OXFORD

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INTERNATIONAL AS AND A-LEVEL PSYCHOLOGY

(9685)

Schemes of work year 2

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 3 and 4 at the end of the second 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 Sleep, 3.3.1 will involve a practical class demonstration of diary analysis which provides the ideal opportunity for introduction to features of the content analysis method. Students should be encouraged to keep detailed notes of these activities which can later be used as part of their examination preparation.

Note that for Unit 4, the order of teaching does not follow the order in the specification, as material on Applied psychology – Work and the individual is delivered before material on Approaches and Issues and debates. This is so that students can make use of information on Work and the individual when they cover the global issues covered in Approaches and Issues and debates.

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:
3.3 Advanced topics in psychology and Research methods 2						
3.3.1 Psychology of sleep (approximately 24 hours of contact time)						
3.3.1	Biological rhythms: circadian, infradian and ultradian. The effect of endogenous pacemakers and exogenous zeitgebers on the sleep/wake cycle.	Explain key terms. Distinguish between the different types of biological rhythms. Give/identify examples of each type. Explain key terms. Explain the effect of endogenous pacemakers and exogenous zeitgebers on the sleep/wake cycle. Describe research into the effect of endogenous pacemakers and exogenous zeitgebers on the sleep/wake cycle. Apply knowledge of sleep to scenario material.	3 hours	Review research examples for each type of rhythm. 2 groups: group 1 research effects of endogenous pacemakers and relevant studies; group 2 research effects of exogenous zeitgebers and relevant studies. Class presentation – each group to present findings to class.	Internet access, textbooks. Presentation materials.	Be aware that making distinctions requires more than simply stating x is...whereas y is...

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:
3.3.1	Content analysis method.	Explain the process of content analysis.	2 hours	Setting up a diary for recording of own daily sleep habits and sleep related experiences. Class discussion of appropriate content eg hours slept, sleep disturbances, dreaming, feelings of tiredness etc. This diary is to be kept for the duration of the topic and will be analysed at the end of topic. **Note – students must record approximate number of hours sleep each night and morning after tiredness rating on a scale of 1 (not at all tired) to 10 (very tired).**	Diary materials.	Keep a record of all practical activities to aid revision.
3.3.1.	Disruption of biological rhythms: effects of shift work and jet lag.	Describe the effects of disruption of biological rhythm with reference to both shift work and jet lag. Describe evidence for the disruption of biological rhythms due to shift work and jet lag. Evaluate studies of	2 hours	Discuss own experiences of sleep disruption, based on diary content. Students to research studies of shift work and jet lag then present/discuss in class.	Sleep diary. Internet and textbook access.	Remember to focus on the effects disruption causes, rather than on anecdotal detail.

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:
		disruption of biological rhythms due to shift work and jet lag. Apply knowledge of sleep to scenario material.				
3.3.1	The nature of sleep: types of sleep, non-rapid eye movement (non-REM) and rapid eye movement (REM).	Outline types of sleep: REM and non-REM. Explain the difference between REM and non-REM sleep. Describe studies showing the existence of REM, non-REM and evidence in relation to REM deprivation.	2 hours	Pairs work – investigate the following brain structures and note their sleep function and their location in the brain: • reticular formation • locus coeruleus • raphe nucleus.	Internet access. Brain diagrams/ models.	Use information from your study of the brain and neurotransmitters.
3.3.1	Functions of sleep: evolutionary explanations; restoration theory; memory consolidation.	Describe and evaluate each explanation. Describe and evaluate evidence for and against each explanation. Compare two or more explanations. Apply knowledge of the theories to scenario material.	6 hours	Three groups of students: each group to research one of the explanations and present to rest of group. Teacher-led session on comparing theories, giving useful points of comparison.	Internet and textbook access.	Effective comparisons should consist of similarities and differences fully explained – it is not enough to describe each theory.

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:
3.3.1	Sleep disorders: insomnia. Including the role of personality factors and genetics; narcolepsy.	Suggest possible causes of insomnia. Outline the diagnostic criteria for insomnia. Outline the difference between primary and secondary insomnia. Describe and evaluate studies into the effects of personality and genetics in insomnia. Describe cases studies of people with narcolepsy. Apply knowledge of sleep disorders to scenario material.	4 hours	Teacher-led discussion of criteria and types. Two groups – one group investigate personality factors; the other group investigate genetic causes. Class presentation and discussion. Review of cases of narcolepsy. Discussion of the problems faced by people suffering from narcolepsy.	Internet access and texts.	Focus on personality and genetics as causes of insomnia. It is fine to use evidence from other species (eg dogs) when you discuss narcolepsy.
3.3.1	Sleep diary – content analysis.	Describe the process of content analysis. Analyse qualitative diary content using the content analysis method. Write a short report to summarise the activity.	2 hours	Preliminary discussion of the process. Setting up of own categories for recoding content. Brief session analysing content and writing up a few paragraphs to summarise process. **Remember – you will need to record the**	Diary records.	Make sure categories you propose are objective so your recordings could be checked/ verified by an independent person.

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:
				average hours sleep per night and your morning after tiredness rating for Spearman's correlation later in the course.		
3.3.1	Review of sleep 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.	Revision as you go along will save time and effort later.
3.3.2 Schizophrenia (approximately 20 hours of contact time)						
3.3.2	Symptoms: positive symptoms, including hallucinations and delusions; negative symptoms including speech poverty and avolition. Case study method.	Give examples of positive and negative symptoms. Distinguish between positive and negative symptoms. Explain key symptoms eg avolition. Give examples of materials that might be included in case study accounts. Apply knowledge of symptoms to scenario material.	3 hours	In class review of case transcripts to identify examples of symptoms. Discussion of the difference between various types of symptom. Pairs research – find examples of people experiencing schizophrenic symptoms in either film or literature accounts. Report back to group.	Video clips of people showing symptoms. Case study transcripts describing symptoms.	Be able to discuss why some symptoms are referred to as 'positive' and others 'negative'.

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:
3.3.2	Reliability and validity, including reference to culture and gender bias, co-morbidity and symptom overlap.	Explain key terms. Describe studies into reliability and validity of diagnosis. Apply knowledge of the concepts to scenario material.	2 hours	Use internet and texts to research examples of evidence in relation to reliability and validity – considering at least one study of culture bias and gender bias. Class discussion of issues facing professionals in relation to diagnosis.	Internet access, textbooks.	Take care when explaining reliability and validity – although they overlap in some respects they are different.
3.3.2	Biological explanations for schizophrenia: genetics and neural correlates, including dopamine hypothesis.	Describe and evaluate biological explanations for schizophrenia. Explain what is meant by key terms. Describe and evaluate evidence to support/ contradict biological explanations. Apply knowledge of the explanations to scenario material.	3 hours	Review of twin study evidence and adoption studies. Review of points for and against the dopamine hypothesis. Exploration of other neural correlates using brain diagrams/models.	Example twin and adoption studies. Synaptic transmission diagrams. Brain diagrams/models.	Use details from your study of neurotransmitters and synaptic transmission to inform your answers here.
3.3.2	Cognitive explanations for schizophrenia: dysfunctional thought processing.	Explain what is meant by dysfunctional thought processing. Describe and evaluate cognitive explanations for schizophrenia.	2 hours	In class demonstrations of studies showing awareness of own thought processing/output. See teacher guidance document for details.	Demonstration materials.	Support your discussions with use of evidence.

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:
		Describe and evaluate studies into cognitive explanations for schizophrenia. Apply knowledge of the explanations to scenario material.				
3.3.2	Therapies for schizophrenia: typical and atypical anti-psychotic drugs; cognitive therapy.	Identify/name typical and atypical antipsychotics. Describe techniques involved in cognitive therapy for depression. Describe and evaluate the use of anti-psychotic drugs/cognitive therapy for depression. Compare two therapies for depression. Apply knowledge of the therapies to scenario material.	3 hours	Pairs/small groups to research named antipsychotics (mode of action, psychological effects and side effects) to present to class. Class discussion of side effects versus benefits. In class cognitive therapy role plays.	Internet access and texts.	Use information from Unit 2 neurotransmitters and synaptic transmission to inform your answers here. Make sure you describe actual practical techniques when describing cognitive therapy, not just broad aim.
3.3.2	Experimental method.	Design and conduct an experiment to investigate age differences in attitudes towards people showing symptoms of	4 hours	Design the experiment. Carry out the experiment and bring the data to class. Analyse the data using a Mann Whitney test.	See teacher guidance document.	Refer back to notes on the experimental method. Keep records of all practical activities to

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	Introduction to inferential testing. Use of a Mann-Whitney test for differences.	schizophrenia. Analyse data using an inferential test. Apply knowledge of the experimental method to scenario material.				aid with examination revision.
3.3.2	Review of schizophrenia 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.	Revision as you go along will save time and effort later.
3.3.3 Research methods 2 (approximately 20 hours of contact time) **Some of this content has already been covered alongside other topic material and is included here for re-cap purposes only.**						
3.3.3	Reporting psychological investigations: sections of a report.	List the sections of a psychological report. Write sections of a brief report of the experiment to investigate age differences in attitude towards people showing symptoms of schizophrenia. Apply knowledge of the sections of a report in scenario questions.	3 hours	Write a very brief report. Use the following sections: abstract, introduction, method, results, discussion, references.	Sample reports to show structure. Writing frames to support students in the writing of the report.	The method includes detail of what was done so that someone else reading the report could do the same.

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:
3.3.3	Reliability. Test re-test and inter-observer reliability.	Explain key term. Explain ways of testing for reliability – test-retest and inter-observer. Explain how correlation can be used to determine test-retest reliability. Apply knowledge of reliability in scenario questions.	2 hours	Discussion of reliability content analysis activity – the sleep diary. Would the same data be achieved if the diary exercise is repeated with the same participants? Would the analysis of content be the same for other raters or observers – inter-observer or inter-rater reliability. Discussion of research methods likely to yield greater test-retest reliability.	Sleep diaries.	Remember that reliability is about measuring consistently.
3.3.3	Validity: face validity, concurrent validity, predictive validity, ecological validity.	Explain/define the different types of validity. Explain how correlation can be used to determine some types of validity eg concurrent and predictive. Apply knowledge of validity to scenario material.	2 hours	Give examples and students have to identify which type of validity is being described. Students to discuss own examples from their studies so far.	Examples of research. Texts and notes.	Remember to explain how validity is about measuring what you are supposed to measure.

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:
3.3.3	Correlation analysis. Hypothesis testing.	Carry out a Spearman's test using own data from sleep diaries. Propose a suitable hypothesis. Apply knowledge of correlation and hypothesis testing to scenario material.	2 hours	Data analysis using Spearman test. Correlate the average hours sleep per night with average morning after rating of tiredness.	Sleep diary. Spearman's tables.	Practise writing a statistical conclusion so you could do the same in an examination.
3.3.3	Levels of measurement: nominal, ordinal, interval. Factors affecting test choice: aim, level of measurement and design.	Identify different levels of measurement. Give examples of different levels of measurement. Know factors affecting choice of test. Apply knowledge of levels of measurement and factors affecting test choice in scenario material.	2 hours	In class work on identifying levels of measurement. Exercise in reducing interval data to ordinal level and then to nominal level. Reminder about three experimental designs.	List of examples for identification.	Key questions are: 'What is the researcher looking for?' 'Which experimental design is being used?' 'What levels of measurement is being used?'
3.3.3	Know when to use the following tests: Spearman's, Pearson's, Wilcoxon, Mann-Whitney, related t-test,	Use knowledge of factors affecting test choice to choose an appropriate statistical test. Justify choice of an appropriate statistical	2 hours	Use of experimental and research scenarios to test students' ability to identify the appropriate test.	Test choice diagrams. List of experimental and research scenarios.	Remember – more sophisticated interval level data can be analysed with more sensitive statistical tests.

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:
	unrelated t-test, Chi-squared test.	test.				
3.3.3	Probability and significance: use of tables and critical values. Type I and Type II errors.	Know the conventional level of significance used in psychological research. Use statistical tables to determine significance. Explain the terms, Type I and Type II error. Discuss factors that affect the chance of these errors being more or less likely to occur. Apply knowledge of probability, significance, Type I and Type II errors in scenario questions.	2 hours	Practise converting percentages into decimals and vice versa eg: 5% = 0.05 1% = 0.01 0.1% = 0.001	List of % to convert into probability notations. Examples of statistical tables.	Remember there is always a chance of statistical error. We never know when a statistical error has occurred, only when they are more or less likely to have occurred.
3.3.3	The Chi-Squared test	Calculate the Chi-squared test using sample data. Use Chi-squared tables to determine significance of the result. Write a statistical conclusion using	2 hours	Calculation in pairs. Use of stables to interpret the findings. Writing a suitable conclusion using statistical notation (see teacher guidance).	Sample data suitable for Chi-squared test. Chi-squared tables.	You will not need to calculate any test during an exam, but should be able to interpret results using the tables and write a conclusion.

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:
		appropriate notation. Apply knowledge of the Chi-squared test in scenario questions.				
3.3.3	Revision of Research methods 1.	Know, understand and use the research methods content covered in Research methods 1.	3 hours	Use of SAM questions and other materials to revise research methods.	Notes from Unit 2 Research methods	Any material from Research methods 1 may be assessed in Unit 3, Research methods 2.
3.4. Approaches and applications						
3.4.3 Applied psychology: Work and the individual (approximately 20 hours of contact time)						
3.4.3	Group processes: social facilitation, social loafing. Group decision-making: group polarisation, risky shift, groupthink. Group membership effects: deindividuation, ingroup-outgroup effect.	Define key terms. Describe and evaluate studies of • social facilitation • social loafing • group polarisation, risky shift, groupthink • deindividuation • the ingroup-outgroup effect. Apply knowledge of the concepts to scenario material.	3 hours	Pairs to research key concept and find out about a relevant study, to present to group: • social facilitation • social loafing • group polarisation, risky shift, groupthink • deindividuation • the ingroup-outgroup effect. Class discussion of how each could occur in a work environment/situation.	Internet access and texts.	Remember polarisation, risky shift and groupthink are related but not quite the same.

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:
3.4.3	Experimental method: study of social facilitation.	Plan and conduct a study of social facilitation. Analyse the data. Present a conclusion.	2 hours	Design and carry out study of social facilitation in class. See teacher guidance.	Materials for social facilitation study.	The conclusion should go beyond stating the results. Conclusions involve interpretation of the findings.
3.4.3	Communication at work: non-verbal communication (eye contact, facial expression, personal space). Cultural universals in facial expression. Cultural differences in personal space. Email communication: lack of non-verbal cues, egocentrism, and feedback.	Describe and evaluate research into non-verbal communication (eye contact, facial expression, personal space). Give examples of cultural universals in facial expression. Give examples of cultural differences in personal space. Explain how lack of non-verbal cues, egocentrism and lack of feedback affect email communication. Apply knowledge of research into communication to scenario material.	4 hours	Small groups to review and present to the group research examples of: • eye contact • facial expression • personal space. Analysis of own e-mail communications to consider: • occasions where non-verbal cues would have facilitated interpretation • possible instances of egocentrism • occasions where feedback would have been helpful.	Internet access. Texts. Selected copies of own email communications.	Make sure answers focus on evidence rather than anecdotal experience.

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:
3.4.3	Job motivation and satisfaction: need theory, expectancy theory, and goal-setting theory. Job characteristics and well-being (Warr).	Describe and evaluate need theory, expectancy theory, and goal-setting theory. Compare theories of job satisfaction. Describe and evaluate Warr's work on job characteristics and well-being. Apply knowledge of the theories to scenario material.	4 hours	Small groups to research theories and present to the group: • need theory • expectancy theory • goal-setting theory. Group discussion on strengths and limitations of each theory. Class to construct and implement short questionnaire on job characteristics and well-being based on Warr's work.	Internet access and texts. Questionnaire materials.	Be able to compare the different theories.
3.4.3	Workplace stress: effects of workload and control. The job demands – resources model (JDR).	Describe and evaluate research into the effects of workload and control on workplace stress. Explain the effects of workload and control on workplace stress. Describe and evaluate the job demands – resources model. Apply knowledge of the research and theory to scenario material.	4 hours	Design and carry out interviews with working people to include closed and open questions on: • workplace stress • workload • control. Company case study – group discussion of how to reduce work-related stress by a) reducing job demands and b) by	Texts and internet access. Interview materials. Company case study – from business studies department or texts.	Be able to discuss how well findings from research in one setting (industry, office etc) can be generalised to workers in another setting.

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:
				increasing resources.		
3.4.3	Revision of Applied psychology: Work and the individual.	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.	Revision as you go along will save time and effort later.
3.4.1 Scientific approaches in psychology (approximately 20 hours of contact time)						
3.4.1	Learning approach: behaviourist approach including classical conditioning and Pavlov, operant conditioning, types of reinforcement and Skinner's research.	Describe and evaluate the behaviourist approach. Describe the processes of classical and operant conditioning. Describe and evaluate Pavlov's research. Describe and evaluate Skinner's research. Identify/describe types of reinforcement. Apply knowledge of the approach to scenario material.	4 hours	Small groups to research: • classical conditioning theory • operant conditioning theory • Pavlov • Skinner • reinforcement (positive, negative, primary, secondary). Class presentations. Assemble a skeleton spreadsheet of all the approaches with columns for: main features; strengths; limitations; links to topics in psychology; examples of relevant research; comparisons between approaches etc.	Internet, textbook, psychopathology notes.	Be careful not to confuse negative reinforcement and punishment.

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:
3.4.1	Learning approach: social learning theory including imitation, identification, modelling, vicarious reinforcement, mediational processes and Bandura's research.	Describe and evaluate social learning theory. Define key terms/ concepts. Explain the role of meditational processes in social learning. Describe and evaluate Bandura's research. Apply knowledge of the approach to scenario material.	4 hours	Video clip of Bandura's Bobo Doll study. Pairs to write definitions of key terms: • imitation • identification • modelling • vicarious reinforcement • meditational processes Discussion of meditational processes and link to cognitive approach. Complete relevant columns of approaches spreadsheet.	Video clip Bandura Internet access, textbooks.	Be aware of how social learning can explain learning that the behaviourists could not explain.
3.4.1	The cognitive approach: study of internal mental processes, role of schema, use of computer and theoretical models. Emergence of cognitive neuroscience.	Describe and evaluate the cognitive approach. Explain/define key terms/concepts. Explain how cognitive psychologists use computer and theoretical models. Discuss emergence of cognitive neuroscience.	4 hours	In class demonstration of the Stroop study to reinforce understanding of the study cognitive processes using inference (repeated measures design, counterbalanced, IV – whether word and colour of ink match, DV – time to state colour of words). Pairs to write definitions of	Stroop materials – available on the internet. Internet access and texts.	Use information from Memory topic to illustrate your answers eg the multi-store model as an example of a theoretical model.

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:
		Apply knowledge of the approach to scenario material.		key terms: • schema • computer and theoretical models • cognitive neuroscience. Pairs to investigate examples of applied cognitive neuroscience research for short class discussion. Complete relevant columns of approaches spreadsheet.		
3.4.1	The biological approach: influence of genes, biological structures and neurochemistry. Genotype and phenotype, genetic basis of behaviour, evolution and behaviour.	Describe and evaluate the biological approach. Explain/define key terms/concepts. Describe and evaluate studies supporting and the influence of biology in behaviour. Discuss the influence of evolution on behaviour. Give examples of how human behaviours have evolved.	4 hours	Pairs to write definitions of key terms: • genotype • phenotype • evolution. Review/collate studies from other topics to show: • influence of genes on behaviour • role of biological structures on behaviour • effects of	Internet access and texts. Course notes.	Take care to use examples of **behaviours** when answering questions on evolution rather than examples of physical characteristics.

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:
		Apply knowledge of the approach to scenario material.		neurochemicals on behaviour. Complete relevant columns of approaches spreadsheet.		
3.4.1	Linking the approaches to topics	Refer to topics in answers to approaches questions. Use topics to illustrate features of an approach.	2 hours	Complete topic sections of approaches spreadsheet. Practise the technique of 'using topics' in example questions.	Notes and texts.	If asked to 'Refer to topics...' remember you need to stay focused on the approach you are discussing.
3.4.1	Revision	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.	Revision as you go along will save time and effort later.
3.4.2 Issues and debates in psychology (approximately 20 hours of contact time)						
3.4.2	Free will and determinism: hard and soft determinism: biological and environmental determinism. Scientific emphasis on findings cause.	Discuss the freewill-determinism debate. Explain free will. Outline types of determinism. Give examples of types of determinism. Explain the link between determinism and science.	4 hours	Teacher-led input – explanation of key terms. Students to research examples of different types of determinism for class discussion. Assemble a skeleton spreadsheet of all the debates with columns for: main features; links to approaches in psychology; examples of relevant	Internet and texts. Course notes for examples. Skeleton spreadsheet.	Remember to point out the benefits of determinism and not just criticisms.

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:
		Apply knowledge of the debate to scenario material.		topics/research etc.		
3.4.2	Nature-nurture debate: relative importance of heredity and environment; an interactionist approach.	Discuss the nature-nurture debate. Explain what is meant by heredity and interactionism. Apply knowledge of the debate to scenario material.	4 hours	Teacher-led input – explanation of key terms: • what is meant by relative importance • heredity • interactionism. Complete debates spreadsheet with: main features; links to approaches in psychology; examples of relevant topics/research etc.	Spreadsheet, texts and course notes.	Remember not this debate is not about whether behaviour is due to EITHER nature OR nurture, the debate is a **continuum**.
3.4.2	Holism and reductionism: levels of explanation in psychology. Biological reductionism, stimulus-response reductionism.	Discuss the holism-reductionism debate. Outline holism. Outline types of reductionism. Apply knowledge of the debate to scenario material.	4 hours	Pairs research – explanation of key terms: • holism • reductionism • levels of explanation • biological reductionism • stimulus-response reductionism. Complete debates spreadsheet with: main features; links to	Spreadsheet, texts and course notes.	Reductionism is often poorly defined. It is **not** 'accepting one explanation and ignoring others'.

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				approaches in psychology; examples of relevant topics/research etc.		
3.4.2	Psychology and science: objectivity and the empirical method; replicability, falsifiability, theory construction, hypothesis testing.	Outlines the features of science. Discuss the scientific status of psychology. Explain key terms. Use examples to illustrate key terms. Apply knowledge of the debate/issue to scenario material.	4 hours	Teacher-led explanation of key terms: • science • objectivity • empirical method • replicability • falsifiability • theory • hypothesis testing. Write a paragraph explaining why psychology should be considered a science. Use each of the terms above in your paragraph. Complete debates spreadsheet with: main features; links to approaches in psychology; examples of relevant topics/research etc.	Spreadsheet, course notes, texts.	Be able to argue, both ways, in other words, also have examples of how psychology is not that scientific.

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:
3.4.2	Linking topics to the debates.	Refer to topics in answers to issues and debates questions. Use topics to illustrate features of an approach.	2 hours	Practising use of topics in discussions of the issues and debates. Make list of suitable examples from topics studied earlier in the course.	Notes and texts.	If asked to 'Refer to topics..' remember you need to stay focused on the issue/debate you are discussing.
3.4.2	Revision of issues and debates.	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.	Revision as you go along will save time and effort later.
Unit 3 and Unit 4 **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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