

Scheme of Work

Cambridge International AS & A Level Psychology 9990

For examination from 2024



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Introduction

This scheme of work has been designed to support you in your teaching and lesson planning. You can choose what approach to take and you know the nature of your institution and the levels of ability of your learners. What follows is just one possible approach you could take and you should always check the syllabus for the content of your course.

Suggestions for independent study (**I**) and formative assessment (**F**) are included. Throughout the scheme of work we have included reference to the [Sustainability Development Goal \(SDG 3 Good Health and Wellbeing\)](#), if and where relevant and applicable. Please be aware that the topic of sustainability is not explicitly part of this syllabus and will not be directly assessed in the examinations.

Opportunities for differentiation are indicated as **Extension activities**; there is the potential for differentiation by resource, grouping, expected level of outcome, and degree of support by teacher. Timings for activities and feedback are left to the judgment of the teacher, according to the level of the learners and size of the class.

Key concepts

This scheme of work is underpinned by the assumption that Psychology is a scientific discipline and, as such, is conducted using rigorous research methods. The key concepts are highlighted as a separate item in the new syllabus. Reference to the key concepts is made throughout the scheme of work using the key shown below:

Key Concept 1 (KC1) – Nature versus nurture

Key Concept 2 (KC2) – Ethics

Key Concept 3 (KC3) – Research methods

Key Concept 4 (KC4) – No one view of psychology is definitive

Key Concept 5 (KC5) – Relevance of psychology in contemporary society

Guided learning hours

Guided learning hours give an indication of the amount of contact time teachers need to have with learners to deliver a particular course. Our syllabuses are designed around 180 hours for Cambridge International AS Level, and 360 hours for Cambridge International A Level. The number of hours may vary depending on local practice and your learners' previous experience of the subject. The table below give some guidance about how many hours are recommended for each topic.

Subject content	Suggested teaching time (hours / % of the course)
Introduction to Cambridge AS Level content and Research Methods	It is recommended that this should take about 36 hours / 20% of the AS Level course.
Biological approach	It is recommended that this should take about 36 hours / 20% of the AS Level course.
Cognitive approach	It is recommended that this should take about 36 hours / 20% of the AS Level course.
Learning approach	It is recommended that this should take about 36 hours / 20% of the AS Level course.
Social approach	It is recommended that this should take about 36 hours / 20% of the AS Level course.
Specialist Option 1: Clinical Psychology	Choose two from the four specialist options, each should take about 90 hours / 50% of the A Level course.
Specialist Option 2: Consumer Psychology	
Specialist Option 3: Health Psychology	
Specialist Option 4: Organisational Psychology	

Resources

You can find the endorsed resources on the Endorsed resources tab of the syllabus page on our [public website](#)

Endorsed textbooks have been written to be closely aligned to the syllabus they support, and have been through a detailed quality assurance process. All textbooks endorsed by Cambridge International for this syllabus are the ideal resource to be used alongside this scheme of work as they cover each learning objective. In addition to reading the syllabus, teachers should refer to the specimen assessment materials.

[Teaching tools](#) – designed to help you to deliver interactive classroom activities and engage learners.

[Tools to support remote teaching and learning](#) – to find out about and explore the various online tools available for teachers and learners.

Scheme of Work

School Support Hub

The School Support Hub is a secure online resource bank and community for Cambridge teachers, where you can download specimen and past question papers, mark schemes and other teaching and learning resources. We also offer online and face-to-face training; details of forthcoming training opportunities are posted online. This scheme of work is available as PDF and an editable version in Microsoft Word format. If you are unable to use Microsoft Word you can download Open Office free of charge from www.openoffice.org

Websites

This scheme of work includes website links providing direct access to internet resources. Cambridge Assessment International Education is not responsible for the accuracy or content of information contained in these sites. The inclusion of a link to an external website should not be understood to be an endorsement of that website or the site's owners (or their products/services).

The website pages referenced in this scheme of work were selected when the scheme of work was produced. Other aspects of the sites were not checked and only the particular resources are recommended.

How to get the most out of this scheme of work – integrating syllabus content, skills and teaching strategies

This scheme of work provides some ideas and suggestions of how to cover the content of the syllabus. The following features help guide you through your course.

Learning objectives help your learners by making it clear the knowledge they are trying to build. Pass these on to your learners by expressing them as ‘We are learning to / about...’.

Suggested teaching activities give you lots of ideas about how you can present learners with new information without teacher talk or videos. Try more active methods which get your learners motivated and practising new skills.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
Data Collection: Self Reports	Learners can identify, explain and evaluate the use of different types of reports.	<p>Learners create a questionnaire on some aspect of school life and share ideas. (I)</p> <p>Introduce the idea of closed and open questions and ensure learners can generate samples of each. Learners swap and complete each other’s and return and analyse results.</p> <p>Extension activity: learners suggest strengths and weaknesses of using questionnaires and tabulate including issues relating to the type of data collected the media used (paper and pencil/online).</p> <p>Extension activity: learners consider the use of interviews to investigate the same issue. Consider the implications of telephone and face-to-face interviews and the similarities and differences between questionnaires and the different types of interviews, ensuring learners appreciate the differences between structured, semi-structured and unstructured interviews and evaluate each.</p> <p>Video to support the construction of good questions for questionnaires available here: www.youtube.com/watch?v=7onVHkS1YY</p> <p>A self-assessment exercise for self- www.youtube.com/watch?v=7onVHkS1YY</p>

Extension activities provide your more able learners with further challenge beyond the basic content of the course. Innovation and independent learning are the basis of these activities.

Independent study (I) gives your learners the opportunity to develop their own ideas and understanding without direct input from you.

Sustainability Development Goals (SDG) references to a focus on sustainability.

Past papers, specimen papers and mark schemes are available for you to download at: www.cambridgeinternational.org/support Using these resources with your learners allows you to check their progress and give them confidence and understanding.

Formative assessment (F) is on-going assessment which informs you about the progress of your learners. Don’t forget to leave time to review what your learners have learnt, you could try question and answer, tests, quizzes, ‘mind maps’, or ‘concept maps’. These kinds of activities can be found in the scheme of work.

1. Introduction to AS Level content and Research Methods

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
General introduction/expectations/engagement	Learners gain an understanding of what they already know, what they can expect to learn and how they are responsible for their learning.	<p>Conduct initial learner assessment: what they know; what they expect; why they are studying psychology, etc.</p> <p>Use this opportunity to discuss learning styles and psychometric tests and ask them to complete the www.learning-styles-online.com/inventory/</p> <p>Learners carry out some independent research and prepare a presentation on a key characteristic that will be covered or provide supplementary reading/study during the course (e.g., theories of dreaming (Dement and Kleitman); autism and Asperger's syndrome (Baron-Cohen); phobias (Saavedra and Silverman); Pavlov's dogs and the Case of Little Albert (Learning approach); Kitty Genovese (Piliavin). (I)</p>
Research methods <ul style="list-style-type: none"> • Correlations • Hypotheses and aims • Variables KC3	Learners can describe, explain and apply the main features of experimentation, hypotheses, correlations and variables.	<p>Ask learners what they know about conducting experiments from their IGCSE courses and ask them to list the essential elements or processes.</p> <p>Extension activity: learners imagine the equivalent parts when conducting psychology experiments and then introduce the concept of a laboratory study.</p> <p>Write the word 'hypothesis' and explain the relationship between the aim and the hypothesis of an experiment. Ask learners what associations/understanding they have of this key term. Introduce the concept of a null and alternate hypothesis if needed or review learners' existing understanding of this.</p> <p>Learners develop an appropriate hypothesis and null-hypothesis for an area of study of their choice and ask them to share.</p> <p>Explain 'an independent variable' and 'a dependent variable' and introduce the concept of operationalisation. Learners identify the independent variable and the dependent variable in different examples of experiments or scenarios and whether each has been operationalised or not.</p> <p>Explain the concepts and differences between 'a directional (one-tailed) hypothesis' and a 'non-directional (two-tailed) hypothesis'. Generate some examples to display and learners identify whether each is directional or non-directional and explain how they decided which was which. More information and examples can be found at: www.verywellmind.com/what-is-a-hypothesis-2795239</p> <p>Introduce the concepts of a field experiment and a natural experiment. Using one of these, learners create their own hypothesis and null-hypothesis; explain (and justify) whether it is a one or a two-tailed hypothesis; whether they are expecting a positive or a negative correlation and demonstrate effective operationalisation of the variables. Peer review each in turn.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Learners generate (or provide them with) examples of data that demonstrate a positive correlation and others a negative correlation and create diagrams with differing strengths / coefficients and explain them. (I)</p> <p>Extension activity: learners recreate diagrams for each in their notes and suggest correlations which could apply to each and label the co-variables (measured variables) in the respective diagrams, reinforcing the new terminology. Share the positive correlations between the number of murders in the UK and the sales of ice-cream and using a ‘Think-pair-share’ (TPS) activity ask them to consider the relationship between the two co-variables.</p> <p>Learners create a table of strengths and weaknesses and populate, including lack of causality and the 3rd variable problem and generate ideas of other 3rd variables than could create similar correlations (positive or negative). (I)</p> <p>Learners generate a glossary of research methods terms in their notes and test each other on meanings and definitions of these key concepts and terminology as they are covered in the course. Two websites will help in this task:</p> <ul style="list-style-type: none"> • www.tutor2u.net/psychology/reference/research-methods-key-term-glossary • www.simplypsychology.org/research-methods.html <p>Learners complete this self-assessment: www.tutor2u.net/psychology/reference/correlations-revision-quiz (F)</p>
<p>Research methods</p> <ul style="list-style-type: none"> • Experiments • Experimental design • Controlling of variables • Validity • Reliability • Replicability • Standardisation <p>KC3</p>	<p>Learners can describe, explain and identify issues affecting the validity and reliability of experiments.</p>	<p>Explain the concepts of ‘validity’ and ‘reliability’.</p> <p>Extension activity: learners suggest how we can ensure validity and reliability in psychological research. Reiterate the importance of evaluating psychological research with these concepts in mind.</p> <p>Discuss the importance of controlling variables to enhance validity, explaining the significance of extraneous, uncontrolled, participant and situational variables and how they can distort validity.</p> <p>Explain the importance of the necessity of replicating experimental research to check the reliability and the validity of the research. Consider ways that research could be unreliable and share key terms, including; types of reliability that can be tested – inter-rater reliability/inter-observer, split half and test-retest for learners to capture in their notes/glossaries.</p> <p>Write the term ‘standardisation’ and ask learners what this means and how it can be used to enhance the validity and reliability of research in turn. Refer back to correlations covered previously and explain the connection between the two.</p> <p>Return to the different types of experiments. Learners consider examples of the various extraneous variables that would need to be controlled in each case. Learners create tables (or bullet points) and consider the strengths and</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>weaknesses of each type considering the ability to control variables, standardise and replicate each in turn and share ideas. Supplement/correct as necessary.</p> <p>Explain 'experimental conditions' in relation to the IV and share an example of a study with two or three conditions. Issue learners with coloured counters, describe and explain the differences between experimental designs, namely independent measures, matched pairs and repeated measures respectively. Using the counters, introduce the concepts of:</p> <ul style="list-style-type: none"> • counterbalancing • random allocation • order effects – both fatigue and practice. <p>Display the remaining key concepts and relate each to the class discussion including ecological validity; population validity; objectivity / subjectivity. Learners add to their glossaries.</p> <p>Categorise the different types of validity covered so far into 'internal' and 'external' validity. Introduce the concept of 'demand characteristics' (with examples) and learners consider whether this would be classified as an internal or external validity issue. Learners add 'demand characteristics' into their tables.</p> <p>Extension activity: share some novel research ideas (from previous research conducted). Learners use the key features of the experimental method to design two different experiments, using two different experimental methods to investigate two of the research questions displayed and share.</p> <p>Learners select two and divide class to identify and evaluate the strengths, weaknesses, validity issues and reliability issues. Supplement/correct as necessary. (F)</p> <p>Learners complete some self- assessment activities: www.tutor2u.net/psychology/reference/variables-revision-quiz (F)</p>
Research methods Types of data KC3	Learners can describe, explain and evaluate quantitative and qualitative data and conduct some data analysis.	<p>Ask learners what they know and understand of quantitative and qualitative data.</p> <p>Extension activity: learners generate examples of each and share these. They then consider the strengths and weaknesses of quantitative and qualitative data and tabulate these in their notes.</p> <p>Hand out some quantitative data, ask each group to calculate the mean, the median and the mode as a measure of central tendency and identify the range and explain how this measure of spread is connected to the measures of central tendency.</p> <p>Extension activity: assign each group to construct either a bar chart, a histogram and a scatter graph respectively and use the data and display. Explain 'normal distribution' and ask learners whether the data they have analysed represents a 'normal distribution'. A good description explaining the difference between a bar chart and a histogram is available at: https://stattrek.com/statistics/charts/histogram.aspx?Tutorial=AP</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Display a table of results from a study to show how the mean and standard deviation are displayed.</p> <p>Learners complete some self-assessment activities:</p> <p>www.tutor2u.net/psychology/reference/types-of-data-revision-quiz</p> <p>www.tutor2u.net/psychology/reference/descriptive-statistics-revision-quiz (F)</p>
<p>Research methods</p> <p>Sampling of participants</p> <p>KC3</p>	<p>Learners will understand the different types of sampling.</p>	<p>Share some scenarios with learners which reflect different types of sampling (including random sampling, opportunity sampling, and volunteer sampling, etc). Learners identify the differences and evaluate each type of sampling strategy. Learners label each scenario with the appropriate sampling strategy and tabulate strengths and weaknesses.</p> <p>Learners add 'generalisability' and 'representative' to their glossary and connect back to the concept of validity.</p> <p>The connection between the sample and the population can be found here:</p> <p>www.simplypsychology.org/sampling.html</p> <p>Learners complete complete this self- assessment activity: www.tutor2u.net/psychology/reference/sampling-revision-quiz (F)</p>
<p>Data Collection: Self Reports</p> <p>KC3</p>	<p>Learners can identify, explain and evaluate the use of different types of questions in self-reports.</p>	<p>Learners create a questionnaire on some aspect of school life and share ideas. (I)</p> <p>Introduce the idea of closed and open questions and ensure learners can generate samples of each. Learners swap and complete each other's and return and analyse results.</p> <p>Extension activity: learners suggest strengths and weaknesses of using questionnaires and tabulate including issues relating to the type of data collected and the media used (paper and pencil/online).</p> <p>Extension activity: learners consider the use of interviews to investigate the same issue. Consider the implications of telephone and face-to-face interviews and the similarities and differences between questionnaires and the different types of interviews, ensuring learners appreciate the differences between structured, semi-structured and unstructured interviews and evaluate each.</p> <p>Video to support the construction of good questions for questionnaires available here: www.youtube.com/watch?v=7onVHIkS1YY</p> <p>A self-assessment exercise for self-reports can be accessed at: www.youtube.com/watch?v=7onVHIkS1YY (F)</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
Data Collection: Observations KC3	Learners can identify, describe explain and evaluate the use of different types of observations.	<p>Extension activity: in groups learners conduct observational research during a breaktime, explaining that different groups can conduct the research in different ways, using structured, unstructured, participant and non-participant techniques as well as combinations of these.</p> <p>Learners share what each group did (the features) and challenges they experienced and based on these, learners can generate strengths and weaknesses of each in turn. Learners review issues relating to validity and reliability, and assess which techniques are the most valid and reliable, and why.</p> <p>Share scenarios and learners identify which type of observation would be the most suited to the scenario and introduce the concepts of overt and covert observations, considering the strengths and weaknesses of these and add to their previous notes on evaluation. Learners review the use of laboratory and field studies in psychological research and design a laboratory study using observation, conclude with a discussion on the strengths and weaknesses of naturalistic and controlled observations.</p> <p>A self-assessment activity for observations can be accessed at: www.tutor2u.net/psychology/reference/observational-techniques-revision-quiz (F)</p>
Case Studies KC3	Learners can describe and explain case studies and when and why they are used in psychological research.	This research method is covered as introductory material for Saavedra and Silverman; (button phobia) under Learning approach in the syllabus.
Longitudinal studies KC3	Learners can describe and explain longitudinal studies and when and why they are used in psychological research.	This research method is covered in the evaluation of Hölzel et al. (mindfulness and brain scans) under Biological approach in the syllabus.
Ethics KC2 KC3	Learners can describe and explain the ethical guidelines in relation to both human and non-human subjects.	Generate a variety of procedures from research that raises ethical issues (e.g., asking children to watch violent videos, following customers through a shopping mall, observing passengers on a train without their knowledge, asking adults to 'shock' another participant, testing chimpanzees, electrocuting dogs to see how they react, etc. ensuring each ethical issue has been included). Learners rank them from ethically 'least' to 'worst' and justify their responses. Learners consider which ethical issues have been raised and list each in their notes with a

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>description and consider what reasons for each to be broken and to what extent (consider the cost: benefit analysis in each case).</p> <p>More information and definitions on ethics can be accessed at: www.simplypsychology.org/Ethics.html</p> <p>A self- assessment activity on ethics can be accessed at: www.tutor2u.net/psychology/reference/research-ethics-revision-quiz (F)</p>
Past and specimen papers		
Past/specimen papers and mark schemes are available to download from the School Support Hub (F)		

2. Biological approach

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
Biological approach – introduction KC4 KC5	Learners understand that behaviour, cognition and emotions can be explained in terms of the working of the brain and the effect of hormones, genetics and evolution and that biological factors can explain similarities and differences between people.	Learners share their present understanding of brains, hormones, genetics and evolution. Share an accessible and interactive set of resources outlining the main areas and functions of the brain available at: www.education.com/lesson-plan/learn-about-the-brain/ (I) Extension activity: learners consider how they might investigate the brain and either set as a research activity to explore different types of brain scans and share back or work through a set of slides outlining the main brain scans available at: https://docs.google.com/presentation/d/12MhNG17Iz4ALK_p6K2Hr3cNt7Nos7r8K/edit#slide=id.p1 Learners can watch a provocative TedTalk, 'The most important lesson from 83,000 brain scans' by Daniel Amen available at: www.youtube.com/watch?v=esPRsT-lmw (I)
Dement and Kleitman (sleep and dreams) – introduction KC5	Learners understand the importance of sleep, research into sleep and different theories of sleeping and dreaming.	Share the video available at: www.youtube.com/watch?v=Y-8b99rGpkM as a starter activity for the class on the value of sleep and the importance of the research on sleep. Learners give presentations on the background theories of sleeping and dreaming are shared and discussed. (I)(F) Learners look up ultradian rhythms and then sleep cycles on the internet and draw in their notes. Go through the sleep cycle and introduce use of the Electroencephalography (EEG) to determine the stages of sleep and rapid eye movement (REM) and non-rapid eye movement (N-REM) sleep – checking for previous knowledge and understanding. (I) SDG 3
Dement and Kleitman (sleep and dreams) – the study KC3	Learners can describe sleep cycles and explain difficulties of investigating sleeping and dreaming. Learners can describe and explain the aim, the hypotheses, the	Extension activity: display the overall aim of the study on the board and learners design an experiment to investigate the relationship between sleeping and dreaming using the EEG to determine the levels of sleep. Break down the overall aim into the three hypotheses and divide them between the groups and repeat design activity and share responses. Hand out a summary of the study available at: www.holah.karoo.net/dement.htm . Learners compare the original study with their experiments and evaluate each difference in turn. Learners complete the activities to help them engage with the material.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	<p>methodology and the findings of the study.</p> <p>Learners develop examination skills.</p> <p>Learners can consolidate the material and self-assess their ability to recall the necessary detail.</p>	<p>Learners create an 'organogram' (diagram that shows the structure of an organisation), representing the overall aim, the three hypotheses and the results relating to each.</p> <p>In pairs, share a past Paper 1 (for example, 9990 Jun 2020 Paper 11) and ask learners to work through the questions, modifying each as if it was focussed on Dement and Kleitman and prepare an appropriate mark scheme. Share questions and suggested responses. Respond to any discrepancies relating to content or assessment objectives.</p> <p>Learners complete a recall activity which can be accessed at: https://quizizz.com/admin/quiz/619f49648cf168001df4cd0d/sleep-and-dreams (F)</p> <p>There are a number of revision activities that can be accessed on Quizlet available at:</p> <ul style="list-style-type: none"> • https://quizlet.com/548112936/dement-and-kleitman-flash-cards/ • https://quizlet.com/548471606/dement-and-kleitman-flash-cards/ • https://quizlet.com/547640934/dement-and-kleitman-flash-cards/ <p>A set of flashcards learners can use to self-test on their ability to recall the material is available at: https://drive.google.com/file/d/111t1YMUjWQIGZ24945Ts0Ocnv2bhkcd/view (F)</p>
<p>Dement and Kleitman (sleep and dreams) – evaluation</p> <p>KC3</p>	<p>Learners can identify, describe and explain strengths and weaknesses of the original study.</p>	<p>Display the following issues (covered in Research Methods) and ask learners, in pairs, to identify whether it is a strength or a weakness and then describe and explain each from the Dement and Kleitman study: Ecological Validity; Population Validity; Replicability; Generalisability; Ethics; The Use of Quantitative Data; The Use of Technical Equipment; Demand Characteristics; The Experimental Design (and any others) and record their ideas in their notes. (F)</p> <p>Each pair shares their ideas with another pair. Answer any questions or concerns and supplement any gaps as necessary.</p> <p>Share the methodological issues and debates as follows:</p> <ul style="list-style-type: none"> • the application of psychology to everyday life • individual and situational explanations • nature versus nurture • the use of children in psychological research • the use of animals in psychological research. <p>Ask learners which are relevant to the Dement and Kleitman study and ask them to explain:</p> <ul style="list-style-type: none"> • the application of psychology to everyday life • individual and situational explanations.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<p>Hassett et al. (monkey toy preferences) – introduction</p> <ul style="list-style-type: none"> Nature versus nurture <p>KC1 KC2 KC4 KC5</p>	<p>Learners understand the background to the study.</p> <p>Learners and describe and explain the factors that contribute to the nature nurture debate with appropriate examples.</p> <p>Learners and describe and explain the ethics of using non-human subjects in psychological research.</p>	<p>Set the following key questions for initial class discussion:</p> <ol style="list-style-type: none"> Is there a difference between the toys that young boys and young girls play with? Do boys play with ‘boy’ toys and girls play with ‘girl’ toys because of gender socialisation? What would be considered ‘boy’ toys and ‘girl’ toys and why? <p>Clarify understanding of ideas and terms.</p> <p>Introduce the idea of ‘Nature’ and ‘Nurture’ and let learners look up definitions of the nature/nurture debate and include in their notes in their own words. Learners create two columns and generate ideas of factors falling under each and share.</p> <p>Learners watch a good starter BBC video to introduce the key issue available at: www.youtube.com/watch?v=nWu44AqF0il</p> <p>Share ideas generated from watching the video concerning socialisation and stereotyping and discuss in relation to the nature nurture debate, including natural differences between girls and boys. (I)</p> <p>Extension activity: display the Key Question for a TPS activity - What might we conclude if we found that male and female monkeys also had different toy preferences?</p> <p>Watch the short BBC video clip together, available at: www.youtube.com/watch?v=Bm9xXyw2f7g and again, share responses. Ask learners how the data was collected and how it could have been ‘more scientific’ in relation to reliability, validity, objectivity, replicability.</p> <p>Extension activity: display the Key Question for a TPS activity – Was the study ethical? What ethical issues do we need to consider when using non-human subjects in psychological research?</p> <p>Learners progress through the quizlet available at: https://quizlet.com/gb/638542904/ethical-issues-using-animals-in-research-flash-cards/ outlining the key issues of the ethics relating to the use of animals in psychological research and self-test their ability to recall the relevant material.</p> <p>Learners reconsider the ethics of the study just seen in light of their new understanding of the ethics relating to the use of animals in psychological research. (F)</p> <p>Watch a final video available at: www.youtube.com/watch?v=8mvZ4EbPbME combining content from both previous videos and a discussion of the nature nurture debate. (I)</p> <p>Learners watch an excellent video available at: www.youtube.com/watch?v=ikBi6qc6C90 which considers whether gender is a biological or social construct and also introduces other psychological theories, congenital adrenal hyperplasia (CAH) and the Hassett et al (2008) study. (I)</p> <p>Learners can access an extremely detailed and supported outline of the nature/nurture debate available at: www.simplypsychology.org/naturevsnurture.html (I)</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Engage learners with a kahoot activity covering the ethics relating to the use of animals in research available at: https://create.kahoot.it/share/the-ethics-of-the-use-of-animals-in-research/16a18d9f-7284-4179-a0bc-a135a9926ed9 (F)</p>
<p>Hassett et al. (monkey toy preferences) – the study KC3</p>	<p>Learners can identify and describe the aim, the sample, the method, the results and the conclusion of the Hassett et al (2008) study.</p>	<p>Direct learners to the original study available at: www.ncbi.nlm.nih.gov/pmc/articles/PMC2583786/ or https://drive.google.com/file/d/1RglZXQmba7Lwgjn5r7y89mOBe68OYft8/view?usp=sharing</p> <p>Learners create a table based on how they would describe a piece of scientific research (aim, sample, method/procedure, results and conclusion) and identify and summarise the essential details from the study into their notes.</p> <p>This could be peer reviewed for accuracy/accountability. (F)</p> <p>In pairs, learners take it in turns to talk for a minute about the study in order to consolidate their learning, their partner picking up any missing detail and where they left off in order to complete the study.</p> <p>Without referring to past papers, learners try and recall the types of questions they generated in their previous class and self-assess their ability to answer them using the Hassett et al (2008) material. (F)</p> <p>Learners create revision tools of their choice for the class using a variety of resources such as multiple-choice questions (PPT/Slides/Docs); a new quizlet; flashcards; or a free online crossword maker, for example: https://worksheets.theteacherscorner.net/make-your-own/crossword/ (I)</p>
<p>Hassett et al. (monkey toy preferences) – evaluation KC2 KC5</p>	<p>Learners can identify, describe, explain and evaluate the strengths and weaknesses of the research conducted.</p>	<p>Extension activity: in pairs or groups, learners mind map as many evaluative issues as they can identify in the study and share with the rest of the class.</p> <p>Learners identify at least two strengths and two weaknesses regarding the following issues:</p> <ul style="list-style-type: none"> • the use of animals for psychological research • the use of quantitative data • the use of observation as a data collection technique • individual and situational explanations • nature versus nurture. <p>Introduce learners to the concepts(s) of individual differences and individual explanations and ask them to identify any examples of differences of behaviours between the monkeys in the study. Learners consider how these findings could be applied to everyday life and the implications of the research. Learners reflect on their own views relating to gender socialisation.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<p>Hölzel et al. (mindfulness and brain scans) – introduction</p> <p>KC5</p>	<p>Learners can understand the background to the study in relation to the use of yoga and meditation for mental and physical well-being.</p>	<p>Ask learners about their previous knowledge/experience of yoga or meditation techniques and share experiences/outcomes. Learners record their initial thoughts about the value of yoga and meditation in relation to mental and physical well-being.</p> <p>Learners give a presentation on Mindfulness Based Stress Reduction techniques (allocated at the beginning of the course) which can be peer reviewed.</p> <p>Learners review their diagrams of the brain from their previous classes and look up and add the locations and functions of the following areas of the brain:</p> <ul style="list-style-type: none"> • the frontal; parietal; occipital and temporal cortices • the limbic system including the amygdala; the posterior cingulate cortex • the hippocampus. <p>Learners can engage in some pre-reading at: www.forbes.com/sites/alicegwalton/2015/02/09/7-ways-meditation-can-actually-change-the-brain/?sh=3d41f1731465 as introductory material. (I)</p> <p>Learners can watch a video on the research in this area which can be accessed at: www.youtube.com/watch?v=m8rRzTtP7Tc&t=503s (I)</p> <p>SDG 3</p>
<p>Hölzel et al. (mindfulness and brain scans) – the study</p> <p>KC2</p> <p>KC3</p>	<p>Learners can describe and explain the research conducted.</p>	<p>Share a copy of the original research available at: www.ncbi.nlm.nih.gov/pmc/articles/PMC3004979/ or https://drive.google.com/file/d/1Lew1EZgbR3vISUDCpobbQK1WAnU5_THg/view</p> <p>with learners and working through the research together, ask them to:</p> <ul style="list-style-type: none"> • summarise the participants and identify all the controls, explaining each in turn • identify any ethical issues and why they are important • summarise the method/intervention into manageable sized chunks • summarise the FFMQ and consider aspects relating to validity and reliability • record the data collection scanning schedules and techniques • identify the key elements of the analysis to ensure statistical significance. <p>Extension activity: discuss the most important results and the most effective way to record and capture them. Support learners in understanding the features of both scans and the bar chart and learners replicate the bar chart referring to the increases of GMC regarding the key regions in their notes.</p> <p>Extension activity: learners review and reflect on their initial thoughts regarding yoga and meditation and whether these have changed following their understanding of the study. Capture the conclusions of the study's findings and direct their attention to the differences between results and conclusions.</p>
<p>Hölzel et al. (mindfulness and</p>	<p>Learners are able to describe, explain and</p>	<p>Learners identify all the relevant research methods used in the study and the related strengths and weaknesses as a revision exercise under the following categories:</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
brain scans) – evaluation <ul style="list-style-type: none"> • Longitudinal studies • Use of technical equipment KC2 KC3 KC5	evaluate longitudinal studies. Learners are able to describe, explain and evaluate the use of technical equipment.	<ul style="list-style-type: none"> • lab studies • self-reports/psychometric tests • independent measures design and allocation of participants • ethics. <p>Learners create paragraphs to capture the strengths and weaknesses of longitudinal studies and practice the 'PEEL' structure to effectively identify, explain, illustrate and link each strength and weakness to this study in relation to tests/tasks, the scoring of the DV; the frequency/interval between testing times; re-contacting of participants (for repeated testing) and the controls/standardisation measures.</p> <p>Learners repeat the process above independently for the use of technical equipment and guide, supplement and check for understanding. Learners list all the reasons why this process could be considered useful and reasons which could detract from its usefulness. (I)</p> <p>Divide the class into groups and distribute a variety of specimen Paper 2 questions and ask learners to use the format of the questions to check the knowledge, understanding and exam techniques to effectively answer the three biological studies they have covered to date. (F)</p>
Past and specimen papers		
Past/specimen papers and mark schemes are available to download from the School Support Hub (F)		

3. Cognitive approach

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
Cognitive approach – background KC4	Learners can explain the essential features of the cognitive approach.	Learners create a diagram of how a computer works and consider the analogy that their mind works ‘like a computer’. See if they can identify any strengths or weaknesses of adopting that model. Learners generate and list various mental processes/mental aspects. Share a video on the emergence and justification for the cognitive approach. Learners can add anything new to their notes which can be accessed at: www.youtube.com/watch?v=VcaAVWtP48A Learners can access a fairly straightforward write-up of the Cognitive approach at: www.tutor2u.net/psychology/reference/the-cognitive-approach and a more detailed and extensive description available at: www.simplypsychology.org/cognitive.html (I)
Andrade (doodling) – introduction Research methods <ul style="list-style-type: none"> • Research design • Types of data • Demand characteristics • Ethics • Variables • Reliability • Random allocation KC2 KC3 KC5	Learners undertake experiential activities so they can explain: <ul style="list-style-type: none"> • Participation in an experiment. 	Explain to the class you will conduct a study about cognitive processes. Randomly divide the class into two groups and separate across two sides of the classroom (based on the experimental conditions in the Andrade study) and issue instructions (on paper, as in the study) so each group does not receive the instructions of the other groups. Play a pre-recorded telephone message (as outlined in the appendix of the study). Continue to follow the procedure as outlined in the study. Collect the response sheets. Share the pre-recorded ‘telephone conversation’ available at: https://drive.google.com/file/d/19e7XhT-gSF4CR7OqN5DgDnE_Z4vP1tQ-/view Explain that they have just participated in the experiment that they are just about to study. Redistribute the response sheets across the two groups, explaining the difference and learners can mark each others and share the results on the board. Analyse the results across the conditions and see if those who doodled were better able to remember the names than those who didn’t. Use this activity to reinforce the strengths and weaknesses of quantitative data. Discuss how learners felt about being deceived and why it was necessary. Revise the concept of ‘demand characteristics’ and ensure learners have added it to their glossaries.
Andrade (doodling) – the study KC3	Learners can describe and explain the key aspects of the research including the aim; the sample; the	Share the original study at: http://pignottia.faculty.mjc.edu/math134/homework/doodlingCaseStudy.pdf or https://drive.google.com/file/d/1DsFh_qj1JyJxDiZ9ZPI6fy7UVoGglubC/view for learners to read through. Learners tabulate the results to support their learning and recall of these across the conditions. Engage learners in some metacognition and consider how they will attempt to remember this data. (I)

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	method; results and conclusion.	Learners complete a range of comprehension questions which can be accessed at: https://docs.google.com/document/d/1LvPCin0PiO_vOrB7YGRf-pxfBBNygxwbSnVYX-Sto3A/edit (F)
<p>Andrade (doodling) – evaluation</p> <ul style="list-style-type: none"> Psychometric tests Application of psychology to everyday life <p>KC2</p> <p>KC3</p>	<p>Learners reinforce their ability to recognise ethical issues and guidelines in psychological research.</p> <p>Learners understand the use of psychometric tests and can recognise and illustrate the strengths and weaknesses respectively.</p> <p>Learners can apply their knowledge of Research Methods to novel research and evaluate the research.</p>	<p>Learners create a table/spreadsheet headed ‘keeping ethical guidelines’ (this could be hand written, or online in Docs/Sheets, etc.) with the seven ethical issues along the top and all 12 studies down the left side and reviewing all the research studied previously, consider which ethical guidelines were followed (or not) and indicate with a tick or a cross and a comment as to which were kept (or not) and why/how, etc. (I)</p> <p>Learners identify the independent and dependent variables and comment about how valid and reliable the experiment was on a scale of 1 to 10 and justify their responses.</p> <p>Share Specimen Papers 1 and 2 on the board and refer learners to some of the short (1), (2) and (3) mark answer questions. They should go through the study again and create their own short ‘knowledge and understanding’ questions following the style of the specimen papers.</p> <p>Introduce the concept of ‘a psychometric test’ and learners include this term in their glossary. Mind map the strengths and weaknesses of psychometric tests and record as appropriate.</p> <p>Extension activity: learners consider the application of this research to everyday life and individual and situational explanations. Organise a competition to identify four other strengths or weaknesses of the research and share on the board (they cannot repeat an issue already identified) and reward the winning group. Correct and discuss any anomalies and learners capture the points in their notes.</p> <p>Learners create a revision activity – a crossword, a true/false activity; some multiple-choice questions, a mind-map or poster, etc. (one they have not done before) from the study. (I)</p> <p>Extension activity: learners discuss who these findings/conclusions may be useful to and how and why. They should be able to present their ideas/suggestions to the rest of the class. This should add valuable ideas to their notes as they are effectively evaluating the study.</p>
<p>Baron-Cohen et al. (eyes test) – introduction</p> <p>KC5</p>	<p>Learners gain knowledge and understanding of autism, Asperger’s syndrome and the Theory of Mind.</p> <p>Learners participate to be able to explain the difference between the original test and the</p>	<p>Share the presentation on neurodiversity (from Neurodiversity Celebration Week 2024) available at: www.neurodiversityweek.com/powerpoint-presentations or https://docs.google.com/presentation/d/1ecHTGUS2XAFoS0GhcGDTmfdOr2m7hv68/edit?usp=sharing&oid=113405531117926988408&rtpof=true&sd=true modifying for the needs of your learners. Use the slides to engage learners’ previous knowledge and critical thinking concerning labelling (strengths and weaknesses) as well as ‘myth-busting.</p> <p>Q&A: Respond to any questions regarding neurological differences that may be shared, e.g., the difference between Autism and Asperger’s syndrome.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	revised version.	<p>Discuss the importance of using ableist language and recognising how and why this might have changed. Guidance and resources for which can be found at: https://drive.google.com/drive/folders/1lhZC3g2t_AjHyhrfAvdiZMWMDS6_NGc8?usp=sharing</p> <p>Learners share what they understand about the concept of empathy and look up and discuss definitions, recording one accordingly.</p> <p>Introduce the Theory of Mind using the Sally-Anne Test (if necessary, demonstrate) using a video of the Sally-Anne Test for children on the autistic spectrum and make a note of any ableist language available at: www.youtube.com/watch?v=QjkTQtggLH4</p> <p>Learners consider and discuss ways to identify autism spectrum disorder in adults. Introduce the idea of ‘reading the mind in the eyes’ test and how that relates to some of the possible signs of autism.</p> <p>Learners work through the mock-up/sample of the original eyes test available at https://docs.google.com/presentation/d/1uFlzZ-RU7FUj0lrwo27ZQk_H4lLipxmh/edit?usp=sharing&oid=113405531117926988408&rtpof=true&sd=true and share/compare results. Challenge learners, through questioning, some of the recognised problems and issues of the original test.</p> <p>Learners work through the revised version available at: https://s3.amazonaws.com/he-assets-prod/interactives/233_reading_the_mind_through_eyes/Launch.html and record their individual scores. (I)</p> <p>Learners identify as many differences between the two tests as they can and document.</p> <p>Extension activity: learners can access other similar cognitive ability tests (including an empathy quiz) available at: https://greatergood.berkeley.edu/quizzes/ and consider the strengths and weaknesses of psychometric tests generally. (I)</p> <p>Note: reinforce that such tests are not definitive measures of empathy or social intelligence, but an indicative tool that reveals one aspect of social cognition which can vary widely among individuals.</p> <p>SDG 3</p>
Baron-Cohen et al. (eyes test) – the study KC3	Learners can describe and explain the key terms, the background, the key features and the findings of the study.	<p>Learners review the differences between the original and the revised version of the test from the previous lesson. (F)</p> <p>Share the original research available at: https://docs.autismresearchcentre.com/papers/2001_BCetal_adulteyes.pdf or https://drive.google.com/file/d/16pH2Sz-d0JnfKle-amw2dZAup8nLE-NN/view.</p> <p>Learners consider the different groups of participants and make predictions regarding their performance respectively. Compare these with the actual results and analyse what this means.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Learners create a set of flashcards they can use later including:</p> <ul style="list-style-type: none"> • the problems with the original test (page 242) • the sample groups (page 243) • the procedure ((page 243) • the Eyes Test Development (page 244) • the Predictions (page 244) • the results (page 244). <p>Flashcards can be created electronically using these websites: www.kitzkikz.com/flashcards/ or https://quizlet.com/create-set</p> <p>In pairs, learners share ways they can use the flashcards to effectively support their learning. (F)</p>
<p>Baron-Cohen et al. (eyes test) – evaluation</p> <p>KC5</p>	<p>Learners can identify and explain a range of strengths and weaknesses of the study and the use of psychometric tests in psychological research.</p>	<p>Learners retest themselves using their flashcards from the previous activity. In pairs/groups, learners identify any strengths and weaknesses regarding the use of psychometric tests.</p> <p>Learners consider how the participants might have performed these tests if they were unwell that day and consider ways that could mitigate against this temporal effect. (F)</p> <p>Learners consider the ethics of the test’s basic assumption that emotions are universally recognisable through facial expressions, (not accounting for cultural differences or neurodiverse ways of processing) may lead to labelling and bias. (F)</p> <p>Reintroduce the concept of PEEL paragraphs (Point, Explanation, Evidence, Link).</p> <p>Extension activity: using a template, learners populate the table with two strengths and two weaknesses. (I) They share their responses and feedback, develop and share again before marking.</p> <p>Ask learners who the findings/conclusions may be useful to, including an explanation of how and why. Remind learners of the need to use ableist language appropriately, they should present their ideas/suggestions to the class. This will help them to add valuable ideas to their notes. Repeat using the issue of individual and situational explanations.</p> <p>Learners review their notes on reliability and go through the expectations of the Paper 1 evaluation questions. Learners should plan/prepare a response to the following sample Paper 1 question:</p> <p>‘Evaluate the study by Baron-Cohen et al. (eyes test) in terms of two strengths and two weaknesses. At least one of your evaluation points must be about reliability’. (10 marks) (I)</p> <p>Learners self-assess their ability to recall the material using multiple choice questions on the study: https://docs.google.com/presentation/d/1x6o1-TNsJVNrFNidYYKaCEDQUqxpcjn_/edit#slide=id.p1 (F)</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>More resources are available at: www.neurodiversityweek.com/introduction and www.neurodiversityweek.com/resource-hub</p>
<p>Pozzulo et al 2011 – introduction</p> <p>The use of children in psychological research</p> <p>KC4</p>	<p>Learners learn and understand the concepts of memory; the fallibility of memory including reconstructive and false memories and the power of suggestion.</p> <p>Learners understand the advantages and disadvantages of investigating issues effecting children.</p>	<p>Extension activity: learners recall some of their earliest memories and think about how they might check both the validity and reliability of their memories.</p> <p>Display the slides for a ‘memory activity’ from: https://docs.google.com/presentation/d/1IFUgxy9zzvmAHue93Mjz2TeB5tcgS8E/edit#slide=id.p1 and ask learners to recall the words they have just seen and demonstrate the unreliability of our memory and the role of schema in coding and our retrieval of memories.</p> <p>Share the video: www.youtube.com/watch?v=VTF7FUoGWw of Loftus and Pickrell’s, ‘Lost in the Mall,’ study on the formation of false memories to demonstrate how susceptible we are to the power of suggestion.</p> <p>Draw a model of reconstructive memory and demonstrate how new information or expectations can alter someone’s memory and the legal implications that recognise the fallibility of eye-witness testimonies as evidence in the criminal justice system. Learners list as many differences between adults and children as they can and share ideas. Lead discussion towards the experience of childhood and any psychological differences and add.</p> <p>Learners consider what problems psychologists might experience when studying children and show a video clip of a replication of Piaget’s conservation experiment available at: www.youtube.com/watch?v=MpREJlrpgv8 and describe the behaviour of the children and create a list of challenges they can identify. Supplement with the advantages children present when being studied.</p> <p>Learners consider how fallible is a child’s memory in exercising their eye-witness testimony in relation to identifying suspects in a ‘lineup’ exercise, what problems might the children and the advocates might experience when using children as witnesses in criminal prosecutions.</p>
<p>Pozzulo et al 2011 – the study</p> <p>KC2</p> <p>KC3</p> <p>KC5</p>	<p>Learners can describe and explain the background to the study, the aim of the research, the sample, method, results and their explanations and articulate a conclusion.</p>	<p>Share the following terms in relation to lineup parades:</p> <ul style="list-style-type: none"> • correct identification • correct rejection • false positives • test for mastery. <p>Learners consider the cognitive processes involved in the participation of lineups. Consider both types of lineups – target present & target absent lineups, discuss and list.</p> <p>Learners consider the social factors when participating in a line up. Consider both types of lineups – target present & target absent lineups, discuss and list.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Consider which might exert a greater or a lesser influence in each of the two types of line-ups. Learners could be organised into groups and create a decision tree/flow diagram capturing how the different factors might impact on lineup judgments and share with the rest of the class. (F)</p> <p>Extension activity: discuss why children make more false positives than adults (70%:34%) when the target isn't present in the lineup.</p> <p>Learners consider the difference between recognising a cartoon character and a human character in relation to target-present and target-absent lineups.</p> <p>Share 2 video clips introducing the 2 cartoon characters used in the research:</p> <p>Dora the Explorer: www.youtube.com/watch?v=N33ldfKwdLs</p> <p>Go Diego Go: www.youtube.com/watch?v=P3vvJq8QeZ8</p> <p>Learners make predictions for both adults and children for both human faces and cartoon faces and target present & target absent lineups and create a 'rough' table and tabulate their predictions accordingly.</p> <p>Share the original study available at: www.researchgate.net/publication/251280429_The_Culprit_in_Target-Absent_Lineups_Understanding_Young_Children%27s_False_Positive_Responding_or_www.academia.edu/6776965/The_Culprit_in_Target_Absent_Lineups_Understanding_Young_Children_s_False_Positive_Responding</p> <p>Learners complete a template capturing the aim and the sample and memorise accordingly. Share verbally with their respective classmate. (F)</p> <p>Support learners through the materials in order:</p> <ol style="list-style-type: none"> 1. Cartoon Watching and Demographic Form 2. Human Face Targets 3. Human Face Foils 4. Cartoon Face Targets 5. Cartoon Face Foils <p>Check for understanding in each case. Discuss issues relating to standardisation and controls and identify where appropriate and list as appropriate.</p> <p>Continue on with 'lineup presentation' and then ask learners to consider the rest in light of the method/procedure and create a flow diagram (or equivalent) and capture in their notes.</p> <p>Support learners through the results outlines in Table 1, checking for understanding for both target-present and target absent lineups in turn.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Organise a quick revision evaluating quantitative data. Learners tabulate the results into one table for comparison and ask them to identify and discuss any similarities and differences with their initial predictions, particularly any surprises/significant discrepancies. Discuss the findings in relation to the cognitive and social factors at play.</p> <p>Learners make suggestions of ways in which interviewers could reduce social pressures to reduce chances of incorrect rejection and false positive judgements with child witnesses and read through the 'elimination lineup procedure' designed to reduce the social demands and focus on the cognitive factors when participating in lineups under the section 'Implications'.</p>
<p>Pozzulo et al 2011 – evaluation</p> <p>KC2</p> <p>KC3</p> <p>KC5</p>	<p>Learners reinforce their ability to evaluate research and articulate their ideas using a range of issues.</p>	<p>Learners recall the strengths and weaknesses of using quantitative data from the previous class and the findings and to illustrate the points they raise to practice the PEE(L) format for an 'evaluate' question. (F)</p> <p>Learners identify and discuss other evaluative issues and list and then arrange in the order of their importance in relation to the outcomes/results of the study (e.g. use of repeated measures etc).</p> <p>Extension activity: pairs/groups of learners present the following evaluative issues (differentiate for ability):</p> <ul style="list-style-type: none"> • the usefulness/application of the research • individual and situational explanations • the ethical issues raised in the study • the experimental method and design • the use of children in psychological research • the external validity of the study (including the ecological validity and population validity). • the internal validity of the study (including standardisation, control and demand characteristics) • the reliability of the study • any other evaluative issues identified. <p>Learners share their ideas in turn and record their results. Learners generate a variety of revision tools they can use in future classes. (I)</p>
<p>Past and specimen papers</p>		
<p>Past/specimen papers and mark schemes are available to download from the School Support Hub (F)</p>		

4. Learning approach

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<p>Learning approach – introduction</p> <p>The learning approach and the behaviourist perspective</p> <p>KC3</p> <p>KC4</p>	<p>Learners understand and can explain the assumptions and key characteristics of the learning approach based on the behaviourist perspective, classical and operant conditioning and understand social learning theory.</p> <p>Learners gain greater understanding of social learning theory (SLT) and its importance and relevance.</p>	<p>Learner presentations on:</p> <ul style="list-style-type: none"> • Pavlov's dogs • Little Albert • Behaviourism (I) <p>Learners create a document, leaflet or a poster outlining the behaviourist perspective, classical and operant conditioning. Information on these can be accessed at the following sites (though not exclusively) and there are a multitude of videos available on the same: (I)</p> <ul style="list-style-type: none"> • www.simplypsychology.org/behaviorism.html • www.verywellmind.com/major-branches-of-psychology-4139786#toc-behavioral-psychology • https://courses.lumenlearning.com/adolescent/chapter/behavioral-approach/ • www.tutor2u.net/psychology/reference/learning-approaches-the-behaviourist-approach • www.sites.google.com/a/bromsgrove.in.th/psychology/home/the-as-level/edexcel-as-level/the-learning-approach
<p>Bandura et al (aggression) – introduction</p> <p>KC2</p> <p>KC3</p> <p>KC5</p>	<p>Learners practise their skills at designing experiments, incorporating the necessary level of detail.</p>	<p>Share the video available at: www.verywellmind.com/albert-bandura-biography-1925-2795537 introducing Social Learning Theory and ask learners to draw from their own experience, skills they have learnt by alluding to the concepts introduced in the video.</p> <p>Learners generate explanations for why people start smoking and share responses. (I)</p> <p>Watch 'children see, children do' campaign available at: www.youtube.com/watch?v=KHi2dxSf9hw and reiterate the relevance of the research in this area.</p> <p>Extension activity: using their knowledge of research methods, learners design an experiment to investigate the extent to which children learn through observation and imitation. This should include details of the sample, ethics, method, experimental conditions, the independent and dependent variables (differentiate according to ability on how much guidance is given) and share ideas in turn.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<p>Bandura et al (aggression) – the study</p> <p>KC3</p>	<p>Learners can describe and explain the sample and the conditions of the experiment.</p> <p>Learners can identify and explain the controls effected in the study.</p> <p>Learners assess their ability to recall the relevant detail of the study.</p>	<p>Explain the study briefly and hand out a summarised version of the study available at: www.holah.karoo.net/bandurastudy.htm. The original study can be accessed at: https://media.thuze.com/MediaService/MediaService.svc/...</p> <p>Work through every section systematically, engaging learners with the material in the following ways:</p> <ul style="list-style-type: none"> • Learners create a tree diagram of the sample and how they were allocated across the conditions – emphasising the three independent variables and the matched pairs design. • Refer learners to the pre-test and consider how this was used as a control for pre-existing levels of aggression. • Learners continue reading and underline as many controls as they can in the procedure. • Learners consider the challenges of observing 72 children through a one-way mirror for 20 minutes each. • Learners design their own behavioural checklists and use role play to use and test it. • Learners create a table (four columns), with each column capturing one of the four main hypotheses. • They should read the study to find the results specific to each of the hypotheses and insert them into their tables. <p>Learners can create flashcards at: www.kitzkikz.com/flashcards/ or using: https://quizlet.com/create-set based on the predictions, the controls, the stages of the procedure, the results, etc. (I)</p> <p>Learners create a true/false exercise on the major learning points from the previous lesson and learners peer-assess their ability to recall the salient facts. (F)</p>
<p>Bandura et al (aggression) – evaluation</p> <ul style="list-style-type: none"> • Nature versus nurture debate • Application of psychology to everyday life <p>KC1</p> <p>KC2</p> <p>KC3</p> <p>KC5</p>	<p>Learners can describe and explain the results, relate them to Social Learning Theory and apply them.</p> <p>Learners practise their evaluation skills and can identify and illustrate the major evaluative issues evident in the study.</p>	<p>Learners complete the self-assessment activity available at: www.holah.karoo.net/banduramultiple.htm to test their ability to recall the salient details. (F)</p> <p>Learners recall the four predictions and the respective findings. (F)</p> <p>Learners categorise each in relation to the nature versus nurture debate and discuss. Add/indicate these into their table of results.</p> <p>Extension activity: learners consider the extent to which results overall support or reject SLT.</p> <p>Extension activity: using previous knowledge and understanding and the PEEL template/table, learners evaluate the study, identifying and illustrating the strengths and weaknesses. Ensure all the major strengths and weaknesses are present including the application of psychology to everyday life; individual and situational explanations; the nature versus nurture debate and the use of children in psychological research and appropriately illustrated with study related material.</p> <p>Extension activity: learners discuss and consider the implications of these findings in relation to:</p> <ol style="list-style-type: none"> Parenting TV censorship

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>c) Education.</p> <p>and share ideas regarding the application of these findings to everyday life.</p> <p>Learners complete a Paper 1 question where they have to evaluate a study on the basis of two strengths and two weaknesses. They should complete this in timed conditions and pass to a partner for peer marking exercise. (F)</p> <p>Extension activity: learners look through a specimen/sample Paper 1 and Paper 2 and devise five of their own questions using the Bandura study on aggression.</p> <p>Learners complete some sample test questions available at: https://docs.google.com/document/d/1qlxt7bgKOoTII7BCcsqiB9M5CNEhu0DA/edit?rtpof=true&sd=true (F)</p> <p>Learners complete some multiple-choice questions available: https://docs.google.com/document/d/1mVVeLrf7ibCOc03XRWGYpj0Ro_B1kc6z/edit?rtpof=true&sd=true (F)</p>
<p>Fagen et al. (elephant learning) – introduction</p> <p>KC2</p> <p>KC3</p> <p>KC4</p>	<p>Learners can describe and explain how conditioning can be used for learning.</p> <p>Learners can describe, explain and evaluate the ethics of using animals in psychological research.</p>	<p>Learners revise/recall:</p> <ul style="list-style-type: none"> • Pavlov’s dogs • Behaviourism • The ethical guidelines for the use of animals in psychological research <p>from their previous classes and consider the ethical guidelines that would need to be met to study elephants. (F)</p> <p>Learners consider all the ways that could be used to teach elephants including punishment, negative reinforcement and positive reinforcement respectively. Introduce the concepts of primary, secondary reinforcement and different schedules of reinforcement and learners generate examples of each.</p>
<p>Fagen et al. (elephant learning) – the study</p> <p>KC2</p> <p>KC3</p>	<p>Learners can describe and explain the aim, the sample, the procedure, the data collection and results of the study.</p>	<p>Share the original study available at: www.ncbi.nlm.nih.gov/pmc/articles/PMC4772407/ or https://drive.google.com/file/d/1imm7oym1iqeQyWjgHnkUuJe4agOr7nGE/view with learners and read through the introduction/background highlighting the benefits of using secondary positive reinforcement (SPR) with elephants.</p> <p>Learners read through the section ‘Animals, Housing and Care’ and categorise and describe the ethical issues relating to the elephants in the study.</p> <p>In pairs, learners create a flow chart representing the training methodology and sequence for the elephants using rough paper, and insert descriptions/labels as ‘drop-down menus’ for each part of the flow-chart/diagram until they have captured each element (and the key terms) appropriately. Once all the necessary components are in</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>place, learners recreate the flow chart on a separate piece of paper to aid recall (this can be repeated at different intervals).</p> <p>Learners can insert a final, 'neat' rendition of the flow chart/sequence into their notes. (I)</p> <p>Learners identify all the controls embedded into the training schedule and check for understanding/accuracy. (F)</p> <p>Learners list or tabulate the three major dependent variables used for data collection purposes with their appropriate descriptions and 'pass' rates.</p> <p>Learners capture the results replicating either the table or the chart/graph for each of the following:</p> <ol style="list-style-type: none"> 1. Duration and number of training sessions to pass. 2. Relative difficulty: Average sum of all offers prior to achieving a pass. 3. Total minutes of training for each elephant. 4. Mean % correct among all elephants (pass rate) for all tasks. <p>Considering 'ways/techniques' they can use to recall them later.</p> <p>Learners identify one example of individual differences manifested by the elephants for each set of results.</p> <p>Extension activity: divide learners to debate, 'To what extent was the use of SPR effective in training elephants to participate in trunk-washing behaviours?' and argue for each side of the debate.</p> <p>Learners create a conclusion, 'To what extent was the use of SPR effective in training elephants to participate in trunk-washing behaviours?' and justify these.</p>
<p>Fagen et al. (elephant learning) - evaluation</p> <p>KC1</p> <p>KC2</p> <p>KC3</p> <p>KC5</p>	<p>Learners can evaluate the study using a range of criteria.</p>	<p>Learners consider what could be considered the dependent and independent variables in the research conducted and share and justify. (F)</p> <p>Extension activity: learners read through the section, 'Discussion' and list at least 5 problems identified by the researchers. Differentiate by outcome according to the range of problems encountered by the researchers – high ability learners should encompass a wider range of problems.</p> <p>Extension activity: dividing learners (using differentiation as appropriate), allocating each grouping to evaluate the research based on the following criteria:</p> <ul style="list-style-type: none"> • the use of quantitative data • the use of controls in psychological research • individual and situational explanations • the nature/nurture debate • the use of animals in psychological research • the application of psychology to everyday life.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Learners share and peer review.</p> <p>Distribute past or specimen papers and divide the paper according to ability and learners generate appropriate questions and answers for the different examination questions that could be posed based on the study. (I)(F)</p>
<p>Saavedra and Silverman (button phobia) – introduction</p> <ul style="list-style-type: none"> • Case studies • Action research <p>KC5</p>	<p>Learners can describe and explain the Behaviourist approach can be used to explain phobias.</p> <p>Learners can describe, explain and evaluate the use of case studies in psychological research.</p>	<p>Learner presentation on phobias and OCD which can be peer reviewed (based on earlier allocation of presentation titles). (I)</p> <p>Use the resultant Q&A/discussion to introduce the classification of phobias available at: www.theravive.com/therapedia/Specific-Phobia-DSM--5-300.29-(ICD--10--CM-Multiple-Codes) by the diagnostic and statistical manual (DSM). Ask learners if anyone has first-hand knowledge of a phobia and is willing to share their experience.</p> <p>Extension activity: learners suggest how classical conditioning could be used to explain phobias and share ideas. In pairs discuss how classical and operant conditioning could explain a phobia of buttons.</p> <p>Learners look up a definition of:</p> <ul style="list-style-type: none"> • a case study in psychology • action research and include in their notes. <p>Discuss reasons/conditions why case studies might be used. Highlight key features of case studies (including the participant/unit; the content of information collected; the use of two or more techniques for data collection for the detailed analysis/interpretation/triangulation of the data collected) and begin to brainstorm possible strengths and weaknesses and create a table for such in their notes.</p> <p>Look up some famous case studies in Psychology and summarise to share with the rest of class during the next lesson. (I)</p> <p>SDG 3</p>
<p>Saavedra and Silverman (button phobia) – the study</p> <p>KC3</p> <p>KC5</p>	<p>Learners can describe and explain the sample and the interventions used to cure a young boy of his phobia.</p>	<p>Introduce the difference between the two concepts of ‘fear’ and ‘disgust’ (using learners’ suggestions if possible) and how they manifest themselves in the continuance of a phobia.</p> <p>Introduce and differentiate between the two different types of learning, e.g. expectancy resulting in fear and evaluative resulting in disgust. Share the video of the phobia of baked beans to reinforce learning which can be accessed at: www.youtube.com/watch?v=3Y8VKs3_cA</p> <p>Share the original study available at: www.aicepsych.com/uploads/4/3/7/6/43769695/lea_2_case_study_disgust_and_a_specific_phobia.pdf or https://drive.google.com/file/d/1_R2NpK-SSpwAoKhMatjDwovBf1vKKwr0/view. Learners read the introduction/background to the study, highlighting any vocabulary or issues they need assistance in understanding. Learners summarise the following:</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>a) the sample b) origin of the phobia c) problems experienced as the phobia progressed d) duration of the phobia e) difference between his specific phobia and the symptoms of OCD</p> <p>Extension activity: learners generate ideas about possible ways to help the young boy recover from his phobia and assess/incorporate previous learning.</p> <p>Share a video available at: www.youtube.com/watch?v=IMZ5o2uruXY of a conventional treatment of a specific phobia (systematic desensitisation) about a woman who was treated for a phobia of feathers. Learners apply what they have seen in the video to help the boy suffering from his button phobia.</p> <p>Go through the Intervention Procedure and Result (Behavioural Exposures) section explaining how the treatment was administered and what recordings were measured and the difficulties experienced by the boy and psychologists treating their patient. Learners record examples of the Disgust/Fear hierarchy and capture the graph of results in their notes.</p> <p>Extension activity: learners discuss how the young boy's responses were different from the woman with the phobia of feathers and share.</p> <p>Continue reading through Intervention Procedure and Result (Disgust Imagery and Cognitions) section and check for understanding and capture the second graph of results for comparison.</p>
<p>Saavedra and Silverman (button phobia) - evaluation</p> <p>KC1 KC2 KC3 KC5</p>	<p>Learners can describe, explain and evaluate the research conducted against a variety of evaluative issues.</p>	<p>Extension activity: divide the class into working groups and allocate the following tasks:</p> <p>a) The types of data that were recorded and the advantages and disadvantages of each b) The data collection tools that were used and the advantages and disadvantages of these c) The ethical issues in carrying out the research/treatment d) To what extent did they find the study 'useful'. e) Issues of validity and reliability</p> <p>Groups share their deliberations with the rest of the class. Ask learners whether this study supports the nature or the nurture side of the debate and check for understanding.</p> <p>Learners identify examples of any qualitative data collected and use them to develop an essay plan on the strengths and weaknesses of using qualitative data in psychological research. (F)</p> <p>Learners complete their ethics table/spreadsheet for the last two studies. (I)</p>
<p>Past and specimen papers</p>		
<p>Past/specimen papers and mark schemes are available to download from the School Support Hub (F)</p>		

5. Social approach

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
Social approach KC4 KC5	Learners understand and can explain the assumptions and key characteristics of the social approach.	Create and hand out various ‘scenarios’ (e.g., helping an old man/women/child cross the road at night/in the morning/midday on your own/with a couple of friends/in a large crowd, etc.) Learners predict how people might behave and compare responses. Then change a key character or location in the scenario and ask them what impact the change might make and why. Share a brief overview of the Social approach available at: https://docs.google.com/presentation/d/1xqxka3PejlyOW5jcrRX4PnFyn5aUufDu/edit#slide=id.p1 (I)
Milgram (Obedience) – introduction KC5	Learners can describe and explain the background and some of the key terms/concepts.	Learner give presentations on the concepts of Obedience, Compliance and Authority outlining the similarities and the differences between them (as one of the allocated presentations from the beginning of the course) and which is peer reviewed. (I) Learners make a few predictions about ‘how many people would?’ against a number of findings from investigations on initially: <ul style="list-style-type: none"> • Asch (1951) with a video available at: www.youtube.com/watch?v=NyDDyT1IDhA and an outline available at www.simplypsychology.org/asch-conformity.html and then obedience, e.g. • Hofling’s study (1966) – an outline is available at: www.simplypsychology.org/hofling-obedience.html. • Sheridan and King (1972) – an outline is available at: http://hoaxes.org/Top/ecomments/4755, • Slater et al (2006) – an abstract is available at: https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0000039. Show Darren Brown’s recent version available at www.youtube.com/watch?v=y6GxlujT3w of the study and explain to learners they are going to study Milgram’s original experiment. (I)
Milgram (Obedience) – the study KC3 KC5	Learners can describe and explain the background to the study, the sample and the selection strategy adopted and the findings/ explanations of the study.	Extension activity: using a typescript copy of Milgram’s original article available at: www.baymeadowscharter.org/ourpages/auto/2018/8/9/56608223/Milgram.pdf With the scripts for the various characters/stooges conduct a role play, prepare and hand out scripts and pair word combinations to learners (with stage directions) for the roles of ‘Experimenter’, ‘Mr. Wallace’ and ‘Participant’ and let learners role play the ‘scenario’ with Mr. Wallace being seated outside the classroom door. Observe the discomfort of the Participant and have a class discussion on observations and feelings once the role play is over.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Learners share one thing from the previous lesson and check their previous knowledge and understanding of the Holocaust. Show video clips available at: www.youtube.com/watch?v=7TqJFp4y4zo from the original study and ask them to describe the participants they view.</p> <p>Extension activity: share either an abridged version of the study or the original version available at: www.holah.karoo.net/milgramstudy.htm or https://drive.google.com/file/d/1DaPmu5ke8KJxlZCrnYJAmz1cuDP4Eqkl/view</p> <p>(differentiate) on the background, the sample, the method and procedure and learners read, checking on their individual levels of accuracy and understanding.</p> <p>Extension activity: share the results and learners create graphs or tabulate them (differentiate) both numerically and by percentage in their notes (under quantitative data) and generate a discussion/evaluation about the use of quantitative data and the conclusions that can be drawn.</p> <p>Learners consider the conflicts experienced by the participants and introducing the idea of the agentic state details of which can be accessed from: www.simplypsychology.org/milgram.html. Relate the findings back to their initial predictions concerning obedience and discuss and explain the differences.</p> <p>Learners recall the behaviours/distress of the participants and list their recall/observations (under qualitative data), supplementing any gaps. (F)</p> <p>Learners recall the conflicts discussed earlier and whether these ‘explain’ the behaviours and list under ‘Explanation’, linking the conflicts with the behaviours. (F)</p> <p>Return to Milgram’s nine situational factors that contributed to the high levels of obedience. Learners rate their own perceived susceptibility to each rank them in order of most to least and list their ‘Top 5’.</p>
<p>Milgram (Obedience) – evaluation</p> <p>KC2</p> <p>KC3</p> <p>KC5</p>	<p>Learners can evaluate various components of the study against a variety of evaluative issues.</p>	<p>Learners complete some of the exercise available on: www.holah.karoo.net/milgram.htm to self-assess their ability the study related details; knowledge and understanding. (F)</p> <p>Extension activity: using previous evaluation tables, learners try to identify the strengths and weaknesses of the study and capture those that are specific to conducting laboratory studies (see extension below) in a separate table.</p> <p>Extension activity: learners discuss whether this is better described as a controlled observation rather than a lab study and explain why.</p> <p>Extension activity: learners deliberate about which findings can be attributed to an individual explanation and which can be attributed to a situational explanation. Learners create a mnemonic to help them remember the nine situational variables that Milgram argued contributed to the participants’ high levels of obedience.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Learners prepare a response to the following question: 'Evaluate the use of restricted samples in Milgram's study on obedience', which could be peer marked or graded. (F)</p> <p>Learners discuss how these findings might be useful to 'who' and 'how' and share ideas and suggestions.</p> <p>Explain that Milgram received considerable criticism considering the ethical issues raised. In pairs ask learners to reflect on the arguments that could be raised for and against the ethical issues and capture their ideas using a table available at: https://docs.google.com/document/d/17oVGnBdu8l1KYNzEIM_dEnDRrcWf2pH3/edit to support this exercise.</p> <p>Learners prepare a revision activity (mind-map or poster, multiple choice questions, True/False activity or an online crossword, etc.). (I)</p> <p>Extension activity: learners explore the recent study conducted by Slater and compare the effects of using a virtual environment available at: http://psychologyexplainstheworld.yolasite.com/virtual-reality-and-milgram.php in practical and ethical terms. (I)</p>
<p>Perry et al (personal space) – introduction KC5</p>	<p>Learners are able to identify, describe and explain personal space and personal space invasion.</p> <p>Learners are able to conduct some descriptive statistics calculations and present.</p>	<p>Learners group up in different parts of the classroom depending on their friendship groups, categorised by intimate, close, social, etc.</p> <p>Ask for a few volunteers to participate in a personal space activity and then ask them to let you know when they start to feel any discomfort as you approach them and have another classmate measure the distance, stressing the importance of being honest (e.g. not responding to demand characteristics/competition) in order to generate valid results. Ask other classmates from their intimate, personal, social and acquaintance groups to also approach them and measure the distances before they start to experience feelings of discomfort and record. Repeat with as many volunteers as available.</p> <p>Learners conduct the necessary descriptive statistics, tabulate their results and create a bar chart to display their data.</p> <p>Learners present on (1) E.T. Hall's theory of personal space and (2) the hormone oxytocin and (3) empathy respectively (as one of the allocated presentations from the beginning of the course) which are peer reviewed. Compare the class's results with the predictions made by E.T. Hall and discuss any similarities and differences. (I)</p> <p>Extension activity: learners consider how oxytocin and/or empathy might be related to personal space and share ideas/capture ideas on flip chart paper for future reference.</p> <p>Extension activity: learners read through the introduction to the study available at: https://academic.oup.com/scan/article/10/1/3/1630959?login=true or</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>https://drive.google.com/file/d/1miiJPjjBZe70UuC9m_5SIhS6PKzS20q3/view and be prepared to present to their peers at the beginning of the next class.</p> <p>Learners can access information on personal space at: http://psychology.iresearchnet.com/social-psychology/self/personal-space/... and more information about oxytocin at: www.yourhormones.info/hormones/oxytocin/ (I)</p>
<p>Perry et al (personal space) – the study</p> <p>KC2</p> <p>KC3</p> <p>KC5</p>	<p>Learners are able to describe and explain the study conducted by Perry et al on personal space.</p>	<p>Learner(s) present the background/introduction of the Perry et al (personal space) study and follow on with a class discussion. Add any further thoughts/predictions to the flip chart papers from the previous class.</p> <p>Share the sample with learners and ask them to record the characteristics of the sample and the ethical measures put into place. Learners explain how the sample was divided into the two conditions and identify the type of experiment. (I)</p> <p>Extension activity: learners consider other ways the sample could have been divided and consider the implications of using the median instead of using cut-off points regarding the participants' scores on the Interpersonal Reactivity Index (IRI).</p> <p>Learners can take the Interpersonal Reactivity Index (IRI) at: https://fetzer.org/sites/default/files/images/stories/pdf/selfmeasures/EMPATHY-InterpersonalReactivityIndex.pdf (I)</p> <p>Learners continue progressing through the original study:</p> <ul style="list-style-type: none"> • Recording how the oxytocin was administered (recording all controls). • The assessment of their levels of empathy using the IRI. • Experiment 1 – the use of the modified and computerised comfortable interpersonal distance paradigm (CID) and summarise the various trials based on stranger, friend authority figure and ball. Explain how learners can interpret the diagram (Fig. 1). • Experiment 2 – choosing rooms. Display the image of Fig. 2 without the text beneath and learners see if they can spot any similarities and differences. Summarise the various trials regarding the differences in the layout/arrangement of the rooms. <p>Learners identify the three independent variables being tested for each experiment and ask them to make predictions on a basis of 3 x 3 factors.</p> <p>Display Table 1. Learners identify the largest differences between the groups and the conditions. Share the results relating to the CID. They should consider the best way to capture the most important results to aid revision and recall in the future. Negotiate and capture. Compare the results with the class' predictions and discuss any similarities and differences. Learners should then capture Fig. 3 into their own notes.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Then capture Fig. 4 into their own notes and list a couple of examples of significant and non-significant results regarding the 'choosing rooms' experiment and the correlation between the two experiments.</p> <p>Consider what conclusions they can draw from the findings, regarding levels of trait empathy, levels of administered oxytocin and individual differences.</p>
<p>Perry et al (personal space) – evaluation</p> <p>KC2</p> <p>KC3</p> <p>KC5</p>	<p>Learners can identify, describe, explain and evaluate the research conducted by Perry et al on personal space.</p>	<p>Learners identify as many strengths and weaknesses as they can about the study and share ideas. Ensure they have considered the use of quantitative data and verbally assess their ability to identify appropriate results from the study to illustrate their responses. (F)</p> <p>Learners recall all the other psychometric tests they have covered to date and identify all the similarities and differences between these and the IRI.</p> <p>Learners test each other on their ability to recall the strengths and weaknesses of using psychometric tests in psychological research. (F)</p> <p>Extension activity: learners compare these with the use of technical equipment and consider the advantages and disadvantages of using computerised technology against psychometric tests and capture (with appropriate illustrative detail) in their notes.</p> <p>Learners consider how useful these findings are and whether oxytocin should be administered to individuals struggling with issues relating to social deficits or anxieties and debate and draw conclusions.</p> <p>Extension activity: engage in a discussion of their interpretation of the CID results and suggest ideas of what the researchers could do to further their investigations concerning these.</p>
<p>Piliavin et al (subway Samaritans) – introduction</p> <p>KC5</p>	<p>Learners can recognise and appreciate the factors that encourage/discourage helping behaviour.</p> <p>Learners can describe and explain the background to the study and the key terms associated with it.</p>	<p>Learners consider the factors that might encourage/discourage helping behaviour from their experience and list. Ask them to consider some local/international charitable appeals and consider which they think are the most effective and why – again, list down the attributes of the successful appeals. Different activities on altruism can be accessed at: www.psychlotron.org.uk/resources/social/AQA_A2_altruism_discussionstim.pdf and www.psychlotron.org.uk/resources/social/A2_AQA_altruism_bystandersituations.pdf</p> <p>Learners look up or find and read through a recent article available at: https://slate.com/human-interest/2015/07/i-was-attacked-on-the-d-c-metro-no-one-helped-me.html and identify possible reasons for helping or not helping in such circumstances. Again, consider what factors might have made the bystanders responses different. (I)</p> <p>Learners give presentations on the murder of Kitty Genovese which is critiqued by peers. (I)(F)</p> <p>Share an extract from an article in the New York Times available at: https://drive.google.com/file/d/1jUdnVJdV81Bzn2LTfpWjx2sp0NfWRJfK/view?usp=sharing</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>based on the murder of Kitty Genovese and learners identify all the features of the story that might have encouraged/discouraged intervention (and what types of intervention) that might have saved Kitty.</p> <p>Share the video demonstrating the bystander effect available at: www.youtube.com/watch?v=z4S1LLrSzVE without the potential aspect of 'danger to self' and ask learners to comment on reasons for bystander apathy and helping behaviour. Learners create a table in their notes for costs and rewards for helping and not helping. Start creating a glossary of 'Key Terms' relating to this study.</p> <p>Explain the impact of the murder on social psychologists and show a video clip of a rendition of the Darley and Latane's 'smoke filled room' study at: www.youtube.com/watch?v=KE5YwN4NW5o and attempts made to explore diffusion of responsibility, bystander apathy and pluralistic ignorance under laboratory conditions and add the concepts to their glossary of key terms.</p>
<p>Piliavin et al (subway Samaritans) – the study</p> <p>KC3</p> <p>KC5</p>	<p>Learners can describe and explain the background, the key terms, the sample, method and the findings of the study.</p> <p>Learners can describe and explain the explanations of the findings of the study and can apply them to novel situations.</p> <p>Learners understand and can explain and apply the Arousal: Cost/Reward Model to novel situations.</p>	<p>Learners define key terms from the previous lesson. (F)</p> <p>Explain the aim of the Piliavin study available at: www.miamikillianhs.com/ourpages/auto/2011/9/28/55941483/AICE%20Piliavin%20Good%20samaritanism%20study.pdf or https://drive.google.com/file/d/1iJosB_VFt6EpHoeSP6W-WIwaHmGIRtiH/view to enhance the ecological validity of previous research in this area and share/present the sample and method of the study. There is an abridged version of the Piliavin study available at: www.holah.karoo.net/piliavin.htm</p> <p>Explain the 2 x 2 conditions (race – black/white and condition – cane/drunk) and ask them (with leading questions and possible %) to make some predictions regarding the levels of helping behaviour and capture for future reference.</p> <p>Learners create and populate a 'template' comprising of 'Aim; Sample; Method; Results' and check for levels of accuracy and sufficient detail. Compare the results with their initial predictions and discuss any similarities or differences.</p> <p>Engage learners in a metacognition activity and ask them to reflect on how they will remember the results and share ideas.</p> <p>Learners recall the features of successful charitable campaigns and factors affecting helping behaviour. Show the Arousal: Cost/Reward model outlined at: www.holah.karoo.net/piliavinstudy.htm and explain in general terms.</p> <p>Extension activity: learners list examples of arousal (or not). They can then deliberate on costs of helping/not helping and rewards for helping/not helping and share to compile a general list in their notes.</p> <p>Extension activity: create/reissue from previous session a number of scenarios (differentiate according to ability) and learners apply the model to predict helping behaviour. Ask each pair to generate another scenario and pass to their classmates for consideration and reflection.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		Learners self-assess ability to define terms from the beginning of the class and using the activities available at: www.holah.karoo.net/piliavin.htm (F)
Piliavin et al (subway Samaritans) – evaluation KC2 KC3 KC5	Learners can identify and illustrate strengths and problems associated with using field experiments and observation to conduct psychological research.	<p>Learners identify key characteristics of field experiments (supplement where necessary) and tabulate their strengths and weaknesses having reviewed the table concerning laboratory studies and listing any new psychological terms in their glossary of terms. (F)</p> <p>Learners identify key characteristics of using observation as a data collection tool (supplement where necessary) and tabulate their strengths and weaknesses having reviewed the table concerning laboratory studies and listing any new psychological terms in their glossary of terms. (F)</p> <p>Learners then try to evaluate the Piliavin study using all the evaluative issues covered so far and identify the illustrative points they would use to support each point in turn ensuring they can recognise all the elements necessary to construct 'PEEL' paragraphs. Ensure they have considered the ethics, applications, individual and situational explanations in their evaluative paragraphs.</p> <p>Create some examination type questions for learners so that they can self-assess their knowledge, understanding and examination skills. (I)</p>
Past and specimen papers		
Past/specimen papers and mark schemes are available to download from the School Support Hub (F)		

6. Issues and debates

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<p>Introduction</p> <p>(See the syllabus for the relevant issues and debates for each topic.)</p>	<p>Learners become familiar with the key issues and debates at A Level and can recall the key issues and debates from AS Level.</p>	<p>Learners identify two examples for each issue listed below from the studies covered in the AS Level material.</p> <p>Learners consider why each is important to consider and how these have influenced experimental method, design and ethical decisions:</p> <ul style="list-style-type: none"> • the application of psychology to everyday life • individual and situational explanations • nature versus nurture • the use of children in psychological research • the use of animals in psychological research. <p>Learners look up and learn definitions for the following issues and debates to consider for the A Level material:</p> <ul style="list-style-type: none"> • cultural differences • reductionism versus holism • determinism versus free-will • idiographic versus nomothetic. (I) <p>Extension activity: learners consider why each could be important to consider and how these might influence experimental method, design, data collection tools and ethical decisions.</p>
<p>Cultural bias</p> <p>KC3</p> <p>KC5</p>	<p>Learners can describe, explain and identify issues associated with cultural differences.</p>	<p>Learners share what they uncovered about cultural differences and sources of cultural bias. Learners share any examples of cultural differences or ethnocentrism they came across in their research. Learners consider (TPS) how cultural differences and bias could manifest itself in conducting research or the validity or reliability of psychological research or the interpretation of the results and share ideas.</p> <p>Learners design a study from a choice of investigations including perception, personal space, attitudes to challenge/conformity or aggression, etc. and identify where cultural differences or bias could make a difference to the decisions they made.</p> <p>Learners generate ways to consider cultural differences and counter cultural bias at the various stages of the research and can make notes of the necessary key terms and concepts available at: www.psychologistworld.com/issues/cultural-differences-psychology</p>
<p>Reductionism versus holism</p>	<p>Learners can describe and explain and reductionism and holism and the implications for these</p>	<p>Learners find definitions of reductionism from various sources and produce a definition that encompasses all the definitions they find. This can form the definition they use throughout the A Level part of the course. (I)</p> <p>Explore the definition of Holism.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	in psychological research.	Extension activity: what are the benefits and drawbacks of looking at something holistically rather than from a reductionist perspective?
Determinism versus free-will	Learners can describe, explain and identify issues associated with determinism and free-will and the implications for these in psychological research.	<p>Share a short video capturing the essential issues of this debate which can be accessed at: www.youtube.com/watch?v=uLWa1znMRAQ.</p> <p>Learners find definitions for Determinism, Soft Determinism and Free Will. Compare them for similarities and differences.</p> <p>Initiate a class discussion on Free Will. Discuss any examples from their AS Level studies that show Free Will/Determinism.</p>
Idiographic versus nomothetic	Learners can describe, explain and identify issues associated with adopting an idiographic or nomothetic approach and the implications for these in psychological research.	<p>Display two images, available at: https://drive.google.com/file/d/140N2WTLvzznQy9Ub85aCYqEcA5NmXCtx/view and https://drive.google.com/file/d/1lIiSKAel7bK8YYtzIL-qYaExDShK9LFn/view in succession outlining the key issues of the approaches checking for understanding.</p> <p>Learners read through the website: https://moviecultists.com/is-the-humanistic-approach-idiographic-or-nomothetic and make any necessary notes. (I)</p>
Past and specimen papers		
Past/specimen papers and mark schemes are available to download from the School Support Hub (F)		

Specialist Option 1: Clinical Psychology

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
Definitions of abnormality General introduction to clinical psychology KC5	Learners have an understanding and an appreciation of the objectives and expectations of the unit. Learners can describe, explain and apply the various definitions of abnormality.	Introduce learners to this topic and each sub-section in turn and generate discussion about its importance, and why it should concern us, extrapolating previous knowledge and understanding of the key issues and concepts. Allocate a number of presentations on specific items from the syllabus depending on the number of learners in the class, e.g., the case studies of Prof. John Nash; Little Albert and Little Hans, different types of phobias, impulse control disorders and OCD, Electro-convulsive therapies (ECT). (I) Learners define abnormality and share their ideas with the rest of the class. Consider their suggestions in light of smoking, having an IQ of 120, base-jumping, etc. and refine their ideas further. Categorise their ideas under themes as close to the 'models' as possible. Give learners the worksheet 'What do we mean by abnormal?' available at: http://psychlotron.org.uk/resources/abnormal/AS_AQA_abnormality_definitionscales.pdf . Learners discuss their responses. Show the presentation available at: http://psychlotron.org.uk/resources/abnormal/AS_AQA_abnormality_definitionscales.pdf on defining abnormality. Learners match the four definitions with their ideas on the board. Pass around the worksheet available at: http://psychlotron.org.uk/resources/abnormal/AS_AQA_abnormality_definitionscales.pdf on 'Applying definitions of abnormality' and learners apply the definitions to the various scenarios. Learners can download (by clicking on the link) and listen to the ' psyCast ' introducing Clinical Psychology. (I) SDG 3
Abnormality classification systems KC5	Learners can understand and appreciate the problems with defining and diagnosing abnormality.	Learners look up ICD-11 and answer some questions. Check the diagnostic criteria for the named abnormalities, schizophrenia, unipolar and bipolar disorder; impulse control disorders, anxiety and fear-related disorders and obsessive-compulsive disorders. Extension activity: learners generate examples on post-it notes of issues or behaviours that may be difficult to categorise under the four definitions and cluster them together for later comparison. Give learners the worksheet about problems of defining abnormality available at: www.psychlotron.org.uk/resources/abnormal/AS_AQA_abnormality_definitioncounterexamples.pdf for reading and responding.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Extension activity: learners explain how they might ‘classify’ abnormality. Ask learners what criteria they might use to distinguish one abnormality from another. Learners consider what questions they might ask a potential patient (what information might they consider important).</p> <p>Introduce learners to the DSM 5 factsheets available at: www.psychiatry.org/psychiatrists/practice/dsm/educational-resources/dsm-5-fact-sheets and learners conduct some research by looking at different sites and sharing commonalities. Ensure they check out the new disorders.</p> <p>Share a set of flashcards available at: www.cram.com/flashcards/explaining-assessing-and-classifying-abnormality-3000547. Learners devise a revision game using the cards and explain any new terminology as it arises. (F)</p> <p>Learners can download (by clicking on the link) and listen to the podcast ‘psyCast’ on defining abnormality. (I)</p> <p>SDG 3</p>
Models of abnormality KC5	Learners can describe, explain the models of abnormality, identify the assumptions on which each are based and evaluate the medical/ biological model.	<p>Learners watch an introductory video available at: www.youtube.com/watch?v=XB3An8aYbps (I)</p> <p>Introduce learners to the cognitive model of abnormality by downloading a presentation on the cognitive model of abnormality by clicking on the link.</p> <p>Give each learner a cognitive model activity sheet available at: www.psychlotron.org.uk/resources/abnormal/AQA_AS_abnormal_cognitivemodel.pdf</p> <p>Learners recall aspects of the Behaviourist approach and suggest how it might be related to abnormality. (F)</p> <p>Learners recall what they learnt about the Behaviorist approach from their AS Level notes and share a presentation available at: https://docs.google.com/presentation/d/... to reinforce the key points. (F)</p> <p>Learners discuss what they may have learnt or know about Freud and the Psychodynamic approach and share an introductory presentation available at: https://docs.google.com/presentation/d...</p>
1.1 Schizophrenia – introduction KC5		<p>Show a short video on schizophrenia available at: www.youtube.com/watch?v=74vTftboC_A. Learners look through the site available at: www.webmd.com/schizophrenia/schizophrenia-symptoms#1 about details of the symptoms of schizophrenia, indicating which are positive and which are negative.</p> <p>Learners watch the video at: www.youtube.com/watch?v=ESNpR8jgRSU and use this with the worksheet at: https://docs.google.com/document/u... to identify the positive and negative symptoms displayed.</p> <p>Learners look up the case study of John Nash and record enough illustrative material to effectively evaluate case studies using this illustrative detail.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Learners look up psychotic disorders at: www.webmd.com/schizophrenia/guide/mental-health-psychotic-disorders and takes notes as appropriate. Other information on psychosis can be found at: www.medicinenet.com/psychotic_disorders/article.htm</p> <p>Learners describe and explain the difference between psychosis and schizophrenia using the information they have read. (F)</p> <p>SDG 3</p>
<p>1.1 Schizophrenia</p> <p>1.1.1 Diagnostic criteria for schizophrenia</p> <p>Key Study: Freeman et al, (2003), Can virtual reality be used to investigate persecutory ideation?</p> <p>KC3</p> <p>KC5</p>		<p>Learners present about the diagnostic criteria of schizophrenia according to ICD-11. (I)</p> <p>Extension activity: learners consider the strengths and weaknesses of the classification of Schizophrenia using ICD-11.</p> <p>Extension activity: learners think about how psychologists might investigate these symptoms and share their ideas and consider the methodological and ethical considerations in turn.</p> <p>Introduce the research by Freeman available at: https://drive.google.com/file/d/18GubSMUcZoA6N4s2FXdfC8ioL6-UjBd_/view?usp=sharing</p> <p>on using virtual reality to assess symptoms of schizophrenia and scroll through to summarise the aim, sample, methodology, data collection tools and the findings in relation to psychosis.</p> <p>Learners evaluate the research by Freeman against the following criteria:</p> <ul style="list-style-type: none"> • use of technical equipment • Self-Reports • making generalisations from their findings • applications from their findings • individual and situational explanations • the use of case studies <p>Learners recall issues relating to the idiographic versus nomothetic debate and identify which research covered so far falls within each type.</p> <p>Recommend learners watch relevant films, for example, <i>A Beautiful Mind</i>, or any other. (I)</p> <p>Learners use Specimen Paper 4 to create examination questions on the Freeman et al study and swap within the classroom. (F)</p> <p>SDG 3</p>
<p>1.1 Schizophrenia</p>		<p>Learners respond to the evidence captured in the worksheet on genetic evidence at: http://psychotron.org.uk/resources/abnormal/AQA_A2_abnorm_schizgenetic.pdf for schizophrenia. (I)(F)</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
1.1.2 Explanations of schizophrenia KC1 KC3 KC5		<p>Extension activity (optional): refer learners to some research on the biological/genetic explanation available at: www.psychyogi.org/gottesman-and-shields-1972-biological/ and ask them to record the key elements of the aim, sample, method, data collection tools, results and conclusions and evaluate the study in relation to one evaluative issue and determinism. (I)</p> <p>Progress through a presentation on the Dopamine Hypothesis available at: https://docs.google.com/presentation/d/1GzUmWnT8VeNwyIXKlxdsi6M0KkfuyAyA/edit?rtppof=true&sd=true</p> <p>Two worksheets that can be used to consolidate the learning in this section can be accessed at: https://drive.google.com/file/d/1j5izE4nP4QIBIzb-N1DX52VLX9KFYY6i/view?usp=sharing and on brain structure: https://drive.google.com/file/d/14CSspVOKdKeZCFEzCwxJw3-TMEZH-55D/view?usp=sharing</p> <p>Share and progress through a presentation on the Cognitive Explanations available at: https://docs.google.com/presentation/d/1TmsYYRbledrLdevHBrlc-KnWnE2vtsYh/edit?rtppof=true&sd=true.</p> <p>Learners identify aspects of the following debates in each model and consider which side of the debate the evidence supports:</p> <ul style="list-style-type: none"> • individual and situational explanations • nature versus nurture • reductionism versus holism • determinism versus free-will • idiographic versus nomothetic. <p>Learners can access an excellent summary of a variety of the issues relating to the symptoms and explanations at: http://psychtutor.weebly.com/schizophrenia.html (I)</p> <p>Learners use Specimen Paper 3 Question 4 to describe and evaluate each explanation of schizophrenia covered so far. (F)</p> <p>SDG 3</p>
1.1 Schizophrenia 1.1.3 Treatment and management of schizophrenia KC2 KC3	Learners can describe, explain and evaluate various treatments devised including biochemical (antipsychotics and atypical antipsychotics) and	<p>Extension activity: ask learners, considering the biological explanations covered previously, what would drugs have to do to help people manage the symptoms of schizophrenia. Discuss and explain the process of suppressing the neurotransmitter receptors for dopamine.</p> <p>Share the notes available at: http://psychotron.org.uk/resources/abnormal/AQA_A2_abnorm_treatmentsbionotes.pdf concerning drug treatments for reference purposes and the website: http://psychtutor.weebly.com/schizophrenia.html and respond to any discrepancies and questions.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<p>KC4 KC5</p>	<p>electro-convulsive therapy (ECT).</p>	<p>Extension activity: watch the video clip, 'How do antipsychotics work and how effective are medications for Schizophrenia and Psychosis?' available at: www.youtube.com/watch?v=PgaQCEztfNs</p> <p>Extension activity: learners look up anti-psychotics and investigate one typical and one atypical drug, listing their benefits and their negative side-effects.</p> <p>Learners list characteristics of typical and atypical antipsychotics. (F)</p> <p>Learner presentation on ECT and watch the video clip on the administration of ECT at: www.youtube.com/watch?v=9L2-B-aluCE (I)</p> <p>Learners try and find one piece of research on the efficacy of ECT and evaluate the summary/abstract. (I)</p> <p>Extension activity: learners consider the ethical issues of administering ECT to patients with psychotic disorders.</p> <p>Learners look up CBT available at: https://revisepsychology.wordpress.com/2011/06/06/psychological-therapies-cognitive-behavioural-therapy/ and ensure they can distinguish between those aspects which are cognitive and those aspects considered behavioural and how the two relate to each other.</p> <p>Share some research on CBT, e.g. Sensky et al (2002) at: https://scholar.google.com/scholar_url?url=https://jamanetwork.com...</p> <p>and ask learners to progress through the quizlet at: https://quizlet.com/498243587/sensky-et-al-2000-flash-cards</p> <p>Learners should be able to identify the:</p> <ul style="list-style-type: none"> • Type of research methodology • Type of research design – use this opportunity to focus on their ability to describe and evaluate the main features of randomised control trials. • The IV and DV • The data collection tools • The type of data collected • The degree to which variables are controlled • The strengths and weaknesses of each in turn. (F) <p>Extension activity: learners create a table/mind map using the following characteristics namely, idiographic versus nomothetic; experiments; longitudinal studies; generalisations from findings and ethics and identify how the material covered in this section relates to each in turn.</p> <p>Learners generate Paper 3 questions for schizophrenia and refer to the mark scheme. Support learners in explaining how the assessment objectives should be met and learners plan a response for both part a) and b). (I)</p> <p>Learners swap their questions and do a peer review. (F)</p> <p>SDG 3</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<p>1.2 Mood (affective) disorders: depressive disorder (unipolar) and bipolar disorder</p> <p>1.2.1 Diagnostic criteria for mood (affective) disorders</p> <p>KC2</p> <p>KC3</p> <p>KC4</p> <p>KC5</p>	<p>Learners can describe, explain and evaluate different types of mood affective disorders including unipolar and bipolar depression and how it can be diagnosed and measured.</p>	<p>Learners give presentations on unipolar and bipolar depression and learners share personal testimonies of previous/personal experience as appropriate. (I)</p> <p>Learners look up and present what they found out about the diagnostic criteria of unipolar and bipolar depression according to ICD-11 and the differences noticed between unipolar and bipolar depression. (I)</p> <p>Extension activity: learners create a tool that would allow doctors to try and diagnose unipolar and bipolar depression effectively, justifying what questions they would ask.</p> <p>*Learners complete Becks Depression Inventory (BDI) at: www.ismanet.org/doctoryourspirit/pdfs/Beck-Depression-Inventory-BDI.pdf and, once complete, explain the BDI and compare learners' ideas with the BDI.</p> <p>Extension activity: learners assess the validity of possible responses to the BDI and the strengths and weaknesses of the data collected. Extend this evaluation to an evaluation of the psychometric tool incorporating revision of psychometric tests generally.</p> <p>Extension activity (optional): more able learners could look at the research reflecting cultural differences conducted by, for example:</p> <ul style="list-style-type: none"> • Furnham and Malik (1984) at: https://journals.sagepub.com/doi/10.1177/002076409404000203; • Payne (2012) at: https://psycnet.apa.org/record/2012-28309-001 and • Lin et al (1985) at: www.ncbi.nlm.nih.gov/pmc/articles/PMC1646334/pdf/amjph00285-0062.pdf and report back their findings to class for a general appreciation of cultural differences relating to the symptomatic expression of major depressive disorders (MDD). <p>Learners consider the following debates and methodology issues including individual and situational explanations, cultural differences, quantitative and qualitative data, psychometrics and validity and share ideas in class for note taking purposes.</p> <p><i>*Be mindful of scoring and comparing of scores and possible concerns about depression and self-diagnosis.</i></p> <p>SDG 3</p>
<p>1.2 Mood (affective) disorders: depressive disorder (unipolar) and bipolar disorder</p> <p>1.2.2 Explanations of mood (affective) disorders: depressive disorder (unipolar)</p>	<p>Learners can describe, explain and evaluate different explanations mood (affective) disorders.</p>	<p>Learners give presentations on biological explanations and cognitive explanations (as appropriate) are shared and peer assessed. (I)</p> <p>Extension activity: learners think about how they might find out if there is a genetic link to unipolar or bipolar depression and share ideas.</p> <p>Share the research by Oruc et al (1997) available at: www.researchgate.net/profile/Christine-Van-Broeckhoven/publication/13886590_Association_analysis_of_the_5-HT2C_receptor_and_5-HT_transporter_genes_in_bipolar_disorder/links/5ab0d2d6a6fdcc1bc0be73fd/Association-analysis-of-the-5-</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<p>Oruč, et al (1997), Association analysis of the 5-HT_{2C} receptor and 5-HT transporter genes in bipolar disorder</p> <p>KC1 KC3 KC4 KC5</p>		<p>HT2C-receptor-and-5-HT-transporter-genes-in-bipolar-disorder.pdf and ask learners to read through together identifying the aim, sample, method, data collection method, results and conclusions.</p> <p>Learners can reinforce their recall of the study using the quizlet at: https://quizlet.com/in/320102766/62-explanations-biological-oruc-et-al-flash-cards/. Learners identify any initial evaluative strengths and weaknesses and to share and record. (I)(F)</p> <p>Learners review the cognitive model of abnormality and predict/develop a cognitive explanation for abnormal affect. Show the presentation on the cognitive explanation of depression at: www.slideshare.net/Jjanpsychology/cognitive-approach-to-abnormality-as and share ideas, focusing on Beck's Cognitive Triad.</p> <p>Give each learner the worksheet on Beck's Cognitive Theory of Depression at: http://psychotron.org.uk/resources/abnormal/A2_AQA_abnormal_moodcognitivebeck.pdf and ask each learner to complete the assignment at the end and share with the class. (I)(F)</p> <p>Show an introduction (downloadable file) to Seligman's theory of learned helplessness.</p> <p>Learners generate examination questions on it based on sample/specimen papers and share/peer review. Check for appropriateness and clear up any discrepancies. (I)(F)</p> <p>Learners develop a revision game of their choice (could include bingo, cards for matching, dominoes, findings pairs, etc.) to capture the key issues and debates relevant to this material including nature versus nurture, reductionism versus holism, determinism versus free-will, experiments and reliability. (I)(F)</p> <p>Extension activity: learners consider both sides of the debate, 'This house believes that depression is a response to environmental stressors' and consider the arguments/theories and evidence they would use to support and/or refute the various positions.</p> <p>Learners reinforce and self-assess their understanding and ability to recall the material in this section using a quizlet at: https://quizlet.com/550821241/oruc-1997-flash-cards/ (F)</p> <p>SDG 3</p>
<p>1.2 Mood (affective) disorders: depressive disorder (unipolar) and bipolar disorder</p> <p>1.2.3 Treatment and management of mood (affective) disorders</p>	<p>Learners can describe, explain and evaluate various treatments for depression including chemical/drugs (tricyclics, MAOIs, SSRIs), CBT and REBT.</p>	<p>Learners 'trial' one of the revision games/activities developed during the previous lesson and evaluate. (F)</p> <p>Extension activity: learners suggest different treatments for depression using biological and psychological explanations and share ideas.</p> <p>Learner presentations on biological treatments and cognitive restructuring (as appropriate) are shared and peer assessed. (I)</p> <p>An introductory video can be shared about anti-depressants generally along with side effects and incorporating individual differences at: www.webmd.com/depression/how-different-antidepressants-work.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<p>KC3 KC4 KC5</p>		<p>Share a second video at: www.dnatube.com/video/5870/How-does-SSRIs-and-MAO-Inhibitors-Work about how SSRIs and MAO inhibitors work and then a second video concerning stimulating serotonin at: www.youtube.com/watch?v=qMsWtP3VS3Q</p> <p>Learners create a table of different chemicals or drugs that can be used to treat/manage depression covering details of their name, their market name, what type of drug they are, how they work, any side-effects and any specific research related to their effectiveness. (I)</p> <p>Learners look up the differences between CBT and REBT from the cognitive model of abnormality and develop role plays demonstrating a therapist using either CBT or REBT for depression and present each to the class for comment. (F)</p> <p>Divide the class into groups and allocate each of the following for discussion and peer review as follows: application to everyday life; individual and situational explanations; reductionism versus holism: determinism versus free-will and generalisations from findings.</p> <p>Learners review Specimen Papers 3 and 4 and generate some examination style questions on depression and create a marking scheme for each. (F)</p> <p>Learners respond to examination style questions as appropriate. Sample questions can be generated from the specimen papers. (I)</p> <p>SDG 3</p>
<p>1.3 Impulse control disorders</p> <p>1.3.1 Diagnostic criteria for impulse control disorders</p> <p>KC3 KC4 KC5</p>	<p>Learners can identify different types of impulse control disorders and apply definitions as well as identify key characteristics and diagnostic criteria and measurement tools.</p>	<p>Learners present what they found out about the kleptomania; pyromania and gambling disorder respectively and include one case study in each of their presentations. (I)</p> <p>Learners read through a case study for gambling disorder at: https://link.springer.com/content/pdf/10.1007%2Fs11469-017-9845-9.pdf (I)</p> <p>Share a video of an awareness campaign on gambling addiction at: www.youtube.com/watch?v=Svq3uSDyUVI and ask learners what they know or understand about addictions or impulse control disorders already. Ask them to name any that they are aware of (such as pyromania, kleptomania, etc.).</p> <p>Learners look the diagnostic criteria according to ICD-11 for each of these and record in their notes.</p> <p>Learners share their presentations with their classmates for future reference.</p> <p>Learners test each other's ability to be able to recall these sufficiently. (F)</p> <p>Share the Kleptomania Symptom Assessment Scale (K-SAS) at: https://drive.google.com/file/u/2/d/1TgrJP50TdZIGH2cAbTjUvXFda3znQVF7/view?usp=sharing</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>and ask learners to evaluate the scale.</p> <p>Extension activity (optional): learners look up one piece of research based on the validity or reliability of the K-SAS and share with the class.</p> <p>Learners consider this material in light of idiographic versus nomothetic approaches, the use of questionnaires, the strengths and weaknesses of case studies, the use of quantitative and qualitative data and objective and subjective data with illustrative examples in each case.</p> <p>Learners review Specimen Papers 3 and 4 and design and create questions based on this material and share for testing purposes. (I)(F)</p> <p>SDG 3</p>
<p>1.3 Impulse control disorders</p> <p>1.3.2 Explanations of impulse control disorders</p> <p>KC3</p> <p>KC4</p> <p>KC5</p>	<p>Learners can describe, explain and evaluate theories concerning the causes of impulse control disorders including the biochemical, behavioural, cognitive and explanations.</p>	<p>Learners can read about the history of the dopamine hypothesis at: https://medsafe.govt.nz/profs/PUArticles/Dopamine.htm#:~:text=Pathological%20gambling%20is%20part%20of,movement%2C%20is%20associated%20with%20reward and make notes to describe and explain this biological explanation.</p> <p>Learners consider and share how classical conditioning and operant conditioning can be used to explain an impulse control disorder relating to the initiation, maintenance and relapse.</p> <p>Extension activity: learners conduct research using Google Scholar to find support for this explanation and share so the class can evaluate the findings and decide which is the strongest research support. (I)</p> <p>Learners identify the cognitions that might be involved in impulse control disorder and to suggest ways of helping those from a cognitive perspective.</p> <p>Learners look up Miller's feeling-state theory and record the details, an abstract is available at: https://journals.sagepub.com/doi/10.1177/1534765610365912#:~:text=Impulse%2Dcontrol%20disorders%20suc h%20as,become%20linked%20with%20specific%20behaviors.</p> <p>Extension activity (optional): learners can look up some research on the application of Miller's feeling-state theory as a treatment for Impulse Control Disorders, available at: https://connect.springerpub.com/content/sgremdr/6/4/159.</p> <p>Learners consider:</p> <ul style="list-style-type: none"> • how these explanations could be used to develop treatments • which explanations can be considered individual and which are situational • issues relating to the nature versus nurture debate • how reductionism versus holism may be relevant • which explanations relate to determinism versus free-will.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Learners review Specimen Papers 3 and 4 and design and create questions based on this material as appropriate and share for testing purposes. (I)(F)</p> <p>SDG 3</p>
<p>1.3 Impulse control disorders</p> <p>1.3.3 Treatment and management of impulse control disorders</p> <p>KC3</p> <p>KC4</p> <p>KC5</p>	<p>Learners can describe, explain and evaluate various treatments and ways to manage impulse control disorders including biological treatments and psychological therapies.</p>	<p>Learner presentation(s) on different methods for managing and treating impulse control disorders are peer assessed (if appropriate). (I)</p> <p>Learners visit the website Harbinger’s Mental Health Problem Solver at: www.newharbinger.com/psychsolve and work through the site as if they were suffering from a substance Impulse Control Disorder. They should summarise the various treatments, though particularly the biomedical treatments. (I)</p> <p>Share the research by Grant et al (2008) available at: https://pubmed.ncbi.nlm.nih.gov/18581096/ or https://drive.google.com/file/d/1SmYvcG9ZsOAX_GmOGdWxv3d8ZK4wn3Hv/view</p> <p>Learners record the aim, sample, method, data collection tools, results and conclusion.</p> <p>Extension activity: learners evaluate the study with respect to research method and design and justify with the appropriate illustrative material. Check for understanding and accuracy.</p> <p>Learners can compare this biological treatment with other biomedical therapies for kleptomania at: https://pubmed.ncbi.nlm.nih.gov/16910369/ (I)</p> <p>Extension activity: learners evaluate the use of drugs to treat pathological gambling compared to psychological therapies already covered.</p> <p>Extension activity: learners try and apply any psychological therapies already covered in relation to impulse control disorders. Check for understanding and accuracy.</p> <p>Extension activity: learners consider how individuals could use classical and operant condition (aversion therapy) to help manage impulse control disorders and share and build up ideas in class.</p> <p>Share the concept of covert sensitisation and the abstract of Glover et al (2011) study at: https://pubmed.ncbi.nlm.nih.gov/4052670/ and in more detail through the use of a quizlet at: https://quizlet.com/561420851/treatment-management-cognitive-behavioural-covert-sensitisation-glover-2011-flash-cards/ (I)</p> <p>Extension activity: Learners think about how individuals might be able to employ ‘imaginal desensitisation’ and what that might involve from their previous AS learning (Saavedra and Silverman, button phobia). Share some research in this area, e.g. Blaszczynski and Nower (2003) at: www.semanticscholar.org/paper/Imaginal-Desensitisation-Blaszczynski-Nower/21969f87544644ac21276644f0bbf4d1baf5bafd and again access to a more</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>detailed learning activity for this research available at https://quizlet.com/561421328/treatment-management-cognitive-behavioural-imaginal-desensitisation-blaszcynski-nower-2003-flash-cards/</p> <p>Learners capture the key elements of the aim, sample, method, data collection tools, results and conclusion and practice their evaluation skills and share ideas. (I)</p> <p>Learners discuss which treatments/therapies they think:</p> <ul style="list-style-type: none"> • would be the easiest to apply and why • are more reductionist/holistic and why <p>and which research they think:</p> <ul style="list-style-type: none"> • is more idiographic/nomothetic and why • is more generalisable and why (ensuring they have considered the validity of the data collected through the use of interviews) <p>Extension activity: learners design an experiment to investigate which psychological treatment would be the most effective in treating a particular impulse control disorder of their choice.</p> <p>Learners share their experiments and each pair evaluate each design, identifying one strength or weakness or making a recommendation to improve it. (F)</p> <p>Learners choose to create a series of ten multiple-choice questions, a crossword or a true/false activity on the various explanations of addiction and impulse control disorders. (I)</p> <p>Learners review Specimen Papers 3 and 4 and design and create questions based on this material as appropriate and share for testing purposes. (I)(F)</p> <p>Learners can access most of the material for this section, summarised for revision purposes available at: https://miadoesalevels.wordpress.com/2018/10/10/icd-and-non-substance-addictive-disorder/ (I)</p>
<p>1.4 Anxiety disorders and fear-related disorders</p> <p>1.4.1 Diagnostic criteria for anxiety disorders and fear-related disorders</p> <p>KC3</p> <p>KC4</p> <p>KC5</p>	<p>Learners can describe and explain types of anxiety and fear related disorders, their diagnostic criteria and ways to measure them.</p>	<p>Display a poster/flow chart available at: http://psychotron.org.uk/newResources/atypical/AS_AQB_anxiety_PhobiaOCDDiagnosis_AdvanceOrganiser.pdf of anxiety disorders (phobia and OCD diagnosis advance organiser) and take learners through the flow chart as an introduction to both types of anxiety disorders.</p> <p>Learners share previously allocated presentations on a variety of anxiety disorders and fear-related disorders including generalised anxiety disorder (GAD), agoraphobia and a number of specific phobias including blood-injection-injury phobia. (I)</p> <p>Learners look up the diagnostic criteria (ICD-11) for the anxiety disorders and fear-related disorders covered in the presentation and record.</p> <p>Learners review Specimen Papers 3 and 4 and design and create questions using the material covered so far where appropriate. (I)(F)</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Learners think about how they would consider measuring anxiety disorders and fear-related disorders using a variety of question types and share. Distribute a 'Fear Questionnaire' from: https://drive.google.com/file/d/1HCG9LMoXMhJl3muBVc-9PVnvINvorMVk/view for reference purposes and learners evaluate this tool.</p> <p>Learners look up information on Generalised Anxiety Disorder assessment (GAD-7) at: www.corc.uk.net/outcome-experience-measures/generalised-anxiety-disorder-assessment-gad-7/#:~:text=The%20Generalised%20Anxiety%20Disorder%20Assessment,over%20the%20past%20two%20weeks and its development (details available at: https://jamanetwork.com/journals/jamainternalmedicine/fullarticle/410326) and make notes as appropriate.</p> <p>Share a link (www.hiv.uw.edu/page/mental-health-screening/gad-7) for learners to access GAD-7 online to work through or a paper version (from https://adaa.org/sites/default/files/GAD-7_Anxiety-updated_0.pdf) and discuss the strengths and weaknesses in class. (I)</p> <p>Extension activity: learners consider Blood and Injection/Injury Phobias and why the measure would need to be different from GAD-7 (and explain, if necessary).</p> <p>Share some research conducted on the development, validity and reliability of the blood injection phobia inventory (BIPI), e.g. Mas et al (2010) from www.redalyc.org/pdf/167/16713758008.pdf and ask learners to:</p> <ol style="list-style-type: none"> 1. Find a description of the BIPI 2. Find the aim, sample, method, data collection tools, results and conclusion 3. Identify any evaluative issues of interest <p>Learners recall issues relating to various data collection methods, in particular, the use of questionnaires and psychometrics, the differences and issues related to subjective and objective data as well as validity and reliability.</p> <p>SDG 3</p>
<p>1.4 Anxiety disorders and fear-related disorders</p> <p>1.4.2 Explanations of fear-related disorders</p> <p>KC1</p> <p>KC3</p> <p>KC4</p>	<p>Learners can describe and explain explanations of anxiety and fear related disorders and can describe, explain and evaluate supporting research in this area.</p>	<p>Learner presentation(s) on different explanations of anxiety disorders and fear related disorders (as appropriate) are shared and peer assessed. (I)</p> <p>Show the presentation available at: www.psychlotron.org.uk/resources/abnormal/A2_AQA_abnormal_phobiasgenetic.ppt on the biological models (both genetic and biochemical) of phobias.</p> <p>Extension activity: learners consider how they might investigate whether anxiety disorders and fear related disorders have a biological explanation based on their previous knowledge and design a study. Learners consider which they thought was the most effective study and why.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
KC5		<p>Learners look up a summary of Ost's findings (www.psychtutor.weebly.com/anxiety-disorders-phobias.html) about the genetic causes of blood-injury phobias or the original abstract can be accessed at: https://pubmed.ncbi.nlm.nih.gov/1537975/ and ask them to capture the essential elements of aim, sample, method, data collection tools, results and conclusions.</p> <p>Learners consider the strengths and weaknesses of adopting the biological approach to explain anxiety disorders and fear related disorders and use the detail from Ost's study to illustrate their points.</p> <p>Display a poster/flow chart from: www.psychlotron.org.uk/newResources/atypical/AS_AQB_anxiety_PhobiaBehaviourist_AdvanceOrganiser.pdf of the behaviourist approach to phobias and use to check understanding.</p> <p>Learners consider and complete a worksheet at: www.psychlotron.org.uk/newResources/atypical/AS_AQB_anxiety_behExplanationsAnalysis.pdf on different types of learning explaining anxiety disorders and fear related disorders. (F)</p> <p>Share a video on Watson's study of Little Albert accessible at: www.youtube.com/watch?v=9hBfnXACsOI</p> <p>Extension activity: learners try and recall as much as they can about Watson's study of Little Albert and relate the stages of creating the phobia to flow chart on display and the learning covered in the sheet.</p> <p>Show a presentation from: https://docs.google.com/presentation/d/1hKG5_0ZA7JNSIF5X04fmAXhWeZII57CM/edit on how anxiety disorders and fear related disorders are learnt and reinforced through conditioning.</p> <p>Extension activity: learners explain all phobias covered so far and generate a class discussion.</p> <p>Share/display a flowchart at: https://drive.google.com/file/d/18fXbscYLbs4qEmUfR_Z6EOnyg3EJEJbn/view outlining the formation and maintenance of anxiety disorders and fear related disorders from a psychodynamic perspective.</p> <p>Learners work through the content at: www.holah.karoo.net/freud.htm on the case study of Little Hans where they can find a summary, a more detailed description as well as some self-assessment tools to check their recall and understanding. (I)(F)</p> <p>Then consolidate learners' understanding using a worksheet at: https://drive.google.com/file/d/1dp9XJsB9L8Q7VyCzDnevN7-99oxsjbUm/view (I)</p> <p>Introduce the concept of temporal validity and discuss whether the Little Hans case study suffers from a lack of temporal validity or not. Discuss the findings in relation to cultural differences in relation to different family types and parenting styles.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Learners create a table in their notes with the three explanations and the following issues and debates: nature versus nurture, determinism versus free-will, case studies, longitudinal studies and validity and comment on each in turn. Learners discuss and supplement any additional.</p> <p>Learners review Specimen Papers 3 and 4 and design and create questions based on this material as appropriate and share for testing purposes. (I)(F)</p> <p>Learners play some of the games dedicated to anxiety disorders and fear related disorders at: www.quizlet.com/16090307/anxiety-disorders-flash-cards/ (I)</p> <p>SDG 3</p>
<p>1.4 Anxiety disorders and fear-related disorders</p> <p>1.4.3 Treatment and management of anxiety disorders and fear-related disorders</p> <p>KC3</p> <p>KC4</p> <p>KC5</p>	<p>Learners can describe, explain and evaluate different treatments for anxiety disorders including behavioural therapies, CBT and applied tension and the related research.</p>	<p>Extension activity: divide learners into three groups allocating one explanation covered in the previous section to each group and ask them to suggest a possible treatment for an anxiety disorder or fear related disorder and design an experiment to test how effective it might be and share their deliberations with the rest of the class. Respond and give feedback.</p> <p>Explain the concept of hierarchical tables and learners create their own hierarchical tables for an anxiety disorder or fear related disorder of their choice and share examples and comment on the ethics of such a treatment. (I)</p> <p>Learners recall what they remember about the woman who was treated for a phobia of feathers from the previous year. Replay the video at: www.youtube.com/watch?v=IMZ5o2uruXY if needed and ask learners if they can identify how systematic desensitisation was employed.</p> <p>Show the video at: www.youtube.com/watch?v=co7BWWoF-5I of using virtual simulations and learners revise systematic desensitisation and explain the psychological basis on which it can be justified.</p> <p>Learners make notes using the information available at: www.simplypsychology.org/Systematic-Desensitisation.html on systematic desensitisation. (I)</p> <p>Learners can self-assess their understanding using the learning activities found in the worksheet on behaviourist treatments at: www.psychotron.org.uk/resources/perspectives/behaviourist/ANY_behaviourism_deconditioning.pdf (F)</p> <p>Extension activity: learners watch the rest of the series of Part 4 Primal Fears BBC Explorations Storyteller Media, available on YouTube. (I)</p> <p>Learners review CBT and generate examples of the types of interactions practitioners may have with their patients when using CBT to treat anxiety and fear related disorders. Allow volunteers to role play. (F)</p> <p>Show the video featuring a man using CBT to treat a 40-year phobia of baked beans at: www.youtube.com/watch?v=3Y8VKs3_cA</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Extension activity: learners explain why CBT may not be sufficient for a blood-injection phobia and stretch until the realisation that relaxation would not be appropriate course of action due to the fainting aspect. Ask them to suggest what therapists could suggest to overcome this problem.</p> <p>Share some instructions available at: www.anxietycanada.com/sites/default/files/AppliedTension.pdf or https://drive.google.com/file/d/17PYkpgQcHqgHvdH-kiccre2wW9O3pxjY/view in using 'Applied Tension' to combat fainting and let learners experience the technique first hand and comment on their experiences.</p> <p>Share the key study conducted by Chapman and DeLapp (2013) from: www.researchgate.net/publication/258207982_Nine_Session_Treatment_of_a_Blood-Injection-Injury_Phobia_With_Manualized_Cognitive_Behavioral_Therapy_An_Adult_Case_Example on Nine Session Treatment of a Blood-Injection-Injury Phobia and ask learners to capture the aim, sample, method, data collection tools, results and conclusions and identify strengths and weaknesses.</p> <p>Learners review the material covered so far and consider idiographic versus nomothetic approaches and explanations; the use of case studies and self-reports, longitudinal studies and the ability to make generalisations from the findings of the research conducted.</p> <p>Play a bingo game by writing 16 words associated with phobias from which learners select 10. Learners need to match definitions to the words to cross out their key terms and win. This could also be done as pair-work. (F)</p> <p>Learners review the material on anxiety disorders and fear related disorders and play the role of examiner, generating one question for each section of a Paper 4. They can then pass these around the class for other learners to attempt. (F)</p> <p>Learners create a mind-map of the explanations and treatments for anxiety disorders and fear related disorders. (I)</p> <p>Learners prepare an essay plan for testing under examination conditions about what psychologist have learnt about the explanations of anxiety disorders and fear related disorders. (F)</p> <p>Learners respond to some examination style questions under timed conditions. (I)(F)</p>
<p>1.5 Obsessive-compulsive disorder (OCD)</p> <p>1.5.1 Diagnostic criteria for obsessive-compulsive disorder</p> <p>KC3</p>	<p>Learners can describe and explain the diagnostic criteria for OCD and describe, explain and evaluate various tools used to measure OCD and can describe, explain and</p>	<p>Learners present what they found out about the diagnostic criteria obsessive compulsive disorder according to ICD-11. (I)</p> <p>Extension activity (optional): learners read through the article at: www.dailymail.co.uk/tvshowbiz/article-381802/The-obsessive-disorder-haunts-life.html about David Beckham's battle with obsessive/compulsive disorder (OCD). (I)</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<p>KC4 KC5</p>	<p>evaluate case studies of OCD.</p>	<p>Hand out a clinical description sheet available at: www.psychlotron.org.uk/resources/abnormal/A2_AQB_abnormal_anxiety_OCDdiagnosis.pdf on OCD. Pay particular attention to the definitions and differences between obsessions and compulsions.</p> <p>Share an interactive activity at: https://docs.google.com/presentation/d/1sFWeYyYUjilNWRbWwpNYIGZss7J76EY/edit#slide=id.p1 with a pre-test and which distinguishes between obsessions and compulsions.</p> <p>Learners look up and download the case study on Charles conducted by Rappaport (189) at: http://psychtutor.weebly.com/anxiety-disorders-ocd.html and evaluate, paying attention to the strengths and weaknesses of case studies and longitudinal studies.</p> <p>Learners look up the Maudsley Obsessive Compulsive Inventory (MOCI) at: www.sjdm.org/dmidi/Maudsley_Obsessive_Compulsive_Inventory.html and record the description in their notes.</p> <p>Share the Yale-Brown Obsessive-compulsive Scale at: www.addictionsandrecovery.org/tools/obsessive-compulsive-disorder-test-yale-brown-ocd-scale-ybocs.pdf. Learners identify the main difference between the two assessment tools.</p> <p>Learners should complete an evaluative paragraph based on each of the following evaluative issues interviews, case studies, quantitative and qualitative data, psychometrics, and validity. Share for peer marking. (F)</p> <p>Extension activity (optional): learners watch Extreme OCD Camp Episode 2 of the 2013 BBC Three Documentary Trekking into the American forest to manage treatment resistant OCD available at: www.youtube.com/watch?v=ywMsMjGF_nw (I)</p> <p>SDG 3</p>
<p>1.5 Obsessive-compulsive disorder (OCD)</p> <p>1.5.2 Explanations of obsessive-compulsive disorder</p> <p>KC1 KC3 KC4 KC5</p>	<p>Learners can describe, explain and evaluate various explanations for OCD including biomedical; cognitive; behavioural and psychodynamic explanations.</p>	<p>Learners watch the video on OCD from: www.youtube.com/watch?v=KOami82xKec. (I)</p> <p>Learner presentations on different explanations for obsessive/compulsive disorder are shared and peer assessed. (I)</p> <p>Extension activity: divide learners across the four explanations for OCD and ask them to respond to the 'explaining' assignments on the worksheet at: www.psychlotron.org.uk/resources/abnormal/A2_AQB_abnormal_anxiety_OCDdexplantingtreatingactivity.pdf 'Explaining and Treating OCD' to present back to the class.</p> <p>Learners take notes by watching the video from: www.youtube.com/watch?v=yxXx4Yz62vE based on the biological explanations including both biochemical and genetic explanations accompanied by a description of the key issues available at: www.tutor2u.net/psychology/reference/ocd-explained</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Display a poster/flowchart on the faulty thinking behind OCD as a cognitive explanation of OCD from: www.psychotron.org.uk/newResources/atypical/AS_AQB_anxiety_OCDCognitive_AdvanceOrganiser.pdf</p> <p>Extension activity: learners create a short role play/script capturing the exchange between an OCD patient and their therapist.</p> <p>Learners create a set of flashcards with information from: www.ocduk.org/ocd/what-causes-ocd. (I)</p> <p>Extension activity: learners summarise each to share with the rest of the class along with their thoughts about the following issues and debates: individual and situational explanations, nature versus nurture, reductionism versus holism, determinism versus free-will and idiographic versus nomothetic.</p> <p>SDG 3</p>
<p>1.5 Obsessive-compulsive disorder (OCD)</p> <p>1.5.3 Treatment and management of obsessive-compulsive disorder</p> <p>KC3</p> <p>KC4</p> <p>KC5</p>	<p>Learners can describe, explain and evaluate biological and psychological treatments and therapies for OCD.</p>	<p>Learner presentations on different treatments of obsessive/compulsive disorder are shared and peer assessed. (I)</p> <p>Set up a 'WebQuest' to answer the question: 'What kinds of medications may help OCD?' using the following websites:</p> <ul style="list-style-type: none"> • www.iocdf.org/about-ocd/treatment/meds/ • www.webmd.com/mental-health/understanding-obsessive-compulsive-disorder-treatment • www.ocduk.org/medication • www.nhs.uk/mental-health/conditions/obsessive-compulsive-disorder-ocd/treatment/ (good for side-effects) <p>Learners consider the strengths and weaknesses of treating OCD using medication and share.</p> <p>Extension activity: learners consider the psychological therapies they studied previously and how they might be adapted to treating OCD and share ideas.</p> <p>Display the image of exposure and response prevention (ERP) at: www.chelseacameroncounselling.com/blog/2020/10/17/ocd and learners interpret the picture and the possible therapy.</p> <p>Learners can access the relevant information from: www.mcleanhospital.org/essential/everything-you-need-know-about-exposure-and-response-prevention-therapy#:~:text=What%20Is%20Exposure%20and%20Response,remove%20distressing%20situations%20and%20thoughts and do some note taking about ERP. (I)</p> <p>Learners read through the supporting research, e.g. conducted by Lehmkuhl et al (2008) available from: www.ncbi.nlm.nih.gov/pmc/articles/PMC3709869/ and ask them to capture the essential details of the aim, sample, method, data collection tools, results and conclusions and identify evaluative issues.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Compare this therapy with that investigated by Lovell et al (2006) at: www.ncbi.nlm.nih.gov/pmc/articles/PMC1626332/ on the treatment of obsessive-compulsive disorder using telephone administered cognitive-behavioural therapy and repeat the process.</p> <p>Learners can consolidate their learning for both therapies using a quizlet at: https://quizlet.com/416883087/psychological-therapies-for-ocd-flash-cards/ (I)(F)</p> <p>Ensure that all learners are able to evaluate the material covered in relation to individual and situational explanations; cultural differences; use of children in research; case studies and reliability.</p> <p>Learners review Specimen Papers 3 and 4 and design and create questions based on this material as appropriate and share for testing purposes. (I)(F)</p> <p>SDG 3</p>
Past and specimen papers		
Past/specimen papers and mark schemes are available to download from the School Support Hub (F)		

Specialist Option 2: Consumer Psychology

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<p>2. Consumer behaviour</p> <p>General introduction to psychology and consumer behaviour</p>	<p>Learners have an understanding and an appreciation of the objectives and expectations of this unit about consumer psychology.</p>	<p>Extension activity: Learners list as many evaluative issues as they can remember from the AS Level material and create a table of the advantages and disadvantages of each which they can use to evaluate the research conducted in the A Level material.</p> <p>Introduce learners to this topic and generate discussion about its importance and consider each sub-section in turn, extrapolating previous knowledge and understanding of the key issues and concepts.</p> <p>Allocate a number of presentations on specific items from the syllabus depending on the number of learners in the class and on the interest articulated out of the previous discussions, e.g., each presents on one of the mistakes in Pasevic’s research on the psychology of menu design, different heuristics. (I)</p> <p>Learners take photos of any restaurants they visit over the next few weeks with regards layouts, seating arrangement, interior décor and lighting and menu design to consider when they discuss menu design. (I)</p>
<p>2.1 The physical environment</p> <p>2.1.1 Retail store design</p> <p>KC3</p> <p>KC5</p>	<p>Learners can describe and explain different aspects of the physical environment, how these can be used and how they relate to consumer experience and behaviour, including storefront and window displays; landscaping layout.</p>	<p>Learners mind map various physical aspects of their environment and suggest how each may affect user experience and behaviour and relate to consumers. Mind map different types of consumers, products, goods and services. Decide on a number of variables to be assessed in the field (including exterior and interior features) and the class agrees to visit various establishments (within the week as appropriate to situation/logistics) and report back to the class. Use the activity to discuss issues about equipment required, data collection, inter-rater reliability, etc. (I)</p> <p>Learners share findings following their field research and draw conclusions from their own experience and record findings/ideas in their notes.</p> <p>Learners predict the results for the following three hypotheses: H1. Having a positive influence on consumers’ mood (a: pleasure, b: arousal). H2. Having a positive influence on consumers’ liking of the external environment. H3. Having a positive influence on consumers’ patronage intentions.</p> <p>With regards landscaping (vegetation) and window displays and share ideas.</p> <p>Learners recall the different hypotheses learnt including null hypotheses and alternative directional (one-tailed) and non-directional (two-tailed) hypotheses and create one of each for H1, H2 and H3 and check for accuracy of application.</p> <p>Share the study by Mower et al (2012) at: https://drive.google.com/file/d/1pkrk3rDhzLQ3VQCM6DBRdTXpN6ttmhcf/view (or any other) and learners identify the aim, sample, method, results and conclusions from their research. Using their research, learners</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>consider how small store owners could apply their findings regarding clothes store and, by extension, other types of stores.</p> <p>Learners consider the major strengths and weaknesses and try to identify a minimum of two of each and explain and illustrate each.</p> <p>Learners describe the different layouts of various retail environments that are familiar to them. Share or display images of grid, freeform and racetrack layouts available at www.simpleconsign.com/blog/store-layout/ and identify which layout best fits the stores they have identified. They then create diagrams in their notes of each and consider the advantages and disadvantages of each as they go along. (I)</p> <p>Extension activity: learners think about how preference for different layouts might be identified and design an appropriate study and share plans. Generate a class vote on the best research design. Learners consider how website designers might try to recreate virtual store layouts based on the real store interior designs. Share the layouts with their virtual equivalents at: www.researchgate.net/figure/Store-layouts-in-conventional-and-virtual-retailing-14_fig1_267928207 or https://drive.google.com/file/d/1paUeHE0oSF_LxX2BA6VfaihsmP3sPJ9b/view</p> <p>Then recreate the diagrams and suggest a virtual layout equivalent to the racetrack design. Display the image (Fig. 4) from: www.semanticscholar.org/paper/THE-DESIGN-OF-HYBRID-VIRTUAL-STORE-LAYOUT-(HVSL)%3A-A-Mukhlis-Masudin/a32f7eeca428335a34c8edb841ba98979eea79c8 and ask them to amend as necessary.</p> <p>Share/display the laboratory research conducted by Vrechopoulos et al (2004) available at: http://j.pelet.free.fr/publications/comparaison_brick_&_mortar_ecommerce/Virtual_store_layout_an_experimental_comparison_in_the_context_of_grocery_retail.pdf and capture the main elements, the aim, sample, method, results and conclusions of their research.</p> <p>Learners evaluate the study in relation to each of the following:</p> <ul style="list-style-type: none"> • the use of restricted samples • the use of self-reports • the type of data collected • experimental design • the usefulness of the findings • cultural differences. <p>Learners can progress through a quizlet on the Vrechopoulos et al. (2004) at: https://quizlet.com/511088760/vrechopoulos-et-al-2004-flash-cards/ (F)</p> <p>Extension activity (optional): a variety of environmental retail variables (including external, interior, layout and point of purchase) can be accessed from the meta-analysis available at: http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.461.1063&rep=rep1&type=pdf</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
2.1 The physical environment 2.1.2 Sound and consumer behaviour KC3 KC5	Learners can describe and explain, evaluate and apply research carried out on the effects of music and noise on consumer behaviour in various settings.	<p>Learners conduct some related background research on influencing behaviour using music available at: www.youtube.com/watch?v=q6JmPO37bAw&list=PUVTT1g2Td5-838dVDbB9JnA&index=96. (I)</p> <p>Learners share experiences and preferences of music in shops and restaurants and to consider what retailers are trying to achieve in the use of the music in the retail environment and have a class discussion. Consider both strengths and weaknesses.</p> <p>Learners consider how they could investigate the effects of music in restaurants focusing on how background music influences the amount spent on food and drink. Focus on elements of conducting valid research and learners suggest another element to the research design, starting with the DV, until each learner has added their suggestion to create a complete piece of research which could be conducted.</p> <p>Share/display the article about North's study (2003) from the Daily Mail at: www.dailymail.co.uk/news/article-198777/Diners-spend-classical-music.html</p> <p>Give learners the original study by North et al (2003) at: http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.952.6476&rep=rep1&type=pdf or the abstract at https://journals.sagepub.com/doi/abs/10.1177/0013916503254749 on playing classical music in restaurants and learners summarise the key aspects into their notes and evaluate the research. (I)</p> <p>Extension activity: learners consider the different explanations offered by the researchers and which they consider to be the most likely in relation to the research findings and what further research would need to be conducted to verify which explanation was correct.</p> <p>Learners consider cultural differences relating to the creation of an 'an upmarket atmosphere' which primes contextually appropriate, congruent behaviour – namely, increased purchase intentions' and discuss.</p> <p>Learners describe airline food and how noise may influence taste. Look up reasons why sound and noise may affect the perception of food taste using a variety of search suggestions and share findings to the rest of the class.</p> <p>Share the research by Woods et al (2011) at: http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.1075.5384&rep=rep1&type=pdf on the 'Effect of background noise on food perception' or www.ljudskolan.se/wp-content/uploads/2015/07/Effect-of-background-noise-on-food-perception.pdf or any other related research (see below) and learners capture the aim, sample, method, results and conclusions of their research.</p> <p>Extension activity (optional): other research on Noise is available at: www.researchgate.net/publication/286172252 Noise and its impact on the perception of food and drink and its impact on the perception of food and drink.</p> <p>Learners evaluate one or both studies (differentiate as appropriate) in relation to:</p> <ul style="list-style-type: none"> • individual and situational explanations

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<ul style="list-style-type: none"> • reductionism versus holism • determinism versus free-will • generalisations from findings • validity. <p>Each learner creates a revision activity (an online crossword, flashcards, True/False exercise, multiple-choice questions or any other), ensuring all key concepts and both studies have been covered. (I)</p>
<p>2.1 The physical environment</p> <p>2.1.3 Retail atmospherics</p> <p>KC3</p> <p>KC5</p>	<p>Learners can describe and explain Mehrabian and Russell's pleasure-arousal-dominance (PAD) model and the effects of odour and crowding on shopper pleasure-arousal-dominance.</p>	<p>Watch the video clip on 'The role of ambiance and environment on consumer behaviour at: https://pt.coursera.org/lecture/arts-heritage/3-4-the-role-of-ambiance-and-environment-on-consumer-behavior-DEnwb (from 02.15 if short on time).</p> <p>Learners recall and share learning points from the video clip and to apply what they understand of the PAD model to the 4 studies previously covered and share. (F)</p> <p>Share a second video clip at: www.coursera.org/lecture/neuromarketing-toolbox/3-3-self-report-measure-77L52 (also revising self-reports) and learners make notes as they view video and then discuss the use of pictures to accommodate cultural differences.</p> <p>Learners add definitions for PAD at: https://en.wikipedia.org/wiki/PAD_emotional_state_model#:~:text=The%20PAD%20emotional%20state%20model,Dominance%20to%20represent%20all%20emotions to their glossary of terms.</p> <p>Display/share an image of a 12- item PAD self-report grid at: www.researchgate.net/figure/12-item-PAD-questionnaire-for-expression-annotation-and-evaluation_tbl3_221622046 and learners complete the self-report capturing their current emotional state and then, with two different colours, ask them to imagine their emotional state at a music concert they would be keen to attend and visiting one of their favourite shops or places (café, worship etc) and compare their scores. This can also be accessed at: https://drive.google.com/file/d/1a77O-sLWx25uqrqFMx227-CuNqMZvNI7/view</p> <p>Share the article, 'Does your brand smell' at: https://drive.google.com/file/d/1D-e99nLnCWxotMHgNqURyD8z8ozdCvrS/view and ask for thoughts and previous experiences – check understanding regarding connection between smell and emotion. (I)</p> <p>Extension activity: learners consider whether crowding diminishes their desire to go shopping and why. Generate a discussion on the following questions:</p> <ul style="list-style-type: none"> • Does the type of shop make any difference to this effect? • Could individual differences affect the extent to which crowding diminishes customer satisfaction? • Does the anticipation of crowding reduce or enhance the effects of crowding? • What is the difference between social density and spatial density?

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Share two studies investigating the effects of odour and crowding on consumer behaviour, using the PAD framework, e.g. Chebat and Michon (2003) at: www.academia.edu/15579874/Impact_of_ambient_odors_on_mall_shoppers_emotions_cognition_and_spending_A_test_of_competitive_causal_theories...</p> <p>and Machleit et al. (2000) study 1 and 2 at: www.researchgate.net/publication/237237132_Perceived_Retail_Crowding_and_Shopping_Satisfaction_What_Modifies_This_Relationship</p> <p>or https://drive.google.com/file/d/1_TfEp_S0RvnHHMAqwfKOVb36LTDDVS95/view</p> <p>Learners capture the key elements, namely, Aim; Sample; Method; Results; Conclusion into their notes for future reference and to highlight the PAD elements in each case.</p> <p>Discuss the strengths and weaknesses of each study across a range of issues (including application to everyday life, cultural differences, questionnaires, quantitative and qualitative data, objective and subjective data) and give learners time to capture these in their notes under each study respectively.</p> <p>Distribute a Specimen Paper 3 and 4 for learners to create examination style questions. These can be swapped for self-assessment, peer assessment or an end of topic test, etc. (I)(F)</p>
<p>2.2 The psychological environment</p> <p>2.2.1 Environmental influences on consumers</p> <p>KC3</p> <p>KC5</p>	<p>Learners can describe, explain and evaluate research into wayfinding in shopping malls.</p> <p>Learners can describe, explain and evaluate research into consumer spatial movement patterns and behaviours in shopping malls.</p>	<p>Learners draw a sketch map of their route from home to school if appropriate (or of school) and discuss and compare maps, experiences, challenges etc.</p> <p>Discuss the decision making processes that go into 'wayfinding' and display an example available at: https://docs.google.com/presentation/d/0B9OC6UVTtDjR2NfenRTcTNUT2c/edit?resourcekey=0-UbXT08ipUy0heDYf83pz4Q#slide=id.p1 and discuss.</p> <p>Extension activity: learners share previous knowledge and experience of wayfinding (and cognitive maps) of a local/familiar shopping mall. Learners can consider what signage or type of information (visual, descriptive, floor plans etc.) is useful/not useful.</p> <p>Use the activity to recall/revise the various layouts described in the previous section on retail store design and how layout could impact on the consumer's ability to navigate in a shopping mall.</p> <p>Share/distribute a 'Designing Better Maps Research activity sheet at: https://docs.google.com/document/d/0B9OC6UVTtDjaGxnUTJhcVBCX28/edit?resourcekey=0-P5G5GOrztJkm-9IIT5bv4Q (I)</p> <p>Extension activity: learners consider different ways of investigating 'wayfinding' in shopping malls and share ideas, considering the strengths and weaknesses of each in turn.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Share examples of research conducted on ‘wayfinding in shopping malls’, e.g. A case study, ‘Factors affecting wayfinding – A Case Study in a Shopping Mall’ by Dogu and Erkip (2000) at: https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.920.208&rep=rep1&type=pdf</p> <p>Extension activity (optional): an alternative field study can be accessed at: www.academia.edu/15528432/Lost_in_a_mall_the_effects_of_gender_familiarity_with_the_shopping_mall_and_the_shopping_values_on_shoppers_wayfinding_processes</p> <p>Capture the key elements, namely, Aim; Sample; Method; Results; Conclusion into their notes for future reference as appropriate.</p> <p>Extension activity: ensure learners are able to identify aspects relating to application of the findings to everyday life, field experiments, reductionism versus holism, idiographic versus nomothetic, questionnaires, generalisations from findings and reliability.</p> <p>Learners can look up the multitude of research into individual differences concerning cognitive maps and wayfinding available on the internet and share and discuss findings in class. (I)</p> <p>Extension activity: return learners to the methods they suggested in the previous activity about investigating wayfinding in shopping malls and ask them to consider (TPS) the use of technical equipment such as video or tracking systems and the appropriate strengths and weaknesses for such an investigation. Share ideas.</p> <p>Extension activity: learners create a set of ‘shopping scenarios’ (for example, a learner popping in for a loaf of bread on the way home; a young couple out for the weekly groceries shop; a parent taking their family shopping before the beginning of school term, etc.) and capture as many as possible.</p> <p>Extension activity: learners discuss how these different consumers might navigate their way around the shopping mall and what factors or decisions would contribute to the routes they chose and why.</p> <p>Share the key ‘types’ from the Gil et al (2009) study, namely, specialist, native, tourist, explorer, raider and ask learners to try and match the label with the closest shopping scenario they have considered.</p> <p>Share the Gil et al (2009) study with learners which can be accessed: https://discovery.ucl.ac.uk/id/eprint/1399218/1/036_Gil_Tobari_Maia_Rose_Penn.pdf or https://drive.google.com/file/d/1xFKr75T49SE5QuG6w84pIA-86yQS4T21/view</p> <p>Learners list the three research questions asked, record the aim; sample; ethics; data collection tools; respectively and then to notes the results; how the data was analysed and the types of trip and clusters (and descriptions) found.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Extension activity: explain why the researchers did NOT find the ‘types of trips’ useful as they were too dependent upon the layout of the specific shops and considered the spatial behaviour patterns and identified clusters based on type of shopper instead.</p> <p>Learners self-assess their predictions regarding their matches of shopping scenarios with the clusters they identified. Learners create their own ‘approximate’ diagrams in their notes reflecting the spatial patterns identified with the type of shopper. (F)</p> <p>Learners create a table and record two or three characteristics of each type of shopper for future reference. (I)</p> <p>Learners consider any strengths and weaknesses they can identify and to consider how the research could be used to illustrate the following issues and debates:</p> <ul style="list-style-type: none"> • reductionism versus holism • idiographic versus nomothetic • questionnaires • generalisations from findings • reliability. <p>Learners respond to the Gil shopper type quiz at: https://docs.google.com/presentation/d/1Me0j7r3FsqWVrzHGS0S8fuVmZk_xJ2tr/edit#slide=id.p1 and self-assess their ability to identify the different spatial behaviours. (F)</p> <p>Learners create a revision tool for the two or three studies covered in this section, e.g., creating quizzes using online tools, crosswords, True and False statements, multiple-choice questions and differentiate according to ability, detail and outcome. (I)</p>
<p>2.2 The psychological environment</p> <p>2.2.2 Menu design psychology</p> <p>KC3</p> <p>KC5</p>	<p>Learners can describe and explain menu features of menu design and the positive and negative impacts of this.</p> <p>Learners can describe, explain and evaluate ways to study menu design.</p> <p>Learners can describe and explain the effect of primacy and recency and menu</p>	<p>Learners share the pictures they took from their visits to restaurants (or access online versions) and comment on the design of the menus and the layout and spacing for each establishment. Ask learners what they like/dislike about each and justify their choices. (I)</p> <p>Share the research on eye movement patterns, framing and common menu mistakes captured by Pavesic (2005), available at: https://scholarworks.gsu.edu/cgi/viewcontent.cgi?article=1000&context=hospitality_facpub or https://drive.google.com/file/d/1yYNUyQDzSzimTN6m24BqLVD48g9-Nh2q/view</p> <p>Learners share their presentations on their allocated ‘mistakes’ from the Pavevic (2005) research as previously allocated. (I)</p> <p>Extension activity: groups of learners identify any of the mistakes amongst their samples and explain why they think a mistake has been made and what would need to be done to correct it.</p> <p>Identify which they consider to be the two most important applications to everyday life and why and capture in their notes. Learners think about how the location of a food item in a menu might affect its consumption and to</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	<p>item position on menu item choice and can describe, explain and evaluate research into this.</p> <p>Learners can describe and explain the effect of food name on menu item choice and can describe, explain and evaluate research into this.</p>	<p>share their ideas – which items would be purchased more and why. Ensure that the ‘primacy’ and recency’ effects have been considered within the class discussion.</p> <p>Extension activity: learners brainstorm how they might test how the location of a food item in a menu might affect its consumption and to share their ideas.</p> <p>Share the research conducted by Dayan and Bar-Hillel (2011): Primacy, Recency and Menu item position available at: http://journal.sjdm.org/11/11407/jdm11407.html or https://drive.google.com/file/d/1hfpElxf4t1YCPMZkHjffSXYzBxJZZXRX/view and learners evaluate and illustrate their points based on:</p> <ul style="list-style-type: none"> • use of restricted samples • experimental method and design • the application of their findings • ethics • objective and subjective data <p>Share the school’s menu (or something equivalent) and learners try rename items on the menu to make them sound healthier, more expensive, more exotic, etc.</p> <p>Extension activity: learners apply their learning about an effective research design from their last class and apply it to test the effect of food names on menu item choice.</p> <p>Share some research on food name on menu item choice, e.g. Lockyer (2006) available at: http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.425.6151&rep=rep1&type=pdf</p> <p>Extension activity (optional): learners look at alternative research by Wansink et al. (2005), available at: www.academia.edu/19778972/How_descriptive_food_names_bias_sensory_perceptions_in_restaurants or https://drive.google.com/file/d/1BTcaQjZO7ETUQe91mNcUTw1XipNgeFZ9/view and learners compare the results, paying particular attention to the components of PAD (as a revision/ consolidation exercise).</p> <p>Learners consider any cultural and individual differences from the responses as well as any applications to everyday life and practice their evaluation of field experiments, objective and subjective data, generalisations from findings and validity.</p>
<p>2.2 The psychological environment</p> <p>2.2.3 Consumer behavior and personal space</p>	<p>Learners can describe and explain the various definitions and theories of personal space.</p> <p>Learners can describe,</p>	<p>Ask for volunteers to experiment how close they can be to each other (and you) before feeling uncomfortable and ask them to recall what they learnt from the study by Perry et al (2015) at: www.ncbi.nlm.nih.gov/pmc/articles/PMC4994841/ on personal space from their AS Level classes. (F)</p> <p>The rest of the learners think about what factors may affect how comfortable we are and list on the board. Using the idea of ‘concentric circles’, learners create a model of personal space.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<p>KC3</p> <p>KC5</p>	<p>explain and evaluate research into theories of personal space in a restaurant setting.</p> <p>Learners can describe and explain the social psychology of defending a space in a queue.</p>	<p>Display an image of proxemics zones: http://image.slidesharecdn.com/edwardhallproxemictheoryintimatezone-1-130228171206-phpapp02/95/edward-hall-proxemic-theory-intimate-zone-1-2-638.jpg?cb=1362071562 or watch a video at: www.youtube.com/watch?v=nm-VzJZXDBc and learners capture the same into their notes.</p> <p>Display the following terms, ‘overload’, ‘arousal’ and ‘behaviour constraint’ and ask learners to consider the relationship between these and personal space using a quizlet at: https://quizlet.com/431508403/personal-space-theories-of-personal-space-overload-arousal-behavioural-constraint-flash-cards/</p> <p>Extension activity: refer learners to their photos of the seating arrangements at the various restaurants they visited and ask them to comment about the personal space issues captured in the various pictures.</p> <p>Share the research on space at restaurant tables by Robson (et al (2011) at: http://scholarship.sha.cornell.edu/articles/126/ and learners record the aim, sample, method, results and conclusion and then evaluate this research in relation to:</p> <ul style="list-style-type: none"> • the usefulness of the findings • individual differences • experimental method and design • individual and situational explanations • cultural differences • observations • quantitative and qualitative data • ethics. <p>Extension activity: class discussion about queuing using when, where, why, what, who questions in relation to consumers. Ask learners about the behaviours they have noticed in response to ‘queue jumping’ and share. Learners consider the motivations for the behaviours they have witnessed.</p> <p>Share the video on the psychology of queuing at: www.youtube.com/watch?v=fhbUFKt7tzA and an introduction to the research into queuing.</p> <p>Learners look up some of the research mentioned in the video or access Milgram’s study at: https://drive.google.com/file/d/11zefr6_AcTAOFhAwvkFXFOqraWwpslwf/view and make notes. (I)</p> <p>Two quizlets that learners could use to self-appraise their knowledge of the study can be accessed at: https://quizlet.com/576439536/the-psychological-environment-personal-space-defending-place-in-a-queue-milgram-et-al-flash-cards/ or https://quizlet.com/431552853/personal-space-defending-your-place-in-a-queue-flash-cards/ (F)</p> <p>Ensure learners can identify the individual and situational explanations; cultural differences, observations; quantitative and qualitative data and the ethics associated with the research into queuing they consider.</p> <p>Distribute a Specimen Papers 3 and 4 for learners to use the material covered so far to create examination style questions. These can be swapped for self-assessment, peer assessment or an end of topic test, etc. (I)(F)</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<p>2.3 Consumer decision-making</p> <p>2.3.1. Consumer decision-making</p> <p>KC3</p> <p>KC5</p>	<p>Learners can describe and explain explanations and examples of utility theory, satisficing, prospect theory.</p> <p>Learners can describe and explain examples of compensatory, non-compensatory and partially compensatory strategies of decision making.</p> <p>Learners can describe and explain strategies applied to internet shopping, focusing on website design and can describe, explain and evaluate supporting research.</p>	<p>Display a set of slides focusing on the choice of a restaurant at: https://docs.google.com/presentation/d/19eclQxZ9PMahF0zmk2UTMVhhD69ZiVTg/edit#slide=id.p1 based on a number of attributes and learners consider how they might decide on which restaurant to select.</p> <p>Describe and explain the three models of decision-making, using the examples generated by learners where appropriate and a summary paper of these models (and more), accessible at: www.decisionanalyst.com/whitepapers/decisionmaking/ or https://drive.google.com/file/d/1GSEIW7UUll88YFLZfO2wJDMLLv0SnyV/view</p> <p>Learners summarise the characteristics of each model in their notes.</p> <p>Explain that when making decisions, depending upon the scenario, we may make use of any or all of them when considering our choices. Share some videos outlining Prospect Theory that can be accessed at: https://psychologyconcepts.com/prospect-theory/ or www.youtube.com/watch?v=sM91d5l36Po</p> <p>Create and display an organisational chart using PowerPoint of each of the three decision making strategies using a summary at: www.decisionanalyst.com/whitepapers/decisionmaking/ for reference. These should then be broken down into the seven specific strategies which should be explained in turn. Learners record the chart in their notes, summarising the explanation for each. (I)</p> <p>Extension activity: learners evaluate how much effort goes into thinking about which product/service to buy when comparing the following goods and services: chewing gum, a laptop, where to eat on Saturday, what to have at the school canteen for lunch, a shirt, a phone, breakfast cereal, a film provider subscription. Share a visual resource to support learners through this exercise at: https://docs.google.com/presentation/d/1ztMdCbyEersipu4Di0GDxiWY1mBt_wYZ/edit#slide=id.p1.</p> <p>Learners try and recall all the restaurants they have discussed so far. Ask them what they would consider if they had to decide where to eat tonight and to try and explain how that affects their decision.</p> <p>Explain how/why both exercises relate to consumer decision-making and explain 'Consideration' and 'Involvement'.</p> <p>Learners should self-assess their learning using some flashcards at: https://drive.google.com/file/d/1a-SyCPZM4_Wwnuo2rjptA35kRx01YNa_/view capturing these models and strategies.</p> <p>Extension activity (optional): share the research available at: www.researchgate.net/publication/263157379_Consumer_Decision_Making_on_the_Web_A_Theoretical_Analysis_and_Research_Guidelines or https://drive.google.com/file/d/1CU_ImhiFu03sSFvOjHdZ6hUrCpDmRtya/view and divide the research across the class so that each pair/group of learners reads through and explains the various influences to the rest of the class and connects it back to previous learning in each case. List the various factors learners consider the most important and justify their choices. (F)</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Learners recall the details and findings of the research conducted by Vrechopoulos et al. (2004) on virtual layout design with regards effectiveness and satisfaction etc. as a revision exercise. Learners look at abstracts on further research conducted in this area, e.g. Jedetski et al (2002) at: www.researchgate.net/publication/3419464_How_Web_site_decision_technology_affects_consumers and learners record the details and findings. (F)</p> <p>Divide the class into groups and ask each to share evaluations based on the following issues: application to everyday life; cultural differences; reductionism versus holism; determinism versus free-will and idiographic versus nomothetic approaches.</p>
<p>2.3 Consumer decision-making</p> <p>2.3.2 Choice heuristics</p> <p>KC3</p> <p>KC5</p>	<p>Learners can describe and explain a variety of heuristics and can describe, explain and evaluate research into heuristics.</p> <p>Learners can describe, explain and evaluate research into heuristics.</p>	<p>Learners look up definitions of heuristics and to record one in their notes. (I)</p> <p>Watch the video at: https://study.com/academy/lesson/heuristics.html outlining the availability, representativeness and base-rate heuristics.</p> <p>Learners summarise each heuristic in their notes and, in pairs, develop examples of each to share with the class. Capture the best examples on the classroom wall for future reference.</p> <p>Display a '2 for the price of 1' image on the board as learners enter class and ask what other 'points of sale' promotions they have encountered recently and where. Learners guess what kind of impact or difference these promotions might make.</p> <p>Extension activity: learners explain why such promotions might make any difference using the cognitive biases already covered and share ideas. Share an abstract for some research, e.g. Wansink et al (1998) at: https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2474803 as background to the research.</p> <p>Learners identify strengths or weaknesses concerning the research from the abstract. The original study can be accessed at: https://drive.google.com/file/d/1YB8Tn4FeRH74gV9nHYL2BkJ-FbTqmDcA/view</p> <p>Extension activity: divide the class into five and allocate lab studies to two groups, field experiments to two groups and the last group to design a study to investigate effective strategies to counter such promotions. Groups share ideas and evaluate them based on the use of experimental method. All learners should create a null hypothesis, as well as a one-tailed and a two tailed hypothesis for their experiment.</p> <p>Extension activity: learners consider other ways marketers could take advantage of cognitive biases in decision making and share ideas.</p> <p>Using an example of research on the use of heuristics on decision making, e.g. del Campo (2016), available at: https://link.springer.com/article/10.1007/s11573-016-0811-y, or https://drive.google.com/file/d/1zaR9d5xpGv0P9Yem9FLARn0Be44uivm4/view share the five styles of decision-making mentioned in the introduction and learners interpret the heuristics employed in each case. Check their responses and then share the four research questions and learners make some initial predictions based on their understanding so far.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Share the research with learners and ask them to identify all the IVs, controls and the DV, the types of data collected, and the characteristics of the samples employed. Learners choose the most effective way to record the results and share ideas. (I)</p> <p>Extension activity: learners interpret Fig. 3 and 4. and discuss. Capture overall results against the initial research questions for ease of reference/revision in the future.</p> <p>Learners identify and summarise cultural differences in both design of research tools and results, application to everyday life, individual and situational explanations, experiments, quantitative and qualitative data and objective and subjective data. Then learners can repeat the evaluation exercise using the Wansink et al (1998), study.</p> <p>Learners generate Paper 3 and Paper 4 exam questions and then share as a self-assessment exercise in class or for homework. (I)(F)</p> <p>Learners answer Paper 3 and Paper 4 questions to assess their understanding. (F)</p>
<p>2.3 Consumer decision-making</p> <p>2.3.3 Mistakes in decision making</p> <p>KC3</p> <p>KC5</p>	<p>Learners can describe, explain and evaluate the Dual – Processing Thinking Model.</p> <p>Learners can describe, explain and evaluate research into consumer cognitive processing.</p>	<p>Extension activity: share some ‘Thinking Fast and Slow’ questions with learners and consider their responses. A range can be accessed at: https://blog.neuronation.com/en/how-fast-do-you-think-find-out-with-these-5-questions-2/ or www.vanityfair.com/news/2011/12/kahneman-quiz-201112</p> <p>Show the video of an outline of Daniel Kahneman available at: www.youtube.com/watch?v=KyM3d4gQGhM</p> <p>Share the extract of Shleifer’s article/review concerning System 1 and System 2, available at: https://scholar.harvard.edu/sites/scholar.harvard.edu/files/shleifer/files/kahneman_review_jel_final.pdf or https://drive.google.com/file/d/1Qli0oEcQ3JIHBd1FLG4paltMecEj8b4b/view and learners read through and summarise the information in their notes, identifying the characteristics of System 1 and System 2.</p> <p>Learners discuss whether they have ever participated in a taste trial at a supermarket, etc. and share their experiences. Explain that the class will also engage in a mock taste trial and set up a small taste trial in class (though in preparation, have the trials ready and switch the contents of the ‘trial tastes’ in the sample containers) to replicate the taste trial mentioned in the study and swap the preferences between the two tastings reflected in the procedure of the study.</p> <p>Discuss, debrief and explain the study conducted by Hall et al. (2010) which can be accessed at: www.researchgate.net/publication/45269903 Magic at the marketplace Choice blindness for the taste of jam and the smell of tea, https://img3.reoveme.com/m/b7086af24b873595.pdf or https://drive.google.com/file/d/1SDA9ljH-ETKFc-kuZr8n4HuNIU8c_Vgz/view</p> <p>Learners share evaluative issues, including:</p> <ul style="list-style-type: none"> • ethics • validity • restricted samples of the study.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Learners create a visual display of their choice capturing the main points (including as many evaluative issues as they can identify and illustrate) of the study and share. Identify and display the most effective. (I)</p> <p>Learners share their previous knowledge about the unreliability of cognitive processes and memory suggest how it could be used or applied for purposes of marketing or advertising.</p> <p>They could also and review the questions in a Paper 3, Question 1 and generate their own sample questions (with appropriate mark schemes) based on this subject matter. (I)(F)</p> <p>Display the following key words:</p> <ul style="list-style-type: none"> • consumer behaviour • advertising • reproductive memory • reconstructive memory • consumer experience • false information cues. <p>Learners share previous knowledge, understanding and association. Respond to any gaps in knowledge.</p> <p>Learners look up ‘types of interference in memory’, looking at a range of search options and share their findings, capturing both proactive and reactive interference (with examples). Ask them to consider how interference could affect products and brands and share ideas along with any previous experience. (I)</p> <p>Learners record/list:</p> <ul style="list-style-type: none"> • other types of forgetting that can occur and • the formation and modification of scheme • the cognitions related to Cognitive Learning Theory for background and context. <p>Share some research in this area, e.g. Burke and Srull (1988) which can be accessed at: www.researchgate.net/publication/24098550_Competitive_Interference_and_Consumer_Memory_for_Advertising or https://drive.google.com/file/d/1TZ1MoNp78LOaOOY8NrObXvbIm6vaRaiP/view and divide the class into groups of three, one learner reading through one of the three experiments conducted and feeding back to their team, recording the important details as they go.</p> <p>Extension activity: each group to reach a conclusion after considering and synthesising the results of the three experiments and share for discussion and consolidation.</p> <p>Learners review both studies and identify as many evaluative issues as they can, ensuring they include application to everyday life; individual and situational explanations; determinism versus free-will: experiments: interviews and reliability.</p> <p>Learners create ten questions of increasing difficulty or complexity (based on the subject matter in this section) and ask for volunteers to play or compete. (F)</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
2.4 The product 2.4.1 Packaging and positioning of a product KC3 KC5	Learners can describe, explain and evaluate the factors of appearance and presentation of a product and supporting research.	<p>Learners can use past papers to assess their understanding of this concept. (F)</p> <p>Learners suggest reasons why (or why not) a consumer might want an item gift wrapped and share ideas.</p> <p>Learners comment on brands and packaging that they particularly like or dislike and ask them to download pictures and images to display in class and comment on.</p> <p>Share the 'gift wrapping' clip at: www.youtube.com/watch?v=QmemOAnbQIs in 'Love Actually' and learners comment on actions and behaviours of the characters involved using their observation.</p> <p>Learners recall the strengths and weaknesses of using observation as a data collection method and consider a different data collection tool to investigate what consumers believe to be the important aspects about gift wrapping and share. (F)</p> <p>Learners read the article on the Basics of Packaging Research at: www.decisionanalyst.com/whitepapers/packaging/ (I)</p> <p>Extension activity (optional): alternative supporting research is available at: https://pure.bond.edu.au/ws/portalfiles/portal/27890144/To_wrap_or_not_wrap.pdf and learners can compare their key findings as corroborating evidence.</p> <p>Show some videos, case studies and reasoning conducted by Marketing Sciences Unlimited at: www.marketing-sciences.com/packaging-research/</p> <p>Share the research by Becker et al (2011) on 'Tough Package, Strong Taste' available at: www.academia.edu/7156477/Tough_package_strong_taste_The_influence_of_packaging_design_on_taste_impressions_and_product_evaluations or https://drive.google.com/file/d/10HyAyCaBJP91Cq7xKwxFPE_PLI-L8p5q/view and learners identify the key concepts, aim, sample, method, data collection tools, results and conclusions. Learners share ideas regarding the strengths and weaknesses of the study and add to their notes.</p> <p>Extension activity: learners discuss why chewing gum, sweets and chocolate are usually situated by the tills at supermarkets and to check their ideas against the research available. Learners then consider the long rows of similar products in supermarkets and hypothesise:</p> <ol style="list-style-type: none"> where consumers spend the longest time looking which areas they might consider the 'best' area how these variables might be investigated. <p>Share the abstract of the research conducted by Atalay et al (2012) at: www.researchgate.net/publication/256061265_Shining_in_the_Center_Central_Gaze_Cascade_Effect_on_Product_Choice (some background to this type of research can be accessed at www.acrwebsite.org/volumes/v40/acr_v40_12067.pdf on attention and shelf position and learners read through the same, capture the main elements of the research, i.e. aim, sample, method, data collection tools, results and conclusions and evaluate in terms of:</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<ul style="list-style-type: none"> • the use of technical equipment • the control of variables • the use of quantitative data • the validity of the findings • the usefulness/applicability of the findings. <p>Learners create wall chart/mind maps relating the subject matter in this section to the following issues and debates, namely; reductionism versus holism, determinism versus free-will, generalisations from findings, objective and subjective data and validity and display the best examples for future use.</p>
<p>2.4 The product 2.4.2 Selling the product</p> <p>KC3 KC5</p>	<p>Learners can describe, explain and evaluate various techniques involved in selling products and the research support.</p>	<p>Extension activity: divide the class into groups of three and allocate one type of sales technique (customer/competitor/product focused) to each of the groups to research and present on.</p> <p>Learners include any competing/conflicting ideas/strategies/research and attempt to resolve them in their presentations and consider the effect of each on the buyer-seller relationship.</p> <p>Learners can access general information (not exclusive) at:</p> <ul style="list-style-type: none"> • www.marketingdonut.co.uk/sales/sales-techniques-and-negotiations • www.learnmarketing.net/orientations.htm • www.mindtheproduct.com/product-focused-vs-customer-focused-product-management-what%E2%80%99s-the-difference/ • www.businessmanagementideas.com/buyer-seller-relationship/buyer-seller-relationship-in-business-markets/17634 (I) <p>Learners can access information on a customer-focused sales technique:</p> <ul style="list-style-type: none"> • https://remoteworkmate.com/small-business/competitor-focused-strategy/ • https://oroinc.com/orocrm/blog/6-strategies-to-improve-your-customer-focused-approach/#:~:text=A%20customer%2Dfocused%20brand%20places,customer%20satisfaction%20at%20all%20times (I) <p>Learners can access information on a product-focused sales technique:</p> <ul style="list-style-type: none"> • https://smallbusiness.chron.com/techniques-productbased-sales-approach-65085.html • https://remoteworkmate.com/small-business/competitor-focused-strategy/ (I) <p>Learners can access information on competitive strategy: https://books.google.co.ke/books... (I)</p> <p>Presentations are peer reviewed by learners and appropriate notes are made following each presentation on each strategy. (F)</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Extension activity: briefly discuss ‘ambiguity’ and ask learners whether some people may not mind ambiguity as much as others. Learners consider the effects of ambiguous messages when communicating about a product and what effect that might have on sales and share.</p> <p>Share the research conducted by Kardes et al (2007) at: www.communicationcache.com/uploads/1/0/8/8/10887248/the_role_of_the_need_for_cognitive_closure_in_the_effectiveness_of_the_disr.....pdf on ‘disrupt then reframe’, a type of Interpersonal influence technique and learners record the aim, sample, method, data collection tools, results and conclusions.</p> <p>Learners summarise the major findings in their notes and evaluate the study in relation to:</p> <ul style="list-style-type: none"> • experimental design • validity • individual differences. <p>Learners design their own DTR investigation and share with class members. Learners can access other research to help generate some ideas, available at: www.acrwebsite.org/volumes/v37/acr_v37_15208.pdf, or example, set up and a bake sale (or equivalent), creating two conditions DTR and a control and compare the sales at the end of the session. (I)</p> <p>Groups present on ‘Ways to Close a Sale’ (if appropriate – see above).</p> <p>Learners look up Cialdini’s six ways to close a sale at: https://worldofwork.io/2019/07/cialdinis-6-principles-of-persuasion/ and prepare an essay entitled, ‘The most effective strategies for closing a sale are ...’ They should evaluate the various strategies they include and draw a conclusion. Various websites to support learners with their research can be accessed at: www.wikihow.com/Close-a-Sale (I)</p> <p>Using question and answer, ensure learners can effectively describe and explain how to apply each strategy; recognise and relate findings to cultural differences; be able to argue what could be considered deterministic versus individual exercising free-will; which research adopts an idiographic versus nomothetic approach and the advantages and disadvantages of field experiments. (F)</p> <p>Learners create ten questions of increasing difficulty or complexity (based on the subject matter in this section) and ask for volunteers to play or compete as appropriate. (F)</p> <p>Learners can use past papers to assess their understanding of this concept. (F)</p>
<p>2.4 The product</p> <p>2.4.3 Buying the product</p> <p>KC3</p>	<p>Learners can describe, explain and evaluate the decisions regarding whether to</p>	<p>Display an image available at: https://neostrom.in/ekb-model/ of the Engel Kollat Blackwell model of buyer decision-making and ask learners to comment and discuss.</p> <p>Learners access information on the five stages of the model for note taking purposes so they can describe and explain each stage in turn using: https://neostrom.in/ekb-model/ (I)</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<p>KC5</p>	<p>purchase and the research support.</p>	<p>Extension activity: learners consider what factors shape these items, and why different types of personality can produce different decision-making or other factors such as deciding where to buy including reasons for store choice and demographics such as age and gender and engage in some class discussion, listing ideas and making predictions.</p> <p>Share some research in this area, e.g. Sinha et al (2002) 'Deciding where to buy: Store Choice Behaviour of Indian Shoppers' available at: www.researchgate.net/publication/242774352_Deciding_Where_to_Buy_Store_Choice_Behaviour_of_Indian_Shoppers and learners capture the essential components of the aim, sample, method, data collection tools, results and conclusions and any immediate evaluative issues in their notes.</p> <p>Learners look up definitions of post-purchase cognitive dissonance and record in their own words. (I)</p> <p>Learners discuss whether they have ever experienced post-purchase cognitive dissonance and share examples. They consider the factors that can increase or reduce dissonance and to share ideas as a class.</p> <p>Share some research in this area that learners can use to explore these ideas more fully, for example, Nordvall (2014), 'Consumer Cognitive Dissonance Behaviour in Grocery Shopping' at: http://article.sapub.org/10.5923.j.ijpbs.20140404.03.html and learners capture the essential components of the aim, sample, method, data collection tools, results and conclusions and any immediate evaluative issues in their notes.</p> <p>Extension activity: learners evaluate both pieces of research and the key concepts with regards to: cultural differences, reductionism versus holism, idiographic versus nomothetic, objective and subjective data and issues effecting validity. Check for accuracy and understanding and ability to meet assessment objectives.</p> <p>Share some sample examination questions to assess learner understanding. (F)</p>
<p>2.5 Advertising</p> <p>2.5.1 Types of advertising and advertising techniques</p> <p>KC3</p> <p>KC5</p>	<p>Learners can describe, explain and evaluate various types of advertising and media used and the factors to consider when promoting a product as well as the techniques employed along with the supporting research.</p>	<p>Learners identify all the different types of advertising media they can think of and divide the class so that each group and explore the strengths and weaknesses of each and present to the rest of the class.</p> <p>Capture all ideas on a mind-map to display on the class wall for future reference. Some informative websites:</p> <ul style="list-style-type: none"> • www.knowthis.com/types-of-advertising-media/ad-media-intro/ • www.knowthis.com/advertising/advertising-intro/ • www.yourarticlelibrary.com/advertising/9-types-of-advertising-media-available-to-an-advertiser/25870/ • www.bizmove.com/marketing/m2j4.htm <p>Use the opportunity to discuss individual differences, ethics and vulnerability, applicability, etc.</p> <p>Display an image of the original Yale Model of Communication at: https://i0.wp.com/marketbusinessnews.com/wp-content/uploads/2018/05/Five-Ws-of-Communication.jpg?w=1013&ssl=1 and learners apply it to an number of advertisements or campaigns of which</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>they are aware and explain its effectiveness. Once you have stopped displaying the image, ask learners to recreate the same in their notes with the best illustrative example.</p> <p>Extension activity: in pairs, learners develop their own advertising strategy using the model with a product of their own choice and share with their peers for review and feedback.</p> <p>Share a second image of the Yale model at: www.researchgate.net/profile/Dianna-Stone/publication/222660095/figure/fig1/AS:305226818048000@1449783152128/Yale-model-of-communication-and-persuasion-based-on-Janis-Hovland-1959.png and learners consider how the effectiveness of advertising might be objectively measured and generate some ideas whilst revising the strengths and weaknesses of objective data. Remind them of the use of eye-tracking techniques when considering menu design and how something similar could be used to assess media advertising.</p> <p>Share some research in this area, for example, Ciceri et al (2020) at: https://research-api.cbs.dk/ws/portalfiles/portal/60829643/jesper_clement_et_al_a_neuroscientific_method_for_assessing_effectiveness_of_digital_vs_print_ads_acceptedversion.pdf and learners record the key concepts under investigation, aim, sample, method, data collection tools, result and conclusions and obvious strengths and weaknesses they recognise.</p> <p>Learners think about what they have heard about the 4 Ps of effective marketing at: https://socialmediaweek.org/blog/... and share previous knowledge. Learners watch the video at www.youtube.com/watch?v=Mco8vBAwOmA and make notes, illustrating each component using a product of their own choice.</p> <p>Extension activity: divide the class into four groups and learners design a field-experiment to investigate the effect of one component (compared to a second component of their choice). Ask learners to use a variety of rating scales; forced/fixed choice as their data collection method and to demonstrate their application of the experimental method as well as describe and evaluate the use of rating scales and share ideas in turn.</p> <p>Still in groups, learners consider and discuss the following issues and debates: application to everyday life, cultural differences, objective and subjective data, generalisations from findings and validity. Learners look through specimen/past examination papers and create their own questions using the material just covered. These could be used for self-assessment or peer-assessment. (I)(F)</p>
2.5 Advertising 2.5.2 Advertising – consumer interaction KC2 KC3	Learners can describe, explain and evaluate various factors that influence effective advertising and the research support.	<p>Consumer Personality: Share the study on advertising and consumer personality by Snyder and Bono (1985) at: www.researchgate.net/profile/Kenneth-Debono/publication/232484481_Appeals_to_Image_and_Claims_About_Quality_Understanding_the_Psychology_of_Advertising..._focusing_on_Study_3. Check for understanding of key terms and learners capture the key elements; aim, sample, method, data collection tools, results and conclusions and evaluate the research using</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<p>KC5</p>		<p>application to everyday life, determinism versus free-will and the use of self-reports, quantitative and qualitative data and validity.</p> <p>Product Placement: Learners imagine they are the marketing teams for the following items, and they have an opportunity to 'place' these items in a number of films. Ask learners which films they would choose to try and effectively promote these products and how they would be positioned/used in the films they chose – and justify their answers. The items could include: a cowboy hat, a set of high-quality coloured pencils, an expensive brand of coffee, a medium-priced all-weather watch, a pair of sneakers or an office chair.</p> <p>Extension activity: learners share what they know about product placement in films and whether they think it is an effective advertising strategy. Learners then consider and look up related issues such as mere exposure and reminders or frequencies of exposure and reconsider product placement once again.</p> <p>Learners design an experiment to investigate the effectiveness of using placement in films to:</p> <ol style="list-style-type: none"> enhance the brand increase sales. (F) <p>Share the abstract of the research on Product Placement in Films, conducted by Auty and Lewis (2004) at: https://onlinelibrary.wiley.com/doi/abs/10.1002/mar.20025 and learners evaluate with respect to the following issues: use of children in research, determinism versus free-will, self-reports, quantitative and qualitative data and validity. Learners complete some examination questions to check accuracy of recall and understanding. (I)(F)</p>
<p>2.5 Advertising 2.5.3 Brand awareness and recognition.</p> <p>KC3 KC5</p>	<p>Learners can describe, explain and evaluate issues relating to brand awareness and recognition amongst different groups and the research support.</p>	<p>Learners discuss what brands they remember from their childhood and whether they still have an impact on their desire to buy.</p> <p>Share the study on brand recognition in children by Fisher (1991) at: https://pubmed.ncbi.nlm.nih.gov/1956101/ and capture the aim, sample, method, data collection tools, results and conclusions and evaluate the research using five evaluative issues including the use of children in psychological research, ethics and the use of experiments.</p> <p>Share the study on effective slogans by Kohli et al (2007) at: www.researchgate.net/publication/4885479_Got_slogan_Guidelines_for_creating_effective_slogans and capture the aim, sample, method, data collection tools, results and conclusions and evaluate the research using five evaluative issues including validity and the use of case studies.</p> <p>Past paper questions on advertising could be used to assess learner understanding. (F)</p>
<p>Past and specimen papers</p>		
<p>Past/specimen papers and mark schemes are available to download from the School Support Hub (F)</p>		

Specialist Option 3: Health Psychology

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<p>3. The patient-practitioner relationship</p> <p>3.1.1 Practitioner and patient interpersonal skills</p> <p>KC3</p> <p>KC5</p>	<p>Learners can describe and explain various definitions of health.</p>	<p>Learners state what they consider 'health' to mean and share responses. Go through the syllabus content for this topic and respond to any questions and comments. Identify/allocate possible opportunities for learners to research and present on particular topics, for example, consulting styles, Munchausen Syndrome, types of non-adherence or pain, pain or stress management strategies, aspects of positive psychology. (I)</p> <p>Look up definitions and consult the WHO Constitution at: www.who.int/about/governance/constitution</p> <p>Consider the goals of health psychologists and share.</p> <p>Using the relevant summaries of some of the studies available at: https://prezi.com/vq1t8ih0z2fs/copy-of-health-psychology/, learners can skim through and identify some of the evaluative issues they are familiar with from the AS course which they will need to consider as they progress through the course:</p> <ul style="list-style-type: none"> • the application of psychology to everyday life • individual and situational explanations • nature versus nurture • the use of children in psychological research • cultural differences • reductionism versus holism • determinism versus free-will • idiographic versus nomothetic. (I) <p>Extension activity: learners describe the 'perfect' health practitioner (nurse/doctor) and create a class list/poster to display on the wall.</p> <p>SDG 3</p>
<p>3. The patient-practitioner relationship</p> <p>3.1.1 Practitioner and patient interpersonal skills</p> <p>KC3</p> <p>KC5</p>	<p>Learners can understand and explain different means of communication used by health practitioners as they interact with patients and practise their evaluation skills when considering</p>	<p>Learners think about all the ways we communicate with each other and list in their notes ensuring they correctly categorise between verbal and on-verbal communication. Consider how important each is in relation to Health Psychology.</p> <p>Replicate part of the McKinstry and Wang (1991) at: www.ncbi.nlm.nih.gov/pmc/articles/PMC1371685/pdf/brjgenprac00066-0008.pdf study in to non-verbal communications in the patient-practitioner relationship for learners as a starter activity. A copy of the paper including the actual photographs as used can be found at: https://drive.google.com/file/d/1oJfnjMHRbVeVXy-v5VcRu_8cyL5hqw_p/view</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	<p>some of the research in this area.</p>	<p>Ask them to rate each picture on the same 0–5 scale that was used in the real study and compare the distribution of results with the actual results (all can be found using the above link).</p> <p>Extension activity: in groups, learners skim through the study and produce a leaflet to be circulated to General Practitioners (GPs) giving them advice on how to ‘improve their non-verbal communications with their patients’. These can be displayed on the classroom wall.</p> <p>Learners capture the main details of the study (the aim, sample, method, results and conclusions) in their notes for future reference/revision purposes.</p> <p>Based on the McKinlay (1975) study at: https://drive.google.com/file/d/1WFQeJO_u0AO1e4vyVMFkHmmIN2N4rqqz/view create eight sentences that have one medical term in it (e.g. rhesus or canula) and present these to your learners.</p> <p>Extension activity: learners attempt to define the medical terms used in each sentence and assess how well they have done. They could collect more data using the same eight sentences for homework or from other learners at your school during lunchtime or breaks. All data can be collected and then a poster can be created presenting the main findings and highlighting advice that could be given to GPs about their verbal communication skills.</p> <p>Show the video at: www.youtube.com/watch?v=OnSK4KfCdSk on patient-practitioner relationship and gather feedback on each section on what learners would suggest needs to be done to improve the patient-practitioner relationship.</p> <p>Refer learners back to the two studies and ask them to add the following evaluative issues to those identified in the previous session as follows: idiographic versus nomothetic research; experiments; questionnaires; quantitative data and generalisations from the findings.</p> <p>SDG 3</p>
<p>3.1 The patient-practitioner relationship</p> <p>3.1.2 Patient and practitioner diagnosis and style</p> <p>KC3</p> <p>KC5</p>	<p>Learners can describe, illustrate and evaluate various practitioner styles and can explain how effective different styles are.</p> <p>Learners can describe and explain practitioner diagnosis, the errors that can be made as well as the manner in which</p>	<p>Extension activity: learners complete a ‘Think-pair-share’, (TPS) to consider how important the relationship and communication style is in relation to making a correct (or not) diagnosis and share ideas in a class discussion.</p> <p>Extension activity: learners imagine visiting a practitioner and envisage the stages of a medical consultation and the styles that could be adopted by the practitioner. Ask them to consider the barriers to making a correct diagnosis due to patient and practitioner variables in relation to both validity and reliability.</p> <p>Learners could consider six stages of a patient-practitioner consultation as outlined at: www.myhsn.co.uk/top-tip/how-doctors-make-a-diagnosis-in-5-steps. Consider each stage in relation to making a good diagnosis, focusing on aspects related to disclosing information to the practitioner, particularly when divulging potentially sensitive and embarrassing details (generate some examples) either verbally or via a questionnaire sent previously online.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	information is disclosed.	<p>Learners look up Type 1 and Type 2 errors at: www.scribbr.com/statistics/type-i-and-type-ii-errors/#:~:text=What%20are%20Type%20I%20and,hypothesis%20when%20it's%20actually%20false using different phrases and share findings. Ask learners how this might occur in practitioner diagnosis.</p> <p>Extension activity (optional): share the video of Rosenhan's 1973 study as an example of the unreliability of practitioners' diagnosis at: www.youtube.com/watch?v=i6bmZ8cVB4o (I). Ask learners what could practitioners do to improve the validity or reliability of diagnosis.</p> <p>Ask learners to consider how practitioners should present their diagnosis effectively and record ideas in their notes. Ask them to apply what they have learnt from the McKinlay (1975) study from the previous section. Consider having to present a difficult medical diagnosis. Some information is available at: https://docs.google.com/presentation/d/1aNigtUL83-9aPhQ_B1cau80Uc2XwMmEq/edit?usp=sharing&oid=113405531117926988408&rtpof=true&sd=true or https://consultqd.clevelandclinic.org/how-to-deliver-a-difficult-medical-diagnosis/</p> <p>Share the study by Savage and Armstrong (1990) at: www.ncbi.nlm.nih.gov/pmc/articles/PMC1664199/pdf/bmj00203-0032.pdf or https://drive.google.com/file/d/1th4jpnv83FNexz4YRx5vvgxv21KdCxZc/view?usp=sharing</p> <p>or a summary is available at: https://alevelpsychologycie.wordpress.com/2018/01/04/savage-and-armstrong-1990/#:~:text=The%20results%20suggest%20that%20the,subjective%20improvement%20one%20week%20late [1].</p> <p>or learners can use the presentation available at: https://docs.google.com/viewer?a=v&pid=sites&srcid=YnJybXNncm92ZS5pbj50aHxwc3ljaG9sb2d5fGd4OjYwYTlhOGZjNmUxNDRmZmY and evaluate the study slide by slide with a reminder/revision activity on the strengths and weaknesses of randomized control trials.</p> <p>Learners consider what they have learnt so far in relation to:</p> <ul style="list-style-type: none"> • application to everyday life • individual and situational explanations • cultural differences • determinism versus free-will • validity. <p>SDG 3</p>
3.1 The patient-practitioner relationship	Learners can explain reasons individuals may delay in seeking	Learners list as many reasons as they can think of as to why people may delay seeking medical help or misuse medical services and share with the class.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
3.1.3 Misusing health services KC2 KC3 KC5	medical help or misuse health services.	<p>Share the abstract of the of the Safer et al (1979) study at: https://pubmed.ncbi.nlm.nih.gov/759741/ or notes at https://alevelpsychologycie.wordpress.com/2018/01/04/safer-et-al-1979/ and learners summarise and learners evaluate. There are two quizlets learners can use at: https://quizlet.com/521842862/safer-et-al-1979-flash-cards/?src=set_page_csr%20and and https://quizlet.com/521294232/safer-et-al-flash-cards/.</p> <p>Learners look up images for the Health Belief Model – a number can be accessed by downloading https://drive.google.com/file/d/1w5ybKQUY5qy_np3LCKgN_d1OxluwwHpV/view?usp=sharing and draw a diagram in their notes. Learners identify possible alternatives to delaying to seek medical advice or treatment and try and generate examples for each reason identified. (I)</p> <p>Some ideas are available at: www.verywellmind.com/health-belief-model-3132721#:~:text=Recap.action%2C%20and%20self%2Defficacy.</p> <p>Ask if learners have any previous knowledge or understanding of Munchausen Syndrome or ask learner to present on Munchausen Syndrome for a general introduction. (I)</p> <p>Learners describe and explain ‘malingering’ and look up a definition if necessary. A good definition/explanation can be accessed at: www.ncbi.nlm.nih.gov/books/NBK507837/#...</p> <p>Learners summarise the characteristics and diagnostic features of Munchausen Syndrome, some information for which can be accessed at: www.theravive.com/therapedia/factitious-disorder-dsm...</p> <p>Share the details of a case study conducted by Aleem and Ajarim (1995) available at: www.researchgate.net/publication/6246086_Munchausen_syndrome_-_presenting_as_immunodeficiency_A_case_report_and_review_of_the_literature/link/0fcfd50c18d5986ff2000000/download or summarised versions available at: https://prezi.com/i/zdxffxph26hs/aleem-and-ajarim-health-psychology/ or https://alevelpsychologycie.wordpress.com/2018/01/04/misusing-health-services/</p> <p>Learners identify the differences between malingering and Munchausen for what they have covered so far and to create a table capturing their ideas and add illustrative examples as appropriate.</p> <p>Extension activity (optional): share an article on a case of Munchausen by proxy which can be accessed at: www.theguardian.com/uk/2007/dec/06/ukcrime.health... or www.theguardian.com/uk-news/2023/jun/20/lucy-letby-playing-god-when-she-attacked-killed-babies-court-hears</p> <p>Learners consider the material on misusing health services in light of:</p> <ul style="list-style-type: none"> • reductionism versus holism • idiographic versus nomothetic • interviews • case studies • generalisations from findings.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Learners can self-assess their ability to recall the details of the research by using the quizlet available at: https://quizlet.com/345039856/aleem-and-ajarim-munchausen-syndrome-1995-flash-cards/ (F)</p> <p>Revise the concepts and studies at: www.slideshare.net/benvel52/a-level-psychology-and-health-lecture-20141</p>
<p>3.2 Adherence to medical advice</p> <p>3.2.1 Types of non-adherence and reasons why patients do not adhere</p> <p>KC3</p> <p>KC5</p>		<p>Learners recreate a diagram of the Health Belief Model (F)</p> <p>Using the model, learners think about why patients may or may not adhere to medical advice (and attribute to a psychological approach if appropriate).</p> <p>Extension activity: learners consider the different types of non-adherence and generate as many as possible in class. Consider the implications/consequences/costs (for all stakeholders) of non-adherence and see if they can find any other types of problems caused.</p> <p>List types, problems and reasons generated so far for future reference as a table in their notes or for display in the classroom. (I)</p> <p>Revisit the reasons for non-adherence and learners identify any 'rational' reasons they can see and highlight. Share research on rational non-adherence, e.g. Laba et al (2012) at: https://bmcprimcare.biomedcentral.com/articles/10.1186/1471-2296-13-61%20 or www.researchgate.net/publication/227707133_Understanding_rational_non-adherence_to_medications_A_discrete_choice_experiment_in_a_community_sample_in_Australia...</p> <p>Learners find the eight rational factors identified by the researchers in their study. Capture the important components into their notes, namely, the aim, sample, method, data collection tools, results and conclusions. Identify any major evaluative issues while doing so and share with the class.</p> <p>Refer learners back to their diagrams of the Health Belief Model and go through each factor from the Laba et al (2012) study and discuss how the model explains the decision making.</p> <p>Consider any aspect so far not covered that may impact on decisions regarding adherence and supplement information and understanding with examples if needed. Identify challenges in the model to adherence.</p> <p>Learners recall which episodes in this video at: www.youtube.com/watch?v=OnSK4KfCdSk might have encouraged higher degrees of adherence (watch the clip again if necessary) and list strategies medical practitioners can use to generate compliance, (application to everyday life).</p> <p>Extension activity: divide the class into groups and ask one learner in each (differentiate as appropriate) to consider the research covered in relation to individual and situational explanations; reductionism versus holism; idiographic versus nomothetic and generalisations from findings respectively and share as appropriate.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Groups create an examination question based on the types of questions in the sample or past papers on all the evaluative issues covered and share into a class 'question bank' for use later. (I/F)</p> <p>SDG 3</p>
<p>3.2 Adherence to medical advice</p> <p>3.2.2 Measuring non-adherence</p> <p>KC3</p> <p>KC5</p>	<p>Learners can describe and explain various ways you could measure adherence and the problems with each in turn.</p> <p>Learners can examine the difference between subjective and objective measures.</p>	<p>Extension activity: learners review the different types of adherence and the Health Belief Model and mind map different ways to measure adherence/non-adherence and share. Identify quantitative and qualitative data as well as objective and subjective data and check for understanding.</p> <p>Some ideas can be accessed at: https://medicine.musc.edu/departments/family-medicine/research/rcmar/medication-adherence</p> <p>In pairs, play a 'Consequences' style game where each learner writes down a strength or weakness of a self-report and passes it on until all ideas/examples have been exhausted. The game is traditionally played by writing the words on paper and folding the paper to hide the previous words before passing it to the next player. (F)</p> <p>Each pair considers the implication of the strengths or weaknesses of the other measures identified in relation to adherence/non-adherence. Reviewing what they have previously covered in patient-practitioner consultation styles, identify the type of interview used for a medical consultation and evaluate semi-structured interviews. (F)</p> <p>Learners look up the stages of a clinical interview and compare and record in their notes. (I)</p> <p>Extension activity: ensure learners can respond to these key questions:</p> <ul style="list-style-type: none"> • How generalisable are findings concerning adherence generated by self-reports? • What are other more valid ways we could measure adherence? <p>Share the study by Riekart and Drotar (1999) on subjective measures at: https://pubmed.ncbi.nlm.nih.gov/10379140/ and learners predict the results.</p> <p>Learners progress through a quizlet at: https://quizlet.com/385744147/riekart-and-droter-1999-subjective-self-reports-flash-cards/ until they are confident they have a good grasp of the important details, namely, aim, sample, method, data collection tools, results and conclusions and then ask them to create PEEL paragraphs based on the major strengths and weaknesses identified. Add a class discussion on the strengths and weaknesses of postal questionnaires specifically.</p> <p>Share key studies on objective measures focusing on pill counting and medication dispensers, e.g., by Chung and Naya (2000) at: https://pubmed.ncbi.nlm.nih.gov/11001076/.</p> <p>Learners conduct some online research on 'using biological measures including blood and urine samples to measure medication compliance' and record and share their findings. Learners create a table capturing each in relation to validity and reliability.</p> <p>Learners identify evaluative issues from the research available and create a mind-map capturing the evaluative issues and the appropriate illustrative material. Ensure they have considered how findings could be applied; the</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>idiographic or nomothetic approach of the research and the quantitative and qualitative data generated in each case.</p> <p>Learners create flashcards for the research and respective findings and evaluative issues for consolidation and future revision purposes. (I)</p> <p>SDG 3</p>
<p>3.2 Adherence to medical advice</p> <p>3.2.3. Improving adherence</p> <p>KC3</p> <p>KC5</p>	<p>Learners can describe and explain various ways adherence could be improved amongst different groups.</p>	<p>Learners review all the material covered so far and consider different ways to improve adherence. Ensure the following individual behavioural techniques such as contracts, prompts, customising treatment have been included and considered. Learners consider different groups of people, older adults, middle aged adults, young adults, adolescents and children.</p> <p>Share ideas and learners peer review suggestions and try to reach consensus about the three most preferred strategies. (F)</p> <p>Learners create a table with the target group, the intervention/technique (with some description) and ask them to practice their research skills and find some psychological research support (name, year and finding) for each in turn and add that to the third column of their tables. (I)</p> <p>Distribute some research into improving adherence in children including a study, e.g. Chaney et al (2004) at: https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.554.1309&rep=rep1&type=pdf or https://drive.google.com/file/d/1tDTRgkLpEy7yswqOwpSxyuLNspqwANe/view and learners capture the essential components of the study, the aim, sample, method, data collection methods, results and conclusions and recall the ethical issues involved in using children in psychological research.</p> <p>Share the study conducted by Yokley and Glenwick (1984) at: www.ncbi.nlm.nih.gov/pmc/articles/PMC1307948/pdf/jaba00033-0037.pdf or https://drive.google.com/file/d/1NSrOjwkv788yETnnvhc5t4qLmQ3YubY/view and learners capture the essential components of the study, the aim, sample, method, data collection methods, results and conclusions.</p> <p>Ask learners to recall the strengths and weaknesses of using postal questionnaires from their previous class and ask them to consider any strengths and weaknesses of using them that could apply to the Yokley and Glenwick (1984) research. (F)</p> <p>Learners should evaluate each study in turn, assessing whether the findings support or challenge the recommendations made by the class, and if not, why not.</p> <p>Each learner responds to a Paper 3 question, which is peer marked and then creates a second Paper 3 question with an appropriate marking scheme for sharing. (F)</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Learners create a crossword using an online crossword maker at: https://worksheets.theteacherscorner.net/make-your-own/crossword/ or www.puzzle-maker.com/CW on the material covered so far. (I)</p> <p>Focus on a Paper 3, Question 6(b) and explain the structure and expectations and ask each learner to draft a paragraph on the focused discussion aspect (e.g. objective and subjective measures) using appropriate detail from the studies. (F)</p> <p>Select and focus on a Paper 4, Section B (a) question and learners match their recommendations with the relevant research and focus on the degree of detail required to attain full marks. (F)</p> <p>Learners create two more 'evaluative paragraphs' based on the use of children in research, experiments, questionnaires, generalisations from findings or validity respectively. (I)(F)</p> <p>Learners should attempt a range of questions from past papers on adherence to medical advice to assess their understanding. (F)</p> <p>SDG 3</p>
<p>3.3 Pain</p> <p>3.3.1 Types and theories of pain.</p> <p>KC3</p> <p>KC5</p>	<p>Learners are able to describe and explain different types of pain, describe, explain and evaluate different theories of pain and some research into types of pain.</p>	<p>Divide learners into groups to prepare presentations (with examples and handouts) on the following:</p> <ul style="list-style-type: none"> • organic pain • acute pain • chronic pain • psychogenic pain • congenital analgesia • episodic analgesia <p>Each group presents and receives feedback.</p> <p>Extension activity (optional): share an article from The Guardian at: www.theguardian.com/lifeandstyle/2011/mar/19/i-feel-other-peoples-pain about a woman with mirror-touch synaesthesia and generate discussion about different types of pain. (I)</p> <p>Learners watch this short video clip on mirror therapy for phantom limb pain available at: www.youtube.com/watch?v=6Vkb2iz5Ue0.</p> <p>Learners describe and explain the use of case studies for psychological research (from their AS learning) and to also identify two strengths and two weaknesses prior to reading the case study below. (F)</p> <p>Share an example of some research conducted on the same, e.g. a case study by MacLachlan et al (2004) at: www.mirrorboxtherapy.com/10.maclachlan.pdf or https://drive.google.com/file/d/1vck-UcPqeexSX4TIBCJqjKn0IOKcp_yy/view</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>As learners progress through the study, ask them to highlight all the aspects, advantages and disadvantages in the study they had already alluded to, describing the participant, the treatment, both qualitative and quantitative data, triangulation of methods, the results of the therapy over time to enable them to effectively illustrate their evaluation of the study later on.</p> <p>Extension activity: each learner creates their own revision activities to come back to the study on a later occasion and to support their ability to recall it effectively.</p> <p>Share an introduction to the two main theories of pain namely, the specificity theory and gate control theory. This can be done using a variety of resources though there is a fairly straightforward presentation at: https://docs.google.com/presentation/d... that could be used for this.</p> <p>Share a matching exercise at: www.holah.karoo.net/alevel/gatematch.htm on gate theory mentioned on the last slide at:</p> <p>Consider both theories in light of the following issues:</p> <ul style="list-style-type: none"> • individual and situational explanations, • nature versus nurture, • reductionism versus holism, • determinism versus free-will. (F) <p>SDG 3</p>
<p>3.3 Pain</p> <p>3.3.2 Measuring pain</p> <p>KC3</p> <p>KC5</p>	<p>Learners are able to describe and explain and evaluate various ways pain can be measured.</p>	<p>Extension activity: learners talk about how we measure pain in everyday life whether it is our own or someone else's and evaluate each in turn. They review a clinical interview from their previous class and list the stages of it, generating sample questions that would be appropriate when conducting a clinical interview to assess pain. Ask if volunteers would like to role play the interview for the rest of the class.</p> <p>Show a video on pain assessment at: www.youtube.com/watch?v=4uNnLd_oWf8 and learners identify what was asked, how it was asked and the different types of pain management referred to.</p> <p>Display hard copies of each type of scale which are available (amongst others) at: www.verywellhealth.com/pain-scales-assessment-tools-... and the McGill Pain Questionnaire (short form) at: https://drive.google.com/file/d/1QJpglu-2mk2fLeJXFN3rokXkQBd7TYu7/view between the groups and ask them to identify any strengths and weaknesses and try and order the scales in terms of perceived validity and justify their responses.</p> <p>Learners can read through a review study at: https://pubmed.ncbi.nlm.nih.gov/21621130/ comparing the four main scales used. (I)</p> <p>Share the key study conducted by Brudvick et al (2016) at: https://pubmed.ncbi.nlm.nih.gov/27797872/ and learners record the key details regarding the aim, sample, method, data collection tools, results and conclusions</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>as well as any immediate evaluative issues they recognise. Ensure they have considered the following issue: idiographic versus nomothetic approaches, quantitative and qualitative data, interviews, observations, psychometrics, generalisations from findings.</p> <p>Show an image of the University of Alabama Birmingham (UAB) pain assessment tool at: www.garysturt.free-online.co.uk/health/pain2.htm and learners capture two or three items and how they are measured and make a list of the rest.</p> <p>Learners conduct a 'web-quest' using the site: www.garysturt.free-online.co.uk/health/pain2.htm and capture one piece of research conducted for each type of assessment tool. (I)</p> <p>Learners respond to a specimen Section C question on a pain assessment tool of their choice. (F)</p> <p>Learners pair up with another learner who chose a different tool. Hand out the mark scheme or show it on the board and ask each learner to mark their partner's work. (F)</p> <p>Learners construct evaluative paragraphs choosing the appropriate assessment tool to illustrate the following evaluative issues: idiographic versus nomothetic; quantitative and qualitative data; interviews; the use of observations and psychometrics as well as the generalisations which can be made. (F)</p>
<p>3.3 Pain</p> <p>3.3.3 Managing and controlling pain</p> <p>KC3</p> <p>KC5</p>	<p>Learners can describe, explain and evaluate various ways to manage and control pain and the supporting research on the same.</p>	<p>Learners list all the ways they are aware of to minimise or manage pain and share.</p> <p>Learners can read the section on Managing and controlling pain (page 7) at: https://nvdiaries.weebly.com/uploads/7/9/6/5/79657776/pain.pdf which covers chemical, psychological and alternative approaches to the control of pain. (I)</p> <p>Learners present on the different psychological and alternative treatments as allocated previously, encompassing cognitive strategies attention diversion; non-pain imagery and cognitive redefinition and acupuncture; stimulation therapy/TENS which can be peer reviewed. (I)(F)</p> <p>A presentation available at: https://docs.google.com/presentation/d/1D3fX5isP-TgQMFbMP_dp8b_SEWAVB3IL/edit#slide=id.p1 that covers most of the techniques can be modified/used as learners progress through the content to either introduce or reinforce that material as required.</p> <p>Learners conduct some research and find one finding for each of the psychological treatments outlined above. (I)</p> <p>Learners create Paper 3 type questions on controlling pain based on application to everyday life; cultural differences; reductionism versus holism; determinism versus free-will; idiographic versus nomothetic and objective and subjective data where appropriate. (I)</p> <p>To consolidate understanding, learners make their own 'card sort' activity with the name of each pain control/management technique on one card, a short description on a second card and a strength and a weakness on a third card. Learners can make cards in groups and share them. (I)(F)</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Learners create a 10 true and false statement exercise for future revision purposes and share with their classmates. (I)(F)</p> <p>Learners create Paper 3 questions (not already attempted previously) and pass on to another pair to respond to. Collate how many different questions were generated and consider the scope of these. (F)</p> <p>Learners create flash cards for the four or more findings they would use to respond to a Paper 4 question and use these to test each other on recall and structuring a written response appropriately. (I)</p> <p>Learners complete a variety of examination style questions within timed conditions. (F)</p> <p>SDG 3</p>
<p>3.4 Stress</p> <p>3.4.1. Sources of stress</p> <p>KC3</p> <p>KC5</p>	<p>Learners can explain the physiology of stress and describe, explain and evaluate the major causes of stress and can evaluate the research on each.</p>	<p>Create a 'blank' copy of the Selye GAS model and provide learners with all relevant terminology (e.g. Alarm reaction, perceived stressor, Resistance Stage, Exhaustion Stage, body is mobilised, resources are very limited, etc.).</p> <p>Allow learners to work out the GAS 'for themselves' as it is a logical model to enhance cognitive processing. Present the actual model on the whiteboard or a handout so learners can check their accuracy. (I)</p> <p>Learner's presentation (previously allocated) on the effects of stress on health for peer review and feedback. Some information for these can be accessed at: www.camh.ca/en/health-info/mental-illness-and-addiction-index/stress#:~:text=When%20stress%20becomes%20overwhelming%20and,complaints%20such%20as%20muscle%20tension. (I)</p> <p>Each learner to read through and check against the Social Readjustment Rating Scale at: www.simplypsychology.org/SRRS.html and analyse their scores. Ask learners if they agree with the ratings given by Holmes and Rahe (1967) and decide to list 5 examples of items/ratings. (I)</p> <p>Extension activity: show a short video at: www.youtube.com/watch?v=Kmvb_fa-558 and learners consider what type of stress was evident in the clip. Learners make suggestions regarding other factors within the workplace that could cause stress. Share some research based on workspace stress such as Chandola et al (2008) at: https://pubmed.ncbi.nlm.nih.gov/18216031/ about work as a cause of stress and capture the aim, sample, method, data collection tools, results and conclusions and evaluate.</p> <p>Learners read the section on 'Stress' (from pages 9–31) at: https://nvdiaries.weebly.com/uploads/7/9/6/5/79657776/detailed_health_psychology_text.pdf. (I)</p> <p>Learners discuss and predict which personality type might be more vulnerable to stress and why. Ask them to consider what strategies could be adopted to reduce susceptibility from stress related illness.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Learners complete a Type A/B Personality Test at: https://openpsychometrics.org/tests/AB.php and score and analyse.</p> <p>Learners look at research by Friedman and Rosenman (slide 55): www.simplypsychology.org/personality-a.html#:~:text=imagination%20and%20creativity,-.Empirical%20Research,eight%20and%20a%20half%20years and evaluate the research in terms of individual differences and identify two other evaluative issues they could consider.</p> <p>Extension activity: display the following issues: individual and situational explanations, reductionism versus holism, determinism versus free-will, idiographic versus nomothetic and generalisations from findings and initiate a class discussion, clarifying the issues and asking learners describe and explain each in turn.</p> <p>Learners can consolidate their learning and understand the match between the subject matter and the assessment objectives but creating their own Paper 3 and Paper 4 questions using the material from this section which can then be used for a variety of assessment activities. (I/F)</p> <p>SDG 3</p>
<p>3.4 Stress</p> <p>3.4.2 Measures of stress</p> <p>KC3</p> <p>KC5</p>	<p>Learners can describe, explain and evaluate different ways to measure stress and can evaluate the research on each.</p>	<p>Learners review each piece of research covered so far and consider how stress was measured and identify two strengths and two weaknesses for each. (I)</p> <p>Consider more valid, objective, physiological measures of stress and share an example of research in this area using Wang et al (2005) at: www.pnas.org/doi/10.1073/pnas.0503082102 and capture the essential components of the study, the aim, sample, method, data collection methods, results and conclusions as well as any immediate evaluative issues they recognise, including subjective and objective data, validity and reliability.</p> <p>Share a second piece of research involving physiological measures, for example, the study conducted by Evans and Wener (2007) at: www.sciencedirect.com/science/article/abs/pii/S0272494406000636 and capture the essential components of the study, the aim, sample, method, data collection methods, results and conclusions. Learners identify how stress was measured and evaluate the study with regards to validity, subjective versus objective measures and reliability.</p> <p>Learners see what they can recall from their research conducted on Type A and B personalities and the data collection tool used. Share a paper version of a Type A and B Personality Test at: https://drive.google.com/file/d/1tpDgtpWxlvEDMXp-POQR5gtBbwdGqj7/view for their records. (F)</p> <p>Learners think about what they can recall from their research conducted on Holmes and Rahe's life events questionnaire and the data collection tool used. Share a paper version of the questionnaire at: www.stress.org/wp-content/uploads/2019/04/stress-inventory-1.pdf or https://drive.google.com/file/d/1yA8u1mIf1BUZcIDA8Uy1rASG-nejKI_/view?usp=sharing for their records. (F)</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Learners recall all the evaluative issues relating to questionnaires and psychometric tests (being careful to differentiate between the two) and use each measure to illustrate the points identified appropriately. Ensure they have considered validity and reliability and check for accuracy. (F)</p> <p>Learners mind-map research on stress, incorporating the findings from the research, the measures used and the strengths and weaknesses of each. (I)</p> <p>Learners consolidate their learning and understand the match between the subject matter and the assessment objectives by creating their own Paper 3 and Paper 4 questions using the material from this section. (I)(F)</p> <p>SDG 3</p>
<p>3.4 Stress</p> <p>3.4.3 Managing stress</p> <p>KC2</p> <p>KC3</p> <p>KC5</p>	<p>Learners can describe, explain and evaluate different ways to manage stress and can evaluate the research on each.</p>	<p>Learners think about what activities they can use to manage or reduce stress and ask them to choose an activity from a booklet on Stress Reduction Activities for Students at: https://drive.google.com/file/d/1P8ddbceow7joHzKZIATUGo-W5kxRNKwxv/view. Complete at least one at the beginning or end of each class.</p> <p>Learners see what they can recall about relaxation in managing or controlling pain and ask whether it could have relevance in the management and control of stress induced migraines.</p> <p>Focus on the research on biofeedback Budzynski et al (1969) at: www.ncbi.nlm.nih.gov/pmc/articles/PMC1311072/ or https://drive.google.com/file/d/1qKgmerNA4lSSPyvnlTlyoongfFvKKq1m7/view?usp=sharing and capture the essential components of the study, the aim, sample, method, data collection methods, results and conclusions. Learners identify how stress was managed and evaluate the study with regards to application to everyday life, individual and situational explanations, determinism versus free-will, generalisations from findings and ethics.</p> <p>Read through the study on Relaxation and Imagery in the treatment of breast cancer by Bridge et al (1988) at: www.ncbi.nlm.nih.gov/pmc/articles/PMC1835041/pdf/bmj00310-0033.pdf. Learners identify how stress was managed and evaluate the study with regards to application to everyday life, individual and situational explanations, determinism versus free-will, generalisations from findings and ethics.</p> <p>Extension activity: learners work in pairs. Each pair creates a letter to send to a 'Problem Page' of a newspaper or magazine, explaining that they are in a lot of stress (the letter can describe the type of stress, the cause, etc.). Each pair then writes a 'response' from the 'Agony Aunt' from the problem page, giving advice about how to improve the situation themselves or what might happen if they receive help. The 'letter' and 'response' are typed on separate pieces of paper and all learners' contributions are pooled. Members of the class then try to work out which responses, other than their own, belong to which letters.</p> <p>Focus on key questions, 'Why does James Bond/Jason Bourne/Jack Bauer never seem to get stressed?' and 'What does inoculation mean?'</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Refer learners to the implementation of Stress Inoculation Training (SIT) available at: https://docs.google.com/presentation/d/1SuV3FMNW2ZJeqrGYipBp8rsH6sfgJTIW/edit?usp=sharing&oid=113405531117926988408&rtpof=true&sd=true and ask them to capture the three phases in their workbooks. Each group can develop a SIT programme for managing a stressful situation of their choice. Learners consider how SIT could be applied to working in dangerous environments and discuss.</p> <p>Learners prepare flashcards on the preferred studies/findings/tests, etc. (I) Share a Specimen Paper 3 and Paper 4 and learners create questions based on the material in this section and share. (I)(F)</p> <p>Focus on an ‘Evaluate’ Paper 4 question and check all learners could answer it effectively with the flashcards available – giving time to those who need to ‘create another’ to do so. (F)</p> <p>Learners arrange their flashcards to help them answer the question: Evaluate what have psychologists found out about:</p> <ul style="list-style-type: none"> • psychological therapy: biofeedback, including a study, e.g. Budzynski et al. (1969). • use of imagery to reduce stress (exemplified by the following key study). • preventing stress: three phases of stress inoculation training. (F) <p>Share responses and learners mark their peers’ work, checking for understanding of both content and assessment criteria. (F)</p> <p>SDG 3</p>
<p>3.5 Health promotion</p> <p>3.5.1. Strategies for promoting health</p> <p>KC1</p> <p>KC2</p> <p>KC3</p> <p>KC5</p>	<p>Learners can understand, explain and evaluate different strategies used in health promotion and can apply each in turn.</p>	<p>As a revision exercise, learners recreate the diagram of the Health Belief Model and learners self-assess. (F)</p> <p>Ask learners what aspect they would focus on if they had to design a health promotion or campaign and share ideas.</p> <p>Learners discuss what health promotion campaigns they are aware of and then steer the discussion to any HIV awareness campaigns. Consider what the campaign tried to make the ‘audience’ do/not do and open discussions on the focus of the change was and how effective it was? Show a very old health campaign video at: www.youtube.com/watch?v=mSmaWEK_rD4 and open discussions on what the strategy was.</p> <p>Extension activity: fear arousal practical activity for the classroom: divide learners into three groups and based on Janis and Feshbach (but do not reveal the study to them prior to this exercise) – they must create an advert about dental hygiene with each group getting a different ‘level of fear’:</p> <ol style="list-style-type: none"> 1. Group 1 must use high levels of fear (e.g., imagery of decaying teeth) 2. Group 2 must use moderate levels of fear 3. Group 3 must use minimal levels of fear <p>The brief – They have been recruited from the health department of your local government or equivalent to produce a leaflet getting people to visit their dentists regularly. Each group can present their findings and</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>learners can discuss which appears to work best at getting people to visit their dentist more often. They can then put it into the context of the use of fear in advertising and health promotion.</p> <p>Run through a presentation of the Janis and Feshbach study at: https://docs.google.com/presentation/d/1svo5xIjm9Zr31jabKw2qcptPfQcSFPJ1/edit#slide=id.p1 and learners capture the aim, sample, method, data collection tools, results and conclusions and evaluate. An online summary can be accessed at: http://psychyogi.org/janis-i-and-feshbach-s-1953-fear-arousal/</p> <p>Learners think about providing information so that people know how to improve their health and why/why not that might be an effective health promotion strategy. Ask them to consider the Health Belief Model as they consider their responses. Share some research in this area, for example, Lewin et al (1992) at: https://pubmed.ncbi.nlm.nih.gov/1349062/ and learners capture the aim, sample, method, data collection tools, results and conclusions and evaluate.</p> <p>Learners consider the following issues and, following a class discussion, add their ideas to their respective evaluation sections. Relevant issues and debates and methodology for this topic include: individual and situational explanations, cultural differences, longitudinal studies, objective and subjective data, ethics.</p> <p>Learners can create/respond to a sample Paper 3 or Paper 4 question using the Lewin study (1992) about providing information packages concerning coronary heart disease. (F)</p> <p>SDG 3</p>
<p>3.5 Health promotion</p> <p>3.5.2 Health promotion in schools and worksites</p> <p>KC2</p> <p>KC3</p> <p>KC5</p>	<p>Learners can describe various health promotion schemes in schools and worksites and can describe, explain and evaluate the research conducted in this area.</p>	<p>Learners brainstorm all the benefits of promoting health and then any challenges that could be experienced. Ask them to reflect on the Health Belief Model.</p> <p>Consider how they might encourage healthy eating amongst primary school aged children and share ideas. Share the homepage of Food Dudes at: www.fooddudes.ie/about-food-dudes/ and allow learners to navigate around the site. (I)</p> <p>Hand out the original study by Tapper et al (2003) at: www.researchgate.net/publication/282300112_The_food_dudes_to_the_rescue or https://drive.google.com/file/d/1pGS06eTG_N3KnAfbv66Lj8P8Hmp4pmGe/view?usp=sharing and learners skim through the document highlighting the aim, the method, the sample and the main results.</p> <p>Learners consider how they might promote safety measures in dangerous environments and share ideas again. Share the abstract and access to the full research of the longitudinal study conducted by Fox et al (1987) at: www.ncbi.nlm.nih.gov/pmc/articles/PMC1286011/ or https://drive.google.com/file/d/11GhMGf6Do2nr3V8oTNhsn2_oE-tinaiJ/view?usp=sharing in dangerous work environments and learners capture the aim, sample, method, data collection tools, results and conclusions and evaluate.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Learners consider the following issues and, following a class discussion, add their ideas to their respective evaluation sections. Relevant issues and debates and methodology for this topic include use of children in research, experiments, longitudinal studies, quantitative and qualitative data, generalisations from findings.</p> <p>Learners can create/respond to a sample Paper 3 or Paper 4 question using both the studies about health promotion in schools and worksites. (F)</p> <p>SDG 3</p>
<p>3.5 Health promotion</p> <p>3.5.3 Individual factors in changing health beliefs</p> <p>KC2</p> <p>KC3</p> <p>KC5</p>	<p>Learners can describe various individual differences that can affect an individual's response to health promotion and campaigns.</p> <p>Learners can describe, explain and evaluate the research conducted on individual differences which affect an individual's response to health promotion and campaigns.</p>	<p>Learners recreate or refer back to their diagrams of the Health Belief Model – identify where or how individual differences may impact on the model. Learners share any knowledge or previous experience they may have concerning individual differences and responses to behaviour change. (F)</p> <p>Extension activity: learners think about why individuals may disregard positive health advice and what they understand unrealistic optimism could mean and what might cause it and discuss.</p> <p>Share some research on individual differences regarding responses to behaviour change for example, the abstract of the that conducted by Weinstein (1980) at: https://psycnet.apa.org/record/1981-28087-001 or the original study available at: https://drive.google.com/file/d/1Kw_UqNK4Tb3bKOsaEqOWIIS21eBKYeuw/view?usp=sharing on unrealistic optimism and learners capture the aim, sample, method, data collection tools, results and conclusions and evaluate.</p> <p>Learners self-assess their knowledge and understanding using the flashcards and quizzes available at: https://quizlet.com/379580310/weinstein-1980-flash-cards/.</p> <p>Learners present on the Pleasant Life, the Good Life, and the Meaningful Life (allocated previously) as outlined by Martin Seligman. (I)</p> <p>Share some research conducted in this area, for example, Seligman (2004) at: https://intranet.newriver.edu/images/stories/library/Stennett_Psychology_Articles/Can_Happiness_Be-Taught.pdf or https://drive.google.com/file/d/1FTXeoq4n-N9_QpCCklajK9eavo6vZSKy/view?usp=sharing.</p> <p>Depending upon the size of the class, divide the paper between learners and each has to describe and explain the ideas/content of their respective section to the other learners. Capture accordingly.</p> <p>Extension activity (optional): learners explore more about Positive psychology at: www.pursuit-of-happiness.org/history-of-happiness/martin-seligman-psychology/</p> <p>Learners discuss what recommendations they would make concerning the implementation of Positive Psychology within a school setting. (I)</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Extension activity: learners design a study to test the effectiveness of the implementation strategies used to embed Positive Psychology into a school curriculum.</p> <p>Learners peer review the suggestions made and decide on the best implementation strategy and the best research design. (F)</p> <p>Share the key study/research by Shoshani and Steinmetz (2014) at: https://drive.google.com/file/d/1z1_qWgqddZoTlbnlPVde6PL4-PCsu8gS/view?usp=sharing</p> <p>Learners look through Section 1.2 Promoting Positive Mental Health in School children and read about interventions to improve subjective wellbeing in schools already. Learners record the aims; the sample and the control group; the data collection tools used (and when); the method/programme implementation; the results (idiographic and nomothetic) and the conclusions drawn as well as the identified strengths and weaknesses. (I)</p> <p>Initiate further classroom discussion evaluating both Seligman (2004) and Shoshani and Steinmetz (2014) in terms of generating and using correlational data; individual and situational explanations; cultural differences; idiographic versus nomothetic explanations; the use of psychometrics and the generalisations from the findings.</p> <p>Learners use both Seligman (2004) and Shoshani and Steinmetz (2014) to generate a range of examination questions found in Paper 3 and Paper 4 and share. (I)(F)</p> <p>Learners respond to a variety of related examination questions from specimen/past papers which focus on individual factors in changing health beliefs. (F)</p>
Past and specimen papers		
Past/specimen papers and mark schemes are available to download from the School Support Hub (F)		

Specialist Option 4: Organisational Psychology

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
Organisational Psychology – introduction	Learners have an understanding and an appreciation of the objectives and expectations of this course in organisational psychology.	<p>Learners list as many evaluative issues as they can remember from their AS material and create a table of the advantages and disadvantages of each.</p> <p>Introduce learners to the section in the syllabus covering Organisational Psychology and generate discussion about each sub-section.</p> <p>Allocate a number of presentations on specific items from the syllabus depending on the number of learners in the class (e.g. different leadership styles, conflict resolutions styles, etc.).</p>
4.1 Motivation to work 4.1.1 Needs theories KC3 KC5	Learners can describe and explain needs-based theories of motivation including the Hierarchy of Needs and Acquired Needs and how each might be applied.	<p>Learners consider their most basic needs, then their 'less basic' needs and identify any other needs they might have. Highlight the difference between intrinsic and extrinsic needs/motivation.</p> <p>Show an image of Maslow's Hierarchy of Needs at: www.researchgate.net/figure/Maslows-Hierarchy-of-Human-Needs-Expanded_fig2_301698819 and learners build their own hierarchies (with examples from an organisational perspective) in their notes. Information on Maslow's Hierarchy of Needs can be found at: www.simplypsychology.org/maslow.html</p> <p>Extension activity: learners brainstorm how you might use Maslow's Hierarchy of Needs to investigate an individual's needs, to generate some questions and to consider any difficulties a researcher might encounter in developing a scale to test an individual's needs and share in a class discussion.</p> <p>Look through some research based on generating such a scale based on Maslow's theory, e.g. Saeednia (2011) at: www.researchgate.net/publication/251713933_Generating_a_scale_measuring_hierarchy_of_basic_needs or https://drive.google.com/file/d/1uapC8b8z_Cbyhwjlo9JNkj5T3SE7L6dS/view</p> <p>Learners progress through the various stages, scale construction/pilot study, then the trial stage for checking the validity and reliability of the scale and then the testing stage in turn and record the strengths and weaknesses identified.</p> <p>Pass around information on achievement, power and affiliation at: www.businessballs.com/improving-workplace-performance/david-mcclelland-achievement-motivation/ and learners can consider each description in light of the attributes of their peers. Learners mind map how each theory might be applied in an organisational setting to improve motivation and share.</p> <p>Learners consider the following evaluative issues in relation to the two theories and the two questionnaires: individual and situational explanations; cultural differences; determinism versus free-will and validity.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
4.1 Motivation to work 4.1.2 Cognitive theories KC3 KC5	Learners can describe and explain Locke's Goal Setting theory and Vroom's Expectancy Theory and several studies about the implementation of goal setting theory.	<p>Learners state what they know about goal setting and ask them to consider the difference between participative goal setting and being allocated goals.</p> <p>Share information about goal setting from: www.mindtools.com/pages/article/newHTE_87.htm and the four aspects to goal setting theory.</p> <p>Learners set three personal goals for themselves by the end of the year using the characteristics of effective goal setting using a template for Effective Goal Setting at: www.smart-goals-guide.com/free-goal-setting-worksheets-forms-and-templates.html</p> <p>Learners conduct some personal research (for example using www.grin.com/document/65341) on the application of goal setting theories.</p> <p>Show and image of Vroom's Expectancy Theory at: https://i.ytimg.com/vi/LFt3Ag9HIRM/maxresdefault.jpg and learners create their own examples of applying Expectancy Theory at school, highlighting each aspect in each case across valence, expectancy and instrumentality and share using information at: www.managementstudyguide.com/expectancy-theory-motivation.htm on Vroom's Expectancy theory.</p> <p>Extension activity: learners mind map how the theory might be applied in the workplace and make any necessary cross-references to goal setting theory (or other theories whenever possible).</p> <p>Share RSA video, 'Drive' by Dan Pink at: www.youtube.com/watch?v=u6XAPnuFjJc and learners identify all the motivational theories they have covered so far. (F)</p> <p>Learners consider these two cognitive theories considering individual and situational explanations, cultural differences, reductionism versus holism, determinism versus free-will and adopting idiographic versus nomothetic approaches. (I)</p>
4.1 Motivation to work 4.1.3. Motivators at work KC3 KC5	<p>Learners can describe and explain the differences between intrinsic and extrinsic motivation and rewards with examples.</p> <p>Learners can describe and explain the use of motivators in the workplace and the advantages and disadvantages of each.</p>	<p>Learners recall the difference between intrinsic and extrinsic motivation and suggest possible intrinsic and extrinsic rewards and create a table incorporating workplace related examples of each and a column to include any research-based findings concerning each. (F)</p> <p>Show the video 'Play the Motivation Game' at: www.youtube.com/watch?v=ayDEt_Ix2lw and learners see if they agree with the rewards outlined. (F)</p> <p>Extension activity: learners look up research on examples of specific intrinsic and extrinsic rewards in the workplace and complete the third column of the table above.</p> <p>Learners look up some of the problems associated with using extrinsic motivators in the workplace at: https://futureofworking.com/extrinsic-motivation-in-the-workplace/</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Explain the concept of Performance Related Pay (PRP) and consider the justifications for it and list the justifications for such a system.</p> <p>Share pieces of research that demonstrate the inconclusive findings concerning PRP and learners match those in support of PRP and those who consider it damaging.</p> <p>Extension activity (optional): review the work summary of research about the major drawbacks of instituting PRP in the workplace which is available at: www.alfiekohn.org/article/best-results-forget-bonus/</p> <p>Learners look up Deci and Ryan’s self-determination theory and make notes of the three main aspects to this social-cognitive theory namely, autonomy, competence and relatedness. Learners can read the abstract of the key research conducted by Landry et al (2019), which is available at: https://pubmed.ncbi.nlm.nih.gov/31385612/</p> <p>And then the full research, focusing on study 1, available at: https://selfdeterminationtheory.org/wp-content/uploads/2021/02/2020_LandryZhangEtAl_ApplyingSDT.pdf.</p> <p>Learners should ensure good mastery of the aim, sample, method, results and conclusions generated from study 1. Learners demonstrate their understanding by suggesting applications of the results in a workplace setting and check and compare their ideas to those under the section, ‘Practical Implications’.</p> <p>Learners consider the use of self-reports, 7-point Likert scale and strengths and weaknesses of correlational analyses.</p> <p>Learners create a table and identify examples of each of the following from what they have learnt about motivators at work: individual and situational explanations, reductionism versus holism, determinism versus free-will, idiographic versus nomothetic and making generalisations from findings.</p>
<p>4.2 Leadership and management</p> <p>4.2.1 Traditional and modern theories of leadership</p> <p>KC3</p> <p>KC5</p>	<p>Learners can describe and explain the following theories of leadership and management:</p> <ul style="list-style-type: none"> • traditional universalist and behavioural theories • modern adaptive leadership theories 	<p>Learners present on different leadership theories as allocated at the beginning of the course including:</p> <ul style="list-style-type: none"> • Great Man/person theory (universalist/dispositional theories) • Charismatic Leadership • Transformational Leadership • Behavioural theories of leadership (Iowa State, Ohio State and Michigan State. (I)) <p>Some information on each can be accessed at:</p> <ul style="list-style-type: none"> • Great Man Theory – www.villanovau.com/resources/leadership/great-man-theory/ • Charismatic Leadership – www.wgu.edu/blog/charismatic-leadership2103.html#:~:text=Charismatic%20management%20or%20leadership%20is,everyone%20that%20works%20for%20them. • Transformational Leadership – www.langston.edu/sites/default/files/basic-content-files/TransformationalLeadership.pdf • Behavioural Theories – www.slideshare.net/ishajoshi503/ohio-michigan-state-theories-of-leadership

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Learners recall the concept of temporal validity and ask them to consider these theories in relation to temporal validity and usefulness.</p> <p>Display a diagram of Adaptive Leadership for one minute, available at: https://dmalloyadaptiveleadership.weebly.com/uploads/9/4/9/7/9497767/model_of_apat_lead_(p261).png and conduct a memory activity by asking learners to recreate the diagram. Display it a second time to see how well they remembered it.</p> <p>Show the video at: www.youtube.com/watch?v=l0h31k6hSn4 or use a leaflet at www.scribd.com/document/402968189/Practice-of-Adaptive-Leadership-Heifetz-et-al-EBS-pdf on adaptive theory and learners summarise and take notes and make a mind-map capturing the key elements. (I)</p> <p>Learners can self-assess their understanding and ability to recall the necessary detail by progressing through a set of slides available at: https://docs.google.com/presentation/d/1pOO9pXh4mwVI1JyZDG1eMq06gmXleKoZ/edit?usp=sharing&oid=113405531117926988408&rtpof=true&sd=true</p> <p>Learners should consider how to apply these theories and recognise individual and situational explanations, nature versus nurture, reductionism versus holism and making generalisations from findings/theories.</p>
<p>4.2 Leadership and management</p> <p>4.2.2. Leadership styles</p> <p>KC3</p> <p>KC5</p>	<p>Learners can describe, explain and evaluate a number of leadership styles and research conducted on leadership styles.</p>	<p>Learners can complete two self-assessment tests on their leadership style, the first available at: http://people.uncw.edu/nottinghamj/documents/slides6/Northouse6e%20Ch11%20Authentic%20Survey.pdf and a second at www.bumc.bu.edu/facdev-medicine/files/2010/10/Leadership-Matrix-Self-Assessment-Questionnaire.pdf and bring to the class for discussion. (I)</p> <p>Learner presentations (allocated previously) on leadership styles including:</p> <ul style="list-style-type: none"> • autocratic/authoritarian • permissive/laissez-faire • consultative • participative/democratic. <p>Learners create a table describing each style, covering the following factors:</p> <ul style="list-style-type: none"> • decision-making • motivation • communication • relationship between the leader and the followers. (I) <p>Share an image of Muczyk and Reimann's 4 leadership styles available at: https://docs.google.com/presentation/d/1iKXELrk-Gb-D5sllmWOJw1w8TcLNTBWD/edit?usp=sharing&oid=113405531117926988408&rtpof=true&sd=true.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Learners create a table/grid to display the four styles identified by Muczyk and Reimann. (I)</p> <p>Show the video on Scouller talking about his book, three Levels of Leadership at: www.youtube.com/watch?v=uC0NX7CxEq0 and its application on leadership development.</p> <p>Identify a suitable link/source of information learners can use to read through and make personal notes, for example: https://expertprogrammanagement.com/2019/06/three-levels-of-leadership-model/ (I)</p> <p>Learners list leaders they admire and the leadership traits or behaviours they exhibit. Engage in a class discussion about the genders of the leaders they have identified and the traits they demonstrate and consider how a number of familiar women leaders are perceived and described and the challenges they face in reaching leadership and managerial positions.</p> <p>Share the key study on leadership style and gender conducted by Cuarado et al (2008) at: www.researchgate.net/profile/Isabel-Cuadrado-Guirado/publication/51405388_Women%27s_Access_to_Management_Positions_An_Experimental_Study_of_Leadership_Styles_and_Gender/links/0c960527a5b4b5498d000000/Womens-Access-to-Managerial-Positions-An-Experimental-Study-of-Leadership-Styles-and-Gender.pdf or https://drive.google.com/file/d/1UEUKCd6qZnQF5yGKeXMVPGGrFP2vvgNJ-/view?usp=sharing</p> <p>Learners look up and explain ‘Congruity Theory’ (on page 57 of the original study) in their own words, list the four hypotheses, the sample, the method, the operationalisation of the variables, the data collection tools used and the results.</p> <p>Extension activity: learners read through the ‘Discussion’ section and initiate a class discussion on the key themes as well as the major strengths and weaknesses of the study itself they identified.</p> <p>Learners evaluate the theories they have covered so far using the following evaluative issues:</p> <ul style="list-style-type: none"> • application to everyday life • individual and situational explanations • reductionism versus holism • idiographic versus nomothetic • generalisations from findings.
<p>4.2 Leadership and management</p> <p>4.2.3 Leaders and followers</p> <p>KC3</p>	<p>Learners can describe, explain, analyse, apply and evaluate various models on how leaders and followers interact with each other, including the:</p>	<p>Learners review their ideas on the relationship between leaders and followers from their previous classes and discuss. (F)</p> <p>Extension activity: learners think about how researchers might investigate this aspect of leadership and share ideas. Ask them to create items for a questionnaire on the same and create both open and closed questions as well as some rating scales and revise the strengths and weaknesses of using each type of question.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
KC5	<ul style="list-style-type: none"> Measuring leadership using the Leadership Practices Inventory Followship (Kelley, 1988). 	<p>Share a 'Sample Group Report' available at: https://drive.google.com/file/d/1xoMBaZ409yZdKFqmvFEtD5xiRi1LFQ8o/view based on the Leadership Practices Inventory (LPI). Learners record the five practices of exemplary leadership and and solicit comments including any strengths and/or weaknesses they have identified.</p> <p>Generate a discussion on:</p> <ul style="list-style-type: none"> the strengths and weaknesses of self-reports using the LPI as an example, the strengths and weaknesses of 360° feedback and any potential biases that could be present, the assumptions/theories on which the LPI is based <p>Learners evaluate each aspect in turn.</p> <p>Learners consider the characteristics of a 'good follower' and then work through Kelley's research (1988) at: https://hbr.org/1988/11/in-praise-of-followers on effective followers and, as they go through the paper, identify a definition of followership, the two dimensions of followership and make notes on the five followership styles. Learners then can create a variety of revision resources to share and use as follows. This could include a spider diagram; a 'prezi' or presentation, a poster, flashcards or a crossword.</p> <p>Learners then consider the debates and methodology for this topic which should include application to everyday life; cultural differences; idiographic versus nomothetic; self-reports and psychometrics. Learners create either a set of multiple-choice questions or a crossword on the material that has been covered so far. (I)</p>
<p>4.3 Group behaviour in organisations</p> <p>4.3.1. Group development and decision-making</p> <p>KC3</p> <p>KC5</p>	<p>Learners can describe and explain the difference between groups and teams; the stages of group development, various team roles and how to identify them.</p> <p>Learners can describe and explain the processes and importance of the various stages of group decision making and</p>	<p>Engage learners to consider the differences between groups and teams.</p> <p>Learners create a mind-map regarding the following questions (and share with the rest of the class):</p> <ul style="list-style-type: none"> What attributes make a team an effective team? What stages do groups of individuals need to go through to become an effective team? What different roles or functions need to be fulfilled for a team to be effective? <p>Share the website: www.mindtools.com/pages/article/newLDR_86.htm and the embedded video about Tuckman's theory about group development and hand out a diagram available at: www.salvationarmy.org.au/scribe/sites/2020/files/Resources/Transitions/HANDOUT_-_Tuckmans_Team_Development_Model.pdf outlining the stages and suggested strategies for implementation.</p> <p>Review the responses about roles and compare these to Belbin's roles outlined in a short video at: www.youtube.com/watch?v=-efhOLVgEvM.</p> <p>Hand out information about Belbin's team roles and learners assimilate the information and test each other on his theory and examples of his roles. (I/F)</p> <p>Information about Belbin can be accessed from the following websites:</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	the problems and pitfalls encountered.	<ul style="list-style-type: none"> • www.changingminds.org/explanations/preferences/belbin.htm • https://en.wikipedia.org/wiki/Team_Role_Inventories • www.belbin.com/about/belbin-team-roles <p>Learners consider which roles they think they take on in some of the teams they are members of and consider the same for other members of the class and share. Hand out Belbin's Team Inventory at: www.belbin.ie/wp-content/uploads/2014/08/BELBINUK-Self-PerceptionInventory+CompletionGrid.pdf for learners to read through and complete. (I)</p> <p>Learners think about what stages a team should go through to effectively reach a good decision concerning a particular problem and share.</p> <p>Learners conduct some internet research and search (differentiate by ability):</p> <ul style="list-style-type: none"> • a definition for 'groupthink' • the symptoms of 'groupthink' • the explanations for 'groupthink' • the negative outcomes of 'groupthink' with at least one historical example • the strategies that can be employed to avoid 'groupthink' • some possible remedies for 'groupthink' <p>Learners capture this research in their notes for checking. (I/F)</p> <p>Information on Groupthink can be accessed from the following websites:</p> <ul style="list-style-type: none"> • www.mindtools.com/pages/article/newLDR_82.htm • www.valuebasedmanagement.net/methods_janis_groupthink.html • www.verywellmind.com/what-is-groupthink-2795213 • https://corporatefinanceinstitute.com/resources/careers/soft-skills/groupthink-decisions/ • www.psychologytoday.com/intl/basics/groupthink <p>Learners create a table capturing Forsyth's list or types of cognitive limitations and errors at https://en.wikipedia.org/wiki/Group_decision-making (scroll down to the relevant section) and learners complete the table with their own examples/illustrations. (I)</p> <p>Learners discuss how they might apply their findings to everyday life, which theories relate to individual and situational explanations; reductionism versus holism; idiographic versus nomothetic explanations as well as making generalisations from the theories/findings. (I)</p> <p>Learners choose a revision task/activity to create for the rest of the class to use for revision purposes in the future, including flashcards, crosswords, multiple choice questions, quizlets, kahoots, etc. (I)</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<p>4.3 Group behaviour in organisations</p> <p>4.3.2 Individual and group performance</p> <p>KC3</p> <p>KC5</p>	<p>Learners can describe and explain the social factors effecting individual and group performance and can describe, explain and evaluate research conducted in this area.</p>	<p>Learners look up the definitions of the following key concepts and create a set of flashcards / other revision tool:</p> <ul style="list-style-type: none"> • social facilitation • social loafing • drive theory • evaluation apprehension or stereotype threat • social impact theory • social identity theory • individualistic and collectivist cultures. (I) <p>Learners discuss how they feel when conducting group work and one member doesn't 'pull their weight' and lets the rest of the group members down by not completing the tasks assigned to them. Share the abstract of the research conducted by Earley (1993) at: https://psycnet.apa.org/record/1993-31515-001. Learners record the major findings and consider the cultural differences and the determinism vs free-will debate.</p> <p>Share the key study on looking at concentration levels when being monitored conducted by Claypoole and Szalma (2019) with a focus on experiment 1 available at: https://sciences.ucf.edu/psychology/perl/wp-content/uploads/sites/29/2019/08/Claypoole-Szalma-2019-Electronic-performance-monitoring-sustained-attn_Social-facilitation-for-modern-applications.pdf or https://drive.google.com/file/d/1UTpt_SUb2mPeROXVGSigey0JumXddoH2/view?usp=sharing</p> <p>Learners identify jobs that required sustained levels of concentration or vigilance where lapses in concentration could lead to serious consequences and share ideas.</p> <p>Learners identify for experiment 1, the aims; the sample; the method including the conditions; the tasks; the procedure and the results they generated relating to correct detections; false alarms and response time and the conclusions drawn in relation to social facilitation. Learners should reflect on how the findings of this study might be applied to a working environment, as well as cultural differences, determinism versus free-will, idiographic versus nomothetic, quantitative and qualitative data.</p> <p>Share specimen/sample questions and ask learners in pairs to generate some examination questions in the style for both Paper 3 and Paper 4 and then swap with another pair and answer their questions. (F)</p>
<p>4.3 Group behaviour in organisations</p> <p>4.3.3 Conflict at work</p> <p>KC3</p>	<p>Learners can describe and explain the types, sources and management of conflict, both personal and interpersonal in the</p>	<p>Learners review the video from www.mindtools.com/pages/article/newLDR_86.htm previously shown about Tuckman's team development and identify potential sources of conflict and then add other suggestions of conflict from either an organisational or an interpersonal perspective. Ensure all causes and types of conflict have been covered and understood.</p> <p>Learners source evidence to support their suggestions, highlighting the importance of currency, etc. (I)</p>

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<p>KC5</p>	<p>workplace and can describe, explain and evaluate research conducted in this area.</p>	<p>Learners complete a personal online conflict resolution style questionnaire at: https://psychotests.com/test/conflict-mode or a paper version available at: https://advising.ecu.edu/wp-content/uploads/sites/315/2020/07/M8L4-Conflict-Management-Questionnaire.pdf (I)</p> <p>Learners compare their scores and discuss. Look up Thomas-Kilmans five conflict resolution styles at: https://inside.6q.io/conflict-behavior-strategies/ and summarise into their notes. Consider the strengths and weaknesses of using questionnaires and identify which may be relevant to the test just undertaken.</p> <p>Learners carry out introductory reading about bullying in the workplace at: https://inside.6q.io/how-to-deal-with-workplace-bullying-conflict/ (I)</p> <p>Share the research paper on bullying in the workplace by Einarsen (1999) at: www.researchgate.net/publication/247932874_The_nature_and_causes_of_bullying_at_work or https://drive.google.com/file/d/1I43nIXjACKJZhVB3bjkLOGFkvHyuynMH/view so that each individual learner summarises a section and reports back to their respective group. Ask each group to identify and share evaluative issues, with appropriate illustrative support.</p> <p>Learners create Paper 3 questions on group behaviour in organisations. (I)</p>
<p>4.4 Organisational work conditions 4.4.1 Physical work conditions</p> <p>KC3 KC5</p>	<p>Learners can describe and explain physical and conditions and describe, explain and evaluate research.</p>	<p>Learners create a checklist with a Likert scale and walk around the school having identified four very different places/locations and consider the following variables:</p> <ul style="list-style-type: none"> • illumination, • temperature (+ °C), • noise (+Db), • motion (vibration), • pollution and • aesthetic factors <p>Learners rate and comment on each in turn. Learners compare scores and analyse.</p> <p>Progress through a presentation at: https://docs.google.com/presentation with some research concerning a variety of physical working conditions. The presentation can be handed out to learners and used as a learning/revision exercise by folding the presentation back on itself and trying to get learners try to remember the slides in turn.</p> <p>Learners look up the 'Hawthorn Effect' and its origins and make notes. Ask learners to evaluate the Elton Mayo research according to determinism versus free-will, experiments, questionnaires, longitudinal studies and quantitative and qualitative data and temporal validity. (I)</p> <p>Learners look up all the key terms alluded to and create a mind map incorporating each with the appropriate meanings. There is a presentation that covers many of these aspects at: https://drive.google.com/file/d/1DhcAouLXDE9AMqSt7wRLmn0KAFHtyV2A/view. (I)</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Share the more recent research concerning the Hawthorn Effect by Kompier (2006) about debunking the concept and the factors that may be at play. An abstract is available at: https://pubmed.ncbi.nlm.nih.gov/17091208/ and the full research available at: https://repository.ubn.ru.nl/bitstream/handle/2066/55442/55442.pdf?sequence=1 or https://drive.google.com/file/d/1jPhD-V8egmCeHtG89SwPVJK6bofyxl2y/view?usp=sharing</p> <p>Ask learners to recall the psychological working conditions covered previously. (F)</p> <p>Ask learners what they think about the strengths and weaknesses of open plan offices and discuss.</p> <p>Extension activity: share the justifications for using open-plan office by sharing/displaying an article in the Guardian at: www.theguardian.com/politics/2008/oct/14/labour-gordonbrown</p> <p>Share Oldham and Brass' study (1979) at: www.jstor.org/stable/2392497?seq=1#fndtn-page_scan_tab_contents and learners evaluate, the abstract, considering the use of experiments, questionnaires, longitudinal studies and quantitative and qualitative data.</p> <p>Learners create Paper 3 questions on physical and psychological working conditions respectively. (I)</p>
<p>4.4 Organisational work conditions</p> <p>4.4.2. Temporal conditions of work environments</p> <p>KC3</p> <p>KC5</p>	<p>Learners can describe and explain different patterns of shift work including rapid rotation theory (e.g., metropolitan rota and continental rota) and slow rotation theory.</p> <p>Learners can describe, explain, analyse, apply and evaluate research on the effects of shift work on health and accidents.</p>	<p>Learners discuss what they know about shift work and different shifts. Display key concepts on the board (including rapid rotation and slow rotation, on-call and flexitime, etc.) and learners look up definitions to insert into their notes. Check for accuracy and understanding.</p> <p>Show a presentation to introduce the main areas of concern about shift work from: www.youtube.com/watch?v=OQeWkPLjOMY</p> <p>Learners make presentations (with accompanying hand-outs) on the following:</p> <ul style="list-style-type: none"> • the metropolitan rota • the continental rota • slow rotation theory <p>outlining the advantages and disadvantages of each. Learners decide which system they would put into place and justify their choice. (I)</p> <p>Extension activity (optional): learners use the internet to try and find one piece of research on each or, ask each learner to look up one of the following and share the research findings with the rest of the class and record the valuable findings, for e.g.:</p> <ul style="list-style-type: none"> • Knutsson (2003) https://academic.oup.com/occmed/article/53/2/103/1519795 • Jamal et al (1997) www.researchgate.net/publication/226856417_Shiftwork_burnout_and_well-being_A_study_of_Canadian_Nurses • Health and Safety Executive (2005) www.hse.gov.uk/research/rrpdf/rr318.pdf • Bohle et al (1998) https://espace.library.uq.edu.au/view/UQ:144362

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<ul style="list-style-type: none"> • Pirola https://aasm.org/journal-sleep-rotating-shift-workers-have-lower-levels-of-serotonin/ (I) <p>Learners respond to a ‘Chinese whispers’ type of activity on what type of shift work system would you implement and why. Each learner writes down a suggestion and their neighbour must expound the benefits and then support with psychological research. (F)</p> <p>Share the research conducted by Gold et al (1994 at: https://ajph.aphapublications.org/doi/epdf/10.2105/AJPH.82.7.1011 and learners record the essential components including the aim, sample, method, data collection tools, results and conclusions.</p> <p>Some slides at: https://docs.google.com/presentation/d/13bSv-UzPYTHn_7tt4tD6j2GzuO6iQ1-Y/edit#slide=id.p1 might also be useful for this.</p> <p>Learners evaluate the research by Gold et al (1992) and ensure they have considered application to everyday life, determinism versus free-will, questionnaires, quantitative and qualitative data and validity.</p> <p>Learners respond to a sample Paper 4, Evaluate question and hand in for teacher marking. Evaluate what psychologists have found out about:</p> <ul style="list-style-type: none"> • design of work: shiftwork: rapid rotation and slow rotation, on-call and flexitime including definitions and examples of each. • effects of shiftwork on health and accidents, including a study, e.g. Gold et al. (1992). (F) <p>SDG 3</p>
<p>4.4 Organisational work conditions</p> <p>4.4.3 Health and safety</p> <p>KC3</p> <p>KC5</p>		<p>Display an image of Chapanis’ operator-machine system at: www.yorku.ca/mack/cogain-f1.jpg and learners imagine calling someone on the phone. They should then describe, in sequence, how they would have operated their phones and the responses made by the phone based on the diagram.</p> <p>Extension activity: learners apply the diagram to other operated machinery and try and identify where, how and why errors and accidents could occur.</p> <p>Extension activity: learners read through a summary/handout at: www.eolss.net/sample-chapters/c18/e6-43-37-06.pdf covering the different aspects of operator-machine systems.</p> <p>Write up four types of human error on the board (Riggio’s commission, omission, timing and sequence) and explain each in turn. Learners share their findings and decide which type of error occurred in each case. (I/F)</p> <p>Learners generate/look up one example of each for inclusion in their notes. (I)</p> <p>Extension activity (optional): share a paper on Human Error: Models and Management at: www.bmj.com/content/320/7237/768 on distinguishing between human and organisational errors and the Swiss Cheese Model of accidents in an organisational setting.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Share the study by Fox et al (1987) at: www.ncbi.nlm.nih.gov/pmc/articles/PMC1286011/ on the implementation of a token economy system and ask learners to capture the key elements including the aim, sample, method results and conclusion and evaluate.</p> <p>Extension activity: allocate a famous technological disaster to each learner to research why the disaster occurred and ask them to share with the class during the next lesson. (I)</p> <p>Share the key study on the monitoring of accidents and risk events by Swat (1997) at: https://onlinelibrary.wiley.com/doi/abs/10.1539/joh.39.100.</p> <p>Learners capture the key elements including the aim, sample, method results and conclusion and evaluate using the relevant issues and debates and methodology for this topic which include individual and situational explanations: idiographic versus nomothetic explanations: the use of longitudinal studies, objective and subjective data and generalisations from findings. (I)</p> <p>Sample questions that can be used as individual or group exercises or assessment activities. (F)</p>
<p>4.5 Satisfaction at work</p> <p>4.5.1. Theories of job satisfaction</p> <p>KC3</p> <p>KC5</p>	<p>Learners can describe, explain, evaluate and apply various theories concerned with satisfaction at work, including:</p> <ul style="list-style-type: none"> • Herzberg's 2-factor theory • Hackman and Oldham's Job Characteristic theory • Job design 	<p>Learners try recall any findings from any research they have conducted or covered in previous classes affecting satisfaction. (F)</p> <p>Ask learners what makes them satisfied, whether at home or at school, and generate ideas on post-it notes and share on one side of a display board. Repeat the exercise for factors that make them dissatisfied and compare the two sides of the board. See if the factors identified can be categorised and ask learners if they could make a theory from their findings.</p> <p>Extension activity: learners consider how we might find out how satisfied people were about their work and evaluate each suggestion in turn in relation to validity and reliability. Learners imagine what adults might perceive to contribute to their satisfaction at work and list.</p> <p>Display a diagram of Herzberg's 2-factor theory at: https://courses.lumenlearning.com/wmintrobusiness/chapter/reading-two-factor-theory/ and learners capture in their notes, explaining the difference between Motivators and Hygienes in turn. Information about this can be accessed at: www.managementstudyguide.com/herzbergs-theory-motivation.htm</p> <p>Share a short video on Hackman and Oldham's Job Characteristic theory at: www.youtube.com/watch?v=oxxQuCTVggY. Share a diagram of Hackman and Oldham's Job Characteristic model from www.researchgate.net/figure/Hackman-and-Oldhams-Job-Characteristics-Model-1980_fig1_248906385 and learners recreate with description and explanations in their notes.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Check learners can distinguish between job characteristics and psychological states. Ask learners what employers could do to apply the theory in the work place and focus the discussion onto techniques of job design, including enrichment, rotation and enlargement and learners incorporate into their notes.</p> <p>Share/distribute some research on the techniques of job design, for e.g., Belias and Sklikas (2013) at: www.researchgate.net/publication/260288949_ASPECTS_OF_JOB_DESIGN or https://drive.google.com/file/d/1xzuiFlyjuCSyB76yMNR_TlqyNK8mnfW_/view and learners read through the paper and summarise into their notes.</p> <p>Learners review what they have covered in this section and how the theories:</p> <ul style="list-style-type: none"> • could be applied to everyday life • demonstrate any cultural differences • manifest reductionism or holism • could be classified as idiographic versus nomothetic • could be generalised. <p>Learners create sample examination questions on this topic and then swap and share in class. (F)</p>
<p>4.5 Satisfaction at work</p> <p>4.5.2. Measuring job-satisfaction</p> <p>KC3</p> <p>KC5</p>	<p>Learners can describe, explain, evaluate various methods to measure satisfaction at work.</p>	<p>Extension activity: learners develop a questionnaire to test the existence of the five characteristics of Hackman and Oldham's Job Characteristic model. Revisit evaluating self-report measures and try to create a standardised class version.</p> <p>Learners look up the eight categories or conditions used by Walton to assess the quality of working life and to generate closed, open and scaled questions for each and share ideas. (I)</p> <p>Divide the class into two and distribute half with the Job Descriptive Index at: http://homepages.se.edu/cvonbergen/files/2012/12/A-Measure-of-Job-Satisfaction1.pdf or https://drive.google.com/file/d/1wX0I27EqPYWcqdWVVB6ln2WYvHvWBXawb/view and the other half with the Quality of Working Life Questionnaire (QWL) at: www.scribd.com/doc/30542683/Questionnaire-on-Quality-of-Work-Life or https://drive.google.com/file/d/1Wu8OXUBcTKbZtwSXBjI_Nmk160N9D5d1/view</p> <p>Each learner to administer their questionnaire to two or three workers/employees. Group learners based on their questionnaires and ask them to:</p> <ol style="list-style-type: none"> a) tabulate their findings b) share their experiences of their administration of the questionnaire and any conclusions reached. c) prepare a presentation on the questionnaire including issues relating to individual and situational explanations; quantitative and qualitative data; psychometrics; validity and reliability. d) create a revision activity of their choice about their questionnaire. <p>Use the presentations as an opportunity to discuss and evaluate the use of self-reports, ratings scales, individual and situational explanations, quantitative and qualitative data, psychometrics, validity, reliability.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Extension activity: considering some of the findings generated, learners make suggestions about improving the job design for their respondents.</p> <p>Learners create two sets of flashcards based on the two questionnaires. (I)</p>
<p>4.5 Satisfaction at work</p> <p>4.5.3 Attitudes to work</p> <p>KC3</p> <p>KC5</p>	<p>Learners can describe, explain and evaluate some examples of and research concerning attitudes to work including:</p> <ul style="list-style-type: none"> • workplace sabotage • absenteeism • organisational commitment. 	<p>Learners think up reasons that might justify sabotage in the workplace. Ask them to look up some examples of work place sabotage at: www.hr.com/SITEFORUM...</p> <p>Share the abstract and the beginning of the research by Giacolone and Rosenfeld (1987) at: www.researchgate.net/publication/225980993_Reasons_for_Employee_Sabotage_in_the_Workplace or https://drive.google.com/file/d/1r2BcivHanQs7whJKQgnO4STryvjKqVlu/view and learners list the causes of workplace sabotage.</p> <p>Learners list the categories identified by the researchers and record the main elements of the research including the aim, sample, method, data collection tools, results and conclusions and to identify any strengths or weaknesses concerning any of these aspects as they progress through the study. (I)</p> <p>Learners mind map behaviours in the workplace that might indicate dissatisfaction at the workplace and prepare a spectrum/scale from 'lateness' to 'absenteeism' to 'turnover' with any other behaviour identified appropriately placed on the spectrum.</p> <p>Learners brainstorm and list reasons why employees (or learners) might be absent from work (or school).</p> <p>Display Table 1. (page 293) from the research by Blau and Boal (1987) at: http://cinik.free.fr/chlo/doc... or https://drive.google.com/file/... on absenteeism and turnover and learners create a table in their notes capturing the four 'cells' hypothesized with their accompanying descriptions and labels.</p> <p>Extension activity: learners consider how the four conditions could be measured and design a study that would test the predications in the workplace and share.</p> <p>Learners evaluate the model and consider the relevant issues and debates and methodology such as application to everyday life, individual and situational explanations, reductionism versus holism, idiographic versus nomothetic explanations and generalisations from findings. (I)</p> <p>Extension activity (optional): learners look at research conducted by the researchers to test their model which is available at: www.researchgate.net/publication/247569649_Using_Job_Involvement_and_Organizational_Commitment_Interactively_to_Predict_Turnover</p> <p>Extension activity: learners mind map reasons why employees may remain committed to organisations (even if dissatisfied) and look up other models of organisational commitment and learners match their suggestions</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>with the three components of the model which can be accessed at: https://en.wikipedia.org/wiki/Organizational_commitment.</p> <p>Learners create flashcards on the various concepts covered in the section (e.g., with the component/concept on one side and a definition, detail and description on the other). (I)</p> <p>Learners generate possible examination questions on all the material covered in this section and share for the other learners to self-assess their ability to describe, explain and evaluate. (I)(F)</p>
Past and specimen papers		
Past/specimen papers and mark schemes are available to download from the School Support Hub (F)		

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