

# OxfordAQA

# International GCSE

## Psychology (9218)

## Two-year scheme of work

For teaching from September 2023 onwards  
For International GCSE exams in June 2025 onwards

# Introduction

These outline schemes of work are intended to help teachers plan and implement the teaching of the Oxford AQA International GCSE Psychology (9218) 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. Each scheme has been produced by a practicing subject teacher. There are obviously many other ways of organising the work, and there is absolutely no requirement to use this scheme.

## Assumed coverage

This scheme of work assumes a 66-week course over two years: 36 weeks in Year 1 and 30 weeks in Year 2. This gives a total teaching time of 132 hours. This scheme of work does not deal with revision or assessments however sufficient time has been left for these to be covered.

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# Unit 1: Cognition and behaviour

## Topic: Memory

### Specification reference

- 3.1.1 Processes of memory

### Specification content and suggested hours

- The processes of memory: how memories are encoded, stored and retrieved. (1 hour)
- Different types of memory: episodic memory, semantic memory and procedural memory. (1 hour)

### Learning outcomes

- Understand the processes of memory: encoding, storage, and retrieval.
- Understand how memories are encoded and stored.
- Understand the different types of memory: episodic, semantic and procedural.

### Learning activities and resources

#### **The processes of memory: how memories are encoded, stored and retrieved**

- Free online memory tests can be a fun way to get students engaging with the topic. You can find them quite quickly on any search engine. If no internet or computer access, you can easily make up your own. Fill a tray with 15-20 small objects, let students look at them for 30 seconds, then see how many they can recall from memory. Could lead into some interesting discussions about any memory techniques they might have used to help them encode, store and retrieve the objects.
- You might want to repeat the above activity again, but with different objects, and see if they can retrieve more objects from memory if they use a technique to encode and store the objects (such as making the objects into a story).
- Introduce the processes of memory with this [video](#) (2 minutes).
- Compare the way memory works in computer and humans – discussion in pairs/small groups, then feedback to class.
- Use mnemonics to show how levels of encoding can differ. Demonstrate with a mnemonic, such as one for recalling the names of the planets. Students can choose some information they need to remember for any subject, and devise their own mnemonic for it. Share ideas with class.
- Students to draw diagram of the processes of memory that includes definitions of the key terms.

## **Different types of memory: episodic memory, semantic memory and procedural memory.**

- Give each pair 8-10 descriptions of different scenarios (such as riding a bike, swimming, walking, driving a car, what they had to eat for breakfast, where they last went on holiday last year, what is the capital city of your country, which animals have wings etc). Ask them to sort the cards into groups.
- Pairs to share ideas with the rest of the class, discuss the groupings and reasons for the groupings.
- Introduce and explain the different types of memory.
- Discuss the difference between each type.
- If you have a student with shoelaces, you could ask them to untie their laces, and ask another student to give instructions on how to tie them.
- Lead into discussion on differences between procedural and episodic/semantic memory.
- Students to work in pairs to design a short memory test with questions that cover each type of memory. Then join up with another pair to take each other's tests.
- Students look at different scenarios (e.g. taking a school trip to the beach/countryside) which demonstrate examples of the different types of memory. They have to identify each type of memory.

## Specification reference

- 3.1.1 Structures of memory.

## Specification content and suggested hours

- The multi-store model of memory: sensory register, short-term memory and long-term memory. Features of each memory store: coding, capacity, and duration. (1 hour)
- Primacy effect and recency effect in recall: the effects of serial position. Murdock's serial position curve study. (2-3 hours)
- The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. Features of each component: coding and capacity. Processing tasks as investigated by Baddeley and Hitch. (2-3 hours).

## Learning outcomes

- Understand and be able to evaluate the multi-store model of memory and the sensory register, short-term and long-term memory stores.
- Understand the features of each memory store.
- Understand primacy and recency effects and the effects of serial position.
- Understand and be able to evaluate Murdock's serial position curve study
- Understand key concepts from research methods and data handling topic.
- Understand and be able to evaluate the working memory model.
- Understand and be able to evaluate the main components of the working memory model, including the central executive, phonological loop, visuo-spatial sketchpad and episodic buffer.
- Understand the features of each component.
- Understand and evaluate dual processing tasks.

## Learning activities and resources

### **The multi-store model of memory: sensory register, short-term memory and long-term memory.**

#### **Features of each memory store: coding, capacity, and duration.**

- Teacher-led demonstration – produce a list of 10 one-digit numbers (2,5,7,3,8, etc). Call out one number and ask students to repeat it back to you, increase the list by one item each time. How far can students go before they start to make mistakes.
- Introduce the theory and the short-term memory store. Introduce the idea that STM has a capacity of between 5 and 9 items, and a duration of up to 30 seconds, so they are likely to have been able to recall between 5 and 9 digits.
- Discuss how they could transfer the information from their STM to their long-term memory. Introduce the idea of rehearsal.
- Show the diagram of the multi-store model and explain each store
- Students to draw diagram of the flow of information through the multi-store model of memory (including definitions of key terms).
- In pairs, students try and guess the features of each memory store. Feedback to class and then completes a table stating the coding, capacity and duration of each store.
- Class discussion – evaluation of the model. Make notes
- Devise own experiments in pairs/small groups on short term memory or long term memory.

## **Primacy effect and recency effect in recall: the effects of serial position.**

### **Murdock's serial position curve study**

- Teacher led experiment - carry out a version of Murdock's study. Read a list of 20 words for participants to remember. Then, after they write down all the words they can recall, see how many were remembered from the beginning, middle and end of list.
- Collect together class results from above and display. Discuss the findings and introduce the key terms, primacy effect and recency effect, and introduce Murdock's study. Introduce the concept of the serial position curve. Show Murdock's curve to the class.
- In pairs, students discuss if Murdock's findings support the multi-store model of memory. Why/Why not?
- Students can individually draw a serial position graph of the collated class results, and compare their graphs/results to Murdock's. If different, discuss why they might be different.
- Mind map/list evaluation of Murdock's study in pairs.
- Use Murdock's study to introduce key terms and research methods concepts such as hypothesis, IVs and DV.
- Use class results from Murdock's study to introduce key terms and data handling concepts such as graphs, mean, median, mode and range.
- Students could design their own studies to test the primacy effect and recency effect. They could vary Murdock's study – more words, longer words, shorter words etc, or design their own. Write a short report using the key terms from research methods that have been introduced.

## **The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer.**

### **Features of each component: coding and capacity.**

#### **Processing tasks as investigated by Baddeley and Hitch**

- Teacher led demonstration – give each student a page of text to read that they haven't seen before (can be on any subject). Ask them to read the page of text while repeating the word 'hello' over again to themselves (any word can be used). After a minute, ask them to tell their partner what they can remember from the text. Discuss with class.
- Introduce the working memory model, and explain the reasons why it was developed. Show diagram with labels. Students copy and label their own diagram.
- Introduce each component. Students make notes on each component. Point out the phonological loop is split into 2 sub-sections.
- Relate the starter activity to the working memory model.
- There are numerous videoclips available online of Baddeley talking about the working memory model you could show.
- Introduce features of each component of the working memory model (coding and capacity).
- Teacher led demonstration to illustrate capacity of the AL (part of the phonological loop).
- Make a list of 10 one- syllable words, such as blue, fish, and a list of 10 three-syllable words, such as holiday, elephant. Give students a short amount of time to learn each list, and a short amount of time to recall each list. Discuss results.
- Explain it demonstrates that coding in the AL depends on how long it takes to say something, not by the number of items.
- Students fill in a table on capacity and coding for each component.
- In pairs, students discuss ideas on how Baddeley could test for the existence of each component of the working memory model. Feedback to class. Introduce the idea of dual processing tasks.
- Conduct some of Baddeley's' dual processing tasks on students.
- Students could then design their own in pairs/individually, and try them out on each other.



- Evaluation of the working memory model in pairs, feedback to class and students make detailed notes.
- Students could make a 'matching pairs' card game.
- In pairs, they need 20 small pieces of card. They write a question about the WMM on one card, the answer on another card. Repeat this 9 times. Place all 20 cards face down. Find other students in the room to have a go at their game. Turn over 2 cards, if the answer matches the question, keep both cards, then it's the next persons go. If they don't match, place them face down again.

## Specification reference

- 3.1.1 Memory as an active process.

## Specification content and suggested hours

- The theory of reconstructive memory, including the concept of 'effort after meaning'. Bartlett's War of the Ghosts study. (2-3 hours)
- Factors affecting the accuracy of memory: interference, context and false memories. (2-3 hours).

## Learning outcomes

- Understand and be able to evaluate the theory of reconstructive memory.
- Understand and be able to evaluate Bartlett's War of the Ghosts study.
- Understand the concept of 'effort after meaning'.
- Understand key concepts from research methods topic.
- Understand factors such as interference, context and false memories and the effect they have on the accuracy of memory.
- Understand key concepts from research methods topic.

## Learning activities and resources

### **The theory of reconstructive memory, including the concept of 'effort after meaning'. Bartlett's War of the Ghosts study.**

- Introduce the idea that our memories are not an exact copy of what happened with this [short video](#).
- Or find a short video clip of a car crash, or incident (that isn't upsetting). After watching the video, ask students to write down what they can remember. Share with partner and then class. Are the memories of the incident similar? Why/why not?
- Students play a secret message game. In large groups (or as a class), the first student passes a message to the next student, who passes it to the next student. This continues until the last student has the message. They then say it out loud. How has it changed from the original message?
- Find the story used in the War of the Ghosts study. Give it to the first student to read, then play the secret message game again. Last person has to say out loud the version they were told. Give each student the original story to read. How was the final story different to the original story?
- Introduce Bartlett's study and results.
- Students to create a story board of the Bartlett 'War of the Ghosts' study.
- Mind map/list evaluation of Bartlett's study in pairs.
- PowerPoint slide showing either a collection of related items (e.g. things you would see in an office) or an image of an actual location (e.g. office interior). Give students 30 seconds to look at it. Then ask them to list everything they saw. How many add other typical items not actual in the original? Why do students think this happens?
- Use Bartlett's study to introduce key terms and research method concepts such as target population and extraneous variables.
- Homework: students could carry out a version of Bartlett's experiment with their friends and family as participants. This could either be as one shorter piece of homework, or a longer piece of homework in which they work on all the elements of designing an experiment and use some of the required mathematical skills to write up their results.

## **Factors affecting the accuracy of memory: interference, context and false memories.**

- Teacher led experiment demonstrating interference. Split the class into two groups – one has a list of words to remember followed by another list to remember, the other has a list of words to remember and then has to draw a picture. Ask both groups to write down all the words they can remember from the first list. Collate class results and discuss what they show.
- List real life examples of interference happening (i.e. moving house and giving your old address instead of your new one).
- Discuss when interference is more likely to occur.
- Could introduce experimental designs here – explain it was an independent groups design. What other ways are there to organise the participants for the study. Would repeated measures have been better? Why/why not?
- Students make notes on how interference affects the accuracy of memory.
- Design own interference experiments.
- Teacher led class discussion: examples where context affects memory (i.e. exam hall: revise in exam conditions, going upstairs and forgetting what you went upstairs for and going back down stairs and remembering).
- Experiment demonstrating context – students learn a list of words, then half of students recall in a different room and the others recall in the same room. Collate results from each condition and discuss.
- You could refer to experimental design again. How could the same experiment be conducted using a repeated measures or matched pairs design.
- You could introduce the deep-sea divers study as an example of a study on context.
- Students make notes on how context affects the accuracy of memory.
- Design and carry out own studies on how context affect the accuracy of memory.
- Introduce the idea of false memories with this [video](#) (4 minutes).
- Students make notes on how false memories affect the accuracy of memory.
- Evaluation of each factor
- Use the Loftus study to introduce ethical issues and the British Psychological Society (BPS) guidelines.
- Students could complete a homework task on the BPS guidelines.
- Give students a list of statements regarding ethics and the BPS guidelines, some true, some false. They have to decide which statements are true or false, and why?

# Topic: Perception

## Specification reference

- 3.1.2 Sensation and perception.

## Specification content and learning hours

- The difference between sensation and perception. (1 hour)

## Learning outcomes

- Understand the concepts of sensation and perception.
- Understand key concepts from research methods topics.

## Learning activities and resources

- Blindfold a willing volunteer and give them an object to feel. They need to try and guess what it is. Do it a few times with different volunteers and different objects.
- Introduce and explain the concepts of sensation and perception or use this [video](#) (2 minutes)
- Students could draw diagrams from the video explaining the difference between sensation and perception, and give examples of each.
- Students to draw up a table with all the different senses (see, hear, touch, taste and smell), and examples of the types of information that we receive through each of them.
- Students write a sentence explaining the difference between sensation and perception. Share sentences with class.
- In pairs, students design an experiment to test if one sense can influence our perception of the information received from another sense. This is probably easiest to do with vision and taste or smell and taste.
- One example is to eat a small spoon of chocolate powder, or piece of lemon, or something similar, while holding your nose. Chew the food for 15 seconds, then write down your first thoughts about the taste. Drink a glass of water and wait a few minutes. Do the same again with the same food, but don't hold your nose this time. Describe the change in the taste. Why is there a change?
- Homework: students could try out their experiments on friends and family, as long as they are suitable, safe and checked by their teacher first.

## Specification reference

- 3.1.2 Visual cues and constancies

## Specification content and learning hours

- Binocular depth cues: retinal disparity, convergence. (1 hour)
- Monocular depth cues: height in plane, relative size, occlusion and linear perspective. (1 hour)

## Learning outcomes

- Understand the binocular depth cues of retinal disparity, convergence.
- Understand the monocular depth cues of height in plane, relative size, occlusion and linear perspective.

## Learning activities and resources

### **Binocular depth cues: retinal disparity, convergence.**

- Introduction to topic that helps students to see how we have different depth perception with two eyes than with one. Show this [video](#) (1 minute).
- In pairs, students take turns watching their partner demonstrate convergence. Show students how they experience convergence when they keep both eyes fixed on an object (such as their fingertip held as far away as possible) slowly moving closer and closer to their nose.
- Show students how they experience retinal disparity when they close one eye and then line up a pencil with a straight vertical 'line' such as the edge of a door. When they change the eye that is open, they will see the pencil 'jump'.
- Teacher led explanation of binocular depth cues, retinal disparity, and convergence.
- Students make notes on binocular depth cues, retinal disparity, and convergence.
- Students could come up with their own ways of demonstrating retinal disparity and convergence.

### **Monocular depth cues: height in plane, relative size, occlusion and linear perspective.**

- Introduction to monocular depth cues (height in plane, relative size, occlusion and linear perspective).
- Show a picture of each one, along with a list of the names, students to work out which label belongs to each picture and why.
- Give students the correct answers, then students can sketch each example, and add a description.
- Students can sketch, or create an image on a computer using all the monocular depth cues in the same picture. Add labels to identify each monocular depth cue
- Show this [video](#) (1 minute) – and then get students to work in pairs to design another way that our perception can be tricked by manipulating one of the monocular depth cues.
- In pairs, students write 10 questions about monocular depth cues and binocular depth cues. They then give their questions to another pair to answer.

## Specification reference

- 3.1.2 Gibson's direct theory of perception – the influence of nature

## Specification content and learning hours

- Gibson's direct theory of perception – the real world presents sufficient information for direct perception without inference.  
Role of motion parallax in everyday perception. (2 hours)

## Learning outcomes

- Understand and be able to evaluate Gibson's direct theory of perception.
- Understand motion parallax.

## Learning activities and resources

- Introduce and explain Gibson's direct theory of perception or use the first two minutes of this [video](#). (4 minutes)
- There are numerous clips available online that demonstrate motion parallax.
- Introduce students to other cues from nature, such as texture gradient and colour gradient.
- Class to take a short walk around school grounds, or watch this [video](#) (24 minutes) of passing scenery. Students to notice and identify as many binocular, monocular and other cues as they can. Discuss in groups what they noticed.
- Use this [video](#) (2 minutes) to introduce Gibson's concept of affordances – that our perception of objects includes the possibilities of actions that they can be used for.
- Class discussion: do you agree that the real world presents sufficient information for direct perception without inference? Why/why not?
- Mind map / list evaluation of Gibson's direct theory in pairs. Feedback to class.
- Possible homework task – Describe and evaluate Gibson's direct theory of perception
- Homework: students to bring in examples of visual illusion for the next lesson.

## Specification reference

- 3.1.2 Visual illusions

## Specification content and learning hours

- Explanations for visual illusions: ambiguity, misinterpreted depth cues, fiction, size constancy.  
Examples of visual illusions: the Ponzo, the Müller-Lyer, Rubin's vase, the Ames Room, the Kanizsa triangle and the Necker cube. (1 hour)

## Learning outcomes

- Understand why and how ambiguity, misinterpreted depth cues, fiction and size constancy cause visual illusions.
- Identify and describe the Ponzo, the Müller-Lyer, Rubin's vase, the Ames Room, the Kanizsa triangle and the Necker cube illusions.

## Learning activities and resources

- Introduce the concepts of ambiguity, misinterpreted depth cues, fiction and size constancy.
- Show an example of each one for students to discuss what they see.
- Students to sketch an example of each one and name it.
- [Video](#) clip (26 seconds) explaining Ames room.
- Students to identify which of these cognitive strategies (ambiguity, misinterpreted depth cues, fiction and size constancy) is behind the way we perceive each of the named illusions (Ponzo, Müller-Lyer, Rubin's vase, Ames Room, Kanizsa triangle and the Necker cube). Draw up a table matching cognitive strategies with illusions.
- Students to identify which cognitive strategy is behind the other illusions that they have brought in. (More than one cognitive strategy may be involved for some illusions.)
- Synoptic link: the first 1 minute 40 seconds of this [video](#) (4 minutes) makes a connection between visual illusions, a factor affecting perception (i.e. culture) and the variation in recognition of colours (language, thought and communication topic).

## Specification reference

- 3.1.2 Gregory's constructivist theory of perception – the influence of nurture

## Specification content and suggested hours

- Gregory's constructivist theory of perception – perception uses inferences from visual cues and past experience to construct a model of reality. (1-2 hours)

## Learning outcomes

- Understand and be able to evaluate Gregory's constructivist theory of perception.

## Learning activities and resources

- Introduce Gregory's constructivist theory of perception and look at how visual illusions offer support for this theory.
- Comparisons table for Gregory's constructivist theory and Gibson's direct theory of perception. (Not all aspects of the two theories are directly comparable.)
- Mind map/list evaluation of Gregory's constructivist theory in pairs.
- Class discussion: do you agree that perception uses inferences from visual cues and past experience to construct a model of reality? Why/why not?
- Extension activity: some students may benefit from learning about the difference between top-down and bottom-up theories. This short [introductory video](#) (3 minutes) may be helpful.



## Specification reference

- 3.1.2 Factors affecting perception.

## Specification content and learning hours

- Bruner and Minturn's study of perceptual set.  
Perceptual set and the effects of expectation on perception. (1-2 hours)
- The effects of motivation on perception.  
The Gilchrist and Nesberg study of motivation. (1-2 hours).
- The Nisbett and Miyamoto study on culture.  
The effects of culture on perception. (1-2 hours)
- The Kunst-Wilson and Zajonc study on emotion.  
The effects of emotion on perception. (1-2 hours)

## Learning outcomes

- Understand and be able to evaluate Bruner and Minturn's study of perceptual set.
- Understand the concept of perceptual set and how expectation affects perception.
- Understand key concepts from research methods topic.
- Understand and be able to evaluate Gilchrist and Nesberg's study of motivation.
- Understand the concept of motivation and how it affects perception.
- Understand key concepts from research methods topic.
- Understand and be able to evaluate Nisbett and Miyamoto study on culture.
- Understand the concept of culture and how it affects perception.
- Understand and be able to evaluate the Kunst-Wilson and Zajonc study on emotion.
- Understand the concept of emotion and how it affects perception.

## Learning activities and resources

### **Bruner and Minturn's study of perceptual set.**

#### **Perceptual set and the effects of expectation on perception.**

- Teacher-led experiment – Replicate Bruner and Minturn's perceptual set study
- Collate class findings and discuss the results
- Introduce Bruner and Minturn's study.
- Mind map / list evaluation of Bruner and Minturn's study in pairs.
- In pairs, students design an experiment to test perceptual set and the effects of expectation on perception
- Homework: students could go on to carry out their experiments. This could either be one shorter piece of homework, or a longer piece of homework in which they work on all the elements of designing an experiment.

### **The effects of motivation on perception.**

#### **The Gilchrist and Nesberg study of motivation**

- Introduce and explain Gilchrist and Nesberg's study of motivation.
- Identify the IV, DV, EV's and experimental design.
- Discuss ethics of Gilchrist and Nesberg's study. Refer to BPS guidelines.
- Mind map / list evaluation of Gilchrist and Nesberg's study in pairs.
- Students can write a newspaper report about Gilchrist and Newberg's (G and N) study, or they could imagine they are interviewing G and N, about their study, and write up an interview with them. Or they could produce a summary of the G and N study for a news report for television or the radio.

## **The Nisbett and Miyamoto study on culture**

### **The effects of culture on perception**

- Use appropriate research to help students understand effect of culture on perception, see this [blog](#) on perceptual learning.
- Class discussion – What is meant by culture? Does culture influence our perception? How does culture influence our perception?
- Explain that there have been numerous studies investigating culture and perception mainly comparing Western cultures with particular Asian cultures. What difference do you think Psychologists have found?
- In photos of scenes from cities/towns, people from Western cultures tend to focus on objects, people from Asian cultures tend to focus more on background contexts. Westerners tend to perceive and think about the environment in an analytic way, East Asian cultures tend to perceive and think about the environment in a holistic way.
- You could introduce Nisbett and Miyamoto’s study by showing photos of scenes from American (western culture) and Japanese (East Asian culture) towns and cities (photos of hotels, schools, shops, everyday scenes etc). Ask students to look at the photos and list what they notice about each one. They can share their lists with the class.
- Explain Nisbett and Miyamoto’s study – they showed photos of everyday scenes from Japan and America to American and East Asian participants. They had to answer questions about the scenes such as how many objects are there? Is the scene chaotic or organised? They had to answer each question using a scale from 1 to 5. They found the Japanese scenes were more complex and ambiguous than the American scenes which may explain why different cultures focus on different aspects of scenes.
- In pairs, students to evaluate the study and feedback to class.
- Students could produce a mind map, story board or summarise the study using their preferred method.
- Homework or extension activity: students to find out about other research that supports the idea that culture affects visual perception. They could present their findings to the rest of the class in a later lesson.

## **The Kunst-Wilson and Zajonc study on emotion**

### **The effects of emotion on perception**

- Introduce the Kunst-Wilson and Zajonc study.  
You could do this by replicating the study in the classroom. It would be easier to replicate if you can use PowerPoint, or a similar program, to display the images for set lengths of time. But you can still replicate it without technology and present the images on pieces of card.  
You could demonstrate it on the class as a whole, or choose a willing volunteer to be the participant.
- Part 1 – Show 20 images, one at a time, but very quickly. It should be too fast for the images to be recognised. The images should be of irregular octagons (8 sided shapes where the sides are different lengths, which is what Kunst-Wilson and Zajonc used), but you could use any shapes for the demonstration. Kunst-Wilson and Zajonc used solid black shapes on a white background.
- Part 2 – Show the participant pairs of images, each pair for one second only. One of each pair should be from the initial images shown.  
Participant to answer two questions after each pair is shown: 1) which image did they like better (feeling/emotion test), and 2) which one did they think they had seen before (recognition test).  
Discuss the study and your results. Explain the study was a replication of a study by Kunst-Wilson and Zajonc on emotion.  
Explain Kunst-Wilson and Zajonc’s study and their results (no discrimination on the recognition test, but they chose the one they had seen previously for the feeling/emotion test).

- Discussion – what does their study show about the effect of perception on emotion?
- In pairs, evaluate the Kunst-Wilson and Zajonc study. Share ideas with class.
- Students could produce a storyboard, or a mind-map summarising the study, including the aim, method results, conclusion and evaluation.
- In pairs, students design an experiment to test the effects of one of the factors that affect perception (culture, motivation, expectation or emotion). This could be to practice designing studies (practice hypothesis, IV DV EV's, following ethical rules etc, or it could be to actually design, carry out, and write a report on.
- Students to consider who their target population would be, what sampling method they would use and why, and what ethical considerations they would need to address.

# Topic: Biopsychology

## Specification reference

- 3.1.3 Structure and function of the nervous system

## Specification content and suggested hours

- The divisions of the human nervous system: central and peripheral (somatic and autonomic).  
Basic functions of these divisions. (1-2 hours)
- The role of the endocrine system: the function of glands and hormones. (1 hour)
- The autonomic nervous system and the fight or flight response.  
The James-Lange theory of emotion. (1-2 hours)

## Learning outcomes

- Understand the divisions and functions of the human nervous system.
- Understand the roles of the endocrine system and the function of glands and hormones
- Understand the autonomic nervous system and the fight or flight response.
- Understand and be able to evaluate the James-Lange theory of emotion.

## Learning activities and resources

**The divisions of the human nervous system: central and peripheral (somatic and autonomic).**

**Basic functions of these divisions.**

- Introduce the divisions of the human nervous system with this [short video \(2 minutes\)](#)
- If you have access to large sheets of paper, or can stick some paper together, in small groups, students draw the outline of someone, and then mark on the divisions of the nervous system. They should label their diagram. Or they could do a smaller sketch of a person and mark on the divisions, and label it.
- In small groups, students to design and create a game for helping people to learn and remember the structures and functions of the human nervous system, e.g. snap, bingo, dominos, true/false quiz.
- When games are finished, students to play a variety of different ones with classmates.
- Homework: research the role of the endocrine system, and the function of glands and hormones. Bring notes to next lesson.

**The role of the endocrine system: the function of glands and hormones.**

- Students share their notes from their homework task with their partner.
- This [video \(5 minutes\)](#) is a simple introduction to the endocrine system. There are numerous others available online as well.
- Using their notes from the homework task and information from the video, students do a piece of writing describing the role of the endocrine system and the function of glands and hormones. They can draw the outline of a human body and label it to support their descriptions. Choose a few students to share their work with the class.

## **The autonomic nervous system and the fight or flight response.**

### **The James-Lange theory of emotion**

- Play [video](#) (4 minutes) of someone experiencing the fight or flight response. Alternatively, use this [video](#) instead (3 minutes).
- Class discussion: what do you think would be happening to this person physically, emotionally, and cognitively?
- Introduce and explain fight or flight response with this [short video](#) (2 minutes)
- Introduce and explain James-Lange theory of emotion.
- Students to work in pairs to research other studies that support or go against this theory, e.g. Schwatz et al in 1981, Levenson et al in 1990. Report findings back to class.
- Mind map / list evaluation of The James-Lange theory in pairs.

## Specification reference

- 3.1.3 Neuron structure and function

## Specification content and suggested hours

- Sensory, relay and motor neurons.  
Synaptic transmission: release and reuptake of neurotransmitters.  
Excitation and inhibition.  
An understanding of how these processes interact.  
Hebb's theory of learning and neuronal growth. (1-2 hours)

## Learning outcomes

- Understand sensory, relay and motor neurons, synaptic transmission: release and reuptake of neurotransmitters, excitation and inhibition.
- Understand how these processes interact.
- Understand and be able to evaluate Hebb's theory of learning and neuronal growth.

## Learning activities and resources

- Introduce and explain neurons, maybe with these short videos:
- [Neuroscience: the neuron](#) (2 minutes)
- [What are nerve cells, neurons and synapses?](#) (3 minutes)
- Introduce and explain synaptic transmission with this [video](#) (2 minutes)
- Students to sketch and label their own diagrams of each type of neuron, a synapse and synaptic transmission.
- In small groups, they could make 3D models of the above.
- Introduce and give basic explanation of Hebb's theory of learning and neuronal growth. Students then research and find further details, including ways the theory can be evaluated. Share back findings with rest of class. Students to make their own notes.

## Specification reference

- 3.1.3 Structure and function of the brain

## Specification content and suggested hours

- Brain structure: frontal lobe, temporal lobe, parietal lobe, occipital lobe and cerebellum. Basic function of these structures. (1 hour)
- Localisation of function in the brain: motor, somatosensory, visual, auditory and language areas.  
Broca's area and Wernicke's area.  
Penfield's study of the interpretive cortex. (2-3 hours)

## Learning outcomes

- Understand brain structure: frontal lobe, temporal lobe, parietal lobe, occipital lobe and cerebellum.
- Understand basic function of these structures.
- Understand localisation of function in the brain and the motor, somatosensory, visual, auditory and language areas.
- Understand Broca's area and Wernicke's area.
- Understand and be able to evaluate Penfield's study of the interpretive cortex.

## Learning activities and resources

### **Brain structure: frontal lobe, temporal lobe, parietal lobe, occipital lobe and cerebellum.**

#### **Basic function of these structures.**

- If you have access to balloons, in pairs, students could draw each lobe and cerebellum onto a balloon.
- Divide class and allocate each student one of the four lobes or cerebellum. Students then research their lobe in order to identify the functions of it.
- Students to work together in groups made up of people who worked on each area of the brain. Each student to take a turn to explain where their structure is located and what its functions are.
- Students to colour in and label diagram of the [brain](#). Students to add functions of each structure to brain diagram.
- Homework: research either Broca's area or Wernicke's area for next lesson.

### **Localisation of function in the brain: motor, somatosensory, visual, auditory and language areas.**

#### **Broca's area and Wernicke's area.**

#### **Penfield's study of the interpretive cortex.**

- Class discussion: do specific functions happen in specific parts of the brain? How might scientists be able to find out?
- Introduce and explain Broca's area and Wernicke's area.
- Wernicke's area [video](#) (5 minutes)
- Broca's area [video](#) (2 minutes)
- Blank [diagram](#) of brain for printing.
- Students to contribute other things they learnt about these two areas when doing their homework. Label a blank brain diagram with Broca and Wernicke's area. Write a few sentences describing each one.
- Students to colour in and label diagram of the brain that shows motor, somatosensory, visual, auditory and language areas.

- Introduce and explain Penfield's study of the interpretive cortex.
- Students to create a storyboard of Penfield's study.
- Class discussion: do you think that Penfield's study was ethical? Why/why not? How could the type of participants affect the validity/reliability of Penfield's study?
- Mind map/list evaluation of Penfield's study in pairs.



## Specification reference

- 3.1.3 Cognitive neuroscience

## Specification content and suggested hours

- Cognitive neuroscience: how the structure and function of the brain relate to behaviour and cognition.  
Use of scanning techniques to identify brain functioning: CT, PET and fMRI scans.  
Basic understanding of how neurological damage, e.g. stroke or injury can affect motor abilities and behaviour. (1-2 hours)
- Tulving's 'gold' memory study. (1 hour)

## Learning outcomes

- Understand what cognitive neuroscience is.
- Understand the use of scanning techniques to identify brain functioning.
- Understanding how neurological damage, can affect motor abilities and behaviour
- Understand and be able to evaluate Tulving's 'gold' memory study.

## Learning activities and resources

**Cognitive neuroscience: how the structure and function of the brain relate to behaviour and cognition.**

**Use of scanning techniques to identify brain functioning: CT, PET and fMRI scans.**

**Basic understanding of how neurological damage, e.g. stroke or injury can affect motor abilities and behaviour.**

- Explain what cognitive neuroscience is.
- Class discussion: is anyone interested in this area of study now that they have begun to learn more about the brain? How might this area of study be used in the real world?
- Class discussion: what methods can be used to see what happens in the human brain?
- Show [video](#) (7 minutes) that introduces all three scanning techniques.
- This [video](#) (3 minutes) compares CT and MRI scans.
- Students complete a table describing each scan with advantages and disadvantages.
- Class discussion: what can happen to cause damage to the brain?
- Explain [story](#) of Phineas Gage and what it shows about damage to the brain.
- [Video](#) (2 minutes) about Phineas Gage (check suitable for students before showing).
- In pairs, students to research types of damage to the brain and the effect this can have on motor abilities and behaviour. Feedback findings to the rest of the class.
- Students create a table or mind map of different types of neurological damage.
- Homework: students to research how to spot the signs that someone is having a stroke and what to do to help them.

### **Tulving's 'gold' memory study.**

- Synoptic link: students individually write down what semantic and episodic memories are.
- Introduce and explain Tulving's 'gold' memory study.
- Students to create a storyboard, or newspaper article of Tulving's study.
- Class discussion: do you think that Tulving's study was ethical? Why/why not? How could the number of participants affect the validity/reliability of Tulving's study?
- Mind map/list evaluation of Tulving's study in pairs.

## Topic: Research methods

It is important that research methods, data handling and mathematical skills are not seen as an entirely separate area of the specification. The following sections of the research methods topic can be selected and taught at any time throughout the course.

### Specification reference

- 3.1.4 Hypotheses and types of variable

### Specification content and suggested hours

- Independent and dependent variables (1 hour)
- The null hypothesis and alternative hypothesis (30 minutes)
- Extraneous variables (30 minutes)

### Learning outcomes

- Understand independent and dependent variables.
- Be able to formulate testable hypotheses – including null hypothesis and alternative hypothesis.
- Understand extraneous variables.

### Learning activities and resources

#### **Independent and dependent variables**

- Explain what is meant by independent and dependent variables.
- Students identify the IVs and DVs in examples of experiments on a sheet.
- Class discussion: does listening to music make you study better? Why/why not?
- In pairs, students discuss how they could carry out an investigation into music and memory to find out if what they believe is true? What would the IVs and DV be in their study?

#### **The null hypothesis and alternative hypothesis.**

- Explain how to combine IVs and DV to create a hypothesis – give examples of a null hypothesis and an alternative hypothesis. Explain what makes a DV testable and give examples of things that cannot be tested, eg better, worse.
- Students write a testable hypothesis for each experiment on the sheet used above.
- In pairs, students to write a hypothesis for their investigation into music and memory.

#### **Extraneous variables.**

- Introduce and explain extraneous variables or use this [short video](#) (4 minutes)
- Class discussion: what extraneous variables would you need to consider in your investigations into music and memory?

## Specification reference

- 3.1.4 Sampling

## Specification content and suggested hours

- Target populations.  
Samples and sampling methods (random, opportunity, systematic and stratified), and how to select samples using these methods.  
Strengths and weaknesses of each sampling method. (1-2 hours)

## Learning outcomes

- Understand target populations.
- Understand the named sampling methods and how to select samples using these methods.
- Understand strengths and weaknesses of each named sampling method.
- Understand principles of sampling as applied to scientific data.

## Learning activities and resources

- Explain what is meant by target population and samples.
- Using the class as the target population, demonstrate each sampling method.
- You could also demonstrate the sampling methods using a packet of coloured sweets as the target population.
- Students to identify the target population in examples of experiments on a sheet.
- Students divide up into four groups and each group takes a different sampling technique. They research their method and find out what the strengths and weaknesses of their method are. Students then present their method to the rest of the class, and the class adds each method to a summary table / mind map.
- In pairs, students decide which sampling method will be used in their investigation into music and memory.
- Students are placed in teams and complete a quiz on identifying the target population, sampling method and the advantages and disadvantages of different methods.

## Specification reference

- 3.1.4 Designing research

## Specification content and suggested hours

- Experimental methods (laboratory, field and natural experiments).  
Strengths and weaknesses of each experimental method and what types of research they are suitable for.  
Experimental designs (independent groups, repeated measures and matched pairs).  
Strengths and weaknesses of each experimental design. (1-2 hours)
- Interviews and questionnaires.  
Strengths and weaknesses of interviews and questionnaires and what types of research they are suitable for. (2-3 hours)
- Observation studies (including categories of behaviour and interobserver reliability).  
Strengths and weaknesses of observation studies and what types of research they are suitable for. (2-3 hours)

## Learning outcomes

- Understand each of the named experimental methods, including strengths, weaknesses and suitability.
- Understand each of the named experimental designs.
- Understand the strengths and weaknesses of each experimental design.
- Understand the methods of questionnaires and interviews, including strengths, weaknesses and suitability.
- Understand key concepts from research methods topic.
- Understand the method of case studies, including strengths, weaknesses and suitability.
- Understand observation studies including categories of behaviour.
- Understand inter-observer reliability.
- Understand the strengths, weaknesses and suitability of observations.

## Learning activities and resources

### **Experimental methods (laboratory, field and natural experiments).**

#### **Strengths and weaknesses of each experimental method and what types of research they are suitable for.**

### **Experimental designs (independent groups, repeated measures and matched pairs).**

#### **Strengths and weaknesses of each experimental design.**

- Explain each of the experimental methods.
- Give students a list of a few experiments briefly described. They need to state which experimental method was used for each one.
- Class discussion: what do you think the strengths and weaknesses of each experimental method might be? How might that influence researchers when they are choosing which experimental method to use? What types of research might they each be most/least suitable for?
- In pairs, students decide which experimental method will be used in their investigation into music and memory.
- Explain the three types of design: independent groups, repeated measures and matched pairs.

- Class discussion: what do you think the strengths and weaknesses of each experimental design might be? How might that influence researchers when they are choosing which experimental design to use? What types of research might they each be most/least suitable for?
- Students fill in a chart of what each design is with a picture to show how the participants would be arranged in each one. Include notes on strengths and weaknesses and suitability.
- In pairs, students decide which experimental design will be used in their investigation into music and memory.

### **Interviews and questionnaires.**

#### **Strengths and weaknesses of interviews and questionnaires and what types of research they are suitable for.**

- On PowerPoint, show examples of questions. Students identify whether each is an open or closed question and whether there are any problems with the question.
- Working in small groups, students design a questionnaire with both open and closed questions to investigate the following: whether people believe that TV programmes and video games are violent and whether this affects the aggression levels in young people (or use a topic that's relevant to your students).
- Class discussion: what do you think the strengths and weaknesses of questionnaires might be? What types of research might they each be most/least suitable for?
- Explain the difference between a structured, semi-structured and an unstructured interview.
- Students then work in small groups to research each interview type more fully and then create a class presentation/demonstration on how to conduct a structured, semi-structured or an unstructured interview and what the strengths and weaknesses and suitability of each interview type are.
- Homework: students carry out the questionnaire they designed. This could either be one shorter piece of homework with just one or two participants, or a longer piece of homework with more participants and the use of some of the required mathematical skills to write up their results.

#### **Case studies: strengths and weaknesses of case studies and what types of research they are suitable for.**

- In small groups, discuss what kinds of behaviours produced by individuals would be of interest to psychologists.
- Explain the case study method.
- Students then research an individual who has been studied using the case study method (e.g. Genie, HM, Clive Warring, Little Hans or Phineas Gage). Students then present their findings to the rest of the class.
- Create a poster about the use of the case study method, which includes an explanation of the method, one example and strengths, weaknesses and suitability.

## **Observation studies (including categories of behaviour and interobserver reliability).**

### **Strengths and weaknesses of observation studies and what types of research they are suitable for.**

- Explain the observation method and the difference between a naturalistic, controlled and participant observation.
- Class discussion: what are the strengths, weaknesses and suitability of each type of observation? (This discussion could include ethical considerations.)
- Explain how to carry out a non-participant observation, the need for clearly defined behaviour categories and the importance of establishing inter-observer reliability.
- You can use the following video to carry out an observational study, or find a different video, or do a real-life observational study (maybe in the school playground, canteen, or another safe environment).
- Show students some of this [video](#) (4 minutes) of people at the pedestrian crossing at Abbey Road in London.
- In pairs, students design a record sheet (3 column headings – behavioural categories, tally and frequency).
- Examples of behavioural categories: running, walking normally, walking with exaggerated arm movements, walking with exaggerated leg movements, walking with exaggerated arm and leg movements.
- Play the whole video and students complete their record sheet independently, without looking at their partners. Once the video is finished, they can compare their results with their partners to check for interobserver reliability.
- Students write up their results. In their write-up, they need to present the data as a bar chart and they need to draw a conclusion as to whether inter-observer reliability has been established.
- Homework – strengths, weaknesses and suitability of observational studies.

## Specification reference

- 3.1.4 Correlation

## Specification content and suggested hours

- An understanding of association between two variables and the use of scatter diagrams to show possible correlational relationships.  
The strengths and weaknesses of correlations. (1 hour)

## Learning outcomes

- Understand what is meant by correlation.
- Be able to draw appropriate scatter diagrams.
- Understand the strengths and weaknesses of correlations.

## Learning activities and resources

- Every member of the class writes down their shoe size and height on a piece of paper. Each of these is written on the board. Students identify if there are any patterns in this data.
- Explain what is meant by a positive, negative and zero correlation.
- Students plot a scatter graph for the data collected by the class, and fully label it with a detailed title. Students write a conclusion to what type of correlation has been found.
- In pairs, students list examples that might show positive, negative or no correlation. Feedback to class.
- Give students a list of possible scenarios, they need to decide if each one shows positive, negative or no correlation.
- Students sketch an example of what each type of correlation looks like on a graph.
- Students complete a mind map into the strengths and weaknesses of correlations.

## Specification reference

- 3.1.4 Research procedures

## Specification content and suggested hours

- The use of standardised procedures, instructions to participants, randomisation, random allocation to conditions, counterbalancing and extraneous variables. (2-3 hours)

## Learning outcomes

- Understand the use of standardised procedures, instructions to participants, randomisation, random allocation to conditions and counterbalancing.
- Understand the effect of extraneous variables and how to control for them.

## Learning activities and resources

- Explain the use of standardised procedures and standardised instructions. (This will involve some coverage of ethics i.e. informed consent and debriefing.)
- In pairs, students to write the standardised procedures and standardised instructions for their investigation into music and memory. They need to write a brief and debrief. You could show them an example from another study.
- Explain the use of random allocation, counterbalancing and randomisation.
- In small groups, students to consider how they would use each of these procedures in an investigation into whether participants remember more words written in black ink or coloured ink. They should then individually draw a storyboard, or describe in words, their 'investigation' to show random allocation, counterbalancing and randomisation being carried out.
- Class discussion: how will the use of standardised procedures, instructions to participants, randomisation, allocation to conditions and counterbalancing help control for EVs? What other steps might be needed to control them?



## Specification reference

- 3.1.4 Planning and conducting research

## Specification content and suggested hours

- How research should be planned, taking into consideration the reliability and/or validity of sampling methods, experimental designs and quantitative and qualitative data.  
(1 hour)

## Learning outcomes

- Understand how to plan and carry out research so that it is reliable and valid.

## Learning activities and resources

- Explain concepts of reliability and validity or use videos, examples [here](#) (1 minute) and [here](#), (7 minutes) these give good explanations of the concepts and how to improve them in research, however students do not need to know all of the terms used.
- Give students a sheet describing a number of pieces of research. Ask them to identify if they are reliable and valid and why/why not. Class to discuss answers collectively.
- Students write their own definitions of reliability and validity, giving an example for each one. They could produce a poster of the information using a computer.

## Specification reference

- 3.1.4 Ethical issues

## Specification content and suggested hours

- Ethical issues in psychological research as outlined in the British Psychological Society guidelines.  
Ways of dealing with each of these issues. (1 hour)

## Learning outcomes

- Understand ethical issues as outlined by the British Psychological guidelines.
- Understand ways of dealing with these issues.

## Learning activities and resources

- Students imagine they are being asked to take part in a psychology experiment. Students discuss in groups of 3–4 what they would like to know before they take part, how they will be treated, whether they would be willing to take part in research that is unpleasant but will tell us a lot about human nature and what they would want to know about the data collected.
- Explain ethical issues as outlined by the [British Psychological guidelines](#).
- Watch this [video](#) (11 minutes) and then discuss as a class (check the video first as it does show some studies that come up in other topics).
- Students create a mind map of all the ethical issues in the British Psychological guidelines and ways in which the issues could be dealt with.
- In pairs decide how each ethical issue will be controlled in their investigation into music and memory.
- Homework: students to carry out their investigations into music and memory using as many participants as possible. They need to bring their results to class for the lesson on the mean, median, mode and range.

# Topic: Data handling

## Specification reference

- 3.1.4.1 Quantitative and qualitative data and primary and secondary data

## Specification content and suggested hours

- The difference between quantitative and qualitative data.  
The difference between primary and secondary data. (1 hour)

## Learning outcomes

- Understand the difference between quantitative and qualitative data.
- Understand the difference between primary and secondary data.

## Learning activities and resources

- Give students a description of an experiment that could collect quantitative and qualitative data (in the music and learning study, you could collect test scores out of 10 for each condition, or ask participants to describe how they felt in each condition).
- Ask students to think about each type of data collected, and list the advantages and disadvantages of each type.
- Explain quantitative, qualitative, primary and secondary data and give students examples of each.
- In pairs, students to write their own examples and then read them out to the class who need to identify which type of data it is.

## Specification reference

- 3.1.4.1 Computation and descriptive statistics

## Specification content and suggested hours

- Recognise and use expressions in decimal form.  
Ratios, fractions and percentages.  
Estimate results, find arithmetic means and use an appropriate number of significant figures.  
Mean, median, mode and range. (1-2 hours)

## Learning outcomes

- Recognise and use expressions in decimal and standard form.
- Recognise and use ratios, fractions and percentages.
- Be able to estimate results, find arithmetic means and use an appropriate number of significant figures.
- Understand and calculate mean, median, mode and range.

## Learning activities and resources

- Introduce and explain the following terms, and how to use them – or use videos such as those below:  
[Decimals](#) (3 minutes)  
[Ratios and fractions](#) (4 minutes)  
[Percentages](#) (5 minutes)  
[Significant figures](#) (4 minutes)  
After each explanation or video, provide students with data that they can practice with.
- Using the data students collected from their memory and music study, demonstrate how to calculate the mean, median, mode and range. Students calculate the mean, median, mode and range for their own data. Discuss what each one tells us.
- Students complete a chart into how the mean, median, mode, and range are calculated.

## Specification reference

- 3.1.4.1 Displaying data

## Specification content and suggested hours

- Frequency tables and diagrams, bar charts, histograms and scatter diagrams for correlation. (1 hour)

## Learning outcomes

- Understand how to present data graphically using frequency tables and diagrams, bar charts, histograms and scatter diagrams.
- Understand how to interpret frequency tables and diagrams, bar charts, histograms and scatter diagrams.

## Learning activities and resources

- Demonstrate how to present data on a bar chart. Students create a bar chart to show the data they collected in their memory and music study. They should label the bar chart and give it a title that includes the IV and DV.
- Using power point, show examples of each form of data display and explain each one or use this [video](#). (13 minutes)
- Give students some data they can use to construct their own frequency table and histogram from, or they could collect their own data to use.
- Using PowerPoint, show students examples of flawed graphical representations – they need to identify what is wrong with them.
- Recap correlational studies covered earlier in the topic.
- Give students some data to present on a scatter diagram.
- Give students some scatter diagrams, they need to interpret what each one shows.

## Specification reference

- 3.1.4.1 Normal distributions

## Specification content and suggested hours

- The characteristics of normal distribution (30 minutes)

## Learning outcomes

- Understand the characteristics of normal distribution.

## Learning activities and resources

- Introduce and explain normal distribution and its characteristics or use this [video](#) (5 minutes)
- In pairs, students list things that are likely to be normally distributed (such as height, shoe size, IQ etc). Share lists with class and discuss.
- Students to plot data from a frequency table showing heights of 30 people into a histogram. Ensure the data you give them will result in a normal distribution.

# Unit 2: Social context and behaviour

## Topic: Social influence

### Specification reference

- 3.2.2 Conformity

### Specification content and suggested hours

- Conformity as investigated by Asch.  
Identification and explanation of how social factors (group size, anonymity and task difficulty) and dispositional factors (personality, expertise) affect conformity to majority influence. (2-3 hours)

### Learning outcomes

- Understand and be able to evaluate Asch's study of conformity.
- Understand and be able to explain how named social factors and named dispositional factors affect conformity.
- Understand key concepts from research methods topic.

### Learning activities and resources

- Students to individually make a list of ways in which they copy other people or other people copy them. Or, give students a list of scenarios, they should discuss what they would do in that situation and why.
- Or you could do a teacher led demonstration of Asch's study on a few willing volunteers.
- Class discussion: why do you think that people copy others?
- Show students this [video](#) (4 minutes) of the Asch study.
- Students to create a storyboard / cartoon strip / newspaper article of the Asch study.
- Small group discussion: was Asch's study ethical? Why/why not?
- Class discussions: do the sample and experimental method used in Asch's study help it to be reliable and valid research? Why/why not?
- Mind map/list evaluation of Asch's study in pairs.
- Give students descriptions of each factor affects conformity, they need to decide if it would increase or decrease conformity, and why.
- Complete a table on the named factors that affect conformity.
- Students act out different scenarios in which they demonstrate each of the factors that affects conformity.

## Specification reference

- 3.2.2 Obedience

## Specification content and suggested hours

- Obedience as investigated by Milgram  
Milgram's Agency theory of social factors affecting obedience including agency, authority, culture and proximity. (2-3 hours)
- Explanation of dispositional factors affecting obedience including Adorno's theory of the Authoritarian Personality. (1 hour)

## Learning outcomes

- Understand and be able to evaluate Milgram's study of obedience.
- Understand and be able to evaluate Milgram's Agency theory of social factors affecting obedience.
- Understand key concepts from research methods topic.
- Understand and be able to evaluate Adorno's theory of the Authoritarian Personality.
- Understand and be able to explain dispositional factors affecting obedience.

## Learning activities and resources

Obedience as investigated by Milgram

Milgram's Agency theory of social factors affecting obedience including agency, authority, culture and proximity.

- Tell students to stand on one leg and wave one arm in the air (you could add other similar instructions).
- Class discussion: why did you follow this instruction? Would you always do what a teacher tells you? Why/why not? What about the head teacher or a police officer?
- Use discussion to explain 'obedience'.
- Introduce and explain Milgram's Agency theory.
- Class discussion: Milgram's Agency theory suggests that people would be willing to do terrible things because they believe they are acting on behalf of an authority figure and that they are therefore no longer accountable for their actions – do you agree with this theory? Why/why not?
- Show [video](#) (13 minutes) of Milgram study (or the Derren Brown [version](#) 11 minutes).
- Class discussion: are you surprised by the way people behaved? What do you think you would have done? Was Milgram's study ethical? Why/why not?
- Mind map/list evaluation of Milgram's Agency theory in pairs.
- Introduce and explain some of the variations of Milgram's study and how these show different factors that affect obedience.
- Students create a table or mind map of the named factors and any others e.g. gender, seeing another person obey/disobey.
- Possible homework task: students to research Adorno's F Scale questionnaire.



Explanation of dispositional factors affecting obedience including Adorno's theory of the Authoritarian Personality.

- If you haven't set the F-scale task for homework, you could start the lesson by giving students a short questionnaire to complete individually, based on the f-scale.
- Introduce and explain Adorno's theory of the Authoritarian Personality.
- Class discussion: what do you think of the F-scale as a measurement of personality? Do you think it would give results that are reliable/valid? Why/why not?
- Class discussion: Adorno suggested that having a certain personality type would affect obedience. What other dispositional factors are there that you think could affect obedience?
- Students create a table or mind map of dispositional factors affecting obedience - including Adorno's theory of the Authoritarian Personality.
- Mind map/list evaluation of Adorno's theory in pairs.

## Specification reference

- 3.2.2 Bystander behaviour

## Specification content and suggested hours

- Study of bystander behaviour: Piliavin's subway study. (1 hour)
- Study of bystander behaviour: Latane and Darley's smoke study.  
Study of bystander behaviour: Levine's football supporter study.  
Identification and explanation of how social factors (presence of others and the cost of helping) and dispositional factors (similarity to victim and expertise) affect bystander intervention. (2 hours)

## Learning outcomes

- Understand and be able to evaluate Piliavin's subway study.
- Understand key concepts from research methods topic.
- Understand and be able to evaluate Latane and Darley's smoke study.
- Understand and be able to evaluate Levine's football supporter study.
- Understand and be able to explain how the named social factors and the named dispositional factors affect bystander intervention.
- Understand key concepts from research methods topic.

## Learning activities and resources

Study of bystander behaviour: Piliavin's subway study

- Use Kitty Genovese story to introduce concept of bystander behaviour. Use this [video](#) (3 minutes)
- Class discussion: why didn't anyone help Kitty?
- Introduce and explain Piliavin's subway study.
- Students to create a storyboard of the subway study (or use any preferred method to make notes on the study).
- Class discussion: Was Piliavin's study ethical? Why/why not?
- Small group discussion: what elements of Piliavin's study may lead to questions over validity and reliability?
- Mind map/list evaluation of Piliavin's study in pairs.

Study of bystander behaviour: Latane and Darley's smoke study.

Study of bystander behaviour: Levine's football supporter study.

Identification and explanation of how social factors (presence of others and the cost of helping) and dispositional factors (similarity to victim and expertise) affect bystander intervention.

- Recap the Piliavin study with a short quiz to complete individually or in pairs.
- Discuss which factor was being investigated in the Piliavin study.
- Introduce the other named factors.
- Introduce Latane and Darley's smoke study and the presence of others factor with this video '[The smoked filled room study](#)' (8 minutes)
- Discuss the video and what students would have done in a similar situation.
- Was the study ethical? Were ethical guidelines followed?
- Make notes of the study.
- You could show a short clip of two football teams playing with supporters cheering them on. Discuss how the supporters look / behave similar to other supporters of the same team, despite probably not knowing them personally.

- Introduce Levine's football supporter study.
- Discuss why the supporters did or didn't help.
- Make notes on the study.
- Complete a chart of the named factors, adding a description and example for each named factor.

## Specification reference

- 3.2.2. Collective behaviour – prosocial and antisocial behaviour in crowds

## Specification content and suggested hours

- Prosocial and antisocial behaviour in crowds.  
Identification and explanation of how social factors (social loafing, deindividuation and culture) and dispositional factors (personality and morality) affect collective behaviour. (2-3 hours).

## Learning outcomes

- Understand key concepts from research methods topic.
- Understand and be able to explain how named social factors affected collective behaviour
- Understand key concepts from research methods topic.

## Learning activities and resources

- Discussion in pairs: do you behave the same way in a group that you do on your own? Why/why not? Introduce and explain concept of collective behaviour.
- Look at examples of anti-social crowd behaviour, such as [football violence](#) (15 minutes) or the [London riots](#) (3 minutes)  
Check the videos are suitable for your students prior to showing, or find other suitable clips.
- Look at examples of prosocial crowd behaviour such as [vigils held after terror attacks](#) (2 minutes) or online fundraising (such as raising money for someone who needs expensive surgery).
- Introduce the term deindividuation, and relate it to the examples of antisocial and prosocial behaviour.
- Split class into small groups, and leave out a few individuals who will complete the task on their own. Do an activity (such as making paper chains, colouring squares on a large grid, making animals out of modelling clay), and compare results – did individuals make more than each group member? Introduce and explain concept of social loafing.
- List / discuss other real-life situations where social loafing might occur – such as singing in a choir – you are likely to sing louder on your own than with a group of others.
- Culture – discuss how social loafing doesn't appear in all cultures. Find some examples of cultures where it doesn't appear to occur.
- Personality – students to complete Rotter's locus of control [questionnaire](#) online. They could complete it for a homework task. What do the results suggest about their personality? How could this affect their behaviour in large groups?
- Explain what psychologists have found about how personality can affect collective behaviour.
- Morality – Class discussion of how morality can affect behaviour in large groups.
- Explain what psychologists have found about how morality can affect collective behaviour.
- Students create a table or mind map to summarise the named factors.
- Class discussion: it is difficult to conduct experiments to investigate factors affecting crowd behaviour under controlled laboratory conditions. What other research methods might allow research in this area and what issues might there be with using each of these other methods?

# Topic: Communication

## Specification reference

- 3.2.1 The possible relationship between language and thought

## Specification content and suggested hours

- Piaget's theory: language depends on thought. (1 hour)
- The Sapir-Whorf hypothesis: thinking depends on language. Variation in recall of events and recognition of colours, e.g. in Native American cultures. (1 hour)

## Learning outcomes

- Understand and be able to evaluate Piaget's theory.
- Understand and be able to evaluate the Sapir-Whorf hypothesis.
- Understand variations in recall of events and recognition of colours.

## Learning activities and resources

Piaget's theory: language depends on thought

- Ask students to write down their own definitions for 'language' and for 'thought'.
- Share with class, and discuss. Students to make notes of the correct definitions.
- Explain Piaget's theory that children develop language in four cognitive stages.
- You could show a video clip of children using language in each stage.
- Students complete a table on the four stages.
- Mind map / list evaluation of Piaget's theory in pairs.

**The Sapir-Whorf hypothesis: thinking depends on language.**

**Variation in recall of events and recognition of colours, e.g. in Native American cultures**

- Introduce and explain the Sapir-Whorf hypothesis with this [video](#) (9 minutes), this clip also gives information that students can use to evaluate the hypothesis – they do not need to know all the studies.
- Introduce evidence for the hypothesis that comes from research showing there are variations in recall of events and recognition of colours, e.g. the first 2 minutes of this [video](#) (9 minutes)
- There are many other videos online with different examples.
- Mind map/list evaluation of the Sapir-Whorf hypothesis in pairs.
- Synoptic link: class discussion: how might the theory of Reconstructive Memory explain the variation in recall of events seen in speakers of different languages.

## Specification reference

- 3.2.1 Differences between human and animal communication

## Specification content and suggested hours

- Differences between human and animal communication.  
Limited functions of animal communication (survival, reproduction, territory, food).  
(1 hour)
- Von Frisch's bee study. (1 hour)
- Properties of human communication not present in animal communication, e.g. – plan ahead and discuss future events. (1 hour)

## Learning outcomes

- Understand differences between human and animal communication.
- Understand the limited functions of animal communication.
- Understand and be able to evaluate Von Frisch's bee study.
- Understand properties of human communication not present in animal communication.

## Learning activities and resources

### **Differences between human and animal communication.**

### **Limited functions of animal communication (survival, reproduction, territory, food).**

- Students to individually list forms of communication used by both animals and humans and forms of communication only used by humans. Share with a partner and discuss.
- Watch this [video](#) (4 minutes) on animal communication. Check it's suitable for your students.
- This [video](#) (4 minutes), from 2 minutes and 10 seconds in, covers the four functions of animal communication (survival, reproduction, territory, food)
- Students to create a table showing the four functions of animal communication and examples of the forms of communication that they use.
- Class discussion: research into animal communication has also involved humans teaching animals ways of communicating with us. What forms of communication do you think animals could be taught to learn? Watch this [video](#) (5 minutes) on Koko.
- Class discussion: how you feel about teaching animals to behave in ways that are not natural for psychological research?

### **Von Frisch's bee study**

- Introduce idea of bee communication with this [video](#). (2 minutes)
- Explain Von Frisch's bee study. You could use this video that describes the [study](#).
- Students to create a storyboard of Von Frisch's bee study.
- Class discussion: was bee study a valid test of natural bee behaviour? Why/why not?
- Mind map/list evaluation of the Von Frisch's bee study in pairs.

### **Properties of human communication not present in animal communication**

- Introduce idea that communication has different properties with this [video](#) (5 minutes)
- Students to research properties of communication (language).
- Students to make a table with different properties of human communication and indication of whether or not which animals (if any) are known to also have this property present in their communication.

## Specification reference

- 3.2.1 Non-verbal communication

## Specification content and suggested hours

- Definitions of non-verbal communication and verbal communication.  
Functions of eye contact including regulating flow of conversation, signalling attraction and expressing emotion. (1-2 hours)
- Body language including open and closed posture, postural echo and touch. (1-2 hours)
- Personal space including cultural, status and gender differences. (1-2 hours)

## Learning outcomes

- Understand how to define non-verbal communication and verbal communication.
- Understand the functions of eye contact including regulating flow of conversation, signalling attraction and expressing emotion.
- Understand key concepts from research methods topic.
- Understand body language including open and closed posture, postural echo and touch.
- Understand key concepts from research methods topic.
- Understand personal space including cultural, status and gender differences.
- Understand key concepts from research methods topic.

## Learning activities and resources

### **Definitions of non-verbal communication and verbal communication.**

### **Functions of eye contact including regulating flow of conversation, signalling attraction and expressing emotion.**

- Students work in pairs to identify ten different ways in which they communicate. They must not just say body language as an answer, as they need to be more specific, e.g. crossing your arms when being defensive. They then divide them into three categories of 'communicating with words', 'communicating without words', 'communicating using technology'.
- Students work in pairs taking it in turns to talk about something they are very interested in. Whilst one person is talking, the other must behave as if they are not interested, e.g. by not making eye contact with them, by looking around the room, at their watch etc. After both have completed the activity, they discuss how they found it and why. Was their conversation affected by the lack of eye contact? How?
- Introduce and explain functions of eye contact by looking at relevant research, e.g. Argyle's (1968) study on how interrupting eye contact affects conversation and Hess's (1963) study how attraction and pupil dilation.
- Students create a table or mind map of the functions of eye contact.
- In pairs, students design an experiment to test one of the functions of eye contact.
- Homework: students could go on to carry out their experiments. This could either be as one shorter piece of homework, or a longer piece of homework in which they work on all the elements of designing an experiment, using some of the required mathematical skills to write up their results.

### **Body language including open and closed posture, postural echo and touch.**

- Students write down a definition of body language and then share their responses with a partner.
- Students individually have to think of at least five different postures people use in communication. They then demonstrate them to a partner who guesses what is being communicated.
- Introduce and explain each one (open posture, closed posture, postural echo and touch. Ask students to demonstrate each one.
- You could look at research, e.g. McGinley's (1975) study on postural echo, or ask students to research some studies.
- Class discussion: what ethical considerations may be an issue in research into body language and touch? What do you think about the ethics of the research we have looked at in class? Why?
- Students create a table or mind map of the named forms of body language.
- In pairs, students design an experiment to test one of the named forms of body language.
- Homework: students could go on to carry out their experiments. This could either be as one shorter piece of homework, or a longer piece of homework in which they work on all the elements of designing an experiment, using some of the required mathematical skills to write up their results.
- Or, in pairs, students could conduct an observational study into the four forms of body language. They should only observe others in safe places, such as school playground / school canteen, and follow all ethical rules for observational studies. They will need to produce a table listing their behavioural categories. They should observe with a partner and check for interobserver reliability.

### **Personal space including cultural, status and gender differences.**

- Students stand next to each other to explore their personal space by finding out the distance that makes them uncomfortable. If possible, also have them work in mixed sex pairs to see if there are any differences in their personal space.
- Pairs discussion: do you think personal space will be affected by age, gender, culture or status? In what ways?
- Students to work in small groups to research a relevant piece of research into the different factors that affect personal space, eg Argyle and Dean (1995) sex differences; Willis (1996) age; Summer (1969) cultural differences and Zahn (1991) status.
- Each group then presents their findings to the rest of the class.
- Students create a table or mind map of the factors affecting personal space.
- Students to look at the different personal space studies and identify IVs and DVs; write hypotheses and identify sampling methods and experimental designs.



## Specification reference

- 3.2.1 Explanations of non-verbal behaviour.

## Specification content and suggested hours

- Darwin's evolutionary theory of non-verbal communication as evolved and adaptive. Evidence that non-verbal behaviour is innate, e.g. in neonates and the sensory deprived. (1-2 hours)
- Evidence that non-verbal behaviour is learned. Yuki's study of emoticons. (1 hour)

## Learning outcomes

- Understand and be able to evaluate Darwin's evolutionary theory of non-verbal communication.
- Understand evidence that non-verbal behaviour is innate.
- Understand evidence that non-verbal behaviour is learned.
- Understand and be able to evaluate Yuki's study of emoticons.
- Understand key concepts from research methods topic.

## Learning activities and resources

### **Darwin's evolutionary theory of non-verbal communication as evolved and adaptive.**

#### **Evidence that non-verbal behaviour is innate, eg in neonates and the sensory deprived.**

- Students to individually write down all they know about Darwin's evolutionary theory.
- This video gives a basic introduction to Darwin's theory of [evolution](#). (22 minutes)
- Class discussion: how do you think Darwin's evolutionary theory explains non-verbal communication?
- Introduce Darwin's evolutionary theory of non-verbal communication and the idea that non-verbal behaviour as innate.
- Students to work in pairs/small groups to research studies that support Darwin's theory or provide evidence that non-verbal behaviour is innate, e.g. Ekman's work on universality of facial expressions or studies with neonates and the sensory deprived, or research on eye contact.
- Each group then presents their findings to the rest of the class.
- Students create a table or mind map of the evidence that supports Darwin's theory and suggests that non-verbal behaviour is innate.

#### **Evidence that non-verbal behaviour is learned. Yuki's study of emoticons.**

- Synoptic link: class discussion: although research shows some forms of non-verbal communication are present at birth and therefore are the result of nature, do you think some forms of communication are also learnt and therefore the result of nurture? Why/why not? If so – which ones?
- Introduce and explain Yuki's study of emoticons.
- Students to identify IVs and DV; write a hypothesis, identify the experimental design and discuss the validity and reliability of Yuki's study.
- Students to create a storyboard of Yuki's study of emoticons.
- Mind map/list evaluation of Yuki's study in pairs.
- Homework: Research other evidence that supports the idea that non-verbal behaviour is also learned.

# Topic: Mental health

## Specification reference

- 3.2.3 An introduction to mental health.

## Specification content and suggested hours

- Characteristics of mental health, eg positive engagement with society, effective coping with challenges.  
Cultural variations in beliefs about mental health problems.  
How the incidence of significant mental health problems changes over time.  
Increased challenges of modern living, eg isolation.  
Increased recognition of mental health problems and lessening of social stigma. (2-3 hours)

## Learning outcomes

- Understand characteristics of mental health.
- Understand cultural variations in beliefs about mental health problems.
- Understand how and why the incidence of significant mental health problems has changed over time.
- Understand the increased challenges of modern living, eg isolation.
- Understand the increased recognition of the nature of mental health problems and lessening of social stigma.

## Learning activities and resources

- Class discussion: what do you think the term 'mental health' means? What characteristics might a mentally healthy person display?
- Pairs discussion: how can we do our best to stay mentally healthy? Feedback to class.
- Students could produce a poster on how to stay mentally healthy.
- Class discussion: how might culture and religion affect beliefs on mental health problems?
- In pairs, students to research variations of cultural beliefs about mental health problems. Feedback findings to the rest of the class.
- Students create a table or mind map of cultural beliefs about mental health problems.
- Class discussion: are mental health problems becoming more common? How might our modern lifestyles be negatively affecting our mental health? Is it just that people are more aware of mental health problems now?
- In pairs, students to research one of the following:
  - changes in incidences of significant mental health problems
  - effects of modern living on mental health
  - increased recognition of mental health problems.
- Feedback findings to the rest of the class.
- Students create a mind map / make notes of how and why the incidence of significant mental health problems has changed over time.
- Class discussion: Is there a stigma connected with having a mental health problem? Why is this the case? What do you think can be done to change things?
- In pairs or small groups, students create a poster or presentation aimed at increasing understanding and reducing social stigma of having a mental health problem.
- Show posters / presentations to the rest of the class.

## Specification reference

- 3.2.3 Effects of significant mental health problems on individuals and society.

## Specification content and suggested hours

- Individual effects, eg damage to relationships, difficulties coping with day to day life, negative impact on physical wellbeing.  
Social effects, eg need for more social care, increased crime rates, implications for the economy. (1 hour)

## Learning outcomes

- Understand individual and social effects of mental health problems.
- Understand key concepts from research methods topic.

## Learning activities and resources

- In pairs, list ways you think an individual might be affected by having a mental health problem. Feedback lists to class and discuss. Make notes.
- Class discussion: how do you think society is affected by mental health problems?
- Make notes of the points discussed.
- Students could write an article for a newspaper/magazine or website explaining the individual effects and the social effects of having mental health problems. They should make sure all the named terms are included and described.
- Extension activity: many people believe that there is link between violent crime and certain mental health problems. Although this is generally not the case, it is likely to be one reason for the stigma connected with mental health conditions. Students to design and carry out a survey into opinions about crime and mental health problems to investigate this theory further. Use some of the required mathematical skills to write up their results and present their findings to the rest of the class.
- Homework task – students to research the following questions: what is the International Classification of Disorders (ICD)? What number is the current one? Why is it used?

## Specification reference

- 3.2.3 The use of International Classification of Diseases (ICD) in diagnosing obsessive-compulsive disorder.

## Specification content and suggested hours

- The use of International Classification of Diseases (ICD) in diagnosing obsessive-compulsive disorder.  
Characteristics of obsessions and compulsions.  
Diagnostic criteria for obsessive-compulsive disorder (OCD). (2-3 hours)

## Learning outcomes

- Understand what the International Classification of Diseases (ICD) is, and why it's used.
- Understand and identify characteristics of obsessions and compulsions.
- Understand the diagnostic criteria for obsessive-compulsive disorder (OCD).
- Understand key concepts from research methods topic.

## Learning activities and resources

- Students tell their partner what they found out about the ICD for homework, and feedback to class (what it is, what number is the current one, why is it used?).
- ICD [website](#)
- Show the [website](#) to students if they haven't already seen it.
- Introduce OCD using the first three minutes of this [video](#) (5 minutes, the information after 3 minutes isn't needed). Or the first two minutes of this [video](#) (6 minutes)
- Discuss the video and the characteristics of OCD (obsessions and compulsions).
- Give students a list that contains examples of obsessions and compulsions – they need to decide which are obsessions and which are compulsions.
- Students make notes on a definition of an obsession and a compulsion, and give a few examples of each.
- Explain that OCD is diagnosed using the ICD.
- Students could look up the diagnosis themselves on the ICD [page](#) using this link.
- Students complete a table / mind map of the diagnostic criteria for OCD.
- Research methods (case studies) – students could find examples of case studies of individuals with OCD, and list the obsessions and compulsions the individual experiences.
- Or they could be given some case studies to use for this activity. There are numerous available online.
- Keep the case studies for use in the lesson on behaviour therapy.

## Specification reference

- 3.2.3 Theories of obsessive-compulsive disorder.

## Specification content and suggested hours

- Theories of obsessive-compulsive disorder: biological explanation, the genetic vulnerability explanation, the psychological explanation and the cognitive explanation. (1-2 hours)

## Learning outcomes

- Understand the theories of obsessive-compulsive disorder: biological explanation, the genetic vulnerability explanation, the psychological explanation and the cognitive explanation.

## Learning activities and resources

- Short quiz in pairs to recap OCD, its characteristics and its diagnosis.
- Split class into 4 groups (8 groups if it's a large class). Give each group one of the named theories (biological, genetic vulnerability, psychological or cognitive).
- Using the internet, books and any other resources available, each group is to research their explanation for OCD. They will then produce a short presentation on it for the rest of the class. They could produce a poster to show their explanation, a power point presentation, a cartoon strip, or any other way they have of presenting their explanation to the class.
- They could also produce a short quiz for the class to complete after hearing their presentation.
- Students complete a table summarising the four theories of OCD.
- Give students a few sentences on the theories of OCD, but include a few mistakes. Students have to underline the mistakes, say why it's a mistake, and correct it.

## Specification reference

- 3.2.3 Therapies for obsessive-compulsive disorder

## Specification content and suggested hours

- Therapy for obsessive-compulsive disorder: behaviour therapy.  
Kearn's study of the effectiveness of cognitive behaviour therapy for obsessive-compulsive disorder. (2-3 hours)

## Learning outcomes

- Understand and be able to evaluate behaviour therapy for obsessive-compulsive disorder.
- Understand and evaluate Kearn's study of the effectiveness of cognitive behaviour therapy for obsessive-compulsive disorder.
- Understand key concepts from research methods topic

## Learning activities and resources

- In pairs, discuss the question - How could you treat OCD, without using medication?  
Feedback to class discussion.
- Introduce the idea of behaviour therapy and explain how it works. This [video](#) (2 minutes) may be useful.
- Students to produce a flow chart of the stages of behaviour therapy.
- Give students some case studies of individuals suffering from OCD. They are to plan a behaviour therapy treatment for each individual, using their flow charts to help them.
- In pairs, list advantages and disadvantage of using behaviour therapy to treat OCD, feedback to class, add to own lists if necessary.
- Introduce the idea of CBT – use this video up to one minute, 25 seconds, [MIND video](#) (4 minutes)
- Or there are numerous other videos of CBT available.
- Explain how CBT is different to behaviour therapy.
- Introduce students to Kearn's study, and discuss as a class. Students can summarise the aim, method, results and conclusion in their own words.
- In pairs, list evaluations for the study, feedback to class and discuss.

## Specification reference

- 3.2.3 The use of the International Classification of Diseases (ICD) in diagnosing post-traumatic stress disorder

## Specification content and suggested hours

- The use of International Classification of Diseases in diagnosing post-traumatic stress disorder (PTSD).  
Characteristics of post-traumatic stress disorder.  
Diagnostic criteria for post-traumatic stress disorder (PTSD). (3-4 hours)

## Learning outcomes

- Recap how the International Classification of Diseases is used to diagnose conditions.
- Understand and identify characteristics of post-traumatic stress disorder (PTSD).
- Understand the diagnostic criteria for post-traumatic stress disorder (PTSD).

## Learning activities and resources

- Short recap quiz on the ICD and its use for diagnosis.
- In pairs, students list anything they know about PTSD, share with class.
- Show a [video](#) (5 minutes) of someone talking about PTSD. Check the video is suitable for your students, as distressing events are referred to. There are numerous other videos available online but due to the nature of PTSD, might not be suitable for all students.
- Give students some case studies to read of individuals suffering from PTSD.
- Using the video and the case studies, students list the characteristics of PTSD.
- Share with class, and add to list if necessary. Make sure students can identify the main characteristics.
- Read out a list of characteristics of different disorders, students have to state which ones are characteristic of PTSD.
- Students could use the ICD online and research the diagnostic criteria for [PTSD](#).
- Complete a chart or mind map, of the diagnostic criteria for PTSD.

## Specification reference

- 3.2.3 Theory of post-traumatic stress disorder, and therapy for post-traumatic stress disorder.

## Specification content and suggested hours

- Theory of post-traumatic stress disorder: dual representation theory  
Therapy for post-traumatic stress disorder: prolonged exposure therapy.  
Eftekhari's study of the effectiveness of prolonged exposure therapy for post-traumatic stress disorder. (2-3 hours)

## Learning outcomes

- Understand the dual representation theory of post-traumatic stress disorder.
- Understand and evaluate prolonged exposure therapy for post-traumatic stress disorder.
- Understand and be able to evaluate Eftekhari's study of the effectiveness of prolonged exposure therapy for post-traumatic stress disorder.

## Learning activities and resources

- Introduce students to the dual representation theory of PTSD - a theory of PTSD that states a traumatic event leads to two types of memory being encoded at the time of the traumatic event. This [video](#) is helpful at explaining the two type of memories. (Stop the video at 1 minute 15 seconds – the rest isn't needed).
- Students could use the video, and other resources, to produce a flow chart, or a visual representation of the dual representation theory of PTSD.
- In pairs or small groups, students suggest ways that PTSD could be treated without medication. Feedback to class.
- Introduce prolonged exposure therapy. This [video](#) (1 minute) gives a very brief introduction to it.
- This [video](#) (3 minutes) gives a simple explanation of prolonged exposure therapy
- This [article](#) explains prolonged exposure therapy clearly. Students could read it and make notes on the key points.
- Give students some suitable case studies of individuals suffering from PTSD. They should choose one, and produce a prolonged exposure therapy plan for the individual.
- Students share their therapy plans with the class.
- In pairs, list advantages and disadvantages of prolonged exposure therapy. Feedback to class, and add anything necessary to own notes.
- Introduce students to Eftekhari's study on the effectiveness of prolonged exposure therapy. Discuss the study.
- You could cut up a description of the study into about 10/12 short sentences. Students need to sort the sentences into the correct order.
- Students could produce a story board of the study, or summarise it for a newspaper, or magazine article. They should write an eye-catching title for their chosen piece of work.
- In small groups, list strengths and weakness of the study, feedback to class. Produce a mind map of the strengths and weaknesses.