OXFORD
INTERNATIONAL
AQA EXAMINATIONS

INTERNATIONAL AS AND A-LEVEL PSYCHOLOGY

(9685)

Schemes of work year 1

For teaching from September 2018 onwards

For AS exams in June 2019 onwards

For A-level exams in June 2020 onwards

Introduction

These outline schemes of work are produced by practicing A-level Psychology teachers and are intended to help with the planning and implementation of the teaching of the Oxford AQA International A-level Psychology specification. The purpose of these outline schemes is to provide advice and guidance to teachers, not to prescribe and restrict their approach to the specification. There are obviously many other ways of organising the work, and there is absolutely no requirement to use these schemes.

This scheme of work assumes that the course will be delivered in approximately 120–150 hours of contact time. Teachers may need to amend timings to suit their own students and the time available. The scheme would also need to be adapted in cases where course delivery is shared between teachers. The present scheme assumes that students will sit Units 1 and 2 at the end of the first year of study. Where students are to be entered for January examinations, the timings will have to be amended accordingly.

The teaching of research methods is partly embedded throughout the scheme, to be delivered alongside other topic content. For example, the teaching of Memory 3.1.1 can involve practical class demonstrations of key experimental studies which provide the ideal opportunity for introduction to features of the experimental method. Students should be encouraged to keep detailed notes of any practical activities so these can later be used to aid examination preparation.

Suggested resources are illustrative and in no way exhaustive. Teachers are encouraged to make use of any existing resources, as well as resources provided by Oxford International AQA Examinations and new textbooks written to support the specification.

No prior knowledge of psychology is expected or assumed, although students should be expected to have basic competence in English and Mathematics.

Specification reference	Summary of the specification content	Learning outcomes What most students should be able to do	Suggested timing (lessons)	Possible teaching and learning activities Homework	Resource	Examination 'hints and tips' Students should:
3.1: Introductory topics in psychology (Unit 1) **3.1.1 Memory (approximately 25 hours contact time)**						
3.1.1	Introduction to psychological research using two memory studies as examples. Aims and hypothesis. Experimental design: repeated measures.	Describe two memory experiments. Explain what is meant by a primacy-recency effect. Propose a hypothesis for the Baddeley and Dale/Conrad study. Identify and describe a repeated measures design.	4 hours	In class demonstration of the primacy-recency effect. Draw and describe a primacy-recency graph using data from class. In class demonstration of Baddeley and Dale/Conrad study of coding in long term memory (LTM) and short term memory (STM). Describe the procedure of the class replication of the Baddeley and Dale study.	List of non-associated words. Graph paper. List of similar sounding words and list of similar meaning words.	Pay attention to title and axis labels on graphs. Ensure description of procedure is detailed so someone else could replicate.
3.1.1.	The multi-store model of memory. Features of each memory store.	Draw a diagram of the multi-store model. Give the capacity, duration and coding of each store. Distinguish between sensory, STM and LTM. Describe and evaluate research that supports/contradicts the model – referring to	4 hours	Students in 2 groups: Group 1 – plan and execute in class demonstration of digit span test (Jacobs). Group 2 – plan and execute in class demonstration of Peterson and Peterson – interference and rehearsal. Each group presents demonstration to the other. How to evaluate a theory – group discussion on	Textbook descriptions of each study for each group. Relevant questions from specimen assessment materials (SAMs).	Remember to describe how the model works and not just outline the structure eg explain the role of rehearsal. Remember the

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		aim, method/procedure, findings and conclusion. Apply knowledge of multi-store model to scenario material.		strengths and limitations of theory. Short piece of extended writing: 'Description of the multistore model' to accompany diagram.		difference between method/ procedure and findings of research and when each is required in an answer.
3.1.1	Working memory model. Features of the model: coding and capacity. Experimental design: independent groups.	Describe the working memory model. Describe research that supports/contradicts the model. Apply knowledge of working memory to scenario material. Give limitations and strengths of the model. Identify and describe an independent groups design.	4 hours	Examples of strengths and limitations – how to present strengths and limitations in short answer questions and in extended writing. Dual task study demonstration in class. Two conditions: group 1 to complete two similar tasks concurrently, group 2 to complete a verbal and a visual task concurrently.	Exemplar extended writing showing discussion of strengths and limitations.	Collate useful phrases for evaluation/discussion eg: 'One problem with the study..' 'It is argued that..' 'Critics have suggested that…'
3.1.1	Types of long-term memory: episodic, semantic, procedural.	Define each type and give examples. Explain differences between the types eg declarative versus non-declarative, conscious versus unconscious inspection.	2 hours	Ask students to give examples of each type of memory in relation to a single concept • a holiday • a type of food • an animal.	Examples of short-answer questions for use in class.	Procedural memory is a 'skills based' or action-based' memory, not just a memory for a how to do something.

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		Apply knowledge of types to scenario material.				
3.1.1	Factors affecting accuracy of eyewitness testimony. Independent and dependent variables. Manipulation and operationalisation. Extraneous variables and controls.	Describe and evaluate research into leading questions and post-event discussion. Identify the independent variable (IV) and dependent variable (DV) in Loftus's leading questions research. Identify possible extraneous variables in leading questions research, and suggest possible controls. Apply knowledge of factors to scenario material.	4 hours	In class demonstration of the effects of leading questions. Use a film clip played to the whole class. One group answer open questions about the events in the film, other group are given leading questions. Draw up a table of mean number of incorrect responses for each condition.	Suitable film clip. Set of open questions. Set of leading questions.	Discussion could include discussion of implications of research findings.
3.1.1	The cognitive interview as a way of enhancing eyewitness accuracy.	Describe features of the cognitive interview (and enhanced cognitive interview). Describe and evaluate research into effectiveness of	4 hours	Class role play: Volunteers to act out a) a standard interview of a witness to a car accident and b) a cognitive interview of a witness to a car accident.	Self-designed interview prompts. Digital recorder to enable replay of the interview content. Access to internet.	Be aware that the cognitive interview is more effective for some groups than others.

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		cognitive interview. Apply knowledge of cognitive interview to scenario material.		Independent research – look on the internet for information about police interviewing in your area. Try to identify elements of the cognitive interview.		
3.1.1	Review of Memory topic	Provide written responses to short answer, scenario and short essay questions.	3 hours	Revision in class followed by test. Peer marking and feedback.	Own test or SAM questions.	Bite-sized revision saves time and effort later.
Unit 1 **3.1.2 Social psychology (approximately 22 hours contact time)**						
3.1.2	Types of conformity: internalisation and compliance. Explanations for conformity: normative and informational influence.	Define the key terms and give everyday examples. Apply knowledge of key terms to scenario material.	3 hours	Group discussion then small groups to find everyday examples of each concept. Feedback discussion.		Be clear on the difference between 'types' and 'explanations' of conformity.
3.1.2	Aim, dypothesis, independent design, IV, DV, controls.	Design and conduct an experiment into conformity. Collate results into table showing median estimates for each group and range for each group.	2 hours	Small groups – devise a variation on the Jenness study using own materials eg estimate weight of..., estimate age of...., estimate cost of... Use two groups of participants: Group 1 see a set of 5 bogus estimates (all	Materials for replication of the Jenness Bean Jar study 'How many beans in the jar?' individual estimate, group estimate, and second individual estimate.	Always keep a record of all practical activities to help with revision.

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				very high or very low) before making their own estimate. Group 2 make their estimate without seeing anyone else's estimates.	Table to collate Bean Jar findings. Self-designed materials eg photos for 'estimate age of...' or 'estimate cost of...'	
3.1.2	Report writing – brief introduction only (Year 2 Research methods 2).	Appreciate how findings of research are reported. Write a short report to include: aim, hypothesis, method, results and conclusion.	2 hours	In class review of published research examples. Write a brief report of the aim, hypothesis, method, results and conclusion of the conformity experiment.	Simple examples of published research.	Keep a note of all practical activities.
3.1.2	Asch study – variables affecting conformity. Ethical issues in psychological research.	Describe and evaluate the original Asch study, including with reference to ethical issues. Identify and describe Asch's manipulation of key variables and the change in conformity rate. Apply knowledge of conformity research to scenario material.	4 hours	Watch film clips of the Asch experiment and discuss. Find out information about later replications of the Asch procedure to feedback to the class. Discussion of ethical issues arising.	Film clips of the Asch experiment.	Consider whether results would be the same today as in the 1950s and whether results would be the same in different cultures.

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3.1.2	Explanations for obedience and the Milgram research. Variables manipulated by Milgram.	Describe and evaluate the original Milgram study, including with reference to ethical issues. Identify and describe Milgram's manipulation of key variables and the change in conformity rate. Apply knowledge of obedience research to scenario material.	4 hours	Watch film clips of the Milgram experiment and discuss. Find out information about later replications of the Milgram procedure to feedback to the class. Class debate: 'Was Milgram's study justified?' with speakers for and against.	Film clips of the Milgram study.	Try to offer arguments in favour of Milgram, many discussions are completely one-sided.
3.1.2	Explanations of resistance to social influence. Questionnaire method.	Explain terms 'social support' and 'locus of control'. Give examples of each term. Describe and evaluate evidence to show the effects of social support and locus of control on social influence. Apply knowledge of locus of control and social support to scenario material.	4 hours	Research examples of locus of control questionnaires on the internet. Students then compile their own locus of control questionnaire suitable for use with their peers. Include some open and some closed questions. Instructions should include relevant ethical considerations.	Internet access.	Understand how resisting social influence is really the opposite of conforming to social pressure or obeying an order.

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3.1.2	Review of social psychology topic.	Provide written responses to short answer, scenario and short essay questions.	3 hours	Revision in class followed by test. Peer marking and feedback.	Own test or SAM questions.	Bite-sized revision saves time and effort later.
Unit 1 **3.1.3 Psychopathology (approximately 20 hours contact time)**						
3.1.3	Definitions of abnormality. Normal and skewed distributions: characteristics of normal distributions.	Explain the four definitions of abnormality and give examples to illustrate each definition. Explain strengths/limitations of each definition. Draw/ describe the characteristics of normal and skewed distributions – bell-shaped curve, position of mean, median and mode.	3 hours	Group task – identifying examples of everyday behaviours that relate to the definitions eg very high intelligence is statistically rare but not 'abnormal' in a pathological sense. Find examples of behaviour that are abnormal in some cultures but not in others – discuss. Practise drawing and interpretation of distribution curves.	Internet access. Graph paper.	Be clear about the difference between failure to function adequately and deviation from ideal mental health – often confused.
3.1.3	Defining characteristics of phobias and depression.	Describe characteristics/ symptoms of phobias. Describe characteristics/ symptoms of depression.	2 hours	In two groups: Students research characteristics/symptoms of one of the disorders. Give short presentation to the class.	Textbooks. Internet access. Any presentation materials.	Note the need to distinguish between symptoms and ordinary behaviours eg for phobias use 'extreme fear' not just 'fear'.

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3.1.3	Behavioural explanation for phobias.	Explain terms eg classical conditioning. Describe and evaluate behavioural explanations for phobias. Apply knowledge of treatments to scenario descriptions.	4 hours	Students (2 groups) to research classical conditioning (Pavlov) and operant conditioning (Skinner). Each group to present summary to class (with hand-out notes to cover key terms).	Textbooks. Internet access. Presentation materials.	Try to learn the key terms used by Pavlov (unconditioned stimulus, conditioned stimulus etc). Remember to refer to 'reinforcement' when describing operant conditioning.
3.1.3	Behavioural treatment for phobias. Ethics and treatments.	Describe and evaluate named treatments for phobias. Compare systematic desensitisation and flooding. Apply knowledge of treatments to scenario descriptions.	3 hours	Pairs task: construct a fears hierarchy to use during systematic desensitisation. Give students a list of phobic objects to choose from eg • birds, • traffic • water. Discussion of ethical considerations in flooding versus systematic desensitisation.	List of phobic objects	Remember – you need to mention patient is **exposed** to the stimulus when working through the hierarchy.
3.1.3	Cognitive explanation for depression. Cognitive treatment for depression.	Explain terms eg negative triad. Describe and evaluate cognitive explanations for depression. Describe and evaluate	4 hours	Pairs task using worksheet for negative attribution model where students are given examples of experiences then have to think of examples of negative attributions that	Beck worksheets.	Descriptions of cognitive behaviour therapy must be concrete ie what does the therapist do?

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		cognitive behaviour therapy for depression. Apply knowledge of cognitive treatment to scenario descriptions.		might accompany each event.		
3.1.3	Review of psychopathology topic.	Provide written responses to short answer, scenario and short essay questions.	3 hours	Revision in class followed by test. Peer marking and feedback.	Own test or SAM questions.	Bite-sized revision saves time and effort later.
3.2 Biopsychology, development and research methods 1 (Unit 2) **3.2.1 Biopsychology (approximately 20 hours contact time)**						
3.2.1	Introduction to biopsychology. Divisions of the nervous system.	Give examples of how biology influences behaviour. Label a diagram of the nervous system. Outline functions of divisions of the nervous system. Give examples of sympathetic and parasympathetic action of the autonomic nervous system. Apply knowledge of autonomic function to scenario descriptions.	2 hours	Discuss examples of how biology influences behaviour. Labelling of blank diagrams – students to research divisions of the nervous system. Use scenarios to elicit a list of sympathetic actions and a list of parasympathetic actions.	Blank diagrams. Internet access.	Regular self-testing is the best way to learn the divisions of the nervous system.

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3.2.1	Structure and function of sensory, motor and relay neurons.	Label diagrams of sensory, motor and relay neurons. Distinguish between sensory, motor and relay neurons. Describe the action of sensory, motor and relay neurons.	2 hours	Use blank diagrams in class – students to research and label.	Internet access. Blank diagrams.	Practise labelling the blank diagrams to reinforce learning.
3.2.1	Process of synaptic transmission: neurotransmitters, excitation and inhibition.	Describe the process of synaptic transmission. Label a diagram of a synapse. Give at least two examples of neurotransmitters and their function. Explain the terms excitation and inhibition.	2 hours	Use blank diagrams in class – students to research and label. Pairs task – find out about 2/3 neurotransmitters and their function. Feedback to class.	Internet access. Blank diagrams.	Practise labelling the blank diagrams to reinforce learning.

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3.2.1	Function of the endocrine system. Glands and hormones. Fight or flight response: adrenaline. Self-report techniques: the interview method. Structured and unstructured interviews.	Explain the general function of the endocrine system. Name examples of glands (eg ovaries, testes, pituitary, adrenal) and hormones secreted by these glands. Outline the action of named hormones. Explain what is meant by the fight or flight response. Apply knowledge of fight or flight response to scenario descriptions. Explain the difference between structured and unstructured interviews. Give strengths and limitations of structured and unstructured interviews.	3 hours	Pairs task: investigate the location and function of named glands and associated hormones. Pairs task – investigate disorders associated with malfunction of these glands/hormones. Pairs of students – interview each other about situations where you have experienced the fight or flight reaction. One student from each pair should pre-prepare a set of 6 questions for a structured interview. The other student will carry out an unstructured interview prompting ad lib.	Internet access. Textbooks. Digital recorder or answer sheets for transcript.	Try not to get mixed up between hormones and neurotransmitters.

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3.2.1	Localisation of function in the brain, hemispheric lateralisation. Motor, somatosensory, visual, auditory and language centres (Broca's and Wernicke's).	Explain localisation of function and lateralisation. Identify motor, somatosensory, visual, auditory and language areas of the cortex (and outline the basic function of each area).	3 hours	Small groups: use diagrams to construct 3D models of brain showing areas in different colours; label each area. 2 groups: one group to research case studies of individuals with Broca's aphasia, the other group to research cases of Wernicke's aphasia. Class presentations of cases – history, symptoms, outcome.	Internet access. Brain diagrams. Modelling clay, sticky labels. Unlabelled brain diagrams – to test learning at end of session.	Remember – localisation is not exactly the same as lateralisation. To distinguish between motor cortex and somatosensory cortex on a diagram, think 'motor forward', the motor cortex being to the front of the fissure.
3.2.1	Broca's and Wernicke's areas.	Describe the functional effects of damage to these areas as seen in patients with Broca's and Wernicke's aphasia.	2 hours	Review of historic cases (use of post-mortem to identify areas eg work of Paul Broca). Review of contemporary cases (use of scanning images to identify area of damage).	Internet access. Textbooks. Video clips.	Be clear about the different effects on language for Broca's damage and Wernicke's damage.
3.2.1	Split brain research. Plasticity and functional recovery after trauma.	Describe and evaluate the procedure and findings of split brain studies. Outline the functional effects of the split brain procedure.	4 hours	Re-enactment of split brain procedure in class to aid understanding. Pairs to investigate cases of functional recovery eg patients who have had removal of whole or part	Cardboard screening and objects for 'touch and tell' task.	Remember to focus on the **psychological functioning** of cases of functional recovery rather than their general life experiences.

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		Explain plasticity and functional recovery. Describe examples of functional recovery.		hemisphere.		
3.2.1	Review of Biopsychology topic.	Provide written responses to short answer, scenario and short essay questions.	3 hours	Revision in class followed by test. Peer marking and feedback.	Own test or SAM questions.	Bite-sized revision saves time and effort later.
Unit 2 **3.2.2 Cognitive development (approximately 20 hours contact time)**						
3.2.2	Piaget's theory of cognitive development: schemas, assimilation, accommodation, equilibration. Introduction to Piaget's stages of intellectual development.	Explain key terms: schemas, assimilation, accommodation, and equilibration. Identify examples of assimilation and accommodation in scenario descriptions. Name and outline Piaget's stages of intellectual development.	2 hours	Pairs task – internet research: who was Piaget? Review of his background and influence – group discussion. Group task – research Piaget's 4 stages of intellectual development. Feedback – main features of each stage.	Internet access. Film clips of babies interacting with novel stimuli.	Be careful not to confuse assimilation and accommodation.
3.2.2	Piaget's stages in detail: including object permanence, conservation, egocentrism,	Give detailed description of each of Piaget's stages. Evaluate Piaget's stage theory.	4 hours	In pairs/small groups research Piaget's experimental work and gather together/make materials. Class presentations from	Materials for re-enactment of Piaget's experiments eg teddy and cloth (for object permanence)	Try to provide a balanced evaluation of Piaget's work and not just negative points.

Specification reference	Summary of the specification content	Learning outcomes What most students should be able to do	Suggested timing (lessons)	Possible teaching and learning activities Homework	Resource	Examination 'hints and tips' Students should:
	class inclusion.	Describe and evaluate Piaget's research into object permanence, conservation, egocentrism, class inclusion. Give a definition of object permanence, conservation, egocentrism, class inclusion. Apply knowledge of Piaget's concepts and stages to scenario material.		each group to illustrate Piaget's methods. Group discussion – strengths and limitations of the methods used by Piaget.	short, tall beakers, modelling clay (for conservation) rows of buttons (for class inclusion), model mountains (for egocentrism).	
3.2.2	Piaget continued.	Describe alternative research – counterevidence eg Hughes, Rose and Blank etc. Give examples of how Piaget's work has affected classroom practice.	2 hours	Discussion of alternative studies and findings. Group discussion – how Piaget's ideas affect teachers and students in the classroom.	Internet access.	Try to have at least one piece of evidence to counter Piaget's findings for each of the named concepts.
3.2.2	Baillargeon's violation of expectation research.	Describe and evaluate Baillargeon's research. Explain what is meant by violation of expectation.	2 hours	3 groups – each group to research one of Baillargeon's experiments- prepare/give short presentation and hand-out notes to accompany.	Textbooks.	Remember – you need to give details of the age of the babies in Baillargeon's studies.

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		Compare Baillargeon's findings to Piaget's findings in relation to the object permanence.		Teacher led session on writing a comparison discussion. Class discussion – do Baillargeon's studies indicate innate ability?		
3.2.2	Vygotsky's theory of cognitive development: zone of proximal development and scaffolding.	Describe and evaluate Vygotsky's theory. Explain the terms zone of proximal development and scaffolding. Describe and evaluate a study of scaffolding. Apply knowledge of Vygotsky's theory/concepts to scenario material. Give examples of how Vygotsky's work has affected classroom practice.	2 hours	Discussion – how Vygotsky's ideas affect teachers and students in the classroom.		
3.2.2	Vygotsky – Observational method: (scaffolding behaviours).	Set up a category system of behavioural categories for an observation.	2 hours	Observe mother toddler interaction (either live with a volunteer or using suitable video clip). Tally instances of scaffolding.	Quiet observation area or internet access.	Categories must be unambiguous and objective: behaviours you can see and record.

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3.2.2	Social cognition: theory of mind, the Sally-Anne studies and mirror neurons.	Explain what is meant by theory of mind. Describe and evaluate the Sally-Anne studies. Apply knowledge of theory of mind and the Sally Anne study to scenario material. Explain the function of mirror neurons.	3 hours	Class re-enactment of the Sally Anne study.	Internet access. Dolls, basket, marbles.	
3.2.2	Review of cognitive development topic.	Provide written responses to short answer, scenario and short essay questions.	3 hours	Revision in class followed by test. Peer marking and feedback.	Own test or SAM questions.	Bite-sized revision saves time and effort later.
Unit 2 **3.2.3 Research methods 1 (approximately 23 hours contact time)** **Some of this content has already been covered alongside other topic material and is included here for re-cap purposes only.**						
3.2.3	Aims and hypotheses. Directional and non-directional hypotheses.	Formulate a testable hypothesis for i) an experiment and ii) a correlation study. Know when to use a directional and non-directional hypothesis.	2 hours	Give students aims and get them to formulate suitable hypotheses. Give students directional hypotheses to turn into non-directional and vice versa.	List of aims. List of hypotheses. Look back to experiment on memory.	Always ensure your hypothesis is a clear, testable statement. Remember, directional hypotheses usually include words like 'more', 'longer', less' to indicate the direction of a difference.

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3.2.3	Experimental method: laboratory, field, natural experiments. Experimental designs; repeated measures, independent groups and matched pairs. Random allocation and counterbalancing. Demand characteristics.	Distinguish between the three types of experiment. Identify each type from a scenario. Give strengths and limitations of each type. Distinguish between the three experimental designs. Identify each design from a scenario. Give strengths and limitations of each design. Explain processes of random allocation and counterbalancing. Explain concept of demand characteristics. Apply knowledge of random allocation, counterbalancing and demand characteristics to scenario material.	3 hours	Use notes of descriptions of experiments covered throughout the course – identify type of experiment and experimental design. Discussion on effects of demand characteristics using specific examples of studies covered earlier in the course.	Course notes and texts. Look back to experiment on memory.	Remember – laboratory experiments do not have to take place in laboratory – just a controlled environment. Do not confuse **type** of experiment with the **design** of the experiment.

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3.2.3	Variables, independent (IV), dependent (DV) and extraneous (EV): manipulation, operationalisation and control.	Identify IV, DV and possible extraneous variables in scenario material. Suggest possible controls. Operationalise variables.	2 hours	Use notes of descriptions of experiments covered throughout the course – identify IVs and DVs. Discuss effects of possible EVs and how to control.	Course notes and texts. Review notes on experiment into eyewitness testimony, memory topic.	It helps to decide first what is being measured – this is the DV. The other thing that changes must then be the IV.
3.2.3	Pilot studies. Sampling: difference between population and sample. Sampling techniques: random and opportunity. Sampling: bias and generalisation.	Explain what is meant by pilot study. Outline the purpose of a pilot study. Know the difference between population and sample. Explain how the ideal sample should represent a wider population. Explain how to achieve a random and an opportunity sample. Explain the implications of sampling – strengths and limitations of the different types of sample.	2 hours	Discuss the effects of **not** conducting a pilot study before carrying out a nationwide research project. Give students examples of discrete populations and ask them to explain step-by-step how they would achieve a random sample of each population i) using a mechanical method eg a hat, ii) using a computer method.	List of examples of discrete populations.	When describing the process of random selection it is crucial to give a step-by-step account of the process. Do not confuse random sampling with random allocation (to conditions in an independent design).

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3.2.3	Observation techniques: naturalistic and controlled, covert and overt, participant and non-participant. Behavioural categories.	Describe types of observation. Give strengths and limitations of the different types of observation. Suggest suitable behavioural categories. Apply knowledge of observational research to scenario material.	2 hours	Use short descriptions of observation studies – students to decide what type of observation is involved. Give a list of broad behavioural constructs. Pairs of students suggest a list of objective behavioural categories for each construct.	Each student to find a short description of a piece of observational research for the class to consider. List of broad constructs to construct categories. Look back to activity on observing scaffolding.	Behavioural categories must be behaviours you can see.
3.2.3	Self-report techniques: questionnaires and interviews.	Define self-report. For interviews – see biopsychology. Construct open and closed questions. Give strengths and limitations of open and closed questions. Evaluate the use of self-report methods – interviews and questionnaires.	2 hours	Small groups/pairs to compile questions for questionnaires on chosen topic. Use some closed questions and some open questions.	Access to computer and printer to print copies of questionnaires. Review notes on interview exercise from fight or flight in biopsychology topic.	Make sure that any 'open' question you suggest cannot reasonably be answered with 'yes', 'no' or 'sometimes'. If it can, then it really is a closed question.

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3.2.3	Ethical considerations: confidentiality, consent, deception, debrief, right to withdraw, protection from harm, privacy.	Apply knowledge of ethical considerations to scenario material. Discuss how ethical considerations must be weighed against costs and benefits of research.	2 hours	Small groups: students to analyse the ethical issues related to one of the studies covered in the course and present a cost/benefit analysis to the group.	Course notes and texts. Review class notes on Asch and Milgram studies.	Any ethical issues must be fully explained and usually need to be linked to the question for credit.
3.2.3	Correlations: analysis of the relationship between co-variables. Positive, negative and zero correlations.	Identify and describe the different types of correlation. Explain how correlation does **not** show causation. Explain strengths and limitations of correlation. Apply knowledge of correlation to scenario material.	2 hours	Prior to class collect sample data to construct scattergraphs. Write verbal commentary on type of correlation shown: • age (use various family members of differing ages) and pulse rate – to show negative correlation • height and average grade in homework – to show nil correlation • distance travelled to school or college and travelling time – to show a positive correlation.	Graph paper.	Remember – correlation does not show cause and effect. On a scattergraph – it does not matter which variable goes on which axis.
3.2.3	Qualitative and quantitative data.	Identify and describe qualitative and quantitative data. Give strengths and limitations of qualitative	1 hour	Students identify examples of each type of data from topics covered during the course.	Course notes and texts.	Data collected by the researcher is primary data – the aim of the research is to collect the information.

Specification reference	Summary of the specification content	Learning outcomes What most students should be able to do	Suggested timing (lessons)	Possible teaching and learning activities Homework	Resource	Examination 'hints and tips' Students should:
	Primary and secondary data. Meta-analysis.	and quantitative data. Identify and describe primary and secondary data. Give strengths and limitations of primary and secondary data. Explain what is meant by meta-analysis. Give strengths and limitations of meta-analysis. Apply knowledge of the concepts to scenario material.				
3.2.3	Descriptive statistics: • central tendency: mean, median, mode • dispersion: range and standard deviation.	Calculate and use mean, median and mode. Calculate and use the range. Use the standard deviation. Interpret these statistics given findings of a study. Explain strengths and limitations of each	3 hours	Calculation exercises in class using sample data.	Review notes on Bean Jar study social psychology topic.	When asked about results of a study remember to talk about **all** the results you are given, not just the measure of central tendency. You should also comment on the dispersion (either range or standard deviation).

Specification reference	Summary of the specification content	Learning outcomes What most students should be able to do	Suggested timing (lessons)	Possible teaching and learning activities Homework	Resource	Examination 'hints and tips' Students should:
	Fractions and percentages.	statistic. Calculate fractions and percentages. Interpret these as given findings of a study.				
3.2.3	Presentation of quantitative data: tables, bar charts, line graphs, scattergrams. Distributions: normal and skewed.	Choose a suitable method to display given data. Construct and label tables, bar charts, line graphs, and scattergrams. Interpret tables and graphs. Identify normal and skewed distributions. Give characteristics of normal and skewed distributions eg position of mean, median and mode.	2 hours	Using sample data from previous class construct appropriate tables and graphs. Look back to class notes on defining abnormality.	Graph paper.	Always give tables and graphs a title and be careful to label axes. Do not refer to 'condition 1' and 'condition 2' but name the conditions fully eg 'leading question condition' and 'no leading question condition'.
Unit 1 and Unit 2 **Revision and examination**						

GET HELP AND SUPPORT

Visit our website for information, guidance, support and resources at **oxfordaqaexams.org.uk**

You can contact the psychology team directly;

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