social behaviour.	<p>What is the difference between crowd and collective behaviour? Provide definitions.</p> <p>Identify examples of pro-social and anti-social crowd behaviour.</p> <p>Discussion – why do different situations cause pro or anti-social behaviour?</p> <p>Video – Gustave Le Bon: Crowd psychology – watch and make notes on the following features of crowd behaviour: Crowd, Anonymity, Contagion, Suggestibility, The Upside of Crowds</p>	
70	<p>Define obedience.</p> <p>Explain reasons for obeying the orders of authority figures.</p> <p>Apply knowledge of obedience.</p>	Key concept: Obedience including obeying the orders of authority figures.	<p>Starter – teacher to give students bizarre orders to see if they obey.</p> <p>Video – Obedience – Obeying a man in a uniform. An introduction to obedience, this leads nicely into Bickman's research.</p> <p>Why do we obey malevolent orders? – Class discussion, students identify reasons for obedience.</p>	<p>SAM Question – Explain how conformity and obedience are different. [3]</p> <p>A similar question could be used which includes crowd behaviour.</p>

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Lesson No.	Aims and Objectives	Specification Content/Key Terms	Lesson Content	Homework/Assessment
71	<p>Describe and identify examples of situational factors.</p> <p>Describe the role of situational factors to explain conformity.</p> <p>Describe the role of situational factors to explain crowd and collective behaviour.</p> <p>Describe the role of situational factors to explain pro and anti-social behaviour.</p> <p>Describe the role of situational factors to explain obedience.</p> <p>Apply knowledge of situational explanations to a novel source.</p>	<p>Situational Factors:</p> <ul style="list-style-type: none"> • The effect of situational factors (other people and social) on behaviours: • majority influence on conformity • collective and crowd behaviour, including deindividuation • culture on pro-social and anti-social behaviour • authority figures on obedience 	<p>Majority influence</p> <p>Deindividuation</p> <p>Collectivist and Individualistic Cultures</p> <p>Agency theory</p>	<p>SAM Question 6</p> <p>a) Identify the phrase that refers to deindividuation. [1]</p> <p>b) Give the example of pro-social behaviour.</p> <p>And SAM Question 7:</p> <p>Psychologists have identified a number of situational factors associated with social influence.</p> <p>Draw a line to match each situational factor with its correct example. [2]</p>
72	<p>Describe criticisms of situational factors.</p> <p>Describe the freewill/determinism debate.</p> <p>Apply the freewill/determinism debate to situational factors.</p>	<p>Situational Factors:</p> <p>criticisms of the effect of situational factors, including the freewill/determinism debate.</p>	<p>Do we always obey/conform/follow the crowd?</p> <p>What would stop us from doing so?</p> <p>Poster task and presentation – 6 groups.</p>	

Lesson No.	Aims and Objectives	Specification Content/Key Terms	Lesson Content	Homework/Assessment
73	<p>Outline the Background of Bickman's research.</p> <p>Describe the method, design, sample, materials/apparatus, and procedure of Bickman's research.</p> <p>Describe the results of Bickman's research.</p> <p>Describe the conclusions of Bickman's research.</p> <p>Identify when to use a Pie Chart.</p> <p>Construct an accurate and correctly labelled Pie Chart.</p>	<p>Key research: Situational Factors Research Study – Bickman (1974): study into obedience and the social power of a uniform.</p> <p>Research Methods – Pie Charts</p>	<p>Students to identify the key features of Bickman's study from the animation:</p> <p>Video – Bickman's Study of conformity – Uniform</p> <p>There are large amount of percentages are presented within the Bickman study particularly in the sample and results:</p> <p>OCR resource: Core study guide 2 (p4–8)</p> <p>Research methods activity to represent this data in pie charts: Pie chart info can be found here:</p> <p>OCR resource: Descriptive statistics workbook, section 5, worksheet 3</p> <p>Expand on those conclusions task: Add evidence from the study to explain why Bickman made these conclusions:</p> <ul style="list-style-type: none"> • Uniformed people, (even when acting out of role), have greater power than non-uniformed people. • Power and legitimacy seem to be related to the type of uniform worn / the more legitimate the social power shown by an individual through the wearing of a uniform, the more likely their requests/orders will be obeyed. • Levels of obedience may be related to the situation. • Although, in theory, a situation influences obedience levels, in practice the appearance of the person giving the order has a greater effect. • Predictions relating to obedience behaviour are not good predictions of actual behaviour. 	

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Lesson No.	Aims and Objectives	Specification Content/Key Terms	Lesson Content	Homework/Assessment
74	<p>Define and identify different types of reliability and validity.</p> <p>Apply knowledge of different types of reliability and validity.</p>	<p>Research Methods –</p> <p>Learners should be able to demonstrate knowledge and understanding of the process and procedures involved in the collection, construction, interpretation, analysis and representation of data.</p> <ul style="list-style-type: none"> Analysing Research – <p>Introducing Reliability, Validity and Bias</p>	<p>Use this A Level resource to cover the required GCSE content.</p> <p>OCR resource: Reliability and validity</p> <p>Reliability: internal, external, inter-rater</p> <p>Validity: ecological, population, construct</p> <p>Mini questionnaire to demonstrate social desirability bias – How many units of alcohol do you drink alcohol? Would the answers be different if this was asked by a teacher, parent or friend? If you wanted participants to reveal certain answers, how could bias in questioning occur?</p> <p>Observer effect – If you were being watched at a party by a friend or a parent how would your behaviour differ? How does this explain observer effect? How may the observer be biased? How could this be overcome?</p>	
75 and 76	<p>Discuss the criticisms of Bickman's research.</p> <p>Apply knowledge of Reliability, Validity and Bias to Bickman's research.</p>	<p>Key research: Situational Factors Research Study – Bickman (1974): study into obedience and the social power of a uniform.</p>	<p>Demand Characteristics – Define this term. Which other studies may this have occurred in?</p> <p>Evaluation of Bickman's research study. Did the study have high or low levels of reliability, validity and bias:</p> <p>Reliability: internal, external, inter-rater</p> <p>Validity: ecological, population, construct</p> <p>Bias: Gender bias: Cultural bias, Age bias, Experimenter bias</p> <p>Write a point, evidence, conclusion sentence for each of these. For example: Bickman's study was high ecological validity because it was carried out in the natural environment using people carrying out their everyday lives. Therefore the results can be generalised to real life obedience.</p>	<p>SAM Questions – Bickman (1974) carried out a study into obedience.</p> <ol style="list-style-type: none"> Name the method used in this study. [1] Give one control used in this study. [1] A psychologist carried out a study into obedience. She arranged for her assistant to pose as a warden in her local park. When the assistant saw any members of the public dropping litter, he would approach them and tell them to put it in the bin. 82% of the people observed followed the assistant's instructions. Explain how the researcher could improve the sample in their study. [2] Describe how the researcher could make their study more ethical. [2]

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Lesson No.	Aims and Objectives	Specification Content/Key Terms	Lesson Content	Homework/Assessment
77	<p>Describe and identify examples of dispositional factors.</p> <p>Describe the role of dispositional factors to explain conformity.</p> <p>Describe the role of dispositional factors to explain crowd and collective behaviour.</p> <p>Describe the role of dispositional factors to explain pro and anti-social behaviour.</p> <p>Describe the role of dispositional factors to explain obedience.</p> <p>Apply knowledge of dispositional explanations to a novel source.</p>	<p>The effect of dispositional factors (personality) on behaviours:</p> <ul style="list-style-type: none"> • self-esteem on conformity • locus of control in crowds • morality on pro-social and anti-social behaviour • the authoritarian personality on obedience • <i>the influence of the brain in dispositional factors, including: hippocampal volume in self-esteem and regions of the pre-frontal cortex in morality</i> 	<p>Self-esteem on conformity – student discussion – what is low self-esteem? What causes it? How will this affect behaviour? Why will you not be independent?</p> <p>Locus of control questionnaire – http://www.mccc.edu/~jennin角度h/Courses/documents/Rotter-locusofcontrolhandout.pdf</p> <p>Locus of control in crowds – How would different LOC behave in a crowd? Students create a scenario/role play.</p> <p>Kohlberg moral development questionnaire: https://www.education.ne.gov/wp-content/uploads/2017/07/Kohlberg-Dilemmas.doc</p> <p>How does morality influence pro-social and anti-social behaviour – see GCSE Textbook.</p> <p>Using these study notes identify why the authoritarian is more likely to obey? https://www.tutor2u.net/psychology/reference/dispositional-explanation-for-obedience-authoritarian-personality</p> <p><u>Identify where the hippocampus and pre-frontal cortex are on a brain map. Research task – how do these brain functions influence self-esteem, morality and therefore social influence?</u></p>	
78	<p>Describe criticisms of dispositional factors.</p> <p>Describe the issue of generalisability.</p> <p>Apply the issue of generalisability to dispositional factors.</p>	<p>The effect of dispositional factors (personality) on behaviours:</p> <p>criticisms of the effect of dispositional factors including issues of generalisability.</p>	<p>Discussion – Define generalisability. Why is generalisability important?</p> <p>Read and makes notes from GCSE Psychology textbook.</p>	<p>SAMs MCOs 1a, b and c</p> <p>SAM Question – Evaluate the effect of dispositional factors on behaviour. [2]</p>

Lesson No.	Aims and Objectives	Specification Content/Key Terms	Lesson Content	Homework/Assessment
79	<p>Outline the Background of NatCen's research.</p> <p>Describe the method, design, sample, materials/apparatus, and procedure of NatCen's research.</p> <p>Describe the results of NatCen's research.</p> <p>Describe the conclusions of NatCen's research.</p>	<p>Key research: Dispositional Factors Research Study - NatCen (2011): study into the August riots in England with reference to anti-social collective behaviour and dispositional factors. (Note: candidates only need to be familiar with the events in Tottenham.)</p>	<p>Video – An introduction to the August riots</p> <p>OCR resource: Core studies guide 2 – Students write a newspaper story about what happened (to include typology) and why it happened from different perspectives. Allocate students different reasons including: Individual/situational explanations; group processes, peer pressure, information, circumstances, and presence of an authority figure. Dispositional Factors; previous criminal activity, attitudes towards authority, prospects.</p> <p>Go around classroom making notes on other newspapers.</p>	<p>What can we concluded from the NatCen study?</p>
80	<p>Demonstrate knowledge and understanding of the features of structured and unstructured Interviews.</p> <p>Apply knowledge of Interviews to a novel source.</p> <p>Be able to plan structured and unstructured Interviews.</p> <p>Describe strengths and weaknesses of structured and unstructured Interviews.</p>	<p>Research Methods – Lab Experiments - Features of doing research and their associated strengths and weaknesses including reliability and validity.</p> <p>Structured and unstructured interviews</p>	<p>Structured and unstructured interviews are covered in this A Level resource from page 19 onwards.</p> <p>OCR resource: Methods and techniques self-report workbook</p>	

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Lesson No.	Aims and Objectives	Specification Content/Key Terms	Lesson Content	Homework/Assessment
81	<p>Discuss criticisms of NatCen's research.</p> <p>Apply knowledge of interviews to criticise NatCen's research.</p> <p>Apply knowledge of bias, reliability and validity to NatCen's research.</p>	<p>Dispositional Factors Research Study - NatCen (2011): study into the August riots in England with reference to anti-social collective behaviour and dispositional factors. (Note: candidates only need to be familiar with the events in Tottenham.)</p>	<p>Divide the class into six groups:</p> <p>The study is biased</p> <p>The study is not biased</p> <p>The study is reliable</p> <p>The study is not reliable</p> <p>The study is valid</p> <p>The study is not reliable</p> <p>The groups consider different types of reliability, validity and bias and apply to the study. The competing sides of each issue then debate and the rest of the class decide which is the strongest argument.</p>	<p>Summarise the reliability, validity and bias of the NatCen study.</p>
82	<p>Describe how minority influence affects social change</p> <p>Apply this knowledge to change attitudes and behaviour towards, increasing awareness of, and reducing mental health stigma and discrimination.</p>	<p>Application: Changing Attitudes - How minority influence affects social change in relation to changing attitudes and behaviour towards, increasing awareness of, and reducing mental health stigma and discrimination.</p>	<p>Students recap stigma and discrimination from psychological problems topic. Using Time to Change resources and notes. Explain how attitudes to mental health can be changed through the following strategies</p> <p>Behavioural style – consistent, clear messages with the audience of peers in mind</p> <p>Style of thinking – understand the majority audience (peers), or sub-groups at school that they want to influence</p> <p>Commitment – strongly supporting the minority view</p> <p>Flexibility – not being too radical in one's views</p> <p>Use of identification – peer-to-peer delivery of messages.</p> <p>The Snowball Effect and Social Cryptomnesia.</p>	<p>SAM Question:</p> <p>Matej and Joanne are concerned about the growing sexism amongst some males at their school. They have heard peers using derogatory words when talking about females. As a result, their teacher suggests that they give a talk to the year group at the next assembly and launch an awareness campaign.</p> <p>Explain how Matej and Joanne could change attitudes towards sexism at their school. [4]</p>

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Lesson No.	Aims and Objectives	Specification Content/Key Terms	Lesson Content	Homework/Assessment
83	Describe how majority influence affects social change Apply this knowledge to change attitudes and behaviour towards, increasing awareness of, and reducing mental health stigma and discrimination.	Application: Changing Attitudes - How majority influence affects social change in relation to changing attitudes and behaviour towards, increasing awareness of, and reducing mental health stigma and discrimination.	Read Time to Change's attitudes to mental health and identify how attitudes have changed, awareness has increased and stigma and discrimination have decreased. What are the reasons for these changes? How has the majority reached a tipping point? https://www.tnlcommunityfund.org.uk/media/insights/documents/turtl-story-impact-report-20192020.pdf https://www.rethink.org/news-and-stories/blogs/2021/03/a-ground-breaking-campaign-that-changed-the-mental-health-landscape/ Video – The impact of Time to Change on people's lives	
Paper 2 – Memory				
84	Describe the stages of information processing. Define the key terminology in relation to information processing. Apply knowledge of information processing	Key concept: The stages of information processing: input; encoding; storage; retrieval; and output.	Memory experiment starter – students are given a list of 20 numbers/ words to remember and recall. Then describe the how the numbers/ words were recalled by describing the stages of information processing.	
85	Identify and describe types of forgetting. Use and apply knowledge of types of forgetting.	Key concept: Types of forgetting: decay; displacement; retrieval failure (lack of cues).	Ideas blast into why we forget and discussions into why some of the 20 numbers/words were forgotten. Introduce the key concepts (types of forgetting) – students to come with a definition based on the name of the type of forgetting. Students to write down examples of when forgetting occurs, they then swap these with a partner and match the examples with the different types of forgetting. State dependent and context depend forgetting.	SAM Question: Arfan forgets what he came downstairs for until he goes back upstairs again. Carmen forgets some of the names of the people she has just been introduced to because there were too many of them. Darcy forgets the poem she is trying to learn because she has not practised it enough times. a) Name the person who has experienced decay.[1] b) Name the person who has experienced displacement. [1]

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Lesson No.	Aims and Objectives	Specification Content/Key Terms	Lesson Content	Homework/Assessment
86	<p><u>Identify the structure and functions of the brain</u></p> <p><u>Define retrograde and anterograde amnesia and procedural memory.</u></p> <p><u>Explain the role of the hippocampus, frontal lobe and cerebellum in memory.</u></p>	<p><i>Key concept: The structure and functions of the brain and how the brain works in the formation of memories; – how neurological damage can affect memory; the role of the hippocampus on anterograde amnesia; the frontal lobe on retrograde amnesia; and the cerebellum on procedural memory.</i></p>	<p>http://www.g2conline.org/3dbrain/ This brain map is an excellent introduction to the structure and function of the brain. Notes can be made on areas of the brain, in particular the hippocampus, frontal lobe and cerebellum.</p> <p>A short video on a case of retrograde amnesia</p> <p>A clip from the film 50 first dates describing anterograde amnesia</p> <p>After watching these clips, students should describe the different types of amnesia and identify how the STM and LTM function in both.</p> <p>Key terms matching activity: hippocampus, frontal lobe, cerebellum, anterograde amnesia, retrograde amnesia.</p> <p><u>Definitions: An area of the brain in the temporal lobe involved in LTM, an area of the brain involved in STM, an area of the brain associated with procedural memories, the loss of ability to create new memories, the loss of ability to recall events that occurred before the development of the amnesia.</u></p> <p><u>Students then write a paragraph including the terms to answer the following question: Describe how neurological damage can affect memory.</u></p>	<p>SAM Question – A group of people with amnesia were tested for recall. When they were given 30 images to memorise, they remembered a median of 5 images.</p> <p>Calculate the median expressed as a fraction in its lowest form of the total number of images.</p> <p>Show your workings. [2]</p> <p>SAM Question: The neuropsychologist</p> <p>A neuropsychologist has been assigned two new patients. Patient A is unable to recall any memories from before she suffered her brain injury, while Patient B is unable to form any new memories since his brain trauma. For both patients, identify the type of amnesia and the area of the brain associated with this type of memory loss.</p> <p>Patient A: Type of Amnesia Associated Brain Area</p> <p>Patient B: Type of Amnesia Associated Brain Area. [4]</p>
87	<p><u>Apply knowledge of the brain to memory.</u></p>			

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Lesson No.	Aims and Objectives	Specification Content/Key Terms	Lesson Content	Homework/Assessment
88	<p>Describe the structure and process of the Multi-store Model of memory.</p> <p>Define the key terminology from the Multi-store Model of memory.</p> <p>Apply knowledge of the Multi-store Model of memory.</p>	<p>The structure and process of the Multi-store Model of memory:</p> <ul style="list-style-type: none"> • sensory store, short-term memory and long-term memory • differences between stores in terms of duration • differences between stores in terms of capacity • differences between stores in terms of types of encoding 	<p>Video – A recap of the key features of memory and an introduction to the Multi-store model (up to 5 mins)</p> <p>Use this resource to apply students' knowledge of the Multi-store model.</p> <p>OCR resource: Multi-store model can be found in the folder called Learner resources: Memory</p>	
89	<p>Discuss criticisms of the Multi-store Model of memory.</p> <p>Describe the issue of rehearsal versus meaning in memory.</p> <p>Apply the issue of rehearsal versus meaning in memory to the Multi-store Model to explain memory.</p>	<p>The structure and process of the Multi-store Model of memory:</p> <ul style="list-style-type: none"> • criticisms of the model including rehearsal versus meaning in memory. 	<p>The later part of the above YouTube video can be used a starter for students to identify criticisms of the Multi-store Model including alternative models and 'rehearsal versus meaning in memory.'</p>	
90	<p>Outline the Background of Wilson <i>et al.</i>'s research.</p> <p>Describe the method, design), sample, materials/apparatus, and procedure of Wilson <i>et al.</i>'s research.</p> <p>Describe the results of Wilson <i>et al.</i>'s research.</p> <p>Describe the conclusions of Wilson <i>et al.</i>'s research.</p>	<p><i>The Multi-store Model of Memory Research Study – an example of the impact, on behaviour, of neurological damage - Wilson, Kopelman and Kapur (2008): Prominent and persistent loss of past awareness in amnesia: delusion, impaired consciousness or coping strategy (the Clive Wearing study).</i></p>	<p>Video – Clive Wearing. Students watch part 1 of this clip and make notes on the following:</p> <p>The background of CW. The areas of the brain that are damaged and the consequences of this on his STM and LTM. The events that CW experiences. Why is he 'a man adrift?'</p>	

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Lesson No.	Aims and Objectives	Specification Content/Key Terms	Lesson Content	Homework/Assessment
91	Describe criticisms of Wilson <i>et al's</i> research, including reliability, validity and ethics .	<u>Key research: The Multi-store Model of Memory Research Study – an example of the impact, on behaviour, of neurological damage – Wilson, Kopelman and Kapur (2008): Prominent and persistent loss of past awareness in amnesia: delusion, impaired consciousness or coping strategy (the Clive Wearing study)</u>	Pair work – half the class identify why the case of Clive Wearing supports the Multi-store Model and the other half why it goes against the model. This can be followed by a class debate or peer teaching of the other side of the debate. Reliability, validity, and ethics paragraphs. Students write three paragraphs evaluating the Clive Wearing study. These are then read out to the class and the paragraphs are added to which make three class paragraphs.	
92	Describe the theory of reconstructive memory. Define the key terminology from the theory of reconstructive memory. Apply knowledge of the theory of reconstructive memory.	The structure and process of the theory of reconstructive memory: <ul style="list-style-type: none"> • the concept of schemas • the role of experience and expectation on memory • the process of confabulation • distortion and the effect of leading questions 	Starter – Students read Bartlett's 'The War of The Ghosts' and rewrite. Compare the two versions and identify how the story was reconstructed. Carousel Activity: Students go around to the various stations including YouTube videos and articles and Hodder GCSE textbook collecting information and making notes on reconstructive memory. With particular focus on the following key terms and concepts: schemas, the role of experience and expectation on memory, the process of confabulation, distortion and the effect of leading questions Video – Remembering and forgetting (7:14 onwards) . TED talk by Elizabeth Loftus https://neurophilosophy.wordpress.com/2007/01/09/reconstructive-memory-confabulating-the-past-simulating-the-future/	

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Lesson No.	Aims and Objectives	Specification Content/Key Terms	Lesson Content	Homework/Assessment
93	<p>Discuss criticisms of the theory of reconstructive memory.</p> <p>Describe the Reductionism/Holism Debate.</p> <p>Apply the reductionism/holism debate to the theory of reconstructive memory of memory.</p>	<p>The Theory of Reconstructive Memory:</p> <ul style="list-style-type: none"> criticisms of the theory including the reductionism/holism debate. 	<p>Criticisms of the theory including the reductionism/holism debate.</p> <p>Class spider diagram – what affects what we remember?</p> <p>Research ADVOKATE, age and anxiety.</p>	

Lesson No.	Aims and Objectives	Specification Content/Key Terms	Lesson Content	Homework/Assessment
94	<p>Outline the Background of Braun <i>et al's</i> research.</p> <p>Describe the method, design), sample, materials/apparatus, and procedure of Braun <i>et al's</i> research.</p> <p>Describe the results of Braun <i>et al's</i> research.</p> <p>Describe the conclusions of Braun <i>et al's</i> research.</p>	<p>Reconstructive Memory Research Study – Braun, Ellis and Loftus (2002): study into How Advertising Can Change Our Memories of the Past.</p>	<p>Using OCR's core study guide (pages 20–24) or a textbook, students answer the following questions:</p> <ul style="list-style-type: none"> • What was the aim of the study? • Define advertising inflation. • Define reconstructive memory. What type experiment was the study? • Identify the operationalised IV and DV. • What experimental design was used? • Identify one strength of and one weakness of the experimental design in this study. • Identify the sample. • Evaluate the sample used. • What was the target event? • Why were participants randomly allocated to conditions? • What were the two conditions? • What happened in week 1 and in week 2? • What did experimenter say there were problems with? • What are demand characteristics and how were they assessed in the study? • What is inter-rater reliability and were levels high in this study? • What were the autobiographical effects of advertising? • How did the groups differ in their confidence that they had shaken Mickey Mouse's hand? • What similarities and differences were there in the results of two conditions? <p>Video – Elizabeth Loftus interview, a summary of experiment 2</p> <p>What were the 3 conditions in experiment 2? What were the key results?</p> <p>Conclusions – What affect does autobiographical advertising have on peoples' memory?</p>	

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Lesson No.	Aims and Objectives	Specification Content/Key Terms	Lesson Content	Homework/Assessment
95	Describe criticisms of Braun <i>et al's</i> research, including sample, research method, experimental design, procedures, ethics, reliability, validity and bias.	Key research: Reconstructive Memory Research Study – Braun, Ellis and Loftus (2002): study into How Advertising Can Change Our Memories of the Past.	Criticisms of research task – How would you improve the research? Sample, research method, experimental design, procedures, ethics, reliability, validity and bias.	SAMs Questions 15a, b, and c
96	Explain how advertising techniques influence memory. Apply knowledge of the use of cues, repetition and avoiding overload to explain recall.	Application: Techniques Used For Recall – The use of cues, repetition and avoiding overload in advertisements and the use of autobiographical advertising.	Read these adverts which discuss advertising techniques and identify key features. http://smallbusiness.chron.com/repetition-advertisement-technique-24437.html http://www.morebusiness.com/consumer-emotions Watch the following adverts and identify which techniques are used. Video – Autobiographical advertising example Video – Repetition in adverts examples Video – The use of cues in adverts example Video – Avoiding overload example	In groups students are allocated one of the techniques and then tasked to design their own adverts or find other examples and explain the technique to the rest of the class.
97	Describe the Wechsler Memory Scale. <u>Apply knowledge of neuropsychology to explain how different memory functions can be measured.</u>	<u>Application: Techniques Used For Recall - The development of neuropsychology for measuring different memory functions, including the Wechsler Memory Scale.</u>	Students research the Weschler Memory Scale and identify the following features: People of what age can take the test? What are the seven subtypes in the test? What are the five index scores? Who is the optional cognitive exam used with? What evidence is there that this test is valid?	

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Lesson No.	Aims and Objectives	Specification Content/Key Terms	Lesson Content	Homework/Assessment
98		Preparation for Assessment	OCR Resource: Candidate style answers	SAM Question: Use your knowledge and understanding from across the psychology course to explain how far you agree with the following viewpoint. “Laboratory experiments are so artificial that we cannot reasonably apply them to real life. The only useful studies in psychology are those conducted outside of a laboratory.” In your answer you should refer to at least two different areas of psychology you have studied. [13]
Paper 2 – Sleep and Dreaming				
99	Describe the functions, features and benefits of sleep. Define key terminology. <u>Describe areas of the brain and neurotransmitters associated with sleep.</u> <u>Describe the features of sleep stages.</u> Apply knowledge of the functions, features and benefits of sleep.	Key concept: The functions, features and benefits of sleep: healthy brain; physical repair; emotional stability; <u>stages of the sleep cycle and when dreaming occurs; the role of the pineal gland and melatonin.</u>	Starter – class discussion on why do we sleep? What are the benefits of sleep? Through exploring this interactive research students to make notes on: the functions, features and benefits of sleep, the healthy brain; physical repair; emotional stability; stages of <u>the sleep cycle and when dreaming occurs; the role of the pineal gland and melatonin.</u> Video – The stages of sleep and when dreaming occurs Video – The role of the pineal gland and melatonin	SAM Question: Using ten participants, researchers measured the amount of time (in minutes) spent in Stage 1 of the sleep cycle. The following data was collected. 10.0 9.5 8.2 10.7 10.3 9.6 7.5 10.2 9.9 10.1 Calculate the range for this set of data. Show your working. Furthermore, measures of central tendency could be calculated, graphs and charts could be drawn and conclusions from the data could be made.
100	Identify the symptoms of sleep onset and sleep maintenance insomnia. Describe the causes of sleep onset and sleep maintenance insomnia.	Key concept: The causes of sleep disorders: sleep onset and sleep maintenance insomnia.	Define Sleep Onset and Sleep Maintenance Insomnia. Ideas blast – why do these occur. Sleep problems and sleep advice information can be found here: http://www.bbc.co.uk/science/humanbody/sleep/	Consolidation of knowledge: Outline one cause of insomnia.

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Lesson No.	Aims and Objectives	Specification Content/Key Terms	Lesson Content	Homework/Assessment
101	Describe and identify examples of endogenous pacemakers and exogenous zeitgebers. Explain how they influence sleep patterns.	Key concept: Endogenous pacemakers; and exogenous zeitgebers; and their role in sleep.	This short Prezi can be used as an introductory lecture on Endogenous Pacemakers and Exogenous Zeitgebers, it includes definitions, examples and research. Students should make notes on the research studies and make conclusions about the importance of the zeitgeber/pacemaker. https://prezi.com/hto8w5p18i_i/exogenous-zeitgebers-and-endogenous-pacemakers/	SAM Questions 9a, b, and c.
102	Describe The Freudian Theory of Dreaming. Define the key terminology from The Freudian Theory of Dreaming. Apply knowledge of The Freudian Theory of Dreaming.	The Freudian Theory of Dreaming: the unconscious mind the role of repression the concept of wish fulfilment manifest and latent content of dreams	Starter – An interesting blog on dreaming – students to identify the most ‘interesting facts’ and what they have learnt from the article. http://www.spring.org.uk/2014/02/dreams-10-striking-insights-from-psychological-science.php An introduction to the Freudian theory: 0 – 2.23 – students note down what is meant by: the unconscious mind, repression, wish fulfilment, the manifest and latent content of dreams.	
103	Discuss criticisms of The Freudian Theory of Dreaming. Describe the issue of subjectivity. Apply the issue of subjectivity to The Freudian Theory of Dreaming.	The Freudian Theory of Dreaming: criticisms of the theory including the issue of subjectivity.	Criticisms There is lots of information on the Freud museum website in relation to his theory of dreaming (description and evaluation). https://www.freud.org.uk/education/resources/the-interpretation-of-dreams/ Dream interpretation session. Compare the different interpretations to highlight the issue of subjectivity.	SAM Questions – Identify a strength of Freud’s (1918) dream analysis study of the Wolfman.[1] (b) Freudian theory gives one explanation of dreams. Outline the role of repression in Dreaming. [2] (c) Explain why subjectivity can be considered a problem with Freud’s theory. [2]

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Lesson No.	Aims and Objectives	Specification Content/Key Terms	Lesson Content	Homework/Assessment
104	<p>Outline the Background of Freud's research.</p> <p>Describe the method, design, sample, materials/apparatus, and procedure of Freud's research.</p> <p>Describe the results of Freud's research.</p> <p>Describe the conclusions of Freud's research.</p>	<p>The Freudian Theory of Dreaming Research Study – Freud (1918): dream analysis study of 'The Wolfman'.</p>	<p>Use this True or False activity to review Freud's theory.</p> <p>OCR resource: Freudian theory of dreaming can be found in the folder called Learner resources: Sleeping and dreaming.</p>	
105	<p>Demonstrate knowledge and understanding of the features of case studies.</p> <p>Apply knowledge of case studies to a novel source.</p> <p>Be able to plan a case study investigation.</p> <p>Describe strengths and weaknesses of case studies.</p>	<p>Research Methods – Case Studies</p> <ul style="list-style-type: none"> • Use of qualitative data • Use of small samples <p>Features of doing research and their associated strengths and weaknesses including reliability and validity.</p>	<p>What are the key features of a case study? What different types of case studies are there? Describe some examples of case studies in psychology? Why is the Wolfman an example of a case study?</p> <p>Strengths and weakness table of case studies.</p>	<p>Practice the context questions.</p> <p>Apply strengths and weaknesses of case studies to specific case studies.</p>
106	<p>Discuss criticisms of Freud's research.</p>	<p>Key research: The Freudian Theory of Dreaming Research Study – Freud (1918): dream analysis study of 'The Wolfman'.</p>	<p>Criticisms of research. Is this research scientific?</p> <p>Competition – who can identify the most weaknesses in 2 minutes. Weaknesses are then collated and expanded on as a class.</p>	<p>Describe two criticisms of Freud's research [4].</p>

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Lesson No.	Aims and Objectives	Specification Content/Key Terms	Lesson Content	Homework/Assessment
107	<p>Describe The Activation Synthesis Theory of Dreaming.</p> <p>Define the key terminology from The Activation Synthesis Theory of Dreaming</p> <p>Apply knowledge of The Activation Synthesis Theory of Dreaming</p>	<p><i>The Activation Synthesis Theory of Dreaming:</i></p> <ul style="list-style-type: none"> • <i>the role of REM sleep</i> • <i>the function and actions of the brain during sleep, including the limbic system</i> • <i>activity of neurons in the pons during sleep</i> • <i>the process of synthesis as a function of the cerebral cortex</i> 	<p>Flipped Learning – Before the session either: ask students to read about the theory, watch a YouTube video, or even a recording from G and T students who have already researched the theory.</p> <p>From this content give students some MCQs, or ask them to write 1 or 2 each based on what they have researched. Understanding can then be tested.</p> <p>Once the theory has been understood students should summarise the study using the terms ‘REM sleep’ ‘neurons’, ‘pons’, ‘synthesis’ ‘cerebral cortex’.</p> <p>Application – Students describe a scenario in relation to somebody dreaming. Swap scenarios and explain how the theory would explain such dreams.</p>	Complete application task
108	<p>Discuss criticisms of The Activation Synthesis Theory of Dreaming</p> <p>Describe the Reductionism/ Holism Debate.</p> <p>Apply the reductionism/holism debate to The Activation Synthesis Theory of Dreaming.</p>	<p>The Activation Synthesis Theory of Dreaming:</p> <ul style="list-style-type: none"> • criticisms of the theory including the reductionism/holism debate. 	<p>Criticisms of the theory including the reductionism/holism debate.</p> <p>Synoptic task – apply the reductionism debate to other theories in the specification. Rank them in terms of a reductionism/holism continuum.</p> <p>Use your knowledge and understanding from across the psychology course to explain how far you agree with the following viewpoint:</p> <p>“Often the simplest explanation is the best.”</p> <p>In your answer you should refer to the activation synthesis theory of dreaming and at least one different area of psychology you have studied. [13]</p>	SAM Question - Describe the Activation Synthesis theory of dreaming. [6]

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Lesson No.	Aims and Objectives	Specification Content/Key Terms	Lesson Content	Homework/Assessment
109	<p>Outline the Background of Williams <i>et al's</i> research.</p> <p>Describe the method, design, sample, materials/apparatus, and procedure of Williams <i>et al's</i> research.</p> <p>Describe the results of Williams <i>et al's</i> research.</p> <p>Describe the conclusions of Williams <i>et al's</i> research.</p>	<p>The Activation Synthesis Theory of Dreaming Research Study. <i>Differences in actions and functions of the brain when dreaming and when awake</i> – Williams <i>et al.</i> (1992): study into Bizarreness in Dreams and Fantasies: Implications for the Activation Synthesis Hypothesis.</p>	<p>As a homework task over a week, ask students to record their dreams in a sleep journal. Then give students a brief overview of the study. If you can, get hold of the bizarreness coding scale devised by Hobson <i>et al.</i> (1987) and students can then have a go at coding someone else's dreams in groups of four (each student codes another three students dreams). Answers can then be compared to check for inter rater reliability as in the original study which had three judges. This could be a slight re enactment. There could then be a teacher/class led discussion in more detail on the study which has some quite technical terms that will need explaining in detail.</p>	
110	<p>Discuss criticisms of Williams <i>et al's</i> research.</p> <p>Apply knowledge of practical experience of self-report to Williams <i>et al's</i> research</p>	<p>The Activation Synthesis Theory of Dreaming Research Study. <i>Differences in actions and functions of the brain when dreaming and when awake</i> – Williams <i>et al.</i> (1992): study into Bizarreness in Dreams and Fantasies: Implications for the Activation Synthesis Hypothesis.</p>	<p>Strengths and weaknesses of the re-enactment.</p> <p>Self-reflection questions:</p> <p>What problems did you have in reporting dreams/fantasies? How could this influence results? Why could this have been a problem in Williams' research?</p> <p>Recap social desirability bias – why was social desirability a problem in the research?</p>	

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Lesson No.	Aims and Objectives	Specification Content/Key Terms	Lesson Content	Homework/Assessment
111	<p><u>Describe how the nervous system is involved in sleep.</u></p> <p><u>Describe the nervous system is managed through relaxation.</u></p> <p>Describe how physical environment impacts on sleep.</p> <p>Apply knowledge of sleep hygiene to explain how insomnia can be treated.</p>	<p>Application: Development of treatments for insomnia – Features of insomnia, <i>the role of the nervous system and its management through relaxation techniques</i> and the role of the physical environment in insomnia and its treatment through improved sleep hygiene.</p>	<p>Research task using textbooks or internet – what are the symptoms of insomnia? <u>What role does the Nervous system play in insomnia?</u></p> <p>http://www.bbc.co.uk/news/health-31089014 – what causes insomnia? How could it be managed in this case? What could be done in relation to <u>relaxation techniques</u> and the change to the physical environment?</p> <p>Students take a picture of/describe their bedroom and then evaluate the sleep hygiene of it. Make suggestions on how it could be improved.</p>	<p>SAM Question:</p> <p>Caitlin is a teenager who finds it difficult to sleep at night and thinks she may be suffering from insomnia. Her father recently read an article on sleep and believes that changing her environment and her routines could help her to get a good night's sleep.</p> <p>Using your knowledge of treating sleep disorders, explain what advice you would give to Caitlin to help her to increase her chances of getting a good night's sleep. [6]</p>
112	<p><u>Apply knowledge of neuropsychology and the hypothalamus to explain how insomnia can be treated.</u></p>	<p>Application: Development of treatments for insomnia – <i>The impact of neurological damage to the hypothalamus on sleep.</i></p>	<p>http://news.bbc.co.uk/1/hi/health/2664697.stm</p> <p><u>Google search for effects of SCN damage on sleep.</u></p>	<p>SAM Question - Alastair was recently involved in a car accident. During the crash he hit his head hard on the steering wheel. Following the incident, he has been unable to sleep properly.</p> <p>Using the information above, explain why Alastair finds it difficult to sleep. [2]</p>

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Lesson No.	Aims and Objectives	Specification Content/Key Terms	Lesson Content	Homework/Assessment
113	<p>Describe the differences between qualitative and quantitative data.</p> <p>Identify examples of qualitative and quantitative data.</p> <p>Describe the differences between primary and secondary data.</p> <p>Identify examples of primary and secondary data.</p> <p>Describe strengths and weaknesses of quantitative, qualitative, primary and secondary data.</p>	<p>Analysing Research – Types of Data:</p> <ul style="list-style-type: none"> Quantitative data Qualitative data Primary data Secondary data Strengths of each type of data 	<p>A tutorial and a quiz on Quantitative data and Qualitative data</p> <p>https://www.sophia.org/tutorials/qualitative-and-quantitative-research--5</p> <p>OCR resource: Descriptive statistics workbook</p> <p>OCR resource: Quantitative skills teacher guide</p>	<p>SAM Question Paper 2 – Explain whether the data collected would be quantitative or qualitative data. Justify your answer. [2]</p>
114 and 115	<p>Identify different measures of central tendency.</p> <p>Calculate different measures of central tendency.</p> <p>Apply knowledge to identify when to use different measures of central tendency.</p>	<p>Interpretation, analysis and representation of data. This will necessitate the ability to perform some calculations.</p> <p>Analysing Research – Descriptive Statistics:</p> <ul style="list-style-type: none"> Measures of Central Tendency: Mode (including modal class) Median Mean 	<p>OCR resource: Descriptive statistics workbook</p> <p>OCR resource: Quantitative skills teacher guide</p>	<p>SAM Question – Paper 1: Explain how one measure of central tendency could be used to analyse your data. [2]</p> <p>Complete summary table on page 23 of student workbook.</p>

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Lesson No.	Aims and Objectives	Specification Content/Key Terms	Lesson Content	Homework/Assessment
Paper 1 & 2 – Research methods				
116 and 117	<p>Range</p> <p>Calculate Ratios.</p> <p>Calculate Percentages.</p> <p>Calculate Fractions.</p> <p>Express data in decimal and standard form.</p> <p>Analyse data to a required decimal place and significant figure.</p> <p>Identify the features of Normal distributions.</p> <p>Make estimations from data collected.</p>	<p>Interpretation, analysis and representation of data. This will necessitate the ability to perform some calculations.</p> <p>Analysing Research – Descriptive Statistics:</p> <p>– Ratios, Percentages, Fractions, Expressions in decimal and standard form, Decimal places and significant figures, Normal distributions, Estimations from data collected</p>	<p>OCR resource: Descriptive statistics workbook</p> <p>OCR resource: Quantitative skills teacher guide</p> <p>Use this A Level resource to introduce the features of normal distributions.</p> <p>OCR resource: Inferential statistics workbook – distribution curves</p>	Complete workbooks.
118	<p>Describe when to use Histograms and Line graphs.</p> <p>Construct an accurate and correctly labelled Histogram.</p> <p>Construct an accurate and correctly labelled Line Graph.</p> <p>Frequency tables</p>	<p>Analysing Research – Tables, charts and graphs: Histograms and</p> <p>Line graphs</p>	<p>Histograms: What is the difference between a bar chart and a histogram? http://www.bbc.co.uk/schools/gcsebitesize/maths/statistics/representingdata3hirev3.shtml</p> <p>Class task – how tall are you? Data is then put into a histogram.</p> <p>Line Graphs: research temperature in the UK for each month of the year and plot as a line graph.</p> <p>What psychological data could be put into a line graph?</p> <p>OCR Resource: Descriptive statistics workbook, section 5, worksheet 3.</p> <p>This A Level resource can also support the teaching of this topic area: OCR resource: Teacher guide – descriptive statistics.</p>	<p>SAMS Question – Paper 2:</p> <p>The psychologist presented her findings using a scatter diagram, as shown below.</p> <p>Explain what the psychologist would conclude from this scatter diagram. [2]</p> <p>Student workbook pages 31-32</p>

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Lesson No.	Aims and Objectives	Specification Content/Key Terms	Lesson Content	Homework/Assessment
119	Describe sources of bias. Apply Sources of Bias to Research	Sources of Bias: <ul style="list-style-type: none"> Gender bias Cultural bias Age bias Experimenter bias Observer bias Bias in questioning 	Use small scenarios of hypothetical research and get students to identify which type of bias has occurred and how. They could then suggest ways to overcome the bias and associated problems.	SAMS Question – Paper 2 -Outline one way in which this study could show gender bias. [3]
120, 121 and 122	Identify different types of observations. Demonstrate knowledge and understanding of the features of different types of observations. Apply knowledge of different types of observations to a novel source. Be able to plan an observational investigation. Describe strengths and weaknesses of different types of observations.	Research Methods – Observations Research Methods – Observations - Features of doing research and their associated strengths and weaknesses including reliability and validity.	This could be taught earlier in the course alongside Cooper and Mackie. Starter – How could you carry out an observation into Criminal behaviour? Anti-social behaviour? Aggression? (Or an alternative topic of students' choice). Practical observations ideas: Naturalistic – Use of mobile phone in the canteen Controlled – volunteers are placed in a room with a varying number of people and told not to eat the cake. Frequency tables/ tally charts (and behaviour checklists) can be used within the observation. Justifications – students should decide whether to conduct these as overt or covert observation and participant/non-participant. Write a justifications paragraph. Complete the following activity. OCR resource: Observation summary can be found in the folder called Learner resources: Research methods .	Data analysis and the drawing of charts and graphs to complete the observation practical activity.
		Research Methods – Observations	Strengths and Weaknesses of Observations: Discuss own practical observations. What was good and bad about them? Add strength weakness columns to the table. Including observer bias and inter-rater reliability.	SAM Question Paper 2 Evaluate the use of the observation method in this study. [5]
123 and 124		Preparation for Assessment		

Please note some of the suggested resources are from OCR's A Level Psychology, however, these can be adapted for GCSE (9–1) Psychology.

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