

General Introduction to AS Level Psychology

Syllabus ref and Key Concepts	Learning objectives	Suggested teaching activities
General introduction	Learners should gain an understanding of what they already know and what they can expect to learn.	<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 learning styles inventory, available at: www.learning-styles-online.com/inventory</p> <p>Extension activity: Ask learners to carry out some research and prepare a presentation on a key characteristic that will be covered or provide supplementary reading/study during the course (e.g. autism and Asperger's syndrome (Baron-Cohen); phobias (Saavedra and Silverman); the Case of Little Albert (Watson); Kitty Genovese (Piliavin); theories of dreaming (Dement and Kleitman); Pavlov's dogs; the developmental approach etc.).</p>
<p>KC3</p> <ul style="list-style-type: none"> • Experiments • Correlations • Hypotheses and aims • Variables 	Learners will be able to describe, explain and apply the main features of experimentation, hypotheses, correlations and variables.	<p>Ask learners what they know about conducting experiments and ask them to list the essential elements or processes.</p> <p>Use taglines from popular advertisements that talk about statistics and the efficacy of their products and plot their understanding of how the study was conducted. Example: Horlicks makes kids taller , stronger and sharper.(A)</p> <p>Ask learners to imagine the equivalent parts when conducting psychology experiments and introduce the concept of a laboratory study.</p> <p>Write/display the word 'hypothesis' and explain the relationship between the hypothesis and aim 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>Ask learners to develop an appropriate null-hypothesis for an area of study of their choice, and ask them to share.</p> <p>Explain the concepts and differences between a directional (one-tailed) hypothesis and a non-directional (two-tailed) hypothesis. Generate some examples (see notes about correlations below) to display and ask learners to identify whether each is directional or non-directional. Ask them to explain how they decided which were one-tailed and which were two-tailed.</p>

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		<p>Ask learners to generate or provide learners with examples of data that demonstrate a positive correlation and others a negative correlation.</p> <p>Explain what is meant by an independent variable and a dependent variable.</p> <p>Ask learners to identify the independent variable and the dependent variable in different examples of experiments or scenarios. Ask them to pick out examples from the newspapers that report the results of studies in terms of IV, DV, operationalisation (A)</p> <p>Explain what is meant by the operationalisation of an independent variable and a dependent variable.</p> <p>Introduce the concepts of a field experiment and a natural experiment. Using one of these, ask learners to 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.</p> <p>Peer review each in turn.</p> <p>Information on these aspects of research methods can be accessed at: www.simplypsychology.org/research-methods.html</p>
<ul style="list-style-type: none"> • Experiments • Experimental design • Controlling of variables 	<p>Learners will be able to describe, explain and identify issues affecting the validity and reliability of experiments.</p>	<p>Explain the concept/ask learners to look up the concept of validity and reliability. Ask learners for suggestions about how we can ensure validity and reliability in psychological research.</p> <p>Go through the importance of controlling variables to enhance the validity in turn and explaining the significance of extraneous, uncontrolled, participant and situational variables and how they can distort the validity of the findings.</p> <p>Use the initial understanding they had of an experiment and have them update the experiment as they come to an understanding of all the aspects of a controlled, scientific experiment.(A)</p> <p>Display the term 'standardisation' and ask learners what this means and how it can be used to enhance the validity and reliability of research. Refer back to correlations covered in the previous class and explain the connection between the two.</p> <p>Explain what is meant by 'experimental conditions' and generate an example of a study with two or three conditions (or a real example). Use this to describe and explain the differences between experimental designs, namely; independent measures, matched pairs and repeated measures respectively. Information about experimental design is available at: www.holah.co.uk/page-detail.php?slug=experimental</p>

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		<p>Use the discussion to introduce the concepts of:</p> <ul style="list-style-type: none"> • counterbalancing • random allocation • order effects – both fatigue and practice. <p>Categorise the different types of validity covered so far into ‘internal’ and ‘external’ validity accordingly. Introduce the concept of demand characteristics (with examples) and ask learners to consider whether this would be classified as an internal or external validity issue.</p> <p>Extension activity: Create a poster containing a flowchart on how to conduct an experiment Ask each learner to generate a glossary of terms in their notes and test each other on meanings and definitions of these key concepts and terminology covered so far. Turn the glossary into a set of flashcards and test each other</p> <p>Information on validity and reliability can be accessed at: http://psc.dss.ucdavis.edu/sommerb/sommerdemo/intro/validity.htm</p>
<ul style="list-style-type: none"> • Types of data 	<p>Learners can describe, explain and evaluate quantitative and qualitative data and conduct some data analysis.</p>	<p>Ask learners what they know and understand of quantitative and qualitative data. They should generate examples of each and share these. They can 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 then identify the range and explain how this measure of spread is connected to the measures of central tendency. Assign each group to construct a bar chart, a histogram and a scatter graph respectively and use the data and display accordingly. Explain what is meant by ‘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 can be found at: www.statrek.com/statistics/charts/histogram.aspx?Tutorial=AP</p> <p>Display a table of results from a study of your choice to show the mean and standard deviation.</p>

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<ul style="list-style-type: none">Sampling of participants	Learners will understand the different types of sampling.	<p>Hand out some scenarios which capture different types of sampling (including opportunity sampling, random sampling, and volunteer sampling) and ask learners to identify the differences and evaluate each type of sampling strategy in turn. Label each scenario with the appropriate sampling strategy.</p> <p>Ask learners to add the two terms, 'generalisability' and 'representative' in their glossary of terms and connect back to the concept of validity.</p> <p>Outline the connection between the sample and the population. Information about sampling can be accessed at: www.simplypsychology.org/sampling.html</p>


Unit 1: The Biological Approach

Core Studies

- Canli T., Zhao Z., Brewer J., Gabrieli J.D.E., and Cahill L. (2002), Event-Related Activation in the Human Amygdala Associates with Later Memory for Individual Emotional Experience. *The Journal of Neuroscience*, 20 RC99
- Dement W. and Kleitman N. (1957), The relation of eye movements during sleep to dream activity. *Journal of Experimental Psychology*. 53(5). pp. 339– 346
- Schachter S. and Singer J.E. (1962), Cognitive, social and physiological determinants of emotional state. *Psychological Review*. 69(5). pp. 379–399

Syllabus ref and Key Concepts	Learning objectives	Suggested teaching activities
<p>KC4 The Biological Approach</p>	<p>Learners can understand and explain the assumptions and key characteristics of the biological approach and identify different parts and functions of the brain.</p>	<p>Learners consider the key question, ‘What directly determines the way we behave?’ and share ideas.</p> <p>Direct learners to visit the interactive BBC website available at: www.bbc.co.uk/science/humanbody/body/interactives/organs/brainmap/index.shtml</p>
<p>KC3 and KC5 Schachter and Singer (two factors in emotion)</p>	<p>Learners can describe and explain the key theories concerning emotional responses and can consider various modalities to test theories of emotion.</p>	<p>Ask learners to discuss three key questions:</p> <ul style="list-style-type: none"> • Why do we sometimes feel more emotional than at other times? • What causes us to feel emotions? • Do we feel different emotions in different parts of the body and why? <p>Go through the James-Lang and the Cannon-Bard theories of emotion and ask learners to create flow diagrams of each in their notes. These can be accessed at: www.allpsych.com/psychology101/emotion.html</p> <p>Extension activity: Introduce the Schachter-Singer theory and ask learners to try and design an experiment (both laboratory and field) to test out Schachter and Singer’s two-factor theory and share their ideas.</p>

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Schachter and Singer (two factors in emotion)	Learners can describe and explain the aim, the method and the findings of the study.	<p>Hand out the original study (or a summary) and go through the study, considering:</p> <ul style="list-style-type: none"> • the physiological arousal (conditions and controls) • the attribution of the emotional response (conditions and controls). <p>A summary of the study can be downloaded from: www.holah.karoo.net/schachterstudy.htm</p> <p>Ask learners to predict the emotional responses of the four physiological conditions across the two environmental conditions.</p> <p>Share findings and check for understanding.</p> <p>Compare against the other theories and try and justify the advantages of the Schachter and Singer theory and share points.</p>
Schachter and Singer (two factors in emotion)	Learners can identify and explain major strengths and weaknesses of the study.	<p>Revisit the key concept concerning laboratory studies and the strengths and weaknesses of lab studies for learners' notes.</p> <p>Ask learners to prepare a mind-map of the Schachter and Singer study (they can use bubbl.us for the same), identifying the strengths and weaknesses of lab studies in the context of the study and any recommendations they would make in applying the study or mitigating against any of the weaknesses they have identified.</p> <p>Show/share a question on the study as follows: 'Evaluate the Schachter and Singer study of emotions.' (10 marks) and explain the structure to answering the question effectively.</p> <p>Ask learners to identify two examples of quantitative and qualitative data/findings as revision exercise and explain how these findings contribute to the overall conclusion of the study.</p> <p>(F/I) Learners can use the matching quizzes on the 'holah' website: www.holah.karoo.net/schachterstudy.htm As a means of self-assessment.</p> <p>(I) Use the following link for revising the study with flashcards</p> <p>(F) Sample examination questions on the study by Schachter and Singer can be modified and used as starter and plenary activities or as individual assessments/assignments as required.</p>

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<p>KC4 and KC5 Canli et al. (brain scans and emotion)</p>	<p>Learners can describe and explain how the different areas and functions can be scanned and measured.</p>	<p>Ask learners to try and recall which area of the brain is associated with emotion from the previous activity and what they remember about it in terms of function/location etc.</p> <p style="text-align: center;"></p> <p>Consider the implications for different parts of the brain having different functions in terms of head injuries and recovery/elasticity of the brain.</p> <p>Hand out a copy of the original study, available at: www.jneurosci.org/content/20/19/RC99.full.pdf and ask learners to work through the following questions as a revision activity from the research methods they covered previously:</p> <ol style="list-style-type: none"> What correlations were mentioned and were they positive or negative? Describe the sample and how representative it was. What controls were put in place and what did they control for? Summarise the main results. What is your overall conclusion? <p>Ask learners to use their notes and evaluate the study in terms of:</p> <ul style="list-style-type: none"> ecological validity population validity internal validity <p>(F) Share with them a Paper 1 question and ask learners to consider how they would match their ideas to the expectations of the question.</p> <p>Extension activity: Assignment: Ask learners to create a crossword (online), a True/False activity, 10 multiple choice questions on PowerPoint using the details from the study. These can then be used in the future as revision materials.</p> <p>(I) Past paper questions on the study by Canli et al. can be modified and used as starter and plenary activities or as individual assessments/assignments as required.</p> <p>(I) Use the link for a revision of the study with flashcards https://quizlet.com/225982237/canli-et-al-experiment-flash-cards/</p>
<p>KC3 and KC 4 Dement and</p>	<p>Learners can describe and explain different</p>	<p>Learner presentation on the background to sleeping and dreaming (as allocated previously) is shared and peer reviewed.</p>

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Kleitman (sleep and dreams)	<p>theories of sleeping and dreaming.</p> <p>Learners can describe sleep cycles and explain difficulties of investigating sleeping and dreaming.</p> <p>Learners can describe and explain the aim, the hypotheses, the methodology and the findings of the study.</p>	<p>Learners look up 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.</p> <p>Display the overall aim of the study on the board and ask learners to design an experiment to investigate the relationship between sleeping and dreaming using the EEG to determine the levels of sleep. Share ideas. Break down the overall aim into the three hypotheses and divide them between the groups and repeat design activity and share responses.</p> <p>Hand out the study and ask learners to compare the original study with their experiments and evaluate each difference in turn. Details of the study can be found at: www.holah.co.uk/study-summary.php?slug=dement</p> <p>Ask learners to create an 'organogram' (diagram that shows the structure of an organisation), representing the overall aim, the three hypotheses and the results relating to each. Learners go through the study and generate short-answer questions.</p> <p>(I) Review and modify and 'reissue' ten of the short-answer questions created to complete for homework.</p> <p>(II) http://excellingpsychology.blogspot.com/2018/03/dement-and-kleitman-research.html</p> <p>(III) https://quizlet.com/247409263/dement-and-kleitman-flash-cards/ Use the flashcards for revision</p>
Dement and Kleitman (sleep and dreams)	Learners can identify and illustrate two strengths and four weaknesses associated with using technological equipment in psychological research.	<p>Ask learners to capture examples of both quantitative and qualitative data. They should consider the strengths and weaknesses of using technical equipment compared to humans trying to record data or information in the same way. Ask learners to record their ideas in their notes and supplement any gaps as necessary.</p> <p>(I/F) Learners can check their understanding and recall by using the interactive activities, available at: www.holah.co.uk/study-summary.php?slug=dement</p> <p>Ask learners how the findings of the three biological studies could be applied and share. Ask learners what limitations of the biological approach they have identified and capture accordingly.</p>

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		(F) Display Section B, Question 7 from the 2018 Specimen Paper 2. Ask learners to consider what would constitute an effective response and then display the mark scheme – comment on any discrepancies in understanding.
Past and specimen examination papers		

Unit 2: The Cognitive Approach

Core Studies

- Andrade J. (2010), What Does Doodling do? *Applied Cognitive Psychology* 24:100 – 106
- Baron-Cohen S., Wheelwright S., Hill J., Raste Y. and Plumb I. (2001), The 'Reading the Mind in the Eyes' Test Revised Version: A Study with Normal Adults, and Adults with Asperger's Syndrome or High-functioning Autism. *Journal of Child Psychology and Psychiatry*. 42(2). pp. 241–251
- Laney C., Morris, E.K., Bernstein D. M., Wakefield B.M., Loftus, E.F. (2008), Asparagus, a Love Story. Healthier Eating Could Be Just a False Memory Away, *Experimental Psychology*. 55(5):291–300

Syllabus ref and Key Concepts	Learning objectives	Suggested teaching activities
<p>KC4 General Introduction to the Cognitive Approach</p>	<p>Learners gain an understanding of what constitutes the cognitive approach –</p> <p>the assumptions, key characteristics and areas of focus.</p>	<p>Introductory class discussion on cognitive processes, generating learner examples and questions. Use various optical illusions, the Stroop Effect test etc. and ask learners to consider why they make the mistakes they do. The Optional illusion gallery: www.eyetricks.com</p> <p>Pass round an activity on the creation of false memories- https://uen.instructure.com/courses/221499/pages/memory-activity-false-memories https://blogs.scientificamerican.com/guest-blog/how-to-instill-false-memories/</p> <p>Go through the main characteristics of the cognitive approach and discuss the implications (strengths and weaknesses of each) which learners can tabulate in their notes. Information about the cognitive approach is available at: www.holah.co.uk/study-area.php?slug=cognitive and share a video on the mental processes of cognition: www.youtube.com/watch?v=rIIMVv7ksTg</p>
<p>KC2 and KC3 Andrade (Doodling)</p> <ul style="list-style-type: none"> • Experiments • Types of data • Demand characteristics • Ethics • Variables • Reliability 	<p>Learners undertake experiential activities so they can explain:</p> <ul style="list-style-type: none"> • participation in an experiment • the strengths and weaknesses of quantitative data. • demand characteristics 	<p>Explain to the class you will conduct a study about cognitive processes. Divide the class into two groups (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, and play a pre-recorded telephone message (as outlined in the appendix of the study) to each group separately. Continue to follow the procedure as outlined in the study. Collect the response sheets.</p> <p>Explain that they have just participated in an experiment that they will study as part of their course. Redistribute the response sheets across the two groups, explaining the difference, and ask learners to mark each accordingly and share the results to be displayed 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</p>

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	<ul style="list-style-type: none"> ethical guidelines the concept of independent and dependent variables reliability. 	<p>and weaknesses of quantitative data.</p> <p>Ask learners how they felt about being deceived and why it was necessary. Introduce the concept of demand characteristics and ask learners to include them in their glossary.</p> <p>Introduce learners to the ethical guidelines used for psychological research purposes and check for understanding. Ask learners to create a table headed 'keeping ethical guidelines' (this could be hand written, or typed in Word, or Excel) with the seven ethical issues along the top and space for all 12 studies down the left side.</p> <p>As a revision activity, ask learners to go through the three pieces of research studied previously and consider which ethical guidelines were followed (or not) and indicate with a tick or a cross and comment accordingly.</p> <p>(F) Ask learners to review their notes on research methods and identify the independent and dependent variables and to comment about how valid and reliable the experiment was on a scale of 1 to 10 and justify their responses.</p> <p>(I) Ask learners to read through the original study, available at: http://pignottia.faculty.mjc.edu/math134/homework/doodlingCaseStudy.pdf in preparation for the next lesson.</p>
<p>Andrade (Doodling)</p> <ul style="list-style-type: none"> Psychometric tests Application of psychology to everyday life 	<p>Learners can describe and explain the key terms, the background, the key features and the findings of the study and can evaluate it accordingly.</p>	<p>(F) Project/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 ask learners to include this term in their glossary. Mind map the strengths and weaknesses of psychometric tests and record as appropriate.</p> <p>(I) Ask learners to create a revision activity – a crossword, a true/false activity; some multiple-choice questions, a mind-map or poster for display etc. (one they have not done before) from the study.</p>

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		<p>Extension activity: Ask learners 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>KC4 Baron-Cohen et al. (eyes test)</p>	<p>Learners gain knowledge and understanding of autism, Asperger's syndrome and the Theory of Mind.</p>	<p>Introduce the Theory of Mind using the Sally-Anne Test (if necessary demonstrate). Explain the background and aims of the study. A video clip of the Sally-Anne Test is available at: www.youtube.com/watch?v=QjkTQtggLH4</p>
<p>Baron-Cohen et al. (eyes test)</p>	<p>Learners can describe and explain the key terms, the background, the key features and the findings of the study.</p>	<p>Ask learners how many differences between the original and the revised version of the test they can remember from the previous lesson.</p> <p>Share a prepared presentation/hand-out which divides the study into background information, sampling strategy and method. Presentations, articles and worksheets on the study are available at:</p> <p>The original study's summary can be found at: www.holah.co.uk/summary/baroncohen/</p> <p>Ask learners to predict the results considering the experimental group and each control group in turn across the Autism Quotient and the Reading the Mind in the Eyes Test-Revised Version tests. Show/share the results and learners self-assess their predictions.</p> <p>Analyse the data – ask learners to consider what the findings mean.</p>

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<p>Baron-Cohen et al. (eyes test)</p> <ul style="list-style-type: none"> • Psychometric tests • Reliability • Application of psychology to everyday life Longitudinal studies 	<p>Learners can identify and illustrate two strengths and four problems associated with psychometric tests.</p>	<p>Learners revise and list the key aspects of psychometric tests and tabulate their strengths and weaknesses, using the Baron-Cohen study as an illustrative example.</p> <p>Ask learners to consider how the participants might have performed at these tests if they were unwell that particular day and consider ways that could mitigate against this temporal effect.</p> <p>Learners should attempt to evaluate the Baron-Cohen study using in light of the concepts covered so far. They should identify illustrative points they would use to support each point they have raised.</p> <p>(I) Ask learners to read through their notes on reliability and then 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 reliability of the Reading the Mind in the Eyes Test – Revised version. (10 marks)</p> <p>Ask learners who the findings/conclusions may be useful to, including an explanation of how and why. They should be able to present their ideas/suggestions to the rest of the class. This should help them to add valuable ideas to their notes as they are effectively evaluating the study.</p> <p>(I/F) Homework/assignment: Learners try a Paper 1 ‘evaluate’ question and/or a strength and weakness question:</p> <p>Extension activity: BBC News – cartoons to aid autistic children at: http://news.bbc.co.uk/1/hi/health/6241733.stm</p>

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KC2, KC3 and KC4 Laney et al (false memory)	Learners should be able to describe and explain the key terms, the background and the key features of the study.	Introduce learners to different models of memory and different types of memory and consider the importance of the research into memory. Show YouTube clip of Clive Wearing at www.youtube.com/watch?v=Vwigmktix2Y Extension activity: Those learners keen to find out more about memory can access the website (10 facts about memory: www.psychology.about.com/od/memory/ss/ten-facts-about-memory.htm?nl=1) and share their most interesting fact with the class as a starter activity for the following lesson.
Laney et al (false memory)	Learners can describe and explain the key terms, the background and the method of the first experiment of the study.	Share the background to the study, the original study is available at: https://webfiles.uci.edu/eloftus/Laney_Aspargus_ExperimentalPsych08.pdf and the abstract can be found at: http://psycnet.apa.org/journals/zea/55/5/291/ Ask learners to consider what they would need to do to test this hypothesis. They should design a study and share their ideas with the rest of the class. They should listen to the designs of other learners and decide which would be the most valid and reliable and why. Display or share the sample and procedure for Experiment 1. Discuss the use of questionnaires and ask learners to identify all the 'controls' used for both session 1 and 2.
KC5 Laney et al (false memory) <ul style="list-style-type: none"> Application of psychology to everyday life 	Learners can describe and explain the key terms, the background, the method and the results of the study.	(F) Learners recap detail from previous lesson. This could be done as a question and answer activity (Q&A), a quiz or a true/false activity.

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		<p>Hold a class discussion about the importance of distinguishing between believers versus non-believers in relation to the significance of the results.</p> <p>Extension activity: Ask learners 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 value to their notes as they are effectively evaluating the study.</p>
<p>KC2 Laney et al. (false memory)</p> <ul style="list-style-type: none"> • Ethics • Self-reports 	<p>Learners consider the use of ethics in psychological research.</p> <p>Learners can identify and illustrate two strengths and four problems associated with self-reports, whether questionnaires or interviews and can and can evaluate each aspect of the study in turn.</p>	<p>Ask learners to consider what ethical issues were broken and complete their table on keeping ethical guidelines for all the three cognitive studies.</p> <p>Ask learners to:</p> <ol style="list-style-type: none"> a) identify what type of data has been collected b) recall the strengths and weaknesses of quantitative data c) plan a response to the following question: Evaluate the use of quantitative data in the study by Laney et al. on false memories. (8 marks) <p>Learners identify the key characteristics of self-reports and tabulate the strengths and weaknesses of questionnaires and interviews, listing any new psychological terms in their glossary with appropriate definitions. Website on self-reports: www.holah.co.uk/page-investigation.php?slug=selfreport</p> <p>(F) Ask learners to review the strengths and weaknesses of using self-reports and plan a response an exam question on this.</p> <p>(F) Ask learners to share their responses and peer mark to check for understanding of both the material in question and the expectations of the mark scheme.</p>

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		<p>Discuss the use of restricted samples and ask learners to tabulate the strengths and weaknesses of using restricted samples (with examples from any of the studies covered so far).</p> <p>(I) Homework Assignment: Ask learners to evaluate the study by Laney et al. on false memories. They should incorporate two other strengths and two other weaknesses of a method other self-reports.</p>
Past and specimen examination papers		

Past/specimen papers and mark schemes are available to download at <https://teachers.cie.org.uk>

Unit 3: The Learning Approach

Core Studies

- Bandura A., Ross D. and Ross S.A. (1961), Transmission of aggression through imitation of aggressive models. *Journal of Abnormal and Social Psychology*. 63(3). pp. 575–582
- Saavedra L.M. and Silverman W.K. (2002), Case Study: Disgust and a Specific Phobia of Buttons. *Journal of the American Academy and Adolescent Psychiatry*, 41(11): 1376–1379
- Pepperberg I.M. (1987), Acquisition of the same/different concept by an African Grey parrot (*Psittacus erithacus*): Learning with respect to categories of color, shape, and material. *Animal Learning & Behavior*, 15(4): 423–432

Syllabus ref and Key Concepts	Learning objectives	Suggested teaching activities
<p>KC4 and KC1 The learning approach and the behaviourist perspective.</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>(I) Assignment: Share a number of selected psychology based websites (including but not exclusively):</p> <ul style="list-style-type: none"> • www.holah.net/ • www.holah.co.uk/ • www.simplypsychology.org/ (this is particularly useful on all forms of Behaviourism) • www.psychotron.org.uk/ • www.psychblog.co.uk/ • www.all-about-psychology.com/a-level-psychology.html • www.psychology.about.com • www.allpsych.com/psychology101/learning/ <p>Learners create a document, leaflet or a poster outlining the behaviourist perspective, classical and operant conditioning and social learning theory.</p> <p>Share/present the video clip that introduces aspects of the learning approach and Bandura’s Bobo doll experiment</p>

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		<p>which can be accessed at: www.youtube.com/watch?v=N_hQTGR8YqI</p> <p>A variety of resources connected with these learning objectives can be accessed at: www.sites.google.com/a/bromsgrove.in.th/psychology/home/the-as-level/edexcel-as-level/the-learning-approach</p>
<p>KC1 The learning approach and the behaviourist perspective.</p>	<p>Learners gain greater understanding of social learning theory (SLT) and its importance and relevance.</p> <p>Learners practise their skills at designing experiments, incorporating the necessary level of detail.</p>	<p>Ask learners to generate explanations for why people start smoking and share responses. Ask students to research and come across all the ban smoking ads the Indian government</p> <hr/> <p>Watch video clip of the ‘Children See, Children Do Campaign’ and reiterate the relevance of the research in this area at: www.youtube.com/watch?v=KHi2dxSf9hw</p> <p>Extension activity: Ask groups to design an experiment to investigate the extent to which children learn through observation and imitation. This should include details of the sample, method, experimental conditions, the independent and dependent variables (differentiate according to ability on how much guidance is given).</p>
<p>Bandura et al. (aggression)</p> <ul style="list-style-type: none"> Reliability 	<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>Show as an introduction an image of the aggressive model and a child ‘bashing Bobo’: www.cdn-1.simplypsychology.org/bobo-doll.jpg as a precursor to the lesson and ask learners to try and explain what the picture is about.</p> <p>Explain the study briefly and hand out a summarised version of the study. A summarised version of the study can be found at: www.holah.co.uk/study-summary.php?slug=bandura</p> <p>Ask learners to create a tree diagram of the sample and how they were allocated across the conditions – emphasising the three independent variables.</p> <p>Refer learners to the pre-test and explain how this was used as a control for pre-existing levels of aggression.</p> <p>Ask learners to continue reading through the study, underlining as many other controls as they can.</p>

Syllabus ref and Key Concepts	Learning objectives	Suggested teaching activities
		Ask learners to consider how reliable the experiment was in relation to the procedure or how the results were collected.
<p>KC1 and KC5 Bandura et al (aggression)</p> <ul style="list-style-type: none"> Nature/Nurture Debate Application of Psychology to everyday life 	<p>Learners assess their ability to recall the relevant detail from the study so far.</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>Ask learners to 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> <p>Introduce the debate concerning nature versus nurture and how each of the results supports either one side of the debate or the other. Add these explanations into their tables of results/explanations.</p> <p>Ask learners to consider whether the results overall support or reject SLT.</p> <p>Using previous knowledge and understanding, learners evaluate the study, identifying and illustrating the strengths and weaknesses. They should identify and be able to explain what they consider to be the main strength and the main weakness.</p> <p>Ask learners to consider the implications of these findings in relation to:</p> <ol style="list-style-type: none"> parenting TV censorship Education. <p>Share ideas regarding the application of these findings to everyday life.</p> <p>(I/F) Assessment: 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.</p> <p>Extension activity: Ask learners to look through a sample Paper 1 and Paper 2 and devise five of their own questions using the Bandura study on aggression.</p>

Syllabus ref and Key Concepts	Learning objectives	Suggested teaching activities
<p>KC4 and KC1 Saavedra and Silverman (button phobia)</p>	<p>Learners can describe and explain the Behaviourist approach can be used to explain phobias.</p> <p>Learners can describe, and explain the sample and the interventions used to cure a young boy of his phobia.</p>	<p>Use the resultant Q&A/discussion to introduce the classification of phobias by the diagnostic and statistical manual (DSM). The classification can be displayed from: www.theravive.com/therapedia/Specific-Phobia-DSM--5-300.29-(ICD--10--CM-Multiple-Codes)</p> <p>Ask learners if anyone has first-hand knowledge of a phobia and is willing to share their experience.</p> <p>Ask learners to suggest how classical conditioning could be used to explain phobias and share ideas accordingly. In pairs discuss how classical and operant conditioning could explain a phobia of buttons.</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. Introduce the concept of action-research and ask learners to record a definition in their glossary.</p> <p>Share the case study conducted by Saavedra and Silverman concerning the young boy who had a phobia of buttons. The full text can be accessed at: https://pdfs.semanticscholar.org/1c3a/6b278c9f187f1052846121ca2d47aae26e0d.pdf and ask learners to read through the introduction/background to the study, highlighting any vocabulary or issues they need assistance in understanding.</p> <p>Ask learners to summarise the following:</p> <ol style="list-style-type: none"> the sample origin of the phobia problems experienced as the phobia progressed duration of the phobia difference between his specific phobia and the symptoms of OCD <p>Share a video clip of a conventional treatment of a specific phobia (systematic desensitisation) about a woman who was treated for a phobia of feathers, available at: www.youtube.com/watch?v=IMZ5o2uruXY</p> <p>Go through the Intervention Procedure and Result section explaining how the treatment was administered and what recordings were measured and the difficulties experienced by the psychologists in treating their patient.</p>

Syllabus ref and Key Concepts	Learning objectives	Suggested teaching activities
		<p>Extension activity: Ask learners how the young boy's responses were different from the woman with the phobia of feathers and share.</p>
<p>KC2 Saavedra and Silverman (button phobia)</p> <ul style="list-style-type: none"> • Qualitative data • Use of children in psychological research • Case studies 	<p>Learners can describe and explain the results of the interventions used to cure a young boy of his phobia and can evaluate all aspects of the study.</p>	<p>Create some multiple-choice questions or a true/false activity to encourage learners to recall the information covered during the previous class.</p> <p>Ask learners to read through the section under Disgust Imagery and Cognitions and check for understanding. They can then consider (and record):</p> <ol style="list-style-type: none"> 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 guidelines that were ignored in carrying out the treatment d) was the boy cured of his phobia by the end of the treatment period? e) to what extent did they find the study 'useful'. <p>Ask learners whether this study supports the nature or the nurture side of the debate and check for understanding.</p> <p>Ask learners to 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.</p> <p>Ask learners to consider what problems psychologists might experience when studying children and generate a class discussion. Show a YouTube clip of a replication of Piaget's conservation experiment, available at: www.youtube.com/watch?v=MpREJlrpgv8 and ask learners to describe the behaviour of the children and add any further challenges they have identified to their list. Supplement with the advantages children present when being studied.</p> <p>Ask learners to mind map what problems psychologists might experience when studying only one, or very few participant(s). Supplement with the advantages of conducting case studies and ask learners to tabulate the strengths and weaknesses of case studies.</p> <p>Extension activity: Ask learners to complete their ethics table/spread sheet for the last two studies.</p>

Syllabus ref and Key Concepts	Learning objectives	Suggested teaching activities
<p>KC4 Pepperberg (parrot learning)</p>	<p>Learners can describe and explain the key components of Pepperberg’s study on Alex’s acquisition of the same/different concepts.</p>	<p>Insert ‘Alex the parrot’ into YouTube and ask learners what video clips they would like to view about Alex. Ask learners what labels Alex was able to apply to various objects placed in front of him.</p> <p>Ask learners to think about how they would test whether Alex was able to understand and respond to the concepts of ‘same’ and ‘different.’</p> <p>Ask learners to peer review and critique the various suggestions made. Challenge and guide until learners appreciate how these concepts were tested in the study.</p> <p>Pass round the study (differentiate depending on learners’ ability) and ask learners to bullet point or mind-map the salient features about the sample, the method and the response measures. The original study is available at: https://link.springer.com/content/pdf/10.3758/BF03205051.pdf</p> <p>(F) In groups, ask learners to allocate the following information to members of the group. Each person should research and report back to their group one of the points below:</p> <ol style="list-style-type: none"> the M/R approach to training and the rewards used to recognise and reinforce the desired behaviour the reasons for the frequency of and the multi-concept aspect of Alex’s training the controls incorporated both before and during the tests the testing procedures. <p>Ask learners to tabulate the results for ‘tests on familiar objects’ and ‘transfer tests with novel objects’ and review the strengths and weaknesses of quantitative data. Learners should try to add examples where they can.</p> <p>Discuss:</p> <ol style="list-style-type: none"> why the period taken for Alex to develop the ability to vocalise the labels was not taken as a measure of his cognitive ability or comprehension of the concepts. why Alex’s responses on the transfer tests might have been better than on the tests on familiar objects the principles of a double-blind test compared to a single blind test. Ask learners to record these terms in their glossary.

Syllabus ref and Key Concepts	Learning objectives	Suggested teaching activities
		Extension activity: Learners review Paper 1 and Paper 2 questions and create eight questions of their own in this style based on the Pepperberg study. They should also write a mark scheme for each of their questions.
Past and specimen examination papers		
Past/specimen papers and mark schemes are available to download at https://teachers.cie.org.uk		

Unit 4: The Social Approach

Core Studies

- Milgram S. (1963), Behavioral Study of Obedience. *Journal of Abnormal and Social Psychology*. 67(4) pp. 371–378
- Piliavin I M, Rodin J and Piliavin J (1969), Good Samaritanism: An Underground Phenomenon? *Journal of Personality and Social Psychology*. 13(4) pp. 289–299
- Yamamoto S., Humle T., Tanaka M. (2012) Chimpanzees' flexible targeted helping based on an understanding of conspecifics' goals. *Proceedings of the National Academy of Sciences*. 109(9): 3588-2952

Syllabus ref and Key Concepts	Learning objectives	Suggested teaching activities
KC4 The Social Approach	Learners understand and can explain the assumptions and key characteristics of the social approach.	<p>Create and pass round various 'scenarios' asking learners to 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.</p> <p>Go through the main characteristics of the social approach and verbally discuss the implications (strengths and weaknesses of each).</p>
KC5 Milgram (obedience)	Learners can describe and explain the background and the procedure of the study.	<p>Ask learners to make a few predictions about 'how many people would?' against a number of findings from investigations on obedience, e.g. the original study, Hofling's study (1966), Sheridan and King (1972) etc. and display them on the wall. A link to Hofling's study (1966) is: www.simplypsychology.org/hofling-obedience.html and to Sheridan and King (1972): http://cynlibsoc.com/clsology/pdf/women-torture-puppies.pdf</p> <p>Show Derren Brown's recent version of the study and explain to learners they are going to study Milgram's original experiment, available at: www.youtube.com/watch?v=y6GxlujT3w</p>

Syllabus ref and Key Concepts	Learning objectives	Suggested teaching activities
		<hr style="border: 0.5px solid blue; width: 100%;"/>
Milgram (obedience)	Learners can describe and explain the background to the study, the sample and the selection strategy adopted and the findings/explanations of the study.	<p>Ask learners to share one thing from the previous lesson. Check their knowledge and understanding of the Holocaust.</p> <p>Show clips from the original study and ask them to describe the participants they view, these are available at: www.youtube.com/watch?v=7TqJFp4y4zo</p> <p>(I) Hand out study notes on the background, the sample, the method and procedure and ask learners to read, checking on their individual levels of accuracy and understanding. Check their ability to identify the sampling strategy used to recruit the participants. An abridged version of the study can be found at: www.holah.co.uk/summary/milgram/</p> <p>Ask learners to consider what conflicts might have been causing the distress of the participants and list them under 'Explanations'.</p> <p>Extension activity: Ask learners to research the 'agentic state' for inclusion in their notes.</p>

Syllabus ref and Key Concepts	Learning objectives	Suggested teaching activities
<p>KC2 and KC3 Milgram (obedience)</p> <ul style="list-style-type: none"> situational versus dispositional explanations 	<p>Learners can evaluate various components of the study for revision purposes.</p>	<p>Show/share some of the exercises and learners can test their knowledge and understanding accordingly. Quizzes and other activities are at: www.holah.co.uk/summary/milgram/</p> <p>Learners decide which findings can be attributed to an individual explanation and which findings can be attributed to a situational explanation. Ask learners to create a mnemonic to help them remember the nine situational variables that Milgram argued contributed to the participants' high levels of obedience.</p> <p>Learners prepare a response to the following question: Evaluate the use of restricted samples in Milgram's study on obedience. (8)</p> <p>Ask learners how these findings might be useful to 'who' and 'how' and share ideas and suggestions.</p> <p>Extension activity: Explore the recent study conducted by Slater and compare the effects of using a virtual environment in practical and ethical terms, available at: www.journals.plos.org/plosone/article?id=10.1371/journal.pone.0000039 or www.psychologyexplainstheworld.yolasite.com/virtual-reality-and-milgram.php</p>
<p>KC2, KC3 and KC5 Piliavin et al. (subway Samaritans)</p>	<p>Learners begin to recognise and appreciate the factors that encourage/discourage helping behaviour.</p> <p>Learners can describe and explain the background to the</p>	<p>Ask learners to consider the factors that might encourage/discourage helping behaviour from their experience and list accordingly. 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. Activities on altruism: www.psychlotron.org.uk/resources/social/AQA_A2_altruism_discussionstim.pdf www.psychlotron.org.uk/resources/social/A2_AQA_altruism_bystandersituations.pdf</p> <p>Learner presentation on the murder of Kitty Genovese which is critiqued by peers.</p> <p>Pass round the story of Kitty Genovese and ask learners to identify all the features of the story that might have encouraged/discouraged intervention (and what types of intervention) that might have saved Kitty and share. A</p>

Syllabus ref and Key Concepts	Learning objectives	Suggested teaching activities
	study and the key terms associated with it.	<p>newspaper article on the Kitty Genovese murder can be accessed from: www.nytimes.com/1964/03/27/37-who-saw-murder-didnt-call-the-police.html?_r=0</p> <p>Show the 'smoke filled room' YouTube clip and explain the impact of the murder on social psychologists and attempts made to explore diffusion of responsibility, bystander apathy and pluralistic ignorance under laboratory conditions which is available at: www.youtube.com/watch?v=KE5YwN4NW5o</p>
Piliavin et al. (subway Samaritans)	Learners can describe and explain the background, the key terms, the sample, method and the findings of the study.	<p>Ask learners to define key terms from the previous lesson.</p> <p>Explain the aim of the Piliavin study to enhance the ecological validity of previous research in this area and share/present the sample and method of the Piliavin study. An abridged version of the Piliavin study is available at: www.holah.co.uk/summary/piliavin/</p> <p>Ask learners to predict the results by asking a leading (and probing for %) question concerning each result in turn and giving immediate feedback.</p>
Piliavin et al. (subway Samaritans)	Learners understand and can explain and apply the Arousal: Cost/Reward Model to	<p>Ask learners to recall the features of successful charitable campaigns and factors affecting helping behaviour. Show/present/share the Arousal:Cost/Reward Model and explain in general terms. Information/presentation on Arousal:Cost/Reward Model can be found at: www.holah.co.uk/study/piliavin/</p> <p>Create and hand out a number of scenarios (differentiate according to ability) and ask learners to apply the model to predict helping behaviour. Ask each pair to generate another scenario and pass to their classmates for consideration and reflection. Close the session with activities available at: www.holah.co.uk/summary/piliavin/</p>

Syllabus ref and Key Concepts	Learning objectives	Suggested teaching activities
Piliavin et al. (subway Samaritans) <ul style="list-style-type: none"> • Experiments • Observation 	Learners can identify and illustrate two strengths and four 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.</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.</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.</p> <p>Extension activity: Create some examination type questions for individual learners so that they can self-assess their knowledge, understanding and examination skills.</p>
KC4 Yamamoto et al. (chimpanzee helping) <ul style="list-style-type: none"> • The use of animals in psychological research • Experiments • Experimental design • Data collection tools 	Learners can describe and explain the background to the study and revise the issues pertaining to the use of animals in psychological research.	<p>Ask learners to share any examples they might have from previous knowledge of animals' helping behaviours and share.</p> <p>Ask learners how they might test animals' helping behaviour and consider which animals, what kind of study, which experimental design, the data collected method to be used and justify each component in turn. Share suggestions.</p> <p>Ask learners to look up and add the meanings of 'prosocial behaviour' and 'targeted helping' into their Glossary of Terms.</p> <p>Share the background to the study conducted by Yamamoto et al (2012). The original study can be accessed at: www.pnas.org/content/109/9/3588.full.pdf on chimpanzee helping and ask learners to identify the advantages of</p> <ol style="list-style-type: none"> i. Using chimpanzees in comparative psychology? ii. Focusing on 'targeted helping'? iii. The connection between 'targeted helping' and the Theory of Mind.
Yamamoto et al. (chimpanzee	Learners are able to describe and explain	Display the video clips as follows: Clip 1: www.youtube.com/watch?v=Ac4-Tzk4TCM

Syllabus ref and Key Concepts	Learning objectives	Suggested teaching activities
<p>helping)</p> <ul style="list-style-type: none"> • The use of animals in psychological research • Experiments • Experimental design • Data collection tools • Hypotheses and aims 	<p>the sample, the method and the results of the study and evaluate each aspect in turn.</p>	<p>Clip 2: www.youtube.com/watch?v=hS4ndnr2UyQ</p> <p>and ask learners to identify/suggest:</p> <ul style="list-style-type: none"> • the main difference between the first condition and the second condition • the objects that were in the tray • the gestures used to ask for help • why some of the objects might have been dropped in the first clip but not in the second clip <p>Share the sample and the method/procedure (including the two conditions), the data collection method used and ask learners to identify the experimental design, remind themselves of the advantages and disadvantages of repeated measures and observation and evaluate each remaining aspect in turn.</p> <p>Display/share Fig. 2 and ask learners to analyse the results of the three conditions and check for correct understanding. Ask learners to capture in their notes.</p> <p>Share the original study and ask learners to identify two different instances of individual differences and capture them in their notes, e.g. Pan's responses (concerning her preference for the brush) and Ayumu's response of standing in the 'can't see' condition. Explain why Pan and Ayumu's responses were not included in the final statistical analysis.</p> <p>Ask learners what conclusions they can draw from the findings. Ask learners to make a comparison between the helping behaviours of the chimpanzees and the helping behaviours of young children.</p> <p>Share the video clip available at: www.youtube.com/watch?v=Z-eU5xZW7cU which demonstrates some studies on the helping behaviours of children and chimpanzees. Ask learners to identify the similarities and differences.</p> <p>Ask learners how useful they consider this study is and justify their answers and share.</p>
<p>KC3 Yamamoto et al. (chimpanzee helping)</p>	<p>Learners reinforce their learning of the material and the examination practice by applying the subject matter to a variety of</p>	<p>Based on their knowledge and understanding of the study, ask learners to create a directional and a non-directional hypothesis about chimpanzee targeted helping behaviours.</p> <p>(I/F) Assessment: Use sample questions from past papers to assess learner understanding of the study by Yamamoto et al.</p>

Syllabus ref and Key Concepts	Learning objectives	Suggested teaching activities
	examination type questions.	
Past and specimen examination papers		
Past/specimen papers and mark schemes are available to download at https://teachers.cie.org.uk		

Unit 5: Psychology and Abnormality

Syllabus ref and Key Concepts	Learning objectives	Suggested teaching activities
<p>KC4 and KC5 General introduction to psychology and abnormality</p>	<p>Learners have an understanding and an appreciation of the objectives and expectations of the unit.</p> <p>Learners can describe, explain and apply the various definitions of abnormality.</p>	<p>Introduce learners to this unit and generate discussion about its importance, why it should concern us and each sub-section in turn, extrapolating previous knowledge and understanding of the key issues and concepts.</p> <p>Ask learners to define abnormality and share their ideas with the rest of the class.</p> <p>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.</p> <p>Pass round the worksheet 'What do we mean by abnormal?' at: www.psychlotron.org.uk/newResources/indDefining.html and ask learners to discuss their responses.</p> <p>Show the presentation on defining abnormality: www.psychlotron.org.uk/resources/abnormal/AS_AQA_abnormality_definitions.ppt and ask learners to match the four definitions with their ideas on the board.</p> <p>Extension activity: Ask learners to listen to the 'psyCast': www.psychlotron.org.uk/podcasts/abnormalitydefinitionspsycast.zip</p>

Syllabus ref and Key Concepts	Learning objectives	Suggested teaching activities
General Introduction to	Learners can understand and	<p>Ask learners to 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.</p> <p>Pass round the worksheet about problems of defining abnormality for reading and responding. Definitions of abnormality criticisms activity can be accessed at: www.psychotron.org.uk/resources/abnormal/AS_AQA_abnormality_definitioncounterexamples.pdf</p> <p>Ask learners to consider what questions they might ask a potential patient (what information might they consider important) and role play if appropriate.</p> <p>Introduce learners to the DSM – V (TR) and show/share the FAQ page for learners to read. The introduction/FAQ page can be accessed at: www.psychology.about.com/od/psychotherapy/f/faq_dsm.htm (l)</p> <p>Discuss in class a real life scenario of a clinic- <u>discuss the questions they would ask to get a complete case history, look at the DSM criteria for any one disorder along with duration</u></p>

Syllabus ref and Key Concepts	Learning objectives	Suggested teaching activities
introduction to psychology and abnormality	abnormality, identify the assumptions on which each are based and evaluate the medical/biological	<p>Show an introductory PowerPoint outlining the four major models and how they interact with each other leading into learner presentations on each. The introductory PowerPoint, Models of abnormality introductory slides can be accessed at: www.psychotron.org.uk/resources/abnormal/AS_AQA_abnormal_modelsintro.ppt</p> <p>Introduce learners to the biological model using a presentation which can be accessed at: www.psychotron.org.uk/newResources/indModels.html</p>

Syllabus ref and Key Concepts	Learning objectives	Suggested teaching activities
General psychology and abnormality	Learners can describe the cognitive and behavioural models of abnormality.	<p>Introduce learners to the cognitive model of abnormality, a presentation on the cognitive model of abnormality can be accessed at: www.psychlotron.org.uk/resources/abnormal/AS_AQA_abnormal_cognitivemodel.ppt and one on the evaluation Cognitive model of abnormality evaluation slides can be accessed at: www.psychlotron.org.uk/resources/abnormal/AS_AQA_abnormal_cognitiveeval.ppt</p> <p>Extension activity: A 'psyCast' on the cognitive model can be accessed at: www.psychlotron.org.uk/newResources/indModels.html</p> <p>Ask learners to recall aspects of the behaviourist approach and suggest how it might be related to abnormality.</p> <p>Present the behavioural model of abnormality, two presentations can be accessed at: www.psychlotron.org.uk/newResources/indModels.html</p>
General introduction to psychology and abnormality	Learners can describe, explain and evaluate the psychodynamic model of abnormality.	<p>Introduce the psychodynamic model using the presentations and activity sheets, available at: www.psychlotron.org.uk/newResources/indModels.html</p> <p>Ask learners to listen to the 'psycast' on the psychodynamic model, available at: www.psychlotron.org.uk/newResources/indModels.html</p>

Syllabus ref and Key Concepts	Learning objectives	Suggested teaching activities
<p>KC5 Schizophrenic and psychotic disorders</p> <ul style="list-style-type: none"> Characteristics of schizophrenia spectrum and disorders 	<p>Learners can describe, explain and evaluate the medical/biological, behavioural, psychodynamic and cognitive models of abnormality in turn and identify the which each are based.</p>	<p>Show a short introductory clip on schizophrenia at: www.youtube.com/watch?v=74vTftboC_A</p> <p>Read up a case study on paranoid schizophrenia and ask learners to read through each section in turn and consider what they would do if they were the parents of the boy concerned and then 'open up' the next section in turn until they finish. Address any questions or concerns.</p> <p>Show the introductory presentation on schizophrenia and share hand-outs.</p> <p>(F) Look at few case studies/diagnosis activity and ask learners whether each case study falls under the diagnosis of schizophrenia and, if so, what type</p> <p>(I) Issue each learner with a comprehensive 'summary sheet' about schizophrenia. (J) https://www.google.com/search?q=schizophrenia+summary+sheet&rlz=1C1GGRV_enIN755IN755&source=lnms&tbm=isch&sa=X&ved=0ahUKewjVr9DI4qLjAhWNknAKHVuzC48Q_AUIECgB&biw=1366&bih=608#imgrc=pyl-M4HCZaw8dM:</p> <p>Ask learners to 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 accessed at: www.medicinenet.com/psychotic_disorders/article.htm</p> <p>Ask learners to describe and explain the difference between psychosis and schizophrenia using the information they have recently read. Refer them to a letter written to a doctor about her daughter's changing diagnosis and the doctor's response, which is available at: www.psychcentral.com/ask-the-therapist/2010/06/02/what-is-the-difference-between-psychosis-and-schizophrenia/</p> <p>Share the research by Freeman on using virtual reality to assess symptoms of schizophrenia and scroll through to summarise the methodology and the findings in relation to psychosis. This research is available at: www.schizophreniabulletin.oxfordjournals.org/content/34/4/605.long</p>

Syllabus ref and Key Concepts	Learning objectives	Suggested teaching activities
		<p>(I) Assignment: Watch the video clip ‘Living with Schizophrenia’ and respond to the worksheet. The video clip can be accessed at: www.youtube.com/watch?v=oBhteRTabes.</p>
<p>Schizophrenic and Psychotic Disorders</p> <ul style="list-style-type: none"> • Explanations of schizophrenia and delusional disorder • Determinism 	<p>Learners can describe, explain and evaluate the different explanations of schizophrenia and can match each explanation with the appropriate model, including genetic; biochemical; cognitive and psychodynamic.</p>	<p>Show the video clip of a young man talking about his schizophrenia which can be accessed at: www.youtube.com/watch?v=B1YvJWTTWEk&ebc=ANyPxKrzQKCQPu9oObya9wb_FHf-jzG4jW7cZ-osmUneGhVV778bZeJC50wKqDerS6XVUyQUOEamsB8YkF_untcP5CEco6aCzg</p> <p>Presentations on all explanations can be accessed at: www.psychotron.org.uk/newResources/indDisordersSchiz.html</p> <p>Issue the worksheet on schizophrenia and brain function, Schizophrenia: brain abnormalities, which can be accessed at: www.psychotron.org.uk/newResources/indDisordersSchiz.html and ask learners to read through and respond to comments and questions.</p> <p>(I/F) Ask learners to evaluate and respond to the evidence captured in the worksheet on genetic evidence and share. The worksheet on genetic evidence Schizophrenia: genetic evidence can be accessed at: www.psychotron.org.uk/resources/abnormal/AQA_A2_abnorm_schizgenetic.pdf</p> <p>Refer learners to the research conducted by Gottesman and Shields (1972) at www.psychyogi.org/gottesman-and-shields-1972-biological/ and ask them to evaluate the study in relation to one evaluative issue and determinism. Share the ‘dopamine hypothesis’ slides with learners, available at: www.psychotron.org.uk/newResources/indDisordersSchiz.html and explain and respond to questions as required.</p> <p>Show the presentation on the cognitive explanation with accompanying handouts and comment and respond to questions. The presentation on the cognitive explanation, Schizophrenia: cognitive explanations (slides) can be accessed at: http://psychotron.org.uk/newResources/indDisordersSchiz.html</p> <p>Issue a summary sheet on schizophrenia which includes the cognitive explanation and Frith’s 1992 research. It is available at: www.brain-freeze.co.uk/files/schizophrenia.pdf</p>

Syllabus ref and Key Concepts	Learning objectives	Suggested teaching activities
		<p>Ask learners to evaluate the cognitive explanation and consider what evidence they would need to evaluate it effectively.</p> <p>Ask learners to read through the double blind explanation and comment and respond accordingly. A worksheet can be accessed at: www.psychlotron.org.uk/resources/abnormal/A2_AQA_abnormality_schizophrenia_familysystems.pdf</p> <p>Ask learners to refer back to the video clip and decide which explanation best fits the description of the schizophrenia described in the clip from the information available.</p> <p>(I) Assignment: Divide the class into two focusing on either the psychodynamic or the behaviourist explanation and issue the worksheet so that each learner prepares a presentation on one of the two models – the best of which will be shared with the class.</p>
<p>KC2 and KC5 Schizophrenic and psychotic disorders</p> <ul style="list-style-type: none"> Treatment and management of schizophrenia and delusional disorders 	<p>Learners can describe, explain and evaluate various treatments devised including biochemical (antipsychotics and atypical antipsychotics) and electro-convulsive therapy (ECT).</p>	<p>Ask learners to complete the worksheet activity on the psychodynamic/behaviourist explanations which can be accessed at: www.psychlotron.org.uk/newResources/indDisordersSchiz.html to test for learning and understanding from previous classes.</p> <p>Pass around the Introduction to treatments notes, available at: www.psychlotron.org.uk/newResources/indTreatmentsBio.html and respond to any discrepancies and Q&A.</p> <p>Show the short presentation on ‘psychosurgery’ as a comparison to more ‘user-friendly’ treatments. Read the pdf on psychosurgery for schizophrenia _____</p> <p>Go through the slides on the biological treatments for schizophrenia, synaptic transmission and antipsychotic drugs, available at: www.psychlotron.org.uk/resources/abnormal/A2_AQB_abnormal_treatments_drugsneuro.ppt and explain the process of suppressing the neurotransmitter receptors for dopamine.</p> <p>Pass around the accompanying notes which are available at: www.psychlotron.org.uk/newResources/indTreatmentsBio.html</p>

Syllabus ref and Key Concepts	Learning objectives	Suggested teaching activities
		<p>Show a short introductory video about how selective serotonin reuptake inhibitors (SSRI) and monoamine oxidase inhibitors (MAOI) work: www.youtube.com/watch?v=m4PXHeHqnmE</p> <p>Show a short documentary/simulation on the use of electro-convulsive therapy (ECT), available at: www.youtube.com/watch?v=9L2-B-aluCE</p> <p>Extension activity: mind map on treatment options Ask learners to:</p> <ol style="list-style-type: none"> try and find one piece of research on efficacy of ECT and evaluate it visit the revise psychology website and create a mind map to evaluate biological explanations of schizophrenia, available at: www.revisepsychology.wordpress.com/2012/01/02/3-biological-explanations-of-schizophrenia/
Schizophrenic and psychotic disorders <ul style="list-style-type: none"> Treatment and management of schizophrenia and delusional disorders 	Learners can describe, explain and evaluate various treatments devised including token economies and cognitive-behavioural therapy.	<p>Pass round the worksheet on cognitive therapies for schizophrenia and ask learners to refer back to their notes on CBT/ABC/REBT and respond to the delusory beliefs and share ideas. The worksheet on cognitive therapies for schizophrenia, Cognitive therapy for schizophrenia can be accessed at: www.psychotron.org.uk/resources/abnormal/A2_AQA_abnormal_schizophreniaCognitiveTherapy.pdf</p> <p>Pass round the various pieces of research on the effectiveness of CBT in treating schizophrenia and ask learners to summarise and evaluate each accordingly:</p> <ul style="list-style-type: none"> www.ncbi.nlm.nih.gov/pubmed/10665619 (on Sensky, 2000) http://digest.bps.org.uk/2005/09/long-term-benefits-of-cbt-for.html www.nursingtimes.net/cbt-ineffective-for-schizophrenia/5003291.fullarticle http://digest.bps.org.uk/2006/09/new-approach-to-help-those-who-hear.html

Syllabus ref and Key Concepts	Learning objectives	Suggested teaching activities
		<p>Pass round the various pieces of research on the effectiveness of using token economies in treating schizophrenia and ask learners to summarise and evaluate each accordingly and draw a conclusion concerning the effectiveness of token economies on managing the negative symptoms of schizophrenia: read and present</p> <ul style="list-style-type: none"> • www.psychtutor.weebly.com/schizophrenia.html (and evaluate the Paul and Lentz research (1977)) • www.div12.org/psychological-treatments/treatments/social-learningtoken-economy-programs-for-schizophrenia/ • www.psue76.wordpress.com/2012/02/19/is-token-economy-effective-in-people-with-schizophrenia-who-live-in-the-community/ • www.schizophreniaresearch.org.au/library/browse-library/treatments/psychosocial/token-economies/
<p>Schizophrenic and psychotic disorders</p> <ul style="list-style-type: none"> • Reinforcement, examination practise and questions 	<p>Learners can reinforce and consolidate their learning and understanding about schizophrenia and psychotic disorders and practice their examination skills through the practice of generating and responding to different types of examination questions.</p>	<p>(I/F) Share specimen examination papers with learners and ask them to complete Paper 3, question 1 under timed conditions.</p> <p>(F) Ask learners to generate a Paper 3, question 2 for schizophrenia and refer to the mark scheme. Support learners in explaining how the assessment objectives should be met and ask learners to plan a response for both part a) and b).</p> <p>(F) Refer learners to Paper 4, Section B, Question 5 and Section C, Question 9 and ask learners to substitute OCD for schizophrenia and respond accordingly. Share ideas and ask learners to evaluate each other's' designs and Section C responses.</p> <p>The specimen papers and appropriate mark schemes are available from the Teacher Support Site.</p>
<p>KC4 and KC5 Bipolar and related disorders</p> <p>Characteristics of bipolar and related disorders</p>	<p>Learners can describe, explain and evaluate different types of abnormal effect including unipolar and bipolar depression, the causes and treatments for manic depression as well as sex</p>	<p>Ask learners to suggest different ways to diagnose/differentiate or measure different types of depression. Use as an opportunity to evaluate each data collection method in turn and discuss how it might affect disclosure of symptoms of depression.</p>

Syllabus ref and Key Concepts	Learning objectives	Suggested teaching activities
	differences.	<p>Refer learners to the research at: www.sciencedirect.com/science/article/pii/S0272735888900505 to check on the validity of Beck's Depression Inventory (BDI).</p> <p>Debate the claim that depression is a response to environmental stressors and respond and clarify any issues that arise from the debate. Many resources on abnormal affect can be accessed at: www.psychotron.org.uk/newResources/indDisordersMood.html www.psychology4a.com/depression.html</p>
<p>KC1 Bipolar and related disorders</p> <ul style="list-style-type: none"> • Explanations of depression 	Learners can describe, explain and evaluate the biological explanations (both genetic and neurochemical) and cognitive explanations (including Beck's cognitive theory and learned helplessness/ attributional style).	<p>Ask learners to read the sheet on clinical characteristics of major depressive disorder, which can be accessed at: www.psychotron.org.uk/newResources/indDisordersMood.html</p> <p>If necessary, show presentation on the biological explanations of abnormal affect which can be accessed at: www.psychotron.org.uk/newResources/indDisordersMood.html</p> <p>Issue summary sheet on synaptic transmission and depression, which can be accessed at: www.psychotron.org.uk/resources/abnormal/AQA_A2_abnorm_moodneurochemical.pdf and ask learners to replicate the diagram after minutes of studying it.</p> <p>Ask learners to review the cognitive model of abnormality and predict/develop a cognitive explanation for abnormal affect.</p> <p>Show the presentation on the cognitive explanation of depression, which can be accessed at: www.slideshare.net/Jjanpsychology/cognitive-approach-to-abnormality-as and share ideas, focusing on Beck's Cognitive Triad.</p> <p>Issue each learner with the worksheet Beck's Cognitive Theory of Depression and ask each learner to complete the assignment at the end and share. This can be accessed at:</p>

Syllabus ref and Key Concepts	Learning objectives	Suggested teaching activities
		<p>www.psychlotron.org.uk/newResources/indDisordersMood.html</p> <p>Show the introduction to Seligman's theory of learned helplessness and ask learners to generate examination questions on it. The presentation on Seligman's theory of learned helplessness, Depression and learned helplessness slides, can be accessed at:</p> <p>www.psychlotron.org.uk/resources/abnormal/A2_AQA_abnormal_depressionlearnedhelplessness.ppt</p>
<p>Bipolar and related disorders</p> <ul style="list-style-type: none"> Treatment and management of depression 	<p>Learners can describe, explain and evaluate various treatments for depression including chemical/drugs (MAO, SSRIs), electro-convulsive therapy, CBT and REBT.</p>	<p>Ask learners to 'trial' one of the revision games/activities developed during the previous lesson and evaluate.</p> <p>Ask learners to suggest different treatments for depression using biological and psychological explanations accordingly and share ideas.</p> <p>Replay the video about how SSRIs and MAO inhibitors work and then a second video concerning stimulating serotonin, available at:</p> <p>Video 1 www.youtube.com/watch?v=m4PXHeHqnmE</p> <p>Video 2 www.youtube.com/watch?v=qMsWtP3VS3Q</p> <p>Show a video clip on the use of ECT to treat severe depression and respond to any questions and comments. The video clip on using ECT to treat severe depression can be accessed at: www.youtube.com/watch?v=zYI13Relzbs</p> <p>Ask learners to develop a role play demonstrating a therapist using either CBT or REBT and present each to the class for comment.-Filled CBT sheet</p>

Syllabus ref and Key Concepts	Learning objectives	Suggested teaching activities
		<p>(I) Pass round a summary sheet on behavioural treatments, which can be accessed at: www.psychotron.org.uk/resources/abnormal/AQA_A2_abnorm_treatmentsbehnotes.pdf and ask learners to read individually. Ask each learner to suggest a behavioural treatment for depression.</p> <p>Share a PowerPoint presentation on behaviour therapy with anxiety disorders slides which can be accessed at: www.psychotron.org.uk/newResources/atypical/AS_AQB_anxiety_behTreatments.pptx</p> <p>(I) Assignment: Ask learners to 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. - HW</p>
<p>Bipolar and related disorders</p> <ul style="list-style-type: none"> Reinforcement, examination Practise and questions 	<p>Learners can reinforce and consolidate their learning and understanding about bipolar and related disorders and practice their examination skills through the practise of generating and responding to different types of examination questions.</p>	<p>Learners trial a second revision game or activity.</p> <p>Learners create a mind-map of either the types (including characteristics, examples and gender differences) or explanations or treatments of depression with related research and pictures for display.</p> <p>(F) Ask learners to review a Paper 3 and a Paper 4 and generate some examination style questions on depression and create a marking scheme for each.</p> <p>(I) Assessment: Learners respond to a number of examination style questions as appropriate. Sample questions can be generated from the specimen papers.</p> <p>Learners can close the class playing the online activities on the cognitive explanations of depression on the 'quizlet' website which can be accessed at: www.quizlet.com/8252627/cognitive-explanations-of-depression-flash-cards/</p>
<p>KC4 and KC5 Impulse control disorder and non-substance addictive disorder</p> <ul style="list-style-type: none"> Characteristics 	<p>Learners can identify different types of addictions and impulse control disorders and apply definitions as well as identify key characteristics of both.</p>	<p>Share a video clip of an awareness campaign on gambling addiction, available 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>

Syllabus ref and Key Concepts	Learning objectives	Suggested teaching activities
of impulse control disorder and non-substance addictive disorder		<p>Refer learners to the abstract concerning the Burton et al. study on pyromania (2012), available at: www.ncbi.nlm.nih.gov/pubmed/22960918 and ask learners to divide up the components mentioned in the abstract and create a group mind-map/spider diagram on pyromania for display.</p> <hr/> <p>Ask learners to consider how they would define addiction. Share Mark Griffiths' six characteristics of addictive behaviour which could be used to define addiction. http://www.belspo.be/belspo/fedra/DR/DR64_Griffiths_present_en.pdf</p> <p>Pass round the first two pages of the chapter written by Mark Griffiths and Mark Davies on video game addiction and ask learners to read the opening paragraphs about the application of the six components of addictive behaviour to video game addiction. Ask learners to list the six components in their notes and apply them to one other addiction. The chapter written by Mark Griffiths and Mark Davies on video game addiction can be accessed at: www.isfe.eu/sites/isfe.eu/files/vg_addiction_chapter_2005.pdf</p> <p>Share a case study of George and ask learners to identify any of the six components of addictive behaviour. Learners should suggest how they could apply the various models of abnormality to explain his symptoms. Ask learners to identify _____ possible physical and psychological dependences that are evident in this case study.</p> <p>Hand out a Kleptomania Symptom Assessment Scale, available at: www.pathwaysinstitute.net/Kleptomania%20Symptom%20Assessment%20Scale%20rev%20.pdf to each learner and ask each to generate one strength and one weakness until all are exhausted. Learners should use the KSAS to modify their questionnaires on different impulse control disorders.</p> <p>(I) Assignment: Ask learners to go through Mark Griffiths' presentation on an overview of online addictions and to identify one finding relating to the various aspects of internet addiction (consequences/treatments/comorbidity etc.).</p>

Syllabus ref and Key Concepts	Learning objectives	Suggested teaching activities
<p>Impulse control disorder and non-substance addictive disorder</p> <ul style="list-style-type: none"> Causes of impulse control disorder and non-substance addictive disorder 	<p>Learners can describe, explain and evaluate various theories concerning the causes or etiology of non-substance addictions or impulse control disorders encompassing genetic, biochemical, behavioural, cognitive and psychodynamic explanations.</p>	<p>Show presentation on the biological model of addiction and impulse control disorders. The presentation on the biological model of addiction can be accessed at: https://slideplayer.com/slide/8439561/ https://www.psychiatrictimes.com/impulse-control-disorders/impulse-control-disorders-clinical-characteristics-and-pharmacological-management</p> <p>Ask learners to consider how classical conditioning and operant conditioning can be used to explain addiction as well as initiation, maintenance and relapse and ask learners to share their ideas.</p> <p>Refer learners to the abstract of Miller et al. (2010) study available at: www.psychinnovations.com/EMDRSD/Miller_Feeling_State_Addiction.pdf and ask learners what model this theory would be associated with. Display the diagram in the paper available at: www.psychinnovations.com/EMDRSD/Miller_Feeling_State_Addiction.pdf and ask learners to record in their notes.</p> <p>(I) Internet research activity: Ask learners to look up research on the effectiveness of applying these models to explain addiction and impulse control disorders. They should print out the abstracts of the research, and add the findings to their mind-maps.</p> <p>A summary sheet on compulsive gambling with a consideration of all the models and their respective treatments can be accessed at: http://teachers.cie.org.uk/community/resources/pt_view_resource?id=1762</p> <p>Extension activity:</p> <p>Ask each learner to choose one ICD and research all the respective explanations/models for it.</p>
<p>KC2 and KC5 Impulse control disorder and non-substance addictive disorder</p>	<p>Learners can describe, explain and evaluate various methods to treat and/or manage non-substance</p>	<p>(I) Internet research assignment: Ask learners to visit the website Harbinger's Mental Health Problem Solver</p>

Syllabus ref and Key Concepts	Learning objectives	Suggested teaching activities
<ul style="list-style-type: none"> Treating and managing impulse control disorder and non-substance addictive disorder 	<p>addictions and impulse control disorders including behavioural treatments (token economies and aversion therapy) and CBT.</p>	<p>and work through the site as if they were suffering from a substance Impulse Control Disorder. They should summarise the various treatments accordingly, though particularly the biomedical treatments. The Harbinger's Mental Health Problem Solver website can be accessed at: www.newharbinger.com/psychsolve</p> <p>As a revision exercise, ask learners to access Jon Grant's book <i>Impulse Control Disorders: A Clinician's Guide to Understanding and Treating Behavioural Addictions</i>, and 'look inside' and work through the first few issues/case studies.</p> <p>Share abstracts concerning medical treatments of patients suffering from kleptomania which can be accessed at:</p> <ul style="list-style-type: none"> https://books.google.co.ke/books?id=2ebQ-mDAQkC&pg=PA561&dq=medical+treatments+of+impulse+control+disorders&hl=en&sa=X#v=onepage&q=medical%20treatments%20of%20impulse%20control%20disorders&f=false www.google.com/patents/WO2011069075A2?cl=en <p>and ask learners to read and evaluate each in turn.</p> <p>(F) Hand out a CBT activity sheet, CBT role play, which can be accessed at: www.psychotron.org.uk/resources/abnormal/AQA_AS_abnormal_cogtreatroleplay.pdf and ask learners to complete the activities.</p> <p>Introduce learners to the concept of covert sensitisation. You may want to look at the Glover (2011) study as a reference.</p> <p>Ask learners to evaluate the research outlined in the study by Blaszczynski and Nower (2002).</p> <p>Ask learners to review the Miller (2010) theory and apply it in order to suggest an appropriate treatment. They can then check the treatments outlined in his paper, which is available at: www.psychinnovations.com/EMDRSD/Miller_Feeling_State_Addiction.pdf. https://www.goodtherapy.org/learn-about-therapy/issues/impulse-control-disorders http://www.scielo.br/scielo.php?pid=s1516-44462008000500006&script=sci_arttext&tlng=en</p> <p>(I) Assignment: Learners choose to create a series of ten multiple-choice questions or a crossword or a true/false activity on the various explanations of addiction and impulse control disorders.</p>
<p>KC3</p>	<p>Learners can reinforce</p>	<p>Share some of the questions learners created for the previous assignment as starter activities.</p>

Syllabus ref and Key Concepts	Learning objectives	Suggested teaching activities
Impulse control disorder and non-substance addictive disorder <ul style="list-style-type: none"> Reinforcement, examination practise and questions 	their learning and continue to consolidate their understanding of different examination questions using the material on non-substance addictions and impulse control disorders.	<p>Pass around the case studies and ask learners to respond to each one of the case studies in turn.</p> <hr/> <p>Ask learners to 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>Ask learners to share their experiments and each pair must evaluate each design identifying one strength or one weakness or making one recommendation to improve it.</p> <p>(F) Ask learners to respond to a number of examination style questions under examination conditions.</p>
KC4 Anxiety disorders <ul style="list-style-type: none"> Characteristics of anxiety disorders 	Learners can understand and describe various types of phobias.	<p>Display a poster or flow chart 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, available at: www.psychotron.org.uk/newResources/indDisordersAnxiety.html</p> <p>Learner presentation(s) on different phobias are shared and peer assessed. Ensure generalised anxiety, specific, social, agoraphobia and blood-injection, animal and button phobias are included.</p> <p>Ask learners to identify any common characteristics in the phobias considered so far or any other abnormalities that could account for the same symptoms. Issue the characteristics of phobias summary sheet Phobias: clinical description hand out which can be accessed at: www.psychotron.org.uk/resources/abnormal/A2_AQA_abnormal_phobias_clinicaldescription.pdf and ask learners to indicate the characteristics they had identified correctly.</p> <p>Ask learners how they might try to assess or measure different types of phobias (evaluate different data collection tools accordingly and reflect on how they distort the validity of the findings in each case).</p> <p>The paper on the development of the Blood Injection Phobia Inventory (BIPI) can be downloaded at: http://revistas.um.es/analesps/article/view/91971/88591. Ask learners to describe the assessment tool and evaluate the trial accordingly.</p> <p>Ask learners to access the GAD-7, available at: www.patient.info/doctor/generalised-anxiety-disorder-assessment-gad-7 and self-assess their general anxiety level.</p>

Syllabus ref and Key Concepts	Learning objectives	Suggested teaching activities
		<p>(I) Assignment: Ask each learner to locate one piece of research on one type of phobia and summarise under aim, sample, method, data collection tools and findings and bring to class for group evaluation.</p> <p>Many resources on phobias are available at: www.psychotron.org.uk/newResources/indDisordersAnxiety.html</p>
<p>KC1 Anxiety disorders</p> <ul style="list-style-type: none"> • Explanations of phobias 	<p>Learners can describe, explain and evaluate various explanations for phobias including the biological and behavioural models.</p>	<p>Ask learners to look up Ost's findings about the genetic causes of blood-injury phobias: www.psychtutor.weebly.com/anxiety-disorders-phobias.html.</p> <p>Show the presentation on the biological models (both genetic and biochemical) of phobias. A presentation on the genetic basis of phobias can be accessed at: www.psychotron.org.uk/resources/abnormal/A2_AQA_abnormal_phobiasgenetic.ppt</p> <p>A presentation on the biological explanation of phobias can be accessed at: www.psychotron.org.uk/resources/abnormal/A2_AQA_abnormal_phobiabiologicalslides.ppt</p> <p>(I) Assignment: Ask learners to read and complete the task on genetics causes of phobias. The activity on the genetic causes of phobias can be accessed at: www.psychotron.org.uk/newResources/indDisordersAnxiety.html</p>

Syllabus ref and Key Concepts	Learning objectives	Suggested teaching activities
		<p>www.psychotron.org.uk/newResources/atypical/AS_AQB_anxiety_PhobiaBehaviourist_AdvanceOrganiser.pdf</p> <p>Ask learners to consider and complete a worksheet on different types of learning explaining phobias. The different types of learning activity can be accessed at: www.psychotron.org.uk/newResources/atypical/AS_AQB_anxiety_behExplanationsAnalysis.pdf</p> <p>Share a video clip on Watson's study of Little Albert which can be accessed at: www.youtube.com/watch?v=9hBfnXACsOI</p>
<p>Anxiety disorders</p> <ul style="list-style-type: none"> • Explanations of phobias 	<p>Learners can describe, explain and evaluate various explanations for phobias including the cognitive and psychoanalytic models.</p>	<p>Pass round a sheet summarising irrational thinking generally and ask learners to apply their understanding of this to the activity concerning the phobia of peas. https://www.verywellmind.com/cognitive-theory-2671570</p> <p>Show the presentation on cognitive explanations and ask learners to take notes accordingly. The presentation on the cognitive explanation of phobias can be accessed at: www.prezi.com/u4ktm40bz0pu/cognitive-explanations-treatments-to-phobias/?utm_source=website&utm_medium=prezi_landing_related_solr&utm_campaign=prezi_landing_related_author</p> <p>Ask learners to look up DiNardo's findings about the cognitive causes of dog phobias www.psychtutor.weebly.com/anxiety-disorders-phobias.html and watch the related videos and carry out the exercises on the same pages as a revision exercise.</p> <p>Ask learners to work through the Freud Page at: www.holah.co.uk/summary/freud/ and read Freud's case study of Little Hans and his explanation of his phobia of horses. Ask learners to pay particular attention to the following and respond to questions concerning:</p> <ul style="list-style-type: none"> • the evidence that supports Freud's explanation and the evidence that challenges his explanation

Syllabus ref and Key Concepts	Learning objectives	Suggested teaching activities
		<ul style="list-style-type: none"> the Oedipal complex their evaluation. <p>Show presentation on the psychodynamic model of phobias. A presentation on the psychodynamic explanation of phobias can be accessed at: www.psychotron.org.uk/resources/abnormal/A2_AQA_abnormal_phobiapsychodynamic.ppt</p> <p>Ask learners to respond to the psychodynamic causes of phobias sheets which can be accessed at: www.psychotron.org.uk/newResources/indDisordersAnxiety.html. -HW</p> <p>Display the poster/flow chart of the psychodynamic model and ask learners to check their understanding of the model. The poster/flow chart can be accessed at: http://psychotron.org.uk/newResources/atypical/AS_AQB_anxiety_PhobiaPsychodynamic_AdvanceOrganiser.pdf</p>
<p>KC2 and KC5 Anxiety disorders</p> <ul style="list-style-type: none"> Treatment and management of anxiety disorders 	<p>Learners can describe, explain and evaluate different treatments for anxiety disorders including systematic desensitisation, flooding and applied tension.</p>	<p>Show the humorous video clip on three stages of systematic desensitisation, available at: www.youtube.com/watch?v=omYECykyQWE</p> <p>Ask learners to create their own hierarchical tables for a phobia of their choice and share examples and comment on the ethics and predict the efficacy of using virtual simulated environments.</p> <p>Show the video clip of using virtual simulations, available at: www.youtube.com/watch?v=co7BWWoF-5I</p>

Syllabus ref and Key Concepts	Learning objectives	Suggested teaching activities
		<p>Ask learners to review their sheet on behaviourist treatments and check understanding. The summary sheet on behaviourist treatments can be accessed at: www.psychlotron.org.uk/resources/perspectives/behaviourist/ANY_behaviourism_deconditioning.pdf</p> <p>Share the research sheet on applied tension and ask learners to evaluate the research against five different evaluative issues. The research sheet on applied tension can be accessed at: www.resourcd.com/@psychexchange/file/show/16021 or http://www.ukhypnosis.com/2010/10/21/behaviour-therapy-for-blood-phobias/</p> <p>Learners to complete activity sheet on systematic desensitisation, available at: www.psychlotron.org.uk/newResources/indTreatmentsLearning.html</p> <p>Extension activity: Learners can watch the rest of the series of Part 4 Primal Fears BBC Explorations Storyteller Media, available on YouTube.</p>
	Learners can describe, explain and evaluate different treatments for anxiety disorders including CBT and medical treatments.	<p>Show the video clip featuring a man using CBT to treat a 40-year phobia of baked beans at: www.youtube.com/watch?v=3Y8VKs3__cA</p> <p>Ask learners to write a script of the stages a therapist might go through to treat a phobia of their choice using CBT and share with the class. Ask learners to evaluate the study conducted by Ost and Westling, available at: www.psychyogi.org/ost-and-westling-1995-cognitive-behavioural-therapy-cognitive-behavioural-therapy/</p>

Syllabus ref and Key Concepts	Learning objectives	Suggested teaching activities
		<p>(I) Assignment: Ask learners to look up and note what drug therapies are available for treating anxiety disorders and why certain drugs might be used.</p>
<p>Anxiety disorders</p> <ul style="list-style-type: none"> Reinforcement, examination practise and questions 	<p>Learners can reinforce and consolidate their learning and understanding about anxiety disorders and practice their examination skills through the practise of generating and responding to different types of examination questions.</p>	<p>Write 16 words associated with phobias and ask learners to select 10. Learners need to match definitions to the phobias – this could be done as a pair-work.</p> <p>(F) Ask learners to review the material on phobias 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.</p> <p>(F) Ask learners to prepare an essay plan for testing under examination conditions about what psychologist have learnt about the explanation of phobias.</p> <p>Ask learners to create a mind-map of the explanations and treatments for phobias for display.</p> <p>(I/F) Learners respond to some examination style questions under timed conditions.</p>
<p>KC4 Obsessive-Compulsive and related disorders</p> <ul style="list-style-type: none"> Characteristics of obsessive-compulsive and related disorders 	<p>Learners can describe and explain types of and common obsessions and compulsions, hoarding and body dysmorphic disorder.</p>	<p>Show the BDD Foundation website so that learners can access for further reading. Click on the link for Signs, Symptoms and Safety Behaviours and ask learners to make a mental note of how many they can identify in the clip. The BDD Foundation webpage is at: www.bddfoundation.org/ Watch the video clip on body dysmorphic disorder available at: www.youtube.com/watch?v=iAuc2xAM7-8</p> <p>Learner should read through the article about David Beckham's battle with obsessive/compulsive disorder (OCD), which can be accessed at: www.dailymail.co.uk/tvshowbiz/article-381802/The-obsessive-disorder-haunts-life.html</p> <p>Issue a clinical description sheet on OCD, which can be accessed at:</p>

Syllabus ref and Key Concepts	Learning objectives	Suggested teaching activities
		<p>www.psychotron.org.uk/resources/abnormal/A2_AQB_abnormal_anxiety_OCDdiagnosis.pdf</p> <p>Learners should pay particular attention to the definitions and differences between obsessions and compulsions.</p> <p>Ask learners to look up and download the case study on Charles conducted by Rappaport (1989) at www.psychtutor.weebly.com/anxiety-disorders-ocd.html and evaluate, paying attention to the strengths and weaknesses of case studies and longitudinal studies.</p>
<p>KC3 Obsessive-compulsive and related disorders</p> <ul style="list-style-type: none"> Characteristics of obsessive-compulsive and related disorders 	<p>Learners can describe various measures that can be used including Maudsley Obsessive-Compulsive Inventory and the Yale-Brown Obsessive - Compulsive Scale.</p>	<p>Ask learners to 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 and ask learners to identify the main difference between the two assessment tools. This is available at: www.veale.co.uk/resources-support/questionnaires/</p> <p>Extension activity: Learners can watch Extreme OCD Camp Episode 2 2013 BBC Three Documentary Trekking into the American forest, available at: www.youtube.com/watch?v=ywMsMjGF_nw&ebc=ANyPxKoGoa6yJpy9EjxX7ugiep_bw-9TrxTdW_xadffrATn3nCF7aR72_z_LYtmNuluqbeulbZWeZlIX9rU6dUBw1joTGngXA</p>
Obsessive-compulsive and related disorders	Learners can describe, explain and evaluate various explanations	Share the video, available at: www.youtube.com/watch?v=KOami82xKec

Syllabus ref and Key Concepts	Learning objectives	Suggested teaching activities
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<ul style="list-style-type: none"> Explanations of obsessive-compulsive disorder 	<p>for OCD including biomedical; cognitive-behavioural; psychodynamic explanations.</p>	<p>Show (if necessary) a presentation on the explanations of OCD, which can be accessed at: www.psychlotron.org.uk/resources/abnormal/A2_AQB_abnormal_anxiety_OCDexplanations&treatments.ppt</p> <p>Divide learners across the four explanations for OCD and ask them to respond to the 'explaining' assignments on the worksheet, 'Explaining and Treating OCD' to present back to the class, which can be accessed at: www.psychlotron.org.uk/resources/abnormal/A2_AQB_abnormal_anxiety_OCDexplainingtreatingactivity.pdf</p> <p>Issue a summary of the biological explanation of OCD and ask learners to prepare an essay plan for an examination question: Evaluate the biological explanation of OCD with a discussion of ethics in research. [10]</p> <p>Put up a poster/flow chart on the faulty thinking behind OCD as a cognitive explanation of OCD, which can be accessed at: www.psychlotron.org.uk/newResources/atypical/AS_AQB_anxiety_OCDcognitive_AdvanceOrganiser.pdf</p> <p>Learners create a short role play/script capturing the exchange between an OCD patient and their therapist for sharing.</p> <p>Show the presentation on the psychodynamic causes of OCD and ask learners to create their own mind map covering the psychodynamic causes of OCD. The presentation of the psychodynamic causes of OCD, Anxiety disorders: psychodynamic explanations slides, can be accessed at: www.psychlotron.org.uk/newResources/atypical/AS_AQB_anxiety_psydyExplanations.pptx</p> <p>Assignment (I): Hand out a summary sheet on the psychological causes of OCD and ask learners to prepare a response to a selection of examination questions. A summary on the psychological causes of OCD can be accessed at: https://www.medicalnewstoday.com/articles/178508.php</p>
<p>KC2 and KC5 Obsessive-compulsive and related disorders</p> <ul style="list-style-type: none"> Treatment and 		<p>Divide learners across the four explanations for OCD giving each group a different model than before and ask them to respond to the 'treating' assignments on the worksheet, 'Explaining and Treating OCD', to present back to</p>

Syllabus ref and Key Concepts	Learning objectives	Suggested teaching activities
management of obsessive-compulsive and related disorders		<p>the class. The group activity sheet can be accessed at: www.psychotron.org.uk/resources/abnormal/A2_AQB_abnormal_anxiety_OCDdexplainingtreatingactivity.pdf</p> <p>Watch the following clip about how SSRIs work in the brain: www.youtube.com/watch?v=G4r3qCkLUDQ Share alternative psychological treatments, particularly CBT and exposure and response which are well described and explained at: www.nhs.uk/Conditions/Obsessive-compulsive-disorder/Pages/Treatment.aspx Ask learners what psychological interventions they are aware of that use a phone and discuss the strengths and weaknesses of using a phone in such circumstances. Ask learners whether they think CBT could be conducted via a phone and discuss the implications accordingly.</p> <p>Share the research conducted by Lovell et al. (2006) on Telephone administered cognitive-behaviour therapy for treatment of obsessive compulsive disorder, available at: http://www.bmj.com/content/333/7574/883.long and ask learners to evaluate and illustrate on the basis of:</p> <ul style="list-style-type: none"> • restricted samples • usefulness • ethics • validity • quantitative data • reliability • longitudinal studies <p>Share the research conducted by Lehmkuhl et al. (2008), available at: www.ncbi.nlm.nih.gov/pmc/articles/PMC3709869/ and ask learners to evaluate and illustrate on the basis of:</p> <ul style="list-style-type: none"> • case studies • usefulness • the use of children in psychological research

Syllabus ref and Key Concepts	Learning objectives	Suggested teaching activities
		<ul style="list-style-type: none">• use of questionnaires
Past/specimen papers and mark schemes are available to download at https://teachers.cie.org.uk		

Psychology and Health

Syllabus ref and Key Concepts	Learning objectives	Suggested teaching activities
<p>The patient-practitioner relationship</p> <ul style="list-style-type: none"> Practitioner and patient interpersonal skills 	<p>Learners can describe and explain various definitions of health.</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 some of the research in this area.</p>	<p>Ask learners what they consider 'health' to mean and share responses.</p> <p>Go through the syllabus content for this unit and respond to any questions and comments.</p> <p>Share the WHO definition of health, available at: www.who.int/about/definition/en/print.html</p> <p>Ask learners to consider the five main goals of health psychologists and share. Learners describe the 'perfect' nurse/doctor and create a class list to display on the wall.</p> <p>Focus on/share the key studies and ask learners to evaluate each in turn against a number of evaluative issues such as:</p> <ul style="list-style-type: none"> generalisability validity reliability usefulness/applicability individual differences <p>Summaries of the key studies can be accessed at: www.prezi.com/vq1t8ih0z2fs/copy-of-health-psychology/</p> <p>Extension activity:</p> <p>Ask learners to complete a worksheet on different models of health psychology. The worksheet on different models of health psychology can be accessed at: http://homepage.ntlworld.com/gary.sturt/health/work%20sheets/health%20intro%20ws1.htm</p>
<p>KC4 and KC5</p> <p>The patient-practitioner relationship</p> <ul style="list-style-type: none"> Patient and 	<p>Learners can describe, illustrate and evaluate various practitioner styles and can explain how effective different styles are.</p>	<p>Replicate part of the McKinstry & Wang study in to non-verbal communications in the patient-practitioner relationship. A copy of the paper including the actual photographs used can be found at: http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1371685/pdf/brjgenprac00066-0008.pdf</p> <p>Get 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>

Syllabus ref and Key Concepts	Learning objectives	Suggested teaching activities
practitioner diagnosis and style	Learners can describe and explain practitioner diagnosis, the errors that can be made as well as the manner in which information is disclosed.	<p>In groups, get learners to produce an A5 leaflet that could be circulated to 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>Show the video on patient-practitioner relationship at: www.youtube.com/watch?v=OnSK4KfCdSk and gather feedback on each section on what learners would suggest needs to be done to improve the patient -practitioner relationship.</p> <p>Show/share the study by Savage and Armstrong and ask learners to evaluate the study slide by slide accessed at: http://docs.google.com/viewer?a=v&pid=sites&srcid=YnJvbXNncm92ZS5pb50aHxwc3ljaG9sb2d5fGd4OjYwYThlOGZjNmUxNDRmZmY</p> <p>Pass round a printed version of the presentation on Byrne and Long and ask learners to evaluate the study as before accessed at: http://docs.google.com/viewer?a=v&pid=sites&srcid=YnJvbXNncm92ZS5pb50aHxwc3ljaG9sb2d5fGd4OjYwMjVlN2MwZW5yYjUyMzU</p> <p>Ask learners to look up Type I and Type II errors using different phrases in their search engines and ask them to share findings. A good example with an accompanying video can be accessed at: www.psychwiki.com/wiki/What_is_the_difference_between_a_type_I_and_type_II_error%3F</p> <p>Ask learners how this might occur in practitioner diagnosis. Share the video clip of Rosenhan's study, available at: www.youtube.com/watch?v=j6bmZ8cVB4o and https://www.youtube.com/watch?v=ggaxG45oNz0</p> <p>Ask learners to consider the strengths and weaknesses of completing an online questionnaire before meeting a doctor and share. A detailed review of the strengths and weaknesses of the use of computers in capturing information for diagnosis compared to traditional methods can be accessed at:</p>

Syllabus ref and Key Concepts	Learning objectives	Suggested teaching activities
		<p>www.internetmedicineuk.org/presentations/MayoClinicProceedings_The_Patient_Computer_interview.pdf</p> <p>Ask learners how they would feel divulging sensitive and potentially embarrassing details (generate some examples) online and share the outline of the Robinson and West (1992) study and ask them to predict the results. A summary of the Robinson and West (1992) study is available at: http://homepage.ntlworld.com/gary.sturt/health/diagnosis_and_style.htm</p>
<p>KC1, KC4 and KC5</p> <p>The patient-practitioner relationship:</p> <ul style="list-style-type: none"> Misusing health services 	<p>Learners can explain reasons individuals may delay in seeking medical help or misuse health services.</p>	<p>Ask learners to list as many reasons as they can think of as to why people may delay seeking medical help or misuse medical services and share. Factsheet on over, under and misuse: http://go.nationalpartnership.org/site/DocServer/Three_Categories_of_Quality.pdf</p> <p>The following link is to a presentation on use and misuse of health services https://www.slideserve.com/sandra_john/using-and-misusing-health-services-powerpoint-ppt-presentation</p> <p>Show the Safer study and ask learners to summarise and evaluate. Summaries for the key studies are available at: www.prezi.com/vq1t8ih0z2fs/copy-of-health-psychology/</p> <p>Show the presentation on hypochondriasis and ask learners to underline/highlight the essential items on each slide. The presentation on hypochondriasis can be accessed at: http://docs.google.com/viewer?a=v&pid=sites&srcid=YnJvbXNncm92ZS5pbj50aHxwc3ljaG9sb2d5fGd4OjlxZmRmYzcyMmY3NzBhOWE</p> <p>Share a paper on Munchausen syndrome and ask learners to summarise the syndrome in ten points in the space at the bottom of the page. The paper on Munchausen syndrome can be accessed at: http://docs.google.com/viewer?a=v&pid=sites&srcid=YnJvbXNncm92ZS5pbj50aHxwc3ljaG9sb2d5fGd4OjQ5N2ZmZDk1YzlkMTRhNA</p> <p>Learners can revise the concepts and studies at: www.slideshare.net/benvel52/a-level-psychology-and-health-lecture-20141</p>

Syllabus ref and Key Concepts	Learning objectives	Suggested teaching activities
<p>The patient-practitioner relationship:</p> <ul style="list-style-type: none"> Misusing health services 	<p>Learners can describe and explain the research into why individuals may delay in seeking medical help or misuse health services.</p> <p>Learners begin to understand the structure and expectations of the Paper 3: Specialist Options: Theory</p>	<p>Show the Barlow and Durand (1995) study on hypochondriasis at: (www.abnormalpsych.wikispaces.com/Somatoform+dxo) and the Aleem and Ajarim, (1995) study on Munchausen syndrome and ask learners to summarise and evaluate.</p> <p>Ask learners to bullet point what characteristics they would include in a response to a Paper 3 question on Munchausen syndrome/hypochondriasis as a problem based exercise and share and evaluate accordingly.</p> <p>(F) Focus on and hand out a Paper 3 and go through each question in turn, explaining the structure and expectations of each question in turn.</p>
<p>KC1 and KC4 Adherence to medical advice</p> <ul style="list-style-type: none"> Types of non-adherence and reasons why patients don't adhere 	<p>Learners can mind map and explore reasons for non-adherence.</p>	<p>(I) Assignment: Ask learners to look up Becker and Rosenstock's (1979) Health Belief Model at www.educationforhealth.net/publishedarticles/article23_1.gif and draw a diagram in their notes.</p> <p>Ask learners why patients may or may not adhere to medical advice (and attribute to a psychological approach if appropriate) and list for future reference in the classroom.</p> <p>Refer learners to their diagrams of the Health Belief Model and go through each aspect in turn, supplementing information and understanding/examples where appropriate. Identify challenges in the model to adherence. Information about this can be accessed at: www.jblearning.com/samples/0763743836/chapter%204.pdf</p> <hr/> <p>Share the presentation of the research by Bulpitt and ask learners to evaluate the study and generate other rational reasons that patients might not adhere to medical advice. This study is available at: http://docs.google.com/viewer?a=v&pid=sites&srcid=YnJvbXNncm92ZS5pb50aHxwc3JjaG9sb2d5fGd4OjcwN2ZhODY4YmQyMmM2ODU</p>

Syllabus ref and Key Concepts	Learning objectives	Suggested teaching activities
		<p>Ask learners to recall which episodes in the video clip (which can be accessed 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. (1)</p> <p>Extension activity: More information and current trends and research on non-adherence can be accessed at: http://homepage.nflworld.com/gary.sturt/health/why%20non-adherence.htm</p>
<p>KC2 and KC3 Adherence to medical advice</p> <ul style="list-style-type: none"> Measuring adherence/non-adherence 	<p>Learners can describe and explain various ways you could measure adherence and the problems with each in turn. Examine the difference between subjective and objective measures.</p>	<p>Ask learners to mind map different ways you could measure adherence/non-adherence and share.</p> <p>Ask learners to respond to key questions, ‘How generalisable are findings concerning adherence generated by self-reports?’ and ‘What are other more valid ways we could measure adherence?’</p> <p>Share the study by Riekart and Droter (1999) and ask learners to predict the results.</p> <p>Share the three key studies on pill counting, e.g. Chung and Naya (2000), biochemical tests, repeat prescriptions, e.g. Sherman (2000) and Roth and Caron (1978). The abstracts for these are available at: www.onlinelibrary.wiley.com/doi/10.1002/cpt1978233361/abstract</p> <p>Ask learners to identify evaluative issues that the studies have in common and create a table or a mind-map capturing the evaluative issues and the appropriate illustrative material for each study respectively. The key studies are all available at: www.prezi.com/vq1t8ih0z2fs/copy-of-health-psychology/.</p>

Syllabus ref and Key Concepts	Learning objectives	Suggested teaching activities
<p>KC4 Adherence to medical advice</p> <ul style="list-style-type: none"> Improving adherence 	<p>Learners consider a variety of ways to improve adherence and practise their evaluation skills when considering the findings of psychological research in the area and their examination skills when applying their knowledge to examination questions.</p>	<p>Ask learners to review all the material covered so far in the course and consider two ways to improve adherence and support their suggestions with psychological research.</p> <p>Share ideas and learners peer review suggestions and try to reach consensus about the three most preferred strategies.</p> <p>Share the summaries of these studies which focus on improving practitioner style: Ley (1988), Yokley and Glenwick (1984) www.jameslindlibrary.org/yokley-jm-glenwick-ds-1984/ and Watt et al. (2003) http://ocra2psychologyg543.blogspot.co.ke/2013/05/adherence-to-medical-regimen.html</p> <p>Learners should evaluate each in turn, assessing whether the findings support or challenge the recommendations of the class, and if not, why not.</p> <p>(F) 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.</p>
<p>KC3 Adherence to medical advice</p> <ul style="list-style-type: none"> Types of non-adherence and reasons why patients don't adhere measuring adherence/non-adherence improving adherence 	<p>Learners' knowledge and understanding is reinforced and then assessed using a number of examination type questions.</p> <p>Learners gain understanding and practice by responding to a number of examination type questions.</p> <p>Learners reinforce</p>	<p>(F) Focus on a Paper 3, 6(b) question 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.</p> <p>Select and focus on a Paper 4, Section B (a) question and ask learners to match their recommendations with the relevant research and focus on the degree of detail required to attain full marks.</p> <p>(I) Assignment: Ask learners to create two more 'evaluative paragraphs' on any issue they have identified in the studies covered in response to the Section B (b) question shared earlier.</p> <p>(F) Learners should attempt a range of questions from past papers on adherence to medical advice to assess their understanding.</p>

Syllabus ref and Key Concepts	Learning objectives	Suggested teaching activities
	their learning and get a sound understanding of the structure of the various Paper 3 & 4 questions.	
KC4 Pain <ul style="list-style-type: none"> • Types and theories of pain 	Learners can describe various definitions of pain and can describe and illustrate different types and theories of pain.	Divide learners into groups to prepare presentations (with examples and handouts) on the following: <ul style="list-style-type: none"> • acute pain • chronic pain • psychogenic pain • congenital analgesia • episodic analgesia and get each group to present in turn and receive feedback. https://www.sciencenewsforstudents.org/article/owww-science-pain Share an article from The Guardian about a woman with mirror-touch synaesthesia and generate discussion about different types of pain : https://www.theguardian.com/lifeandstyle/2011/mar/19/i-feel-other-peoples-pain Theories of pain ; https://www.slideshare.net/AvanianbanChakkarapani/lecture-2-43383815 Handout on the gate theory of pain: https://www.mirecc.va.gov/cih-visn2/Documents/Patient_Education_Handouts/Gate_Control_Theory_of_Pain_Version_3.pdf Hand out a matching exercise on gate theory accessed at: www.holah.karoo.net/alevel/gatematch.htm

Syllabus ref and Key Concepts	Learning objectives	Suggested teaching activities
<p>KC2 and KC3 Pain</p> <ul style="list-style-type: none"> Managing and controlling pain 	<p>Learners can describe and explain various methods to manage and control pain including medical, behavioural, cognitive and psychological techniques.</p>	<p>Ask learners to list all the ways they are aware of to minimise or manage pain and share. http://mentalfloss.com/article/18615/how-do-painkillers-find-kill-pain</p> <hr/> <p>Ask learners to create Paper 3 type questions on controlling pain using chemicals.</p> <p>Ask learners how practitioners might use operant conditioning to control pain and respond to questions and answers (Q&A). https://wa.kaiserpermanente.org/kbase/topic.jhtml?docId=tv3092</p> <p>Progress through the 'behavioural and cognitive methods' section of the presentation. The presentation can be accessed at: https://www.slideshare.net/MCChangaris/cognitive-behavioral-therapy-chronic-pain-cbtcp</p> <p>Continue through the section on 'relaxation and biofeedback'.</p> <p>Internet research: Ask learners to investigate one piece of research on 'relaxation and biofeedback' and return to the lesson with the major finding and three evaluative issues.</p> <p>Continue through the section on 'cognitive strategies'.</p> <p>Share research by McMullen et al. (2008) and ask learners to evaluate accordingly. The research by McMullen et al. (2008) can be accessed at: http://homepage.ntlworld.com/gary.sturt/health/pain3.htm</p> <p>Issue each learner with a quick revision quiz and hand to another learner for marking. A quick revision quiz is available at: www.resourcd.com/@psychexchange/file/show/384</p> <p>Extension activity: Ask learners to create a 10 true and false statement exercise for future revision purposes.</p>

Syllabus ref and Key Concepts	Learning objectives	Suggested teaching activities
<p>KC4 Pain</p> <ul style="list-style-type: none"> Types and theories of pain Measuring pain Managing and controlling pain 	<p>Learners' knowledge and understanding is reinforced and then assessed using a number of examination type questions.</p>	<p>(F) Ask learners to create Paper 3 questions (not already attempted previously) and pass on to the neighbouring pair to respond to.</p> <p>Collate how many different questions were generated and consider the scope of these questions.</p> <p>(I) Assessment: Ask learners to complete a variety of examination style questions within in timed conditions.</p>
<p>KC4 and KC5 Stress</p> <ul style="list-style-type: none"> Causes and sources of stress 	<p>Learners can explain the physiology of stress and the major causes of stress and can evaluate the research on each accordingly.</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.). Allow the 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.</p> <p>Ask each learner to read through and check against the Social Readjustment Rating Scale, available at: www.simplypsychology.org/SRRS.html and analyse their scores. Ask learners if they agree with the ratings given by Holmes and Rahe (1967).</p> <p>Ask learners to read through and evaluate Chandola et al. (2008) about work as a cause of stress and evaluate accordingly, available at: www.ncbi.nlm.nih.gov/pubmed/18216031 or www.eurheartj.oxfordjournals.org/content/29/5/640</p> <p>Ask learners what aspects of life might cause long term stress that could lead to 'burnout'.</p> <p>Show a short video clip available at: www.youtube.com/watch?v=Kmrvb_fa-558 and ask learners to consider what type of stress was evident in the clip. (I)</p> <p>Ask learners to complete a Type A/B personality test and score and analyse accordingly. An online short Type A/B personality test can be accessed at: www.personality-testing.info/tests/AB.php (I)</p>

Syllabus ref and Key Concepts	Learning objectives	Suggested teaching activities
		<p>Ask learners to predict which personality type might be more vulnerable to stress and why. What strategies might you adopt to reduce susceptibility from stress related illnesses?</p> <p>Look at/share research by Friedman and Rosenman and Lazarus in turn and evaluate each in terms of individual differences and two other evaluative issues. These can be accessed at: www.prezi.com/vq1t8ih0z2fs/copy-of-health-psychology/</p>
<p>KC3 Stress</p> <ul style="list-style-type: none"> Measures of stress 	<p>Learners can describe and explain various different ways stress can be measured with examples and can consider the strengths and weaknesses of each.</p>	<p>Share the research conducted by Evans and Wener (2007) available at: http://digest.bps.org.uk/2007/04/why-train-designers-should-avoid-three.html and ask learners to identify how stress was measured and evaluate the study with regards to:</p> <ol style="list-style-type: none"> validity subjective versus objective measures and three other evaluative issues of their choice.
<p>KC5 Stress</p> <ul style="list-style-type: none"> Management of stress 	<p>drug therapies for stress as well as evaluate their use.</p> <p>Learners can also</p>	<p>Give a short presentation on the strengths and weaknesses of drug therapies. An evaluation tool for the use of drugs can be accessed at: https://online.king.edu/news/comparing-biomedical-and-psychotherapeutic-models-of-mental-illness-treatment/</p>

Syllabus ref and Key Concepts	Learning objectives	Suggested teaching activities
	describe and explain non-chemical interventions including psychological strategies and behavioural techniques and inoculation assist in preventing	Focus on the research on biofeedback (Budzynski et al., 1969) and then compare with the research by Bridge, (1988) on using relaxation with imagery and identify any evaluative issues including usefulness. The Budzynski et al., (1973) study is available at: www.prezi.com/vq1t8ih0z2fs/copy-of-health-psychology/ (I) Assignment: Ask each learner to respond to a letter to an 'agony aunt'. The letter should explain what is happening to the person and provide them with some management tips based on their knowledge of stress.
Stress <ul style="list-style-type: none"> ● Sources of stress ● Measures of stress ● Management of stress 	Learners' knowledge and understanding is reinforced and then assessed using a number of examination type questions.	Ask learners to prepare flashcards on the preferred studies/findings/tests etc. (F) Focus on a Paper 3 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. Ask learners to arrange their flashcards to help them answer the question: What have psychologists found out about sources of stress? Share responses and ask learners to mark their peers' work and check for understanding of both content and assessment criteria.
KC4 and KC5 Health promotion <ul style="list-style-type: none"> ● methods for 	Learners can understand, explain and illustrate different strategies used in	Fear arousal practical for the classroom: split your learners into three groups and based on Janis & 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': <ol style="list-style-type: none"> 1. Group 1 must use high levels of fear (e.g. imagery of decaying teeth)

Syllabus ref and Key Concepts	Learning objectives	Suggested teaching activities
promoting health	health promotion and can apply each in turn.	<p>2. Group 2 must use moderate levels of fear 3. Group 3 must use minimal levels of fear</p> <p>The brief must be that 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 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. This will lead into them covering the actual Janis & Feshbach study.</p> <p>Show a very old health campaign video clip and open discussions on what the focus of the change was and how effective it was. The video clip can be accessed at: www.youtube.com/watch?v=VHokcEvnTqU</p> <p>Ask learners what HIV/AIDS campaigns they are aware of and what the campaign tried to make them do?</p> <p>Read this article on using fear appeals : https://www.psychologytoday.com/intl/blog/emotional-nourishment/201809/fear-appeals</p> <p>Self efficacy and social cognitive theories https://wikispaces.psu.edu/display/PSYCH484/7.+Self-Efficacy+and+Social+Cognitive+Theories</p> <hr/>

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<p>KC3</p> <ul style="list-style-type: none"> strategies for promoting health 	<p>Learners can and illustrate strategies for promoting health, including the Hovland Yale Communication model and can apply it accordingly.</p>	<p>https://www.researchgate.net/figure/Yale-model-of-communication-and-persuasion-based-on-Janis-Hovland-1959_fig1_222660095</p> <p>Presentation on the model available at this link https://prezi.com/rcago8sx9c8p/the-hovland-yale-model/</p> <p>Learners can complete a work sheet on the Hovland-Yale model of communication which can be accessed at: www.resourcd.com/@psychexchange/file/show/10295</p> <p>(F) As a revision exercise, ask learners to respond to a sample Paper 4 question using the Lewin study (1992) about providing information packages concerning coronary heart disease.</p>
<p>Health promotion</p>	<p>Learners can describe various health</p>	<p>Start with the homepage of Food Dudes and allow learners to navigate around the site: www.fooddudes.ie/main.html</p> <p>accessed at: www.prezi.com/vq1t8ih0z2fs/copy-of-health-psychology/</p> <p>Share the summary of the longitudinal study conducted by Fox et al. in dangerous work environments, available at www.ncbi.nlm.nih.gov/pmc/articles/PMC1286011/ and ask learners to evaluate.</p> <p>Share Farquhar’s Five City Project Community study which is available at: www.researchgate.net/publication/19148158_The_Stanford_Five-City_Project_Design_and_Methods and divide the study into equally weighted sections on the main features of the study and ask learners to create an illustrated mind-map of the study incorporating the various features and any evaluative issues they have identified which can then be compared and displayed.</p>

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<ul style="list-style-type: none"> Individual factors in changing health beliefs 	effect response to health promotion	<p>Divide learners into groups and allocate each group one of the following examples of individual differences regarding responses to behaviour change and present to the rest of the class.</p> <ul style="list-style-type: none"> Weinstein (1980) – unrealistic optimism (http://psych415.class.uic.edu/Readings/Weinstein,%20Unrealistic%20optimism,%20JPSP,%201980.pdf) Prochaska et al. (1997) – transtheoretical model (www.prochange.com/transtheoretical-model-of-behavior-change) Lau (1990) – health change in adolescent (www.jstor.org/stable/2136890?seq=1#page_scan_tab_contents) <p>(F) Present learners with practice examination questions from past papers which focus on strategies for promoting health.</p>
Past and specimen examination papers		
Past/specimen papers and mark schemes are available to download at https://teachers.cie.org.uk		