

Scheme of Work

Cambridge International AS & A Level Psychology 9990

For examination from 2020



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Introduction

This scheme of work has been designed to support your teaching and lesson planning. Making full use of this scheme of work will help you to improve both your teaching and your learners' potential. It is important to have a scheme of work in place in order for you to guarantee that the syllabus is covered fully. You can choose what approach to take and you know the nature of your institution and the levels of ability of your learners. What follows is just one possible approach you could take.

Suggestions for independent study (**I**) and formative assessment (**F**) are also included. Opportunities for differentiation are indicated as **Extension activities**; there is the potential for differentiation by resource, grouping, expected level of outcome, and degree of teacher support throughout the scheme of work. Timings for activities and feedback are left to the judgement of the teacher, according to the level of learners and size of the class. Length of time allocated to a task is another possible area for differentiation.

Key concepts

This scheme of work is underpinned by the assumption that Psychology is a scientific discipline and, as such, is conducted using rigorous research methods. The Key Concepts are highlighted as a separate item in the new syllabus and teachers should be aware that learners will be assessed on their direct knowledge and understanding of the same. Learners should be able to describe and explain the Key Concepts as well as demonstrate their ability to apply them to novel situations and evaluate them. Reference to the Key Concepts is made throughout the scheme of work using the key shown below:

Key Concept 1 (KC1) – Nature versus nurture

Key Concept 2 (KC2) – Ethics in psychological research

Key Concept 3 (KC3) – Choice of psychological research methods

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

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

Guided learning hours

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

Topic	Suggested teaching time AS Level (%)	Suggested teaching time A Level (%)	Notes
Introduction to Cambridge AS Level Psychology	12	6	This topic outlines the basic key concepts and methods that inform the study of psychology as a scientific discipline. Learners will be introduced to the essential psychological terminology that they should use throughout the course.
Biological approach	22	11	This topic is concerned with the physiological approach that human experience and behaviour originates from the biological organ – the brain.
Cognitive approach	22	11	This topic is concerned with the cognitive approach in which mental processes constitute the origin of human experience and behaviour and that psychological research should be based on rigorous scientific methods.
Learning approach	22	11	This topic is concerned with the developmental approach that our childhood experiences have a significant impact upon our later experience and behaviour.
Social approach	22	11	This topic is concerned with the social approach that human experience (cognitions and emotions) and behaviour stems from the people around us and how their presence may or may not impact upon us.
Psychology and abnormality	n/a	Choose two from the four specialist options, each are 25% of A Level	This topic is concerned with the psychology of abnormality. Learners will consider the definitions, symptoms, causes and treatments of a variety of disorders.
Psychology and consumer Behaviour			This topic is concerned with the psychology of consumer behaviour. Learners will consider consumer decision making; how aspects relating to the ‘product’ impact on behaviour and experience; and finally the effects of advertising.
Psychology and health			This topic is concerned with the psychology of health. The scheme of work considers the relationship between patients and their medical providers and how we measure, understand and treat different aspects of health and well-being.
Psychology and organisations			This topic is concerned with the psychology of organisations. This scheme of work considers the psychology of how to manage and motivating employees.

Resources

You can find the up-to-date resource list, including endorsed resources to support Cambridge International AS & A Level Psychology on the Published resources tab of the syllabus page on our public website [here](#)

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

School Support Hub

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

Websites

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

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

Please note that this scheme of work includes a large number of links, which were available at the time of publication. If you are unable to open a web link, please use your search engine to find a suitable replacement.

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

We have written this scheme of work for the Cambridge International AS & A Level Psychology syllabus and it provides some ideas and suggestions of how to cover the content of the syllabus. We have designed the following features to help guide you through your course.

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

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

Syllabus ref. and Key Concepts (KC)

Learning objectives

Suggested teaching activities

Baron-Cohen et al.

Learners can identify and illustrate two and four associated homometric

Learners read through their notes on reliability and then go through the expectations of the Paper 1 evaluate questions. Learners should plan/prepare a response to a sample Paper 1 question. **(I)**

Evaluate the reliability of the Reading the Mind in the Eyes Test – Revised version. (10 marks)

Learners try a Paper 1 ‘evaluate’ question and/or a strength and weakness question:

- Discuss at least two strengths and two weaknesses of using controls in the Baron-Cohen study Reading the Mind in the Eyes Test – Revised version. [8 marks]
 - Evaluate the study by Baron-Cohen study on Reading the Mind in the Eyes Test – Revised version. [8 marks]
- (F)**

Extension activity:

BBC News – cartoons to aid autistic children at <http://news.bbc.co.uk/1/hi/health/6241733.stm>

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

Independent study (I) gives your learners the opportunity to develop their own ideas and understanding with direct input from you.

Past and specimen papers

Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support

Past papers, specimen papers and **mark schemes** are available for you to download at: www.cambridgeinternational.org/support

Using these resources with your learners allows you to check their progress and give them confidence and understanding.

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

Introduction to Cambridge International AS Level Psychology

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
General introduction	Learners should gain an understanding of what they already know and what they can expect to learn.	<p>Conduct initial learner assessment: what they know; what they expect; why they are studying psychology, etc.</p> <p>Use this opportunity to discuss learning styles and psychometric tests and ask them to complete the learning styles inventory, available at: www.learning-styles-online.com/inventory</p> <p>Extension activity: Learners carry out some research and prepare a presentation on a key characteristic that will be covered or provide supplementary reading/study during the course (e.g. autism and Asperger's syndrome (Baron-Cohen); phobias (Saavedra and Silverman); the Case of Little Albert (Watson); Kitty Genovese (Piliavin); theories of dreaming (Dement and Kleitman); Pavlov's dogs; the developmental approach, etc.).</p>
<p>KC3</p> <p>Research methods</p> <ul style="list-style-type: none"> • Correlations • Hypotheses and aims • Variables 	Learners will be able to describe, explain and apply the main features of experimentation, hypotheses, correlations and variables.	<p>Ask learners what they know about conducting experiments and ask them to list the essential elements or processes.</p> <p>Learners imagine the equivalent parts when conducting psychology experiments, and then introduce the concept of a laboratory study.</p> <p>Write the word 'hypothesis' and explain the relationship between the hypothesis and aim of an experiment. Ask learners what associations/understanding they have of this key term. Introduce the concept of a null and alternate hypothesis if needed or review learners' existing understanding of this.</p> <p>Learners develop an appropriate null-hypothesis for an area of study of their choice, and ask them to share.</p> <p>Explain the concepts and differences between 'a directional (one-tailed) hypothesis' and 'a non-directional (two-tailed) hypothesis'. Generate some examples (see notes about correlations below) to display and learners identify whether each is directional or non-directional. Learners explain how they decided which were one-tailed and which were two-tailed.</p> <p>Learners generate or provide learners with examples of data that demonstrate a positive correlation and others a negative correlation.</p> <p>Explain 'an independent variable' and 'a dependent variable'.</p>

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Learners identify the independent variable and the dependent variable in different examples of experiments or scenarios.</p> <p>Explain ‘the operationalisation of an independent variable’ and ‘a dependent variable’.</p> <p>Introduce the concepts of a field experiment and a natural experiment. Using one of these, learners create their own hypothesis and null-hypothesis; explain (and justify) whether it is a one or a two-tailed hypothesis; whether they are expecting a positive or a negative correlation and demonstrate effective operationalisation of the variables. Peer review each in turn.</p> <p>Information on these aspects of research methods: www.simplypsychology.org/research-methods.html</p>
<p>Research methods</p> <ul style="list-style-type: none"> • Experiments • Experimental design • Controlling of variables 	<p>Learners will be able to describe, explain and identify issues affecting the validity and reliability of experiments.</p>	<p>Explain ‘the concept of validity and reliability’. Ask learners for suggestions about how we can ensure validity and reliability in psychological research.</p> <p>Go through the importance of controlling variables to enhance the validity in turn and explaining the significance of extraneous, uncontrolled, participant and situational variables and how they can distort the validity of the findings.</p> <p>Write the term ‘standardisation’ and ask learners what this means and how it can be used to enhance the validity and reliability of research. Refer back to correlations covered in the previous class and explain the connection between the two.</p> <p>Explain ‘experimental conditions’ and generate an example of a study with two or three conditions (or a real example). Use this to describe and explain the differences between experimental designs, namely; independent measures, matched pairs and repeated measures respectively. Information about experimental design is available at: www.holah.co.uk/page-detail.php?slug=experimental</p> <p>Use the discussion to introduce the concepts of:</p> <ul style="list-style-type: none"> • counterbalancing • random allocation • order effects – both fatigue and practice. <p>Categorise the different types of validity covered so far into ‘internal’ and ‘external’ validity. Introduce the concept of ‘demand characteristics’ (with examples) and learners consider whether this would be classified as an internal or external validity issue.</p>

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Extension activity: Ask each learner to generate a glossary of research methods terms in their notes and test each other on meanings and definitions of these key concepts and terminology as they are covered in the course. These two websites will help in this task.</p> <p>www.tutor2u.net/psychology/reference/research-methods-key-term-glossary www.simplypsychology.org/research-methods.html</p>
Research methods <ul style="list-style-type: none"> Types of data 	Learners can describe, explain and evaluate quantitative and qualitative data and conduct some data analysis.	<p>Ask learners what they know and understand of quantitative and qualitative data. They should generate examples of each and share these. They can then consider the strengths and weaknesses of quantitative and qualitative data and tabulate these in their notes.</p> <p>Hand out some quantitative data, ask each group to calculate the mean, the median and the mode as a measure of central tendency and then identify the range and explain how this measure of spread is connected to the measures of central tendency. Assign each group to construct a bar chart, a histogram and a scatter graph respectively and use the data and display. Explain 'normal distribution' and ask learners whether the data they have analysed represents a 'normal distribution'. A good description explaining the difference between a bar chart and a histogram can be found at: www.statrek.com/statistics/charts/histogram.aspx?Tutorial=AP</p> <p>Display a table of results from a study of your choice to show the mean and standard deviation.</p>
Research methods <ul style="list-style-type: none"> Sampling of participants 	Learners will understand the different types of sampling.	<p>Hand out some scenarios which capture different types of sampling (including opportunity sampling, random sampling, and volunteer sampling) and learners identify the differences and evaluate each type of sampling strategy in turn. Label each scenario with the appropriate sampling strategy.</p> <p>Learners add 'generalisability' and 'representative' to their glossary and connect back to the concept of validity.</p> <p>Outline the connection between the sample and the population. Information about sampling: www.simplypsychology.org/sampling.html</p>

Biological approach

Core Studies

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

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<p>KC4</p> <p>The biological approach</p>	<p>Learners can understand and explain the assumptions and key characteristics of the biological approach and identify different parts and functions of the brain.</p>	<p>Learners consider the key question, 'What directly determines the way we behave?' and share ideas.</p> <p>Allow learners to explore the 3D brain then ask them to enter 'limbic system' into 'choose a structure'. Alternatively, use the second link to watch a detailed video that models the brain using your hands, and ends on the limbic system.</p> <p>www.brainfacts.org/3d-brain#intro=true www.youtube.com/watch?v=FczvTGluHKM</p>
<p>KC3 and KC5</p> <p>Schachter and Singer (two factors in emotion)</p>	<p>Learners can describe and explain the key theories concerning emotional responses and can consider various modalities to test theories of emotion.</p>	<p>Learners discuss three key questions:</p> <ul style="list-style-type: none"> • Why do we sometimes feel more emotional than at other times? • What causes us to feel emotions? • Do we feel different emotions in different parts of the body and why? <p>Go through the James-Lang and the Cannon-Bard theories of emotion and learners create flow diagrams of each in their notes. These can be found at: www.allpsych.com/psychology101/emotion.html or www.verywellmind.com/the-two-factor-theory-of-emotion-2795718 (this has links to details on the other two theories: James-Lange and Cannon-Bard) https://pixorize.com/view/5169 (needs registration, but this is free. NB confirmation email goes to spam. It is a 6-minute video. The site also provides videos on the James-Lange and Cannon-Bard theories.</p> <p>Extension activity: Introduce the Schachter-Singer theory and learners try and design an experiment (both laboratory and field) to test out Schachter and Singer's two-factor theory and share their ideas.</p>

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
Schachter and Singer (two factors in emotion)	Learners can describe and explain the aim, the method and the findings of the study.	<p>Hand out the original study (or a summary) and go through the study, considering:</p> <ul style="list-style-type: none"> the physiological arousal (conditions and controls) the attribution of the emotional response (conditions and controls). <p>A summary of the study can be downloaded from: www.holah.karoo.net/schachterstudy.htm</p> <p>Learners predict the emotional responses of the four physiological conditions across the two environmental conditions. Share findings and check for understanding.</p> <p>Compare against the other theories and try and justify the advantages of the Schachter and Singer theory and share points.</p>
Schachter and Singer (two factors in emotion)	Learners can identify and explain major strengths and weaknesses of the study.	<p>Revisit the key concept concerning laboratory studies and the strengths and weaknesses of lab studies for learners' notes.</p> <p>Learners prepare a mind-map of the Schachter and Singer study, identifying the strengths and weaknesses of lab studies in the context of the study and any recommendations they would make in applying the study or mitigating against any of the weaknesses they have identified.</p> <p>Share a question on the study as follows: 'Evaluate the Schachter and Singer study of emotions.' (10 marks) and explain the structure to answering the question effectively.</p> <p>Learners identify two examples of quantitative and qualitative data/findings as revision exercise and explain how these findings contribute to the overall conclusion of the study.</p> <p>(F/I) Learners can use the matching quizzes on the 'holah' website: www.holah.karoo.net/schachterstudy.htm As a means of self-assessment.</p> <p>(F) Sample examination questions on the study by Schachter and Singer can be modified and used as starter and plenary activities or as individual assessments/assignments as required.</p>
<p>KC4 and KC5</p> <p>Canli et al. (brain scans and emotion)</p>	Learners can describe and explain how the different areas and functions can be	Learners try and recall which area of the brain is associated with emotion from the previous activity and what they remember about it in terms of function/location, etc. Check previous knowledge, experience and understanding of how the brain might be measured and go through some prepared material on different types of brain scans.

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	scanned and measured.	<p>Consider the implications for different parts of the brain having different functions in terms of head injuries and recovery/elasticity of the brain.</p> <p>Hand out a copy of the original study, available at: www.jneurosci.org/content/20/19/RC99.full.pdf and learners work through the following questions as a revision activity from the research methods they covered previously:</p> <ol style="list-style-type: none"> What correlations were mentioned and were they positive or negative? Describe the sample and how representative it was. What controls were put in place and what did they control for? Summarise the main results. What is your overall conclusion? <p>Learners use their notes and evaluate the study in terms of:</p> <ul style="list-style-type: none"> ecological validity population validity internal validity <p>(F) Share with them a Paper 1 question and learners consider how they would match their ideas to the expectations of the question.</p> <p>Extension activity: Assignment: Learners create a crossword (online), a True/False activity, 10 multiple choice questions on PowerPoint using the details from the study. These can then be used in the future as revision materials. To read: https://courses.lumenlearning.com/boundless-psychology/chapter/brain-imaging-techniques/ To watch: https://courses.lumenlearning.com/boundless-psychology/chapter/brain-imaging-techniques/</p> <p>(I) Past paper questions on the study by Canli et al. can be modified and used as starter and plenary activities or as individual assessments/assignments as required.</p>
<p>KC3 and KC4</p> <p>Dement and Kleitman (sleep and dreams)</p>	<p>Learners can describe and explain different theories of sleeping and dreaming.</p> <p>Learners can describe sleep cycles and explain difficulties of</p>	<p>Learner presentation on the background to sleeping and dreaming (as allocated previously) is shared and peer reviewed.</p> <p>Learners look up sleep cycles on the internet and draw in their notes. Go through the sleep cycle and introduce use of the Electroencephalography (EEG) to determine the stages of sleep and rapid eye movement (REM) and non-rapid eye movement (N-REM) sleep.</p> <p>Display the overall aim of the study on the board and learners design an experiment to investigate the relationship between sleeping and dreaming using the EEG to determine the levels of sleep. Share ideas.</p>

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	<p>investigating sleeping and dreaming.</p> <p>Learners can describe and explain the aim, the hypotheses, the methodology and the findings of the study.</p>	<p>Break down the overall aim into the three hypotheses and divide them between the groups and repeat design activity and share responses.</p> <p>Hand out the study and learners compare the original study with their experiments and evaluate each difference in turn. Details of the study can be found at: www.holah.co.uk/study-summary.php?slug=dement</p> <p>Learners create an 'organogram' (diagram that shows the structure of an organisation), representing the overall aim, the three hypotheses and the results relating to each. Learners go through the study and generate short-answer questions.</p> <p>(I) Review and modify and 'reissue' ten of the short-answer questions created to complete for homework. A colourful, detailed website about the study. Could be used by learners to make their own poster. http://excellingpsychology.blogspot.com/2018/03/dement-and-kleitman-research.html</p>
Dement and Kleitman (sleep and dreams)	Learners can identify and illustrate two strengths and four weaknesses associated with using technological equipment in psychological research.	<p>In pairs or groups learners mind map to see how many evaluative issues they can identify in the study and share – reward the winning pair/group.</p> <p>Learners capture examples of both quantitative and qualitative data. They should consider the strengths and weaknesses of using technical equipment compared to humans trying to record data or information in the same way. Learners record their ideas in their notes and supplement any gaps as necessary.</p> <p>(I/F) Learners can check their understanding and recall by using the interactive activities, available at: www.holah.co.uk/study-summary.php?slug=dement</p> <p>Ask learners how the findings of the three biological studies could be applied and share. Ask learners what limitations of the biological approach they have identified and capture.</p> <p>(F) Section B, Question 7 from the 2018 Specimen Paper 2. Learners consider what would constitute an effective response and then hand out the mark scheme – comment on any discrepancies in understanding.</p>
Past and specimen examination papers		
Past papers, specimen papers and mark schemes are available for you to download at: www.cambridgeinternational.org/support		

Cognitive approach

Core Studies

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

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<p>KC4</p> <p>General Introduction to the cognitive approach</p>	<p>Learners gain an understanding of what constitutes the cognitive approach – the assumptions, key characteristics and areas of focus.</p>	<p>Go through the main characteristics of the cognitive approach and discuss the implications (strengths and weaknesses of each) which learners can tabulate in their notes. Information about the cognitive approach is available at: www.holah.co.uk/study-area.php?slug=cognitive and share a video on the mental processes of cognition: www.youtube.com/watch?v=rIIMVv7ksTg</p>
<p>KC2 and KC3</p> <p>Andrade (Doodling)</p> <p>Research methods</p> <ul style="list-style-type: none"> • Experiments • Types of data • Demand characteristics • Ethics • Variables • Reliability 	<p>Learners undertake experiential activities so they can explain:</p> <ul style="list-style-type: none"> • participation in an experiment • the strengths and weaknesses of quantitative data. • demand characteristics • ethical guidelines • the concept of independent and dependent variables • reliability. 	<p>Explain to the class you will conduct a study about cognitive processes. Divide the class into two groups (based on the experimental conditions in the Andrade study) and issue instructions (on paper, as in the study) so each group does not receive the instructions of the other groups, and play a pre-recorded telephone message (as outlined in the appendix of the study) to each group separately. Continue to follow the procedure as outlined in the study. Collect the response sheets.</p> <p>Explain that they have just participated in an experiment that they will study as part of their course. Redistribute the response sheets across the two groups, explaining the difference, and learners mark each and share the results on the board. Analyse the results across the conditions and see if those who doodled were better able to remember the names than those who didn't. Use this activity to reinforce the strengths and weaknesses of quantitative data.</p> <p>Ask learners how they felt about being deceived and why it was necessary. Introduce the concept of 'demand characteristics' and learners add them to their glossary.</p>

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Introduce learners to the ethical guidelines used for psychological research purposes and check for understanding. Learners create a table headed 'keeping ethical guidelines' (this could be hand written, or typed in Word, or Excel) with the seven ethical issues along the top and space for all 12 studies down the left side.</p> <p>As a revision activity, learners go through the three pieces of research studied previously and consider which ethical guidelines were followed (or not) and indicate with a tick or a cross and comment.</p> <p>(F) Learners review their notes on research methods and identify the independent and dependent variables and to comment about how valid and reliable the experiment was on a scale of 1 to 10 and justify their responses.</p> <p>(I) Learners read through the original study, available at: http://pignottia.faculty.mjc.edu/math134/homework/doodlingCaseStudy.pdf in preparation for the next lesson.</p>
<p>Andrade (Doodling)</p> <ul style="list-style-type: none"> • Psychometric tests • Application of psychology to everyday life 	<p>Learners can describe and explain the key terms, the background, the key features and the findings of the study and can evaluate it.</p>	<p>Ask learners if they have any questions concerning their reading of the study.</p> <p>(F) Project/share specimen Papers 1 and 2 on the board and refer learners to some of the short (1), (2) and (3) mark answer questions. They should go through the study again and create their own short 'knowledge and understanding' questions following the style of the specimen papers.</p> <p>Introduce the concept of 'a psychometric test' and learners include this term in their glossary. Mind map the strengths and weaknesses of psychometric tests and record as appropriate.</p> <p>Organise a competition to identify four other strengths or weaknesses of the research and share on the board (they cannot repeat an issue already identified) and reward the winning group. Correct and discuss any anomalies and learners capture the points in their notes.</p> <p>(I) Learners create a revision activity – a crossword, a true/false activity; some multiple-choice questions, a mind-map or poster, etc. (one they have not done before) from the study.</p> <p>Extension activity: Ask learners who these findings/conclusions may be useful to and how and why. They should be able to present their ideas/suggestions to the rest of the class. This should add valuable ideas to their notes as they are effectively evaluating the study.</p>
<p>KC4</p>	<p>Learners gain knowledge and understanding of</p>	<p>Learner presentations (see introductory session where learners are allocated different presentation topics) on autism and Asperger's syndrome. They should list the key characteristics of each, noting the major differences between the two.</p>

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
Baron-Cohen et al. (eyes test)	<p>autism, Asperger's syndrome and the Theory of Mind.</p> <p>Learners participate to be able to explain the difference between the original test and the revised version.</p>	<p>Introduce the Theory of Mind using the Sally-Anne Test (if necessary demonstrate). Explain the background and aims of the study. A video of the Sally-Anne Test is available at: www.youtube.com/watch?v=QjkTQttggLH4</p> <p>Look at the original Reading the Mind in the Eyes Test. Learners should compete in groups to see how many differences they can identify between the original version and the revised version they undertook. They should record these as a list. Reward the winning group.</p> <p>Select the 'Eyes test: adult' version in the appropriate language for your learners. www.autismresearchcentre.com/arc_tests</p>
Baron-Cohen et al. (eyes test)	Learners can describe and explain the key terms, the background, the key features and the findings of the study.	<p>Ask learners how many differences between the original and the revised version of the test they can remember from the previous lesson.</p> <p>The original study can be found at: http://docs.autismresearchcentre.com/papers/2001_BCetal_adulteyes.pdf A summary can be found at: www.holah.co.uk/summary/baroncohen/</p> <p>Learners predict the results considering the experimental group and each control group in turn across the Autism Quotient and the Reading the Mind in the Eyes Test-Revised Version tests. Share the results and learners self-assess their predictions.</p> <p>Analyse the data: learners consider what the findings mean.</p>
Baron-Cohen et al. (eyes test) <ul style="list-style-type: none"> • Psychometric tests • Reliability • Application of psychology to everyday life • Longitudinal research 	Learners can identify and illustrate two strengths and four problems associated with psychometric tests.	<p>Learners revise and list the key aspects of psychometric tests and tabulate their strengths and weaknesses, using the Baron-Cohen study as an illustrative example.</p> <p>Learners consider how the participants might have performed at these tests if they were unwell that particular day and consider ways that could mitigate against this temporal effect.</p> <p>Learners should attempt to evaluate the Baron-Cohen study using in light of the concepts covered so far. They should identify illustrative points they would use to support each point they have raised.</p> <p>(I) Learners read through their notes on reliability and then go through the expectations of the Paper 1 evaluation questions. Learners should plan/prepare a response to the following sample Paper 1 question:</p> <p>Evaluate the reliability of the Reading the Mind in the Eyes Test – Revised version. (10 marks)</p>

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Ask learners who the findings/conclusions may be useful to, including an explanation of how and why. They should be able to present their ideas/suggestions to the rest of the class. This should help them to add valuable ideas to their notes as they are effectively evaluating the study.</p> <p>(I/F) Homework/assignment: Learners try a Paper 1 'evaluate' question and/or a strength and weakness question:</p> <p>Extension activity: BBC News – cartoons to aid autistic children at: http://news.bbc.co.uk/1/hi/health/6241733.stm</p>
<p>KC2, KC3 and KC4</p> <p>Laney et al (false memory)</p>	<p>Learners should be able to describe and explain the key terms, the background and the key features of the study.</p>	<p>Learners recall a memorable school event from the past. Share the various perspectives and get them to consider the reliability of memories generally.</p> <p>Introduce learners to different models of memory and different types of memory and consider the importance of the research into memory. Show YouTube clip of Clive Wearing at www.youtube.com/watch?v=Vwigmktix2Y</p> <p>Extension activity: Those learners keen to find out more about memory can access the website (10 facts about memory: https://tobaccofree.org/films/ and share their most interesting fact with the class as a starter activity for the following lesson.</p>
<p>Laney et al (false memory)</p>	<p>Learners can describe and explain the key terms, the background and the method of the first experiment of the study.</p>	<p>Explain background to the study, the original study is available at: https://webfiles.uci.edu/eloftus/Laney_Asparagus_ExperimentalPsych08.pdf and the abstract can be found at: http://psycnet.apa.org/journals/zea/55/5/291/</p> <p>Learners discuss what they would need to do to test this hypothesis. They should design a study and share their ideas with the rest of the class. They should listen to the designs of other learners and decide which would be the most valid and reliable and why.</p> <p>Explain the sample and procedure for Experiment 1. Discuss the use of questionnaires and learners identify all the 'controls' used for both session 1 and 2. Learners prepare a mind-map or a presentation on the material covered so far.</p>
<p>KC5</p> <p>Laney et al (false memory)</p>	<p>Learners can describe and explain the key terms, the background, the method and the results of the study.</p>	<p>(F) Learners recap detail from previous lesson. This could be done as a question and answer activity (Q&A), a quiz or a true/false activity.</p>

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<ul style="list-style-type: none"> Application of psychology to everyday life 		<p>Share the two critical questions concerning whether false memories were formed and whether this had consequences. Ask learners which results from which questionnaire would help the researchers answer these two questions.</p> <p>Share the results from the study and learners make the connections between the data collected and the conclusions drawn in relation to Experiment 1. Learners add these to their mind-maps and/or presentations.</p> <p>Explain background, the subjects and the procedure of Experiment 2 and learners:</p> <ol style="list-style-type: none"> identify controls used predict the results. <p>Share the results for all the different measures and learners summarise them for their notes and add these to their mind-maps and/or presentations.</p> <p>Hold a class discussion about the importance of distinguishing between believers versus non-believers in relation to the significance of the results.</p> <p>Extension activity: Ask learners who these findings/conclusions may be useful to and how and why. They should be able to present their ideas/suggestions to the rest of the class. This should add value to their notes as they are effectively evaluating the study.</p>
<p>KC2</p> <p>Laney et al. (false memory)</p> <ul style="list-style-type: none"> Ethics Self-reports 	<p>Learners consider the use of ethics in psychological research.</p> <p>Learners can identify and illustrate two strengths and four problems associated with self-reports, whether questionnaires or interviews and can evaluate each aspect of the study in turn.</p>	<p>Learners consider what ethical issues were broken and complete their table on keeping ethical guidelines for all the three cognitive studies.</p> <p>Learners:</p> <ol style="list-style-type: none"> identify what type of data has been collected recall the strengths and weaknesses of quantitative data plan a response to the following question: Evaluate the use of quantitative data in the study by Laney et al. on false memories. (8 marks) <p>Learners identify the key characteristics of self-reports and tabulate the strengths and weaknesses of questionnaires and interviews, listing any new psychological terms in their glossary with appropriate definitions. Website on self-reports: www.holah.co.uk/page-investigation.php?slug=selfreport</p> <p>(F) Learners review the strengths and weaknesses of using self-reports and plan a response an exam question on this.</p>

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>(F) Learners share their responses and peer mark to check for understanding of both the material in question and the expectations of the mark scheme. Discuss the use of restricted samples and learners tabulate the strengths and weaknesses of using restricted samples (with examples from any of the studies covered so far).</p> <p>(I) Homework assignment: Learners evaluate the study by Laney et al. on false memories. They should incorporate two other strengths and two other weaknesses of a method other self-reports.</p>
<p>Past and specimen examination papers</p>		
<p>Past papers, specimen papers and mark schemes are available for you to download at: www.cambridgeinternational.org/support</p>		

Learning approach

Core Studies

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

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<p>KC4 and KC1</p> <p>The learning approach and the behaviourist perspective</p>	<p>Learners understand and can explain the assumptions and key characteristics of the learning approach based on the behaviourist perspective, classical and operant conditioning and understand social learning theory.</p>	<p>Learner presentations (see introductory session under General Introduction to Psychology when presentations were allocated) and schedule appropriately, on:</p> <ul style="list-style-type: none"> • behaviourism • Pavlov's dogs • Little Albert. <p>(I) Assignment: Share a number of selected psychology based websites (including but not exclusively):</p> <ul style="list-style-type: none"> • www.holah.net/ • www.holah.co.uk/ • www.simplypsychology.org/ (this is particularly useful on all forms of Behaviourism) • www.psychlotron.org.uk/ • www.all-about-psychology.com/a-level-psychology.html • www.psychology.about.com • www.allpsych.com/psychology101/learning/ <p>Learners create a document, leaflet or a poster outlining the behaviourist perspective, classical and operant conditioning and social learning theory.</p> <p>Share/present the video that introduces aspects of the learning approach and Bandura's Bobo doll experiment: www.youtube.com/watch?v=N_hQTGR8YqI</p> <p>A variety of resources connected with these learning objectives: www.sites.google.com/a/bromsgrove.in.th/psychology/home/the-as-level/edexcel-as-level/the-learning-approach</p>

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<p>KC1</p> <p>The learning approach and the behaviourist perspective</p>	<p>Learners gain greater understanding of social learning theory (SLT) and its importance and relevance.</p> <p>Learners practise their skills at designing experiments, incorporating the necessary level of detail.</p>	<p>Learners generate explanations for why people start smoking and share responses.</p> <p>Watch ‘Children See, Children Do Campaign’ and reiterate the relevance of the research in this area at: www.youtube.com/watch?v=KHi2dxSf9hw</p> <p>Extension activity: Ask groups to design an experiment to investigate the extent to which children learn through observation and imitation. This should include details of the sample, method, experimental conditions, the independent and dependent variables (differentiate according to ability on how much guidance is given).</p>
<p>Bandura et al. (aggression)</p> <ul style="list-style-type: none"> Reliability 	<p>Learners can describe and explain the sample and the conditions of the experiment.</p> <p>Learners can identify and explain the controls effected in the study.</p>	<p>Show as an introduction a video with the sound turned down (it is Albert Bandura). Thena show it again after talking about the study, with the sound turned up to consolidate learning: www.youtube.com/watch?v=hHHdovKHDNU</p> <p>Explain the study briefly and hand out a summarised version of the study. A summarised version of the study can be found at: www.holah.co.uk/study-summary.php?slug=bandura</p> <p>Learners create a tree diagram of the sample and how they were allocated across the conditions – emphasising the three independent variables.</p> <p>Refer learners to the pre-test and explain how this was used as a control for pre-existing levels of aggression.</p> <p>Learners continue reading through the study, underlining as many other controls as they can.</p> <p>Learners discuss how reliable the experiment was in relation to the procedure or how the results were collected.</p>
<p>KC1 and KC5</p> <p>Bandura et al (aggression)</p> <ul style="list-style-type: none"> Nature/Nurture Debate 	<p>Learners assess their ability to recall the relevant detail from the study so far.</p> <p>Learners can describe and explain the results, relate them to</p>	<p>(F) Create a true/false exercise on the major learning points from the previous lesson and learners self-assess their ability to recall the salient facts.</p> <p>Learners create a table (four columns), with each column capturing one of the four main hypotheses. They should read the study to find the results specific to each of the hypotheses and insert them into their tables.</p> <p>Introduce the debate concerning nature versus nurture and how each of the results supports either one side of the debate or the other. Add these explanations into their tables of results/explanations.</p>

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<ul style="list-style-type: none"> Application of psychology to everyday life 	<p>Social Learning Theory and apply them.</p> <p>Learners practise their evaluation skills and can identify and illustrate the major evaluative issues evident in the study.</p>	<p>Learners consider whether the results overall support or reject SLT.</p> <p>Using previous knowledge and understanding, learners evaluate the study, identifying and illustrating the strengths and weaknesses. They should identify and be able to explain what they consider to be the main strength and the main weakness.</p> <p>Learners discuss and consider the implications of these findings in relation to:</p> <ol style="list-style-type: none"> parenting TV censorship Education. <p>Share ideas regarding the application of these findings to everyday life.</p> <p>(I/F) Assessment: Learners complete a Paper 1 question where they have to evaluate a study on the basis of two strengths and two weaknesses. They should complete this in timed conditions and pass to a partner for peer marking exercise.</p> <p>Extension activity: Learners look through a sample Paper 1 and Paper 2 and devise five of their own questions using the Bandura study on aggression.</p>
<p>KC4 and KC1</p> <p>Saavedra and Silverman (button phobia)</p>	<p>Learners can describe and explain the Behaviourist approach can be used to explain phobias.</p> <p>Learners can describe, and explain the sample and the interventions used to cure a young boy of his phobia.</p>	<p>Learner presentation on phobias which is peer reviewed (based on earlier allocation of presentation titles).</p> <p>Use the resultant Q&A/discussion to introduce the classification of phobias by the diagnostic and statistical manual (DSM). The classification can be found at: www.theravive.com/therapedia/Specific-Phobia-DSM--5-300.29-(ICD--10--CM-Multiple-Codes)</p> <p>Ask learners if anyone has first-hand knowledge of a phobia and is willing to share their experience.</p> <p>Learners suggest how classical conditioning could be used to explain phobias and share ideas. In pairs discuss how classical and operant conditioning could explain a phobia of buttons.</p> <p>Introduce the difference between the two concepts of 'fear' and 'disgust' (using learners' suggestions if possible) and how they manifest themselves in the continuance of a phobia. Introduce the concept of 'action-research' and learners record a definition in their glossary.</p> <p>Share the case study conducted by Saavedra and Silverman concerning the young boy who had a phobia of buttons. The full text can be accessed at: https://teachers.cie.org.uk/community/resources/pt_view_resource?id=2540 and learners read through the</p>

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>introduction/background to the study, highlighting any vocabulary or issues they need assistance in understanding.</p> <p>Learners summarise the following:</p> <ol style="list-style-type: none"> the sample origin of the phobia problems experienced as the phobia progressed duration of the phobia difference between his specific phobia and the symptoms of OCD <p>Share a video of a conventional treatment of a specific phobia (systematic desensitisation) about a woman who was treated for a phobia of feathers, available at: www.youtube.com/watch?v=IMZ5o2uruXY</p> <p>Go through the Intervention Procedure and Result section explaining how the treatment was administered and what recordings were measured and the difficulties experienced by the psychologists in treating their patient.</p> <p>Extension activity: Ask learners how the young boy's responses were different from the woman with the phobia of feathers and share.</p>
<p>KC2</p> <p>Saavedra and Silverman (button phobia)</p> <ul style="list-style-type: none"> Qualitative data Use of children in psychological research Case studies 	<p>Learners can describe and explain the results of the interventions used to cure a young boy of his phobia and can evaluate all aspects of the study.</p>	<p>Create some multiple-choice questions or a true/false activity to encourage learners to recall the information covered during the previous class.</p> <p>Learners read through the section under Disgust Imagery and Cognitions and check for understanding. They can then consider (and record):</p> <ol style="list-style-type: none"> the types of data that were recorded and the advantages and disadvantages of each the data collection tools that were used and the advantages and disadvantages of these the ethical guidelines that were ignored in carrying out the treatment was the boy cured of his phobia by the end of the treatment period? to what extent did they find the study 'useful'. <p>Ask learners whether this study supports the nature or the nurture side of the debate and check for understanding.</p> <p>Learners identify examples of any qualitative data collected and use them to develop an essay plan on the strengths and weaknesses of using qualitative data in psychological research.</p> <p>Learners consider what problems psychologists might experience when studying children and have a class discussion. Show a YouTube clip of a replication of Piaget's conservation experiment, available at: www.youtube.com/watch?v=MpREJlrpgv8 and learners describe the behaviour of the children and add any</p>

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>further challenges they have identified to their list. Supplement with the advantages children present when being studied.</p> <p>Learners mind map what problems psychologists might experience when studying only one, or very few participant(s). Supplement with the advantages of conducting case studies and learners tabulate the strengths and weaknesses of case studies.</p> <p>Learners reconsider the question concerning how useful the findings of the study are in light of this new information/further evaluation and create and present an argument that the findings are not useful.</p> <p>Extension activity: Learners complete their ethics table/spread sheet for the last two studies.</p>
<p>KC4</p> <p>Pepperberg (parrot learning)</p>	<p>Learners can describe and explain the key components of Pepperberg's study on Alex's acquisition of the same/different concepts.</p>	<p>(F) Divide the class into three groups and learners review their understanding of operant conditioning and suggest how it can be used to train children, adults and animals. Ask them to share their responses with examples.</p> <p>Insert 'Alex the parrot' into YouTube and ask learners what videos they would like to view about Alex. Ask learners what labels Alex was able to apply to various objects placed in front of him.</p> <p>Learners think about how they would test whether Alex was able to understand and respond to the concepts of 'same' and 'different.'</p> <p>Learners peer review the various suggestions made. Challenge and guide until learners appreciate how these concepts were tested in the study.</p> <p>Hand out the study (differentiate depending on learners' ability) and learners bullet point or mind-map the salient features about the sample, the method and the response measures. The original study is available at: www.researchgate.net/publication/225689074 Acquisition of the same/different concept by an African Grey parrot <i>Psittacus erithacus</i> Learning with respect to categories of color shape and material</p> <p>(F) In groups, learners allocate the following information to members of the group. Each person should research and report back to their group one of the points below:</p> <ol style="list-style-type: none"> the M/R approach to training and the rewards used to recognise and reinforce the desired behaviour the reasons for the frequency of and the multi-concept aspect of Alex's training the controls incorporated both before and during the tests the testing procedures. <p>Learners tabulate the results for 'tests on familiar objects' and 'transfer tests with novel objects' and review the strengths and weaknesses of quantitative data. Learners should try to add examples where they can.</p>

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Discuss:</p> <ul style="list-style-type: none"> a) why the period taken for Alex to develop the ability to vocalise the labels was not taken as a measure of his cognitive ability or comprehension of the concepts. b) why Alex's responses on the transfer tests might have been better than on the tests on familiar objects c) the principles of a double-blind test compared to a single blind test. Learners record these terms in their glossary. <p>Extension activity: Learners review Paper 1 and Paper 2 questions and create eight questions of their own in this style based on the Pepperberg study. They should also write a mark scheme for each of their questions.</p>
Past and specimen examination papers		
Past papers, specimen papers and mark schemes are available for you to download at: www.cambridgeinternational.org/support		

Social approach

Core Studies

- Milgram S. (1963), Behavioral Study of Obedience. *Journal of Abnormal and Social Psychology*. 67(4): 371–378
- Piliavin I M, Rodin J and Piliavin J (1969), Good Samaritanism: An Underground Phenomenon? *Journal of Personality and Social Psychology*. 13(4): 289–299
- Yamamoto S., Humle T., Tanaka M. (2012) Chimpanzees' flexible targeted helping based on an understanding of conspecifics' goals. *Proceedings of the National Academy of Sciences*. 109(9): 3588–3592

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
KC4 The social approach	Learners understand and can explain the assumptions and key characteristics of the social approach.	<p>Create and hand out various 'scenarios' asking learners to predict how people might behave and compare responses. Then change a key character or location in the scenario and ask them what impact the change might make and why.</p> <p>Go through the main characteristics of the social approach and verbally discuss the implications (strengths and weaknesses of each).</p>
KC5 Milgram (obedience)	Learners can describe and explain the background and the procedure of the study.	<p>Learner presentations on the concepts of Obedience, Compliance and Authority outlining the similarities and the differences between them (as one of the allocated presentations from the beginning of the course) and which is peer reviewed.</p> <p>Learners make a few predictions about 'how many people would?' against a number of findings from investigations on obedience, e.g. the original study, Hofling's study (1966), Sheridan and King (1972), etc. and display them on the wall. A link to Hofling's study (1966) is: www.simplypsychology.org/hofling-obedience.html.</p> <p>Show Derren Brown's recent version of the study and explain to learners they are going to study Milgram's original experiment, available at: www.youtube.com/watch?v=y6GxluljT3w</p> <p>Role play: prepare and hand out scripts and pair word combinations to learners (with stage directions) for the roles of 'Experimenter', 'Mr Wallace' and 'Participant' and let learners role play the 'scenario' with Mr Wallace being seated outside the classroom door. Observe the discomfort of the Participant and have a class discussion on observations and feelings once the role play is over. The original study can be found at:</p> <p>www.baymeadowscharter.org/ourpages/auto/2018/8/9/56608223/Milgram.pdf This link provides a typescript copy of Milgram's original article</p>

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>https://pdfs.semanticscholar.org/29e4/8c1365346fc67137423a016096622ac6a215.pdf?_ga=2.92140506.1352206301.1574288975-649867287.1567024342 This link leads to a copy of the original Milgram article as published</p>
Milgram (obedience)	Learners can describe and explain the background to the study, the sample and the selection strategy adopted and the findings/explanations of the study.	<p>Learners share one thing from the previous lesson. Check their knowledge and understanding of the Holocaust.</p> <p>Show clips from the original study and ask them to describe the participants they view, these are available at: www.youtube.com/watch?v=7TqJFp4y4zo</p> <p>(I) Hand out study notes on the background, the sample, the method and procedure and learners read, checking on their individual levels of accuracy and understanding. Check their ability to identify the sampling strategy used to recruit the participants. An abridged version of the study can be found at: www.holah.co.uk/summary/milgram/</p> <p>Show the results and learners tabulate them both numerically and by percentage in their notes (under quantitative data) and maintain a discussion about the use of quantitative data; the conclusions that can be drawn, the conflicts experienced and introducing the idea of the 'agentic' state. Information on the 'agentic state' is available at: www.simplypsychology.org/milgram.html</p> <p>Compare their predictions on the wall with the actual findings of the studies mentioned and discuss the differences.</p> <p>Learners recall the distress of the participants and list their observations (under qualitative data), supplementing.</p> <p>Learners consider what conflicts might have been causing the distress of the participants and list them under 'Explanations'.</p> <p>Extension activity: Learners research the 'agentic state' for inclusion in their notes.</p>

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<p>KC2 and KC3</p> <p>Milgram (obedience)</p> <ul style="list-style-type: none"> situational versus dispositional explanations 	<p>Learners can evaluate various components of the study for revision purposes.</p>	<p>Show some of the exercises and learners can test their knowledge and understanding. Quizzes and other activities are at: www.holah.co.uk/summary/milgram/</p> <p>Using previous evaluation tables, learners try to identify the strengths and weaknesses of the study and capture those that are specific to conducting laboratory studies in a separate table.</p> <p>Learners decide which findings can be attributed to an individual explanation and which findings can be attributed to a situational explanation. Learners create a mnemonic to help them remember the nine situational variables that Milgram argued contributed to the participants' high levels of obedience.</p> <p>Learners prepare a response to the following question: Evaluate the use of restricted samples in Milgram's study on obedience. [8]</p> <p>Learners discuss how these findings might be useful to 'who' and 'how' and share ideas and suggestions.</p> <p>(I) Homework assignment: Learners prepare a revision activity (mind-map or poster, multiple choice questions, True/False activity or an online crossword, etc.)</p> <p>Extension activity: Explore the recent study conducted by Slater and compare the effects of using a virtual environment in practical and ethical terms, available at: www.journals.plos.org/plosone/article?id=10.1371/journal.pone.0000039 or www.psychologyexplainsthe.world.yolasite.com/virtual-reality-and-milgram.php</p>
<p>KC2, KC3 and KC5</p> <p>Piliavin et al. (subway Samaritans)</p>	<p>Learners begin to recognise and appreciate the factors that encourage/discourage helping behaviour.</p> <p>Learners can describe and explain the background to the study and the key terms associated with it.</p>	<p>Learners consider the factors that might encourage/discourage helping behaviour from their experience and list. Ask them to consider some local/international charitable appeals and consider which they think are the most effective and why – again, list down the attributes of the successful appeals. Activities on altruism: www.psychotron.org.uk/resources/social/AQA_A2_altruism_discussionstim.pdf www.psychotron.org.uk/resources/social/A2_AQA_altruism_bystandersituations.pdf</p> <p>Learner presentation on the murder of Kitty Genovese which is critiqued by peers.</p> <p>Hand out the story of Kitty Genovese and learners identify all the features of the story that might have encouraged/discouraged intervention (and what types of intervention) that might have saved Kitty and share. A newspaper article on the Kitty Genovese murder from: www.nytimes.com/1964/03/27/37-who-saw-murder-didnt-call-the-police.html?_r=0</p> <p>Show the 'smoke filled room' YouTube clip and explain the impact of the murder on social psychologists and attempts made to explore diffusion of responsibility, bystander apathy and pluralistic ignorance under laboratory conditions which is available at: www.youtube.com/watch?v=KE5YwN4NW5o</p>

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
Piliavin et al. (subway Samaritans)	Learners can describe and explain the background, the key terms, the sample, method and the findings of the study.	<p>Learners define key terms from the previous lesson.</p> <p>Explain the aim of the Piliavin study to enhance the ecological validity of previous research in this area and share/present the sample and method of the Piliavin study. An abridged version of the Piliavin study is available at: www.holah.co.uk/summary/piliavin/</p> <p>Learners predict the results by asking a leading (and probing for %) question concerning each result in turn and giving immediate feedback.</p> <p>Learners list the results and then play a memory game to see how many they can remember after three minutes.</p>
Piliavin et al. (subway Samaritans)	Learners understand and can explain and apply the Arousal: Cost/Reward Model to novel situations.	<p>Learners recall the features of successful charitable campaigns and factors affecting helping behaviour. Show the Arousal:Cost/Reward Model and explain in general terms. Information/presentation on Arousal:Cost/Reward Model can be found at: www.holah.co.uk/study/piliavin/</p> <p>Learners list examples of arousal (or not). They can then deliberate on costs of helping/not helping and rewards for helping/not helping and share to compile a general list in their notes.</p> <p>Create and hand out a number of scenarios (differentiate according to ability) and learners apply the model to predict helping behaviour. Ask each pair to generate another scenario and pass to their classmates for consideration and reflection. Close the session with activities available at: www.holah.co.uk/summary/piliavin/</p>
Piliavin et al. (subway Samaritans) <ul style="list-style-type: none"> • Experiments • Observation 	Learners can identify and illustrate two strengths and four problems associated with using field experiments and observation to conduct psychological research.	<p>Learners identify key characteristics of field experiments (supplement where necessary) and tabulate their strengths and weaknesses having reviewed the table concerning laboratory studies and listing any new psychological terms in their glossary of terms.</p> <p>Learners identify key characteristics of using observation as a data collection tool (supplement where necessary) and tabulate their strengths and weaknesses having reviewed the table concerning laboratory studies and listing any new psychological terms in their glossary of terms.</p> <p>Learners then try to evaluate the Piliavin study using all the evaluative issues covered so far and identify the illustrative points they would use to support each point in turn.</p> <p>Extension activity: Create some examination type questions for individual learners so that they can self-assess their knowledge, understanding and examination skills.</p>
KC4	Learners can describe and explain the	Learners share any examples they might have from previous knowledge of animals' helping behaviours and share.

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<p>Yamamoto et al. (chimpanzee helping)</p> <ul style="list-style-type: none"> • The use of animals in psychological research • Experiments • Experimental design • Data collection tools 	<p>background to the study and revise the issues pertaining to the use of animals in psychological research.</p>	<p>Ask learners how they might test animals' helping behaviour and consider which animals, what kind of study, which experimental design, the data collected method to be used and justify each component in turn. Share suggestions.</p> <p>Learners look up and add the meanings of 'prosocial behaviour' and 'targeted helping' into their Glossary of Terms.</p> <p>Share the background to the study conducted by Yamamoto et al (2012). The original study can be accessed at: www.pnas.org/content/109/9/3588.full.pdf on chimpanzee helping and learners identify the advantages of</p> <ol style="list-style-type: none"> i. Using chimpanzees in comparative psychology? ii. Focusing on 'targeted helping'? iii. The connection between 'targeted helping' and the Theory of Mind.
<p>Yamamoto et al. (chimpanzee helping)</p> <ul style="list-style-type: none"> • The use of animals in psychological research • Experiments • Experimental design • Data collection tools • Hypotheses and aims 	<p>Learners are able to describe and explain the sample, the method and the results of the study and evaluate each aspect in turn.</p>	<p>Show the videos as follows: Clip 1: www.youtube.com/watch?v=Ac4-Tzk4TCM Clip 2: www.youtube.com/watch?v=hS4ndnr2UyQ</p> <p>and learners identify/suggest:</p> <ul style="list-style-type: none"> • the main difference between the first condition and the second condition • the objects that were in the tray • the gestures used to ask for help • why some of the objects might have been dropped in the first clip but not in the second clip <p>Share the sample and the method/procedure (including the two conditions), the data collection method used and learners identify the experimental design, remind themselves of the advantages and disadvantages of repeated measures and observation and evaluate each remaining aspect in turn.</p> <p>Share Fig. 2 and learners analyse the results of the three conditions and check for correct understanding. Learners to capture in their notes.</p> <p>Share the original study and learners identify two different instances of individual differences and capture them in their notes, e.g. Pan's responses (concerning her preference for the brush) and Ayumu's response of standing in the 'can't see' condition. Explain why Pan and Ayumu's responses were not included in the final statistical analysis.</p> <p>Ask learners what conclusions they can draw from the findings. Learners make a comparison between the helping behaviours of the chimpanzees and the helping behaviours of young children.</p>

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Show the video: www.youtube.com/watch?v=Z-eU5xZW7cU which demonstrates some studies on the helping behaviours of children and chimpanzees. Learners identify the similarities and differences.</p> <p>Ask learners how useful they consider this study is and justify their answers and share.</p>
<p>KC3</p> <p>Yamamoto et al. (chimpanzee helping)</p>	<p>Learners reinforce their learning of the material and the examination practice by applying the subject matter to a variety of examination type questions.</p>	<p>Based on their knowledge and understanding of the study, learners create a directional and a non-directional hypothesis about chimpanzee targeted helping behaviours.</p> <p>(I/F) Assessment: Use sample questions from past papers to assess learner understanding of the study by Yamamoto et al.</p> <p>Extension activity: Learners prepare a revision activity they haven't attempted before (i.e. crosswords, puzzles, matching activities, multiple choice questions, etc.)</p>
<p>Past and specimen examination papers</p>		
<p>Past papers, specimen papers and mark schemes are available for you to download at: www.cambridgeinternational.org/support</p>		

Introduction to Cambridge International A Level Psychology

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
Introduction	Learners should become familiar with the key issues and debates at A Level and be able to recall the key issues and debates from AS level	<p>Learners recall studies from the AS Level that exemplify the issues and debates they were introduced to. Encourage them to identify two examples for each and be able to explain why psychologists are concerned with these issues and debates and how these have influenced experiment design and ethical decisions. The issues and debates they should consider are:</p> <ul style="list-style-type: none"> • the application of psychology to everyday life • individual and situational explanations • nature versus nurture • the use of children in psychological research • the use of animals in psychological research <p>(I) Learners go away and research each of the new issues and debates they have to consider at A Level. They should write a paragraph briefly describing/defining each:</p> <ul style="list-style-type: none"> • cultural bias • reductionism • psychometrics • determinism • longitudinal research <p>Extension activity: Learners could begin to consider the role these debates might play in research design, results analysis and ethical decision.</p>
<p>KC3 and KC5</p> <p>Cultural bias</p>	Learners will be able to describe, explain and identify issues associated with cultural bias	<p>Get learners to find a definition of both cultural bias and ethnocentrism from a dictionary or preferably a psychology dictionary. Let them analyse the differences between the two.</p> <p>Learners need to find out two differences between their own culture and a different culture. They must then attempt to design a study (let them choose the research method, etc.) that tests these ‘differences’ fairly across the two cultures. Let them present their findings to the rest of the class.</p> <p>(F) Learners consider what examples of cultural bias are seen in their designs and what could be done to overcome them (if at all possible).</p>
<p>KC4</p> <p>Reductionism</p>	Learners will be able to describe and explain and reductionism and the	Get learners to find definitions of reductionism from various sources. From them, they must then come up with a definition that encompasses all of the definitions they find. This can form the definition they use throughout the A Level part of the course.

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	implication for this in psychological research	<p>Allow learners to explore the concept of the polar opposite: Holism. Can holism exist?</p> <p>Extension activity: What are the benefits and drawbacks of looking at something holistically rather than from a reductionist perspective?</p>
<p>KC3</p> <p>Psychometrics</p>	Learners will be able to describe, explain and identify issues associated with psychometric tests	<p>Get learners to find a definition of 'psychometrics' and two different examples of psychometric tests. Let them participate in one of the tests they found (there are many online but choose ones that are not socially sensitive).</p> <p>(F) Learners can write an account of how they felt the test went, was it measuring what it was supposed to measure and any limitations of the test.</p>
<p>KC4</p> <p>Determinism</p>	Learners will be able to describe, explain and identify issues associated with determinism	<p>Get learners to find a definition of Determinism and Soft Determinism. Let them compare the two for similarities and differences.</p> <p>Allow learners to explore the concept of the polar opposite: Free Will. Can Free Will exist? Can they think of any examples from their AS Level studies that show Free Will in participants?</p>
<p>KC3</p> <p>Longitudinal studies</p>	Learners will be able to describe and explain longitudinal studies and be able to rationalise why they might choose this study design.	<p>Get learners to find a definition of a longitudinal study and to find an example of a real psychological study that fits into the definition. Allow them to discuss the strengths and weaknesses of using longitudinal research in psychology.</p> <p>(F) Get learners to design a longitudinal study – supply them with a few examples which they can choose from. They should justify their decisions and produce a poster of their efforts.</p>

Psychology and abnormality

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<p>KC4 and KC5</p> <p>General introduction to psychology and abnormality</p>	<p>Learners have an understanding and an appreciation of the objectives and expectations of the unit.</p> <p>Learners can describe, explain and apply the various definitions of abnormality.</p>	<p>Learners list as many evaluative issues as they can remember from their AS material and create a table of the advantages and disadvantages of each.</p> <p>Introduce learners to this topic and generate discussion about its importance, why it should concern us and each sub-section in turn, extrapolating previous knowledge and understanding of the key issues and concepts.</p> <p>Allocate a number of presentations on specific items from the syllabus depending on the number of learners in the class, e.g. different types of schizophrenia, the case studies of Little Albert and Little Hans, etc.</p> <p>Learners define abnormality and share their ideas with the rest of the class.</p> <p>Consider their suggestions in light of smoking, having an IQ of 120, base-jumping, etc. and refine their ideas further. Categorise their ideas under themes as close to the 'models' as possible.</p> <p>Give learners the worksheet 'What do we mean by abnormal?' at: http://psychotron.org.uk/resources/abnormal/AS_AQA_abnormality_definitions.pdf and learners discuss their responses.</p> <p>Show the presentation on defining abnormality: www.psychotron.org.uk/resources/abnormal/AS_AQA_abnormality_definitions.ppt and learners match the four definitions with their ideas on the board.</p> <p>Pass around the worksheet on 'Applying definitions of abnormality': http://psychotron.org.uk/resources/abnormal/AS_AQA_abnormality_definitions.pdf and learners apply the definitions to the various scenarios.</p> <p>Extension activity: Learners listen to the 'psyCast': www.psychotron.org.uk/podcasts/abnormalitydefinitionspsycast.zip</p>
<p>General Introduction to psychology and abnormality</p>	<p>Learners can understand and appreciate the problems with defining and diagnosing abnormality.</p>	<p>Learners generate examples on post-it notes of issues or behaviours that may be difficult to categorise under the four definitions and cluster them together for later comparison.</p> <p>Learners compare with their clusters of notes and ask them to give an example (of their choice) that demonstrates the problems of defining abnormalities issuing these four definitions.</p>

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Give learners the worksheet from the link below about problems of defining abnormality for reading and responding. Definitions of abnormality criticisms: www.psychlotron.org.uk/resources/abnormal/AS_AQA_abnormality_definitioncounterexamples.pdf</p> <p>Having struggled with definitions, learners explain how they might 'classify' abnormality. Ask learners what criteria they might use to distinguish one abnormality from another.</p> <p>Learners consider what questions they might ask a potential patient (what information might they consider important).</p> <p>Introduce learners to the DSM – V (TR) and show the FAQ page for learners to read. The introduction/FAQ page at: www.psychology.about.com/od/psychotherapy/f/faq_dsm.htm</p> <p>Show a short video demonstrating how the DSM is used in diagnosis at: www.youtube.com/watch?v=7vhiW3HcD1Y</p> <p>Share a set of flash cards and learners devise a revision game using the cards and explain any new terminology as it arises – at :www.flashcarddb.com/cardset/118110-explaining-assessing-and-classifying-abnormality-flashcards</p> <p>Show the 'quizlet' activity website and allow learners to choose the games they want to try which is available at: www.quizlet.com/10275344/5-axes-of-dsm-iv-tr-flash-cards/</p> <p>Extension activity: Listening to a 'psyCast' at: http://psychlotron.org.uk/podcasts/abnormalitybiologicalmodelpsycast.zip</p>
<p>KC4</p> <p>General introduction to psychology and abnormality</p>	<p>Learners can describe, explain the models of abnormality, identify the assumptions on which each are based and evaluate the medical/biological model.</p>	<p>Extension activity: Watch video: www.youtube.com/watch?v=XB3An8aYbps</p>
<p>General introduction to psychology and abnormality</p>	<p>Learners can describe, explain and evaluate the cognitive and</p>	<p>Introduce learners to the cognitive model of abnormality, a presentation on the cognitive model of abnormality can be accessed at: www.psychlotron.org.uk/resources/abnormal/AS_AQA_abnormal_cognitivemodel.ppt and</p>

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	behavioural models of abnormality.	<p>one on the evaluation Cognitive model of abnormality evaluation slides at: www.psychotron.org.uk/resources/abnormal/AS_AQA_abnormal_cognitiveeval.ppt</p> <p>(F) To test understanding, give each learner with a cognitive model activity sheet, which can be accessed at: www.psychotron.org.uk/resources/abnormal/AQA_AS_abnormal_cognitivemodel.pdf</p> <p>A poster for cognitive approach: www.psychotron.org.uk/newResources/indModels.html</p> <p>Extension activity: A 'psyCast' on the cognitive model at: www.psychotron.org.uk/newResources/indModels.html</p> <p>Learners recall aspects of the behaviourist approach and suggest how it might be related to abnormality.</p> <p>Present the behavioural model of abnormality, a presentations at: www.psychotron.org.uk/newResources/indModels.html</p> <p>(I) Assignment: Learners complete the application activity sheets on the behaviourist model, available at: www.psychotron.org.uk/newResources/indModels.html</p>
General introduction to psychology and abnormality	Learners can describe, explain and evaluate the psychodynamic model of abnormality.	<p>Introduce the psychodynamic model using the presentations and activity sheets, available at: www.psychotron.org.uk/newResources/indModels.html</p> <p>Learners listen to the 'psycast' on the psychodynamic model, available at: www.psychotron.org.uk/newResources/indModels.html</p>
<p>KC5</p> <p>Schizophrenic and psychotic disorders</p> <ul style="list-style-type: none"> Characteristics of schizophrenia spectrum and psychotic disorders 	Learners can describe, explain and evaluate the medical/biological, behavioural, psychodynamic and cognitive models of abnormality in turn and identify the assumptions upon which each are based.	<p>Learner presentation(s) on different types of schizophrenia (as appropriate from previous allocation) are shared and peer assessed.</p> <p>Show a short introductory clip on schizophrenia at: www.youtube.com/watch?v=74vTftboC_A</p> <p>Look at this site about details of the symptoms of schizophrenia, indicating which are positive and which are negative: www.webmd.com/schizophrenia/schizophrenia-symptoms#1</p> <p>Watch these two case study videos: www.tutor2u.net/psychology/blog/schizophrenia-a-case-study-part-1 www.youtube.com/watch?v=ESNpR8jgRSU</p>

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Look at this worksheet and use the information from the first site to identify the symptoms shown by the people in these cases: www.tes.com/teaching-resource/case-studies-of-schizophrenia-and-delusional-disorders-11929711</p> <p>Learners look up psychotic disorders at www.webmd.com/schizophrenia/guide/mental-health-psychotic-disorders and takes notes as appropriate. Other information on psychosis at: www.medicinenet.com/psychotic_disorders/article.htm</p> <p>Learners describe and explain the difference between psychosis and schizophrenia using the information they have recently read.</p> <p>Introduce the research by Freeman on using virtual reality to assess symptoms of schizophrenia and scroll through to summarise the methodology and the findings in relation to psychosis. This research is available at: www.schizophreniabulletin.oxfordjournals.org/content/34/4/605.long</p>
<p>Schizophrenic and psychotic disorders</p> <ul style="list-style-type: none"> • Explanations of schizophrenia and delusional disorder • Determinism 	<p>Learners can describe, explain and evaluate the different explanations of schizophrenia and can match each explanation with the appropriate model, including genetic; biochemical; cognitive and psychodynamic.</p>	<p>Learners prepare presentations on the characteristics of schizophrenia using resources such as these www.s-cool.co.uk/a-level/psychology/psychopathology/revise-it/explanations-of-schizophrenia (a simple written summary of different explanations)</p> <p>www.youtube.com/watch?v=PURvJV2SMso (an 8-minute video which covers symptoms and then explanations)</p> <p>(I/F) Learners evaluate and respond to the evidence captured in the worksheet on genetic evidence and share. The worksheet on genetic evidence Schizophrenia: genetic evidence can be accessed at: http://psychotron.org.uk/resources/abnormal/AQA_A2_abnorm_schizgenetic.pdf</p> <p>Refer learners to the research conducted by Gottesman and Shields (1972) at www.psychyogi.org/gottesman-and-shields-1972-biological/ and ask them to evaluate the study in relation to one evaluative issue and determinism.</p> <p>Show the 'dopamine hypothesis' slides: http://psychotron.org.uk/resources/abnormal/A2_AQA_abnormality_schizophrenia_dopaminehypotheses.ppt and explain and respond to questions as required.</p> <p>(I) Learners use the biomedical evidence to prepare a paragraph on evaluating the biomedical explanation for explanation. The worksheet on the biomedical evidence, Schizophrenia: biochemical evidence: www.psychotron.org.uk/resources/abnormal/AQA_A2_abnorm_schizbiochemical.pdf</p>

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Show the presentation on the cognitive explanation with accompanying handouts and comment and respond to questions. The presentation on the cognitive explanation, Schizophrenia: cognitive explanations (slides): http://psychotron.org.uk/resources/abnormal/A2_AQB_abnormal_schizophreniaCognitive.ppt</p> <p>Give learners a summary sheet on schizophrenia which includes the cognitive explanation and Frith's 1992 research. It is available at: http://psychotutor.weebly.com/schizophrenia.html Use this link and scroll down to the section of 'Cognitive explanations for schizophrenia'.</p> <p>Learners evaluate the cognitive explanation and consider what evidence they would need to evaluate it effectively.</p> <p>Learners read through the double blind explanation and comment and respond. A worksheet can be accessed at: www.psychotron.org.uk/resources/abnormal/A2_AQA_abnormality_schizophrenia_familysystems.pdf</p> <p>Learners refer back to the video and decide which explanation best fits the description of the schizophrenia described in the clip from the information available.</p> <p>(I) Assignment: Divide the class into two focusing on either the psychodynamic or the behaviourist explanation and hand out the worksheet so that each learner prepares a presentation on one of the two models – the best of which will be shared with the class.</p>
<p>KC2 and KC5</p> <p>Schizophrenic and psychotic disorders</p> <ul style="list-style-type: none"> Treatment and management of schizophrenia and delusional disorders 	<p>Learners can describe, explain and evaluate various treatments devised including biochemical (antipsychotics and atypical antipsychotics) and electro-convulsive therapy (ECT).</p>	<p>Learners complete the worksheet activity on the psychodynamic/behaviourist explanations: http://psychotron.org.uk/resources/abnormal/A2_AQB_abnormal_schizophreniaPsyBehActivity.pdf to test for learning and understanding from previous classes.</p> <p>(F) Learners review their notes on the four models of abnormality and suggest the corresponding types of treatments and share. Respond to Q&A.</p> <p>Pass around the Introduction to treatments notes, available at: http://psychotron.org.uk/resources/abnormal/AQA_A2_abnorm_treatmentsbionotes.pdf and respond to any discrepancies and Q&A.</p> <p>Go through the slides on the biological treatments for schizophrenia, synaptic transmission and antipsychotic drugs, available at: www.psychotron.org.uk/resources/abnormal/A2_AQB_abnormal_treatments_drugsneuro.ppt and explain the process of suppressing the neurotransmitter receptors for dopamine.</p> <p>Pass around the accompanying notes which are available at: http://psychotron.org.uk/resources/abnormal/AQA_A2_abnorm_treatmentsbionotes.pdf</p>

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Show a short introductory video about how selective serotonin reuptake inhibitors (SSRI) and monoamine oxidase inhibitors (MAOI) work: www.youtube.com/watch?v=m4PXHeHqnmE</p> <p>Learner presentation on electro-convulsive therapy is peer assessed.</p> <p>Show a short documentary/simulation on the use of electro-convulsive therapy (ECT), available at: www.youtube.com/watch?v=9L2-B-aluCE</p> <p>Learners can conduct a 'card sort activity', available at: http://psychotron.org.uk/resources/abnormal/AQA_A2_abnormal_treatmentsbiocardsort.ppt</p> <p>Extension activity: Learners:</p> <ol style="list-style-type: none"> look up anti-psychotics on the internet and investigate one typical and one atypical drug, listing their benefits and their negative side-effects try and find one piece of research on efficacy of ECT and evaluate it visit the revise psychology website and create a mind map to evaluate biological explanations of schizophrenia, available at: www.revisepsychology.wordpress.com/2012/01/02/3-biological-explanations-of-schizophrenia/
<p>Schizophrenic and psychotic disorders</p> <ul style="list-style-type: none"> Treatment and management of schizophrenia and delusional disorders 	<p>Learners can describe, explain and evaluate various treatments devised including token economies and cognitive-behavioural therapy.</p>	<p>Give learners the worksheet on cognitive therapies for schizophrenia and learners refer back to their notes on CBT/ABC/REBT and respond to the delusory beliefs and share ideas.</p> <p>The worksheet on cognitive therapies for schizophrenia, Cognitive therapy for schizophrenia: www.psychotron.org.uk/resources/abnormal/A2_AQA_abnormal_schizophreniaCognitiveTherapy.pdf</p> <p>Hand out the research on the effectiveness of CBT in treating schizophrenia and learners summarise and evaluate each:</p> <ul style="list-style-type: none"> www.ncbi.nlm.nih.gov/pubmed/10665619 (on Sensky, 2000) http://digest.bps.org.uk/2005/09/long-term-benefits-of-cbt-for.html www.nursingtimes.net/cbt-ineffective-for-schizophrenia/5003291.fullarticle http://digest.bps.org.uk/2006/09/new-approach-to-help-those-who-hear.html <p>Hand out the various pieces of research on the effectiveness of using token economies in treating schizophrenia and learners summarise and evaluate each and draw a conclusion concerning the effectiveness of token economies on managing the negative symptoms of schizophrenia:</p> <ul style="list-style-type: none"> www.psychtutor.weebly.com/schizophrenia.html (and evaluate the Paul and Lentz research (1977))

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<ul style="list-style-type: none"> • www.div12.org/psychological-treatments/treatments/social-learningtoken-economy-programs-for-schizophrenia/ • www.psue76.wordpress.com/2012/02/19/is-token-economy-effective-in-people-with-schizophrenia-who-live-in-the-community/ • www.schizophreniaresearch.org.au/library/browse-library/treatments/psychosocial/token-economies/
<p>Schizophrenic and psychotic disorders</p> <ul style="list-style-type: none"> • Reinforcement, examination practise and questions 	<p>Learners can reinforce and consolidate their learning and understanding about schizophrenia and psychotic disorders and practise their examination skills through the practice of generating and responding to different types of examination questions.</p>	<p>(I/F) Share specimen examination papers with learners and ask them to complete Paper 3, question 1 under timed conditions.</p> <p>(F) Learners generate a Paper 3, question 2 for schizophrenia and refer to the mark scheme. Support learners in explaining how the assessment objectives should be met and learners plan a response for both part a) and b).</p> <p>(F) Refer learners to Paper 4, Section B, Question 5 and Section C, Question 9 and learners substitute OCD for schizophrenia and respond. Share ideas and learners evaluate each other's' designs and Section C responses.</p> <p>The specimen papers and appropriate mark schemes are available from the School Support Hub.</p>
<p>KC4 and KC5</p> <p>Bipolar and related disorders</p> <p>Characteristics of bipolar and related disorders</p>	<p>Learners can describe, explain and evaluate different types of abnormal affect including unipolar and bipolar depression, the causes and treatments for manic depression as well as sex differences.</p>	<p>Learner presentations on unipolar and bipolar depression (as appropriate) are shared and peer assessed.</p> <p>Learners suggest different ways to diagnose/differentiate or measure different types of depression.</p> <p>Use slides and learners read the page on clinical characteristics of major depressive disorder: http://psychlotron.org.uk/resources/abnormal/A2_AQA_abnormal_moodsymptoms.ppt www.psychom.net/depression-definition-dsm-5-diagnostic-criteria/</p> <p>Use as an opportunity to evaluate each data collection method in turn and discuss how it might affect disclosure of symptoms of depression.</p> <p>Refer learners to the research at: www.sciencedirect.com/science/article/pii/S0272735888900505 to check on the validity of Beck's Depression Inventory (BDI).</p> <p>Learners consider both sides of the debate, 'This house believes that depression is a response to environmental stressors', and consider the arguments/theories and evidence they would use to support and/or refute the various positions.</p>

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Debate the claim that depression is a response to environmental stressors and respond and clarify any issues that arise from the debate. Many resources on abnormal affect can be found at: www.psychology4a.com/depression.html</p>
<p>KC1</p> <p>Bipolar and related disorders</p> <ul style="list-style-type: none"> • Explanations of depression 	<p>Learners can describe, explain and evaluate the biological explanations (both genetic and neurochemical) and cognitive explanations (including Beck's cognitive theory and learned helplessness/attributional style).</p>	<p>Learner presentations on biological explanations and cognitive explanations (as appropriate) are shared and peer assessed.</p> <p>If necessary, show presentation on the biological explanations of abnormal affect at: http://psychotron.org.uk/resources/abnormal/A2_AQA_abnormal_moodbioslides.ppt</p> <p>Learners conduct some research to find and summarise the research findings by Oruc et al. (1998).</p> <p>Hand out summary sheet on synaptic transmission and depression at: www.psychotron.org.uk/resources/abnormal/AQA_A2_abnorm_moodneurochemical.pdf and learners replicate the diagram after minutes of studying it.</p> <p>Learners review the cognitive model of abnormality and predict/develop a cognitive explanation for abnormal affect.</p> <p>Show the presentation on the cognitive explanation of depression, which can be accessed at: www.slideshare.net/Jjanpsychology/cognitive-approach-to-abnormality-as and share ideas, focusing on Beck's Cognitive Triad.</p> <p>Give each learner with the worksheet Beck's Cognitive Theory of Depression and ask each learner to complete the assignment at the end and share; http://psychotron.org.uk/resources/abnormal/A2_AQA_abnormal_moodcognitivebeck.pdf</p> <p>Show the introduction to Seligman's theory of learned helplessness and learners generate examination questions on it. The presentation on Seligman's theory of learned helplessness, Depression and learned helplessness slides: www.psychotron.org.uk/resources/abnormal/A2_AQA_abnormal_depressionlearnedhelplessness.ppt</p> <p>Learners develop a revision game of their choice (could include bingo, cards for matching, dominoes, findings pairs, etc.)</p> <p>Extension activity: Learners access a website on the biological explanations of depression and create a mind-map incorporating the explanations, strengths and weaknesses and supporting evidence for each.</p>
<p>Bipolar and related disorders</p>	<p>Learners can describe, explain and evaluate various treatments for depression including</p>	<p>Learners 'trial' one of the revision games/activities developed during the previous lesson and evaluate.</p> <p>Learners suggest different treatments for depression using biological and psychological explanations and share ideas.</p>

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<ul style="list-style-type: none"> Treatment and management of depression 	<p>chemical/drugs (MAO, SSRIs), electro-convulsive therapy, CBT and REBT.</p>	<p>Learner presentations on biological treatments and cognitive restructuring (as appropriate) are shared and peer assessed.</p> <p>Replay the video about how SSRIs and MAO inhibitors work and then a second video concerning stimulating serotonin, available at: Video 1 www.youtube.com/watch?v=m4PXHeHqnmE Video 2 www.youtube.com/watch?v=qMsWtP3VS3Q</p> <p>Show a video on the use of ECT to treat severe depression and respond to any questions and comments. The video on using ECT to treat severe depression at: www.youtube.com/watch?v=zY113Relzbs</p> <p>Learners develop a role play demonstrating a therapist using either CBT or REBT and present each to the class for comment.</p> <p>(I) Give learners a summary sheet on behavioural treatments: www.psychotron.org.uk/resources/abnormal/AQA_A2_abnorm_treatmentsbehnotes.pdf and ask learners to read individually. Ask each learner to suggest a behavioural treatment for depression.</p> <p>Share a PowerPoint presentation on behaviour therapy with anxiety disorders slides: www.psychotron.org.uk/newResources/atypical/AS_AQB_anxiety_behTreatments.pptx</p> <p>(I) Assignment: Learners create a table of different chemicals or drugs that can be used to treat/manage depression covering details of their name, their market name, what type of drug they are, how they work, any side-effects and any specific research related to their effectiveness.</p>
<p>Bipolar and related disorders</p> <ul style="list-style-type: none"> Reinforcement, examination Practise and questions 	<p>Learners can reinforce and consolidate their learning and understanding about bipolar and related disorders and practise their examination skills through the practise of generating and responding to different types of examination questions.</p>	<p>Learners trial a second revision game or activity.</p> <p>Learners create a mind-map of either the types (including characteristics, examples and gender differences) or explanations or treatments of depression with related research and pictures.</p> <p>(F) Learners review a Paper 3 and a Paper 4 and generate some examination style questions on depression and create a marking scheme for each.</p> <p>(I) Assessment: Learners respond to a number of examination style questions as appropriate. Sample questions can be generated from the specimen papers.</p> <p>Learners can close the class playing the online activities on the cognitive explanations of depression on the 'quizlet' website at: www.quizlet.com/8252627/cognitive-explanations-of-depression-flash-cards/</p>

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<p>KC4 and KC5</p> <p>Impulse control disorder and non-substance addictive disorder</p> <ul style="list-style-type: none"> Characteristics of impulse control disorder and non-substance addictive disorder 	<p>Learners can identify different types of addictions and impulse control disorders and apply definitions as well as identify key characteristics of both.</p>	<p>Share a video of an awareness campaign on gambling addiction, available at: www.youtube.com/watch?v=Svq3uSDyUVI and ask learners what they know or understand about addictions or impulse control disorders already. Ask them to name any that they are aware of (such as pyromania, kleptomania, etc.)</p> <p>Learner presentation(s) on different types of addictions and impulse control disorders (ensure kleptomania and pyromania are included as well) are shared and are peer assessed. Refer learners to the abstract concerning the Burton et al. study on pyromania (2012), available at: www.ncbi.nlm.nih.gov/pubmed/22960918 and learners divide up the components mentioned in the abstract and create a group mind-map/spider diagram on pyromania.</p> <p>Learners consider how they would define addiction. Share Mark Griffiths' six characteristics of addictive behaviour which could be used to define addiction.</p> <p>Hand out the first two pages of the chapter written by Mark Griffiths and Mark Davies on video game addiction and learners read the opening paragraphs about the application of the six components of addictive behaviour to video game addiction. Learners list the six components in their notes and apply them to one other addiction. The chapter written by Mark Griffiths and Mark Davies on video game addiction at: www.academia.edu/780694/Griffiths M.D. and Davies M.N.O. 2005 . Videogame addiction Does it exist In J. Goldstein and J. Raessens Eds. <i>Handbook of Computer Game Studies</i>. pp. 359-368. Boston MIT Press</p> <p>Select a case study from the ones included in this paper: https://core.ac.uk/reader/189232983 Learners identify any of the six components of addictive behaviour. Learners should suggest how they could apply the various models of abnormality to explain the symptoms shown in the case chosen. Learners identify possible physical and psychological dependences that are evident in the case study.</p> <p>Learners consider the most effective way to diagnose or measure an impulse control or addictive disorder and generate suitable questions for a questionnaire to measure different impulse control disorders.</p> <p>Hand out a Kleptomania Symptom Assessment Scale, available at: www.pathwaysinstitute.net/Kleptomania%20Symptom%20Assessment%20Scale%20rev%20.pdf to each learner and ask each to generate one strength and one weakness until all are exhausted. Learners should use the KSAS to modify their questionnaires on different impulse control disorders.</p> <p>(I) Assignment: Learners go through Mark Griffiths' presentation on an overview of online addictions and to identify one finding relating to the various aspects of internet addiction (consequences/treatments/comorbidity, etc.).</p>

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<p>Impulse control disorder and non-substance addictive disorder</p> <ul style="list-style-type: none"> Causes of impulse control disorder and non-substance addictive disorder 	<p>Learners can describe, explain and evaluate various theories concerning the causes or etiology of non-substance addictions or impulse control disorders encompassing genetic, biochemical, behavioural, cognitive and psychodynamic explanations.</p>	<p>Learner presentation(s) on different explanations of addiction and impulse control disorders (as appropriate) are shared and peer assessed.</p> <p>Learners consider how classical conditioning and operant conditioning can be used to explain addiction as well as initiation, maintenance and relapse and learners share their ideas.</p> <p>Refer learners to the abstract of Miller et al. (2010) study available at: https://connect.springerpub.com/content/sgremdr/6/4/159 and ask learners what model this theory would be associated with. Display the diagram in the paper available by scrolling down or by clicking on 'Figures' and learners record in their notes.</p> <p>Learners consider how the cognitive model might also explain addiction and Impulse control disorders in relation to maintenance and relapse and learners share their ideas and create a mind-map of both the behavioural and cognitive explanations of addiction and impulse control disorders.</p> <p>(I) Internet research activity: Learners look up research on the effectiveness of applying these models to explain addiction and impulse control disorders. They should print out the abstracts of the research, and add the findings to their mind-maps. A summary sheet on compulsive gambling with a consideration of all the models and their respective treatments: http://teachers.cie.org.uk/community/resources/pt_view_resource?id=1762</p> <p>Extension activity: Ask each learner to choose one ICD and research all the respective explanations/models for it.</p>
<p>KC2 and KC5</p> <p>Impulse control disorder and non-substance addictive disorder</p> <ul style="list-style-type: none"> Treating and managing impulse control disorder and non-substance addictive disorder 	<p>Learners can describe, explain and evaluate various methods to treat and/or manage non-substance addictions and impulse control disorders including behavioural treatments (token economies and aversion therapy) and CBT.</p>	<p>Learner presentation(s) on different methods for managing and treating addiction and impulse control disorders are peer assessed (if appropriate).</p> <p>(I) Internet research assignment: Learners visit the website Harbinger's Mental Health Problem Solver and work through the site as if they were suffering from a substance Impulse Control Disorder. They should summarise the various treatments, though particularly the biomedical treatments. The Harbinger's Mental Health Problem Solver website at: www.newharbinger.com/psychsolve</p> <p>As a revision exercise, learners access Jon Grant's book <i>Impulse Control Disorders: A Clinician's Guide to Understanding and Treating Behavioural Addictions</i>, and 'look inside' and work through the first few issues/case studies.</p> <p>Use this source for general information about kleptomania: www.mayoclinic.org/diseases-conditions/kleptomania/diagnosis-treatment/drc-20364753</p>

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Learners find information about treatments from this article (the full text can be downloaded for free): www.ncbi.nlm.nih.gov/pubmed/16910369 This link provides detail about CBT: www.winchesterhospital.org/health-library/article?id=11723</p> <p>(F) Hand out a CBT activity sheet, CBT role play: www.psychotron.org.uk/resources/abnormal/AQA_AS_abnormal_cogtreatroleplay.pdf and learners complete the activities.</p> <p>Introduce learners to the concept of covert sensitisation. You may want to look at the Glover (2011) study as a reference.</p> <p>Learners evaluate the research outlined in the study by Blaszczynski and Nower (2002).</p> <p>Learners review the Miller (2010) theory and apply it in order to suggest an appropriate treatment. They can then check the treatments outlined in his paper, which is available at: www.psychinnovations.com/EMDRSD/Miller_Feeling_State_Addiction.pdf.</p> <p>(I) Assignment: Learners choose to create a series of ten multiple-choice questions or a crossword or a true/false activity on the various explanations of addiction and impulse control disorders.</p>
<p>KC3</p> <p>Impulse control disorder and non-substance addictive disorder</p> <ul style="list-style-type: none"> • Reinforcement, examination practise and questions 	<p>Learners can reinforce their learning and continue to consolidate their understanding of different examination questions using the material on non-substance addictions and impulse control disorders.</p>	<p>Share some of the questions learners created for the previous assignment as starter activities.</p> <p>Learners design an experiment to investigate which psychological treatment would be the most effective in treating a particular impulse control disorder of their choice.</p> <p>Learners share their experiments and each pair must evaluate each design identifying one strength or one weakness or making one recommendation to improve it.</p> <p>(F) Learners respond to a number of examination style questions under examination conditions.</p>
<p>KC4</p> <p>Anxiety disorders</p> <ul style="list-style-type: none"> • Characteristics of anxiety disorders 	<p>Learners can understand and describe various types of phobias.</p>	<p>Display a poster or flow chart of anxiety disorders (phobia and OCD diagnosis advance organiser) and take learners through the flow chart as an introduction to both types of anxiety disorders, available at: http://psychotron.org.uk/newResources/atypical/AS_AQB_anxiety_PhobiaOCDDiagnosis_AdvanceOrganiser.pdf</p> <p>Learner presentation(s) on different phobias are shared and peer assessed. Ensure generalised anxiety, specific, social, agoraphobia and blood-injection, animal and button phobias are included.</p>

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Learners identify any common characteristics in the phobias considered so far or any other abnormalities that could account for the same symptoms. Give learners the characteristics of phobias summary sheet Phobias: clinical description hand out: www.psychotron.org.uk/resources/abnormal/A2_AQA_abnormal_phobias_clinicaldescription.pdf and learners indicate the characteristics they had identified correctly.</p> <p>Ask learners how they might try to assess or measure different types of phobias (evaluate different data collection tools and reflect on how they distort the validity of the findings in each case).</p> <p>The paper on the development of the Blood Injection Phobia Inventory (BIPI) can be downloaded at: http://revistas.um.es/analesps/article/view/91971/88591 Learners describe the assessment tool and evaluate the trial.</p> <p>Learners access the GAD-7, available at: www.patient.info/doctor/generalised-anxiety-disorder-assessment-gad-7 and self-assess their general anxiety level. Learners identify one strength and one weakness of each of the measurement scales and explain their responses.</p> <p>(I) Assignment: Ask each learner to locate one piece of research on one type of phobia and summarise under aim, sample, method, data collection tools and findings and bring to class for group evaluation. Use these slides: http://psychotron.org.uk/resources/abnormal/A2_AQA_abnormal_phobiasgenetic.ppt Then learners complete this worksheet: http://psychotron.org.uk/resources/abnormal/AQA_A2_abnorm_phobiagenetic.pdf</p>
<p>KC1</p> <p>Anxiety disorders</p> <ul style="list-style-type: none"> • Explanations of phobias 	<p>Learners can describe, explain and evaluate various explanations for phobias including the biological and behavioural models.</p>	<p>Learner presentation(s) on different explanations of anxiety disorders (as appropriate) are shared and peer assessed.</p> <p>Learners look up Ost's findings about the genetic causes of blood-injury phobias: www.psychtutor.weebly.com/anxiety-disorders-phobias.html</p> <p>Show the presentation on the biological models (both genetic and biochemical) of phobias. A presentation on the genetic basis of phobias at: www.psychotron.org.uk/resources/abnormal/A2_AQA_abnormal_phobiasgenetic.ppt</p> <p>A presentation on the biological explanation of phobias at: www.psychotron.org.uk/resources/abnormal/A2_AQA_abnormal_phobiabiologicalslides.ppt</p>

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>(F) Learners read through and complete the worksheet on biological theories and evidence and respond to any issues that arise. The worksheet on biological theories and evidence can be accessed at: www.psychlotron.org.uk/resources/abnormal/A2_AQA_abnormal_phobiasbiologicalevidence.pdf</p> <p>Learners consider the strengths and weaknesses of adopting the biological approach to explain phobias.</p> <p>(I) Assignment: Use these resources to help learners to understand and take notes on the psychodynamic approach to explaining phobias: http://psychlotron.org.uk/newResources/atypical/AS_AQB_Anxiety_3PhobiaPsychodynamicLesson.zip http://psychlotron.org.uk/resources/abnormal/A2_AQA_abnormal_phobiapsychodynamic.pdf</p> <p>Display a poster/flow chart of the behaviourist approach to phobias. A poster/flow chart depicting the behaviourist approach at: www.psychlotron.org.uk/newResources/atypical/AS_AQB_anxiety_PhobiaBehaviourist_AdvanceOrganiser.pdf</p> <p>Learners consider and complete a worksheet on different types of learning explaining phobias. The different types of learning activity at: www.psychlotron.org.uk/newResources/atypical/AS_AQB_anxiety_behExplanationsAnalysis.pdf</p> <p>Share a video on Watson's study of Little Albert: www.youtube.com/watch?v=9hBfnXACsOI</p> <p>Learners try and recall as much as they can about Watson's study of Little Albert and relate the stages of creating the phobia to flow chart on display and the type of learning covered in the sheet. Show the presentation on how phobias are learnt and reinforced through conditioning and learners complete the behavioural model activity sheet to consolidate their learning, which can be accessed at: www.psychlotron.org.uk/resources/perspectives/behaviourist/ANY_behaviourism_ccphobias.pdf</p>
<p>Anxiety disorders</p> <ul style="list-style-type: none"> • Explanations of phobias 	<p>Learners can describe, explain and evaluate various explanations for phobias including the cognitive and psychoanalytic models.</p>	<p>Give learners a sheet summarising irrational thinking generally and learners apply their understanding of this to the activity concerning the phobia of peas.</p> <p>Show the presentation on cognitive explanations and learners take notes. The presentation on the cognitive explanation at: www.prezi.com/u4ktm40bz0pu/cognitive-explanations-treatments-to-phobias/?utm_source=website&utm_medium=prezi_landing_related_solr&utm_campaign=prezi_landing_related_author</p> <p>Learners look up DiNardo's findings about the cognitive causes of dog phobias www.psychtutor.weebly.com/anxiety-disorders-phobias.html and watch the related videos and carry out the exercises on the same pages as a revision exercise.</p>

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Learners work through the Freud Page at: www.holah.co.uk/summary/freud/ and read Freud's case study of Little Hans and his explanation of his phobia of horses. Learners pay particular attention to the following and respond to questions concerning:</p> <ul style="list-style-type: none"> • the evidence that supports Freud's explanation and the evidence that challenges his explanation • the five psychosexual stages • the Oedipal complex • their evaluation. <p>(F) Create and share a quick 'pop-quiz', matching certain phobias with different psychosexual stages or different defence mechanisms and compare ideas/responses.</p> <p>Show presentation on the psychodynamic model of phobias. www.psychlotron.org.uk/resources/abnormal/A2_AQA_abnormal_phobiapsychodynamic.ppt</p> <p>Use these resources to help learners to understand and take notes on the psychodynamic approach to explaining phobias: http://psychlotron.org.uk/newResources/atypical/AS_AQB_Anxiety_3PhobiaPsychodynamicLesson.zip http://psychlotron.org.uk/resources/abnormal/A2_AQA_abnormal_phobiapsychodynamic.pdf</p> <p>Display the poster/flow chart of the psychodynamic model and learners check their understanding of the model. http://psychlotron.org.uk/newResources/atypical/AS_AQB_anxiety_PhobiaPsychodynamic_AdvanceOrganiser.pdf</p> <p>Extension activity: Learners play some of the games dedicated to anxiety disorders on the 'quizlet' website www.quizlet.com/16090307/anxiety-disorders-flash-cards/</p>
<p>KC2 and KC5</p> <p>Anxiety disorders</p> <ul style="list-style-type: none"> • Treatment and management of anxiety disorders 	<p>Learners can describe, explain and evaluate different treatments for anxiety disorders including systematic desensitisation, flooding and applied tension.</p>	<p>Divide learners into four groups allocating one model to each group and ask them to suggest a possible treatment for a phobia and design an experiment to test how effective it might be and share their deliberations with the rest of the class. Respond and give guidance.</p> <p>Show the humorous video on three stages of systematic desensitisation, available at: www.youtube.com/watch?v=omYECykyQWE</p> <p>Learners create their own hierarchical tables for a phobia of their choice and share examples and comment on the ethics and predict the efficacy of using virtual simulated environments.</p> <p>Show the video of using virtual simulations, available at: www.youtube.com/watch?v=co7BWWoF-5I</p>

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Learners recall the video on systematic desensitisation and explain the psychological basis on which it can be justified. Replay the video if needed. www.youtube.com/watch?v=IMZ5o2uruXY. <u>Information on systematic desensitisation is available at: www.simplypsychology.org/Systematic-Desensitisation.html</u></p> <p>Learners consider the difference between systematic desensitisation and flooding - you can refer them to www.mdjunction.com/forums/agoraphobia-discussions/general-support/3623082-flooding-vs-systematic-desensitization to check their understanding and highlight a strength and weakness for each.</p> <p>Learners review their sheet on behaviourist treatments and check understanding. The summary sheet on behaviourist treatments at: www.psychotron.org.uk/resources/perspectives/behaviourist/ANY_behaviourism_deconditioning.pdf</p> <p>Learners to complete activity sheet on systematic desensitisation, available at: http://psychotron.org.uk/resources/perspectives/behaviourist/ANY_behaviourism_deconditioning.pdf</p> <p>Extension activity: Learners can watch the rest of the series of Part 4 Primal Fears BBC Explorations Storyteller Media, available on YouTube.</p>
	<p>Learners can describe, explain and evaluate different treatments for anxiety disorders including CBT and medical treatments.</p>	<p>Show the video featuring a man using CBT to treat a 40-year phobia of baked beans at: www.youtube.com/watch?v=3Y8VKs3_cA</p> <p>Learners write a script of the stages a therapist might go through to treat a phobia of their choice using CBT and share with the class. Learners evaluate the study conducted by Ost and Westling, available at: www.psychyogi.org/ost-and-westling-1995-cognitive-behavioural-therapy-cognitive-behavioural-therapy/</p> <p>Learners recall the psychodynamic explanation to phobias and generate a treatment consistent with the model and conduct some research to see if there is research they could use to support their suggestion (even if they need to modify their suggestion to match the research findings).</p> <p>(I) Assignment: Learners look up and note what drug therapies are available for treating anxiety disorders and why certain drugs might be used.</p>
<p>Anxiety disorders</p> <ul style="list-style-type: none"> Reinforcement, examination practise and questions 	<p>Learners can reinforce and consolidate their learning and understanding about anxiety disorders and practise their examination skills through the practise of</p>	<p>Write 16 words associated with phobias and learners select 10. Learners need to match definitions to the phobias – this could be done as a pair-work.</p> <p>(F) Learners review the material on phobias and play the role of examiner, generating one question for each section of a Paper 4. They can then pass these around the class for other learners to attempt.</p> <p>(F) Learners prepare an essay plan for testing under examination conditions about what psychologist have learnt about the explanation of phobias.</p>

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	generating and responding to different types of examination questions.	Learners create a mind-map of the explanations and treatments for phobias. (I/F) Learners respond to some examination style questions under timed conditions.
<p>KC4</p> <p>Obsessive-Compulsive and related disorders</p> <ul style="list-style-type: none"> Characteristics of obsessive-compulsive and related disorders 	Learners can describe and explain types of and common obsessions and compulsions, hoarding and body dysmorphic disorder.	<p>Learner presentation on certain obsessions and compulsions (including hoarding and body dysmorphic disorder) which are peer reviewed.</p> <p>Show the BDD Foundation website so that learners can access for further reading. Click on the link for Signs, Symptoms and Safety Behaviours and learners make a mental note of how many they can identify in the clip. The BDD Foundation webpage is at: www.bddfoundation.org/ Watch the video on body dysmorphic disorder available at: www.youtube.com/watch?v=iAuc2xAM7-8</p> <p>Learner should read through the article about David Beckham's battle with obsessive/compulsive disorder (OCD): www.dailymail.co.uk/tvshowbiz/article-381802/The-obsessive-disorder-haunts-life.html</p> <p>Hand out a clinical description sheet on OCD: www.psychotron.org.uk/resources/abnormal/A2_AQB_abnormal_anxiety_OCDdiagnosis.pdf Learners should pay particular attention to the definitions and differences between obsessions and compulsions.</p> <p>Learners look up and download the case study on Charles conducted by Rappaport (1989) at www.psychtutor.weebly.com/anxiety-disorders-ocd.html and evaluate, paying attention to the strengths and weaknesses of case studies and longitudinal studies.</p>

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<p>KC3</p> <p>Obsessive-compulsive and related disorders</p> <ul style="list-style-type: none"> Characteristics of obsessive-compulsive and related disorders 	<p>Learners can describe various measures that can be used including Maudsley Obsessive-Compulsive Inventory and the Yale-Brown Obsessive - Compulsive Scale.</p>	<p>Ask learners how obsessions and compulsions could be reliably measured and share ideas.</p> <p>Learners look up the Maudsley Obsessive Compulsive Inventory (MOCI) at: www.sjdm.org/dmidi/Maudsley_Obsessive_Compulsive_Inventory.html and record the description in their notes.</p> <p>Share the Yale-Brown Obsessive - Compulsive Scale and learners identify the main difference between the two assessment tools. https://iocdf.org/wp-content/uploads/2016/04/04-Y-BOCS-w-Checklist.pdf</p> <p>(F) Learners should complete an evaluative paragraph based on the use of questionnaires and share it for peer marking.</p> <p>Extension activity: Learners can watch Extreme OCD Camp Episode 2 2013 BBC Three Documentary Trekking into the American forest, available at: www.youtube.com/watch?v=ywMsMjGF_nw&ebc=ANyPxKoGoa6ylpy9EjxX7ugiep_bw-9TrtxTdW_xadffrATn3nCF7aR72_z_LYtmNuluqbeulbZWeZlIX9rU6dUBw1joTGngXA</p>
<p>Obsessive-compulsive and related disorders</p> <ul style="list-style-type: none"> Explanations of obsessive-compulsive disorder 	<p>Learners can describe, explain and evaluate various explanations for OCD including biomedical; cognitive-behavioural; psychodynamic explanations.</p>	<p>Show the video, available at: www.youtube.com/watch?v=KOami82xKec</p> <p>Learner presentation(s) on different explanations for obsessive/compulsive disorder (as appropriate) are shared and peer assessed.</p> <p>Show (if necessary) a presentation on the explanations of OCD: www.psychlotron.org.uk/resources/abnormal/A2_AQB_abnormal_anxiety_OCDexplanations&treatments.ppt</p> <p>Divide learners across the four explanations for OCD and ask them to respond to the 'explaining' assignments on the worksheet, 'Explaining and Treating OCD' to present back to the class: www.psychlotron.org.uk/resources/abnormal/A2_AQB_abnormal_anxiety_OCDdexplainingtreatingactivity.pdf</p> <p>Give learners a summary of the biological explanation of OCD and learners prepare an essay plan for an examination question: Evaluate the biological explanation of OCD with a discussion of ethics in research. [10]</p> <p>Put up a poster/flow chart on the faulty thinking behind OCD as a cognitive explanation of OCD: www.psychlotron.org.uk/newResources/atypical/AS_AQB_anxiety_OCDCognitive_AdvanceOrganiser.pdf</p> <p>Learners create a short role play/script capturing the exchange between an OCD patient and their therapist for sharing.</p>

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Show the presentation on the psychodynamic causes of OCD and learners create their own mind map covering the psychodynamic causes of OCD. The presentation of the psychodynamic causes of OCD, Anxiety disorders: psychodynamic explanations slides: www.psychotron.org.uk/newResources/atypical/AS_AQB_anxiety_psydyExplanations.pptx</p>
<p>KC2 and KC5</p> <p>Obsessive-compulsive and related disorders</p> <ul style="list-style-type: none"> Treatment and management of obsessive-compulsive and related disorders 		<p>Learner presentation(s) on different treatments of obsessive/compulsive disorder (as appropriate) are shared and peer assessed.</p> <p>Divide learners across the four explanations for OCD giving each group a different model than before and ask them to respond to the 'treating' assignments on the worksheet, 'Explaining and Treating OCD', to present back to the class. The group activity sheet at: www.psychotron.org.uk/resources/abnormal/A2_AQB_abnormal_anxiety_OCDdexplainingtreatingactivity.pdf</p> <p>Pose the following question to learners, 'What kinds of medications may help OCD?'</p> <ul style="list-style-type: none"> www.iocdf.org/about-ocd/treatment/meds/ www.webmd.com/mental-health/understanding-obsessive-compulsive-disorder-treatment www.ocduk.org/medication www.nhs.uk/Conditions/Obsessive-compulsive-disorder/Pages/Treatment.aspx (good for side-effects) <p>Watch the following clip about how SSRIs work in the brain: www.youtube.com/watch?v=G4r3qCkLUDQ Share alternative psychological treatments, particularly CBT and exposure and response which are well described and explained at: www.nhs.uk/Conditions/Obsessive-compulsive-disorder/Pages/Treatment.aspx Ask learners what psychological interventions they are aware of that use a phone and discuss the strengths and weaknesses of using a phone in such circumstances. Ask learners whether they think CBT could be conducted via a phone and discuss the implications.</p> <p>Share the research conducted by Lovell et al. (2006) on Telephone administered cognitive-behaviour therapy for treatment of obsessive compulsive disorder, available at: www.bmj.com/content/333/7574/883.long and learners evaluate and illustrate on the basis of:</p> <ul style="list-style-type: none"> restricted samples usefulness ethics validity quantitative data reliability longitudinal studies

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Share the research conducted by Lehmkuhl et al. (2008), available at: www.ncbi.nlm.nih.gov/pmc/articles/PMC3709869/ and learners evaluate and illustrate on the basis of:</p> <ul style="list-style-type: none"> • case studies • usefulness • the use of children in psychological research • use of questionnaires
Past and specimen examination papers		
<p>Past papers, specimen papers and mark schemes are available for you to download at: www.cambridgeinternational.org/support</p>		

Psychology and consumer behaviour

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
General introduction to psychology and consumer behaviour	Learners have an understanding and an appreciation of the objectives and expectations of this course in organisational psychology.	<p>Learners list as many evaluative issues as they can remember from their AS material and create a table of the advantages and disadvantages of each.</p> <p>Introduce learners to the section in the syllabus covering Psychology and Consumer Behaviour and generate discussion about its importance, why it should concern us and each sub-section in turn, extrapolating previous knowledge and understanding of the key issues and concepts.</p> <p>Allocate a number of presentations on specific items from the syllabus depending upon the number of learners in the class, e.g. The 4 Ps, etc.</p>
<p>KC3 and KC5</p> <p>The physical environment</p> <ul style="list-style-type: none"> Retail/leisure environment design 	<p>Learners can describe and explain different aspects of the physical environment, how these can be used and how they relate to consumer experience and behaviour, including:</p> <ul style="list-style-type: none"> architecture and layout sound and music lighting, colour and smell. 	<p>Learners mind map various physical aspects of their environment and make suggestions on how each may affect user experience and behaviour and then relate the same to consumers. Mind map different types of consumers, types of products, goods and services. Decide on a number of variables to be assessed in the field (including sound or music, lighting, colour) and the class agrees to visit various establishments (within the week as appropriate to situation/logistics) and report back to the class. Use the activity to discuss issues about equipment required and inter-rater reliability, etc.</p> <p>Learners record ideas in their notes. Learners share findings following their field research and draw conclusions from their own experience.</p> <p>Divide class into groups of four and divide the original study by Turley and Miliman (2000) into external, interior, layout and point of purchase allocating one learner to each section and report back to the rest of the group. The Turley and Miliman studyt: http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.461.1063&rep=rep1&type=pdf</p> <p>Ask each learner to:</p> <ol style="list-style-type: none"> condense/summarise the diagram read through Human Variables and summarise into their notes choose one study as an example of the studies reviewed (with findings) identify one aspect requiring further research identify one example of a managerial implication. <p>(I) Assignment/Extension activity: Further research findings in relation to female shopping experience (to consider individual differences): www.emeraldinsight.com/doi/abs/10.1108/13612020810906128</p>

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<p>KC2 and KC3</p> <p>The physical environment</p> <ul style="list-style-type: none"> Retail/leisure environment design 	<p>Learners can describe and explain how physical conditions can affect mood and can describe and explain related research.</p>	<p>Share a video on casino design at: www.youtube.com/watch?v=ndjg_q0y3Eg, and ask learners what kind of moods, psychological cognitions are created by different casino atmospheres and share ideas. Discuss how design features could enhance or reduce arousal/stress/motivation/danger/pleasure, etc.</p> <p>Share the research conducted by Finlay, 2006 on leisure environments: http://eab.sagepub.com/content/38/4/570.short and ask learners to read through and evaluate the abstract on the basis of:</p> <ul style="list-style-type: none"> field experiments experimental design the use of restricted samples. <p>This link accesses a website dedicated to studying problem gambling, and leads specifically to a page on the environment: www.greo.ca/en/topics/venuecasino.aspx This link will download the full text of the Finlay et al. article: www.greo.ca › Modules › EvidenceCentre › files › Finlay et al(2004)</p> <p>Ask learners how preference for different layouts might be identified and to design an appropriate study. Learners need to support their design using methodological and psychological evidence. Share ideas.</p> <p>Share/display the laboratory research conducted by Vrechopoulos et al. (2004): http://www2.aueb.gr/users/siomkos/docs/articles/Virtual%20store%20layout.pdf</p> <p>and learners evaluate the study in relation to:</p> <ul style="list-style-type: none"> the use of restricted samples experimental design the usefulness of the findings individual differences.
<p>The physical environment</p> <ul style="list-style-type: none"> Sound and consumer behaviour 	<p>Learners can describe and explain, evaluate and apply research carried out on the effects of music and noise on consumer behaviour in various settings.</p>	<p>Learners mind map the positive and negative effects of music on consumer behaviour in various different settings. Learners share ideas.</p> <p>Show the video on influencing behaviour via music: www.youtube.com/watch?v=q6JmPO37bAw&list=PUVTT1g2Td5-838dVDbB9JnA&index=95</p> <p>Focus the class on restaurants and learners design an experiment to test the effect of different kinds of music in a restaurant. Share these and learners identify the most valid experiment out all those created by the class. Share/display the article about North's study (2003) from the Daily Mail, available at www.dailymail.co.uk/news/article-198777/Diners-spend-classical-music.html</p>

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>(I) Assignment: Give learners the original study by North et al. (2003) on playing classical music in restaurants and learners summarise the key aspects into their notes and evaluate the research. The abstract is available at: http://eab.sagepub.com/content/35/5/712.abstract and the full study by North is available at: www.le.ac.uk/press/ebulletin/news/havingtherighttaste.html</p> <p>Learners consider what they have found out about music in restaurants and shops so far and to design a study investigating the effect of music at an open-air market. Share suggestions.</p> <p>Share the research by Gueguen et al. (2007) on music in open air markets: www.learningpsychology.net/(Unconscious)-Influence-via-Music-Good-Music-Good-Business.html or www.moodmixes.com/images/EJSR2007.pdf and learners suggest as many evaluative issues as they can.</p> <p>Ask learners what effect they think music and noise would have on their perception of food and what would they need to do to test the same. Ask them to describe 'bland' food and whether they had experienced certain situations where the food is usually bland.</p> <p>Discuss the summary of the research conducted by Woods et al. (2010) on aeroplane food: www.phys.org/news/2010-10-bland-tasting-food-background-noise.html. Note, this is not on the syllabus, so will not be directly examined.</p> <p>Share the abstract and ask for preliminary evaluative points. The full article can be accessed at: www.researchgate.net/profile/Andrew_Woods4/publication/233831746_Effect_of_background_noise_on_food_perception/links/0fcfd50bf0764bb6f0000000.pdf</p> <p>Ask each learner to create a revision activity (an online crossword, flashcards, True/False exercise, multiple-choice questions or any other, ensuring all key concepts and studies have been covered).</p>
<p>KC4 and KC5</p> <p>The physical environment</p> <ul style="list-style-type: none"> Lighting, colour and smell 	<p>Learners can describe and explain, evaluate and apply research carried out on the effects of lighting, colour and smell on consumer behaviour in various settings and can describe and explain related research.</p>	<p>Divide the class into three groups and allocate lighting, colour and smell and ask each group to conduct some research and create a presentation. This should capture the most interesting findings and each group presents the other learners should record the key points.</p> <ul style="list-style-type: none"> Share the research conducted by Kutlu (2013) on lights and colour in retail stores: available at: www.idosi.org/wasi/wasi23(5)13/3.pdf and the research conducted by Chebat and Michon (2003), on the effects of odour on shopper arousal and emotion, available at: http://67-20-110-78.unifiedlayer.com/wp-content/uploads/2013/09/impact_of_ambient_odors.pdf as an example of the research in the area and learners evaluate and illustrate their points such as: <ul style="list-style-type: none"> ethnocentric bias use of questionnaires in psychological research experimental design

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<ul style="list-style-type: none"> • control of variables • the usefulness of the findings • two other evaluative issues. <p>(I) Assignment: In preparation for the next section, learners visit two or three restaurants and take photos of</p> <ol style="list-style-type: none"> a) all the menus they come across b) their friends and family members sitting at the restaurant. <p>For the models of the effects of ambience, introduce the three main personality traits linked to Pleasure-Arousal-Dominance (PAD model). Create three scenarios about a theoretical new retail building in your area/locality:</p> <ol style="list-style-type: none"> 1. One is a new facility that is much needed 2. One is replacing a current facility which is well known and liked 3. One is replacing a current facility which is perceived as being poor <p>Get learners to use the 3 PAD dimensions to predict how someone might react to each of the three scenarios. Learners create a 'psychometric style' measure for the three PAD dimensions plus the cognition-emotion model. Allow learners to comment on the efforts of other learners.</p>
<p>KC2, KC4 and KC5</p> <p>The psychological environment</p> <ul style="list-style-type: none"> • Environmental influences on consumers 	<p>Learners can describe and explain psychological features of the environment and how they exert impact on consumers including cognitive maps; crowding and shopper movement; menu design and personal space.</p>	<p>Ask each learner to draw a map of a local shopping mall or high street and then share each with the class.</p> <p>Learners try to identify what each map has in common with the others. Show the slides below outlining Lynch's terminology of paths, edges, districts, nodes and landmarks and explain each in turn. Learners label (or include and label) each on their own maps.: www.slideshare.net/rajapukai/image-of-the-city-kevin-lynch-case-study</p> <p>Hand out the extract from <i>Behavior and Environment: Psychological and Geographical Approaches</i> edited by T. Garling and R.G. Golledge and identify the key findings from the research conducted by Mackay and Olshavsky, (1975) on cognitive maps of retail locations: https://books.google.co.ke/books?id=UGn3imDWgD8C&pg=PA389&lpq=PA389&dq=Cognitive+maps+of+retail+locations:&source=bl&ots=uGB0gn5Rtl&sig=-wf80oJ0XDzmNJ8dBY6eGUDZdco&hl=en&sa=X&redir_esc=y#v=onepage&q=Cognitive%20maps%20of%20retail%20locations%3A&f=false</p> <p>Ask learners whether crowding diminishes their desire to go shopping and why. Generate a discussion on the following questions:</p> <ul style="list-style-type: none"> • Does the type of shop make any difference to this effect? • Could individual differences affect the extent to which crowding diminishes customer satisfaction? • Does the anticipation of crowding reduce or enhance the effects of crowding?

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<ul style="list-style-type: none"> • What is the difference between social density and spatial density? <p>Share the research conducted on crowding in retail environments by Machleit et al. (2000), available at: http://citeseerx.ist.psu.edu/viewdoc/summary?doi=10.1.1.452.1203&rank=2 and learners evaluate the study in respect of:</p> <ul style="list-style-type: none"> • individual differences • experimental method and design • ethics • the usefulness of the findings • two other evaluative issues of their choice. <p>Extension activity: Ask learners their strategies or their parents' strategies when visiting their regular supermarket and describe and compare in turn. Distribute the research into shopper movement patterns conducted by Gil et al. (2009), available at: http://discovery.ucl.ac.uk/1399218/1/036_Gil_Tobari_Maia_Rose_Penn.pdf and learners evaluate the study in respect of:</p> <ul style="list-style-type: none"> • individual differences • demand characteristics • the use of self-reports in psychological research • ethics • two other evaluative issues of their choice.
<p>KC5</p> <p>The psychological environment</p> <ul style="list-style-type: none"> • Menu design psychology 	<p>Learners can describe, explain and apply the impact of a variety of design features influences consumer choice and experience</p>	<p>Learners share the pictures they took from their visits to restaurants and comment on the design of the menus and the layout and spacing for each establishment.</p> <p>Share the research on eye movement patterns, framing and common menu mistakes captured by Pavesic (2005), available at: http://scholarworks.gsu.edu/cgi/viewcontent.cgi?article=1000&context=hospitality_facpub Learners categorise the samples on the wall according to the findings from the study.</p> <p>Ask learners whether they could apply the findings and whether menu design could be used to encourage healthier choices. Share the research conducted by Dayan and Bar-Hillel (2011): Primacy, Recency and Menu item position – http://journal.sjdm.org/11/11407/jdm11407.html and ask learners to evaluate and illustrate their points based on:</p> <ul style="list-style-type: none"> • <u>use of restricted samples</u> • <u>experimental method and design</u> • the usefulness of the findings • ethics • two other evaluative issues of their choice.

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Learners design a study to test the effect of food names (with suggestions) on choice (with methodological and psychological support) and share with the class. Learners access the findings from the study conducted by Wansink et al. (2005), which can be found at : http://foodpsychology.cornell.edu/research/how-descriptive-food-names-bias-sensory-perceptions-restaurants</p> <p>and an abstract at: www.sciencedirect.com/science/article/pii/S0950329304000941</p> <p>and compare their research designs with the study and evaluate.</p>
<p>KC3 and KC4</p> <p>The psychological environment</p> <ul style="list-style-type: none"> Personal space 	<p>Learners can describe and explain the various definitions and theories of personal space.</p>	<p>Ask for volunteers to experiment how close they can be to each other before feeling uncomfortable. Ask the rest of learners what factors may affect how comfortable we are and list on the board. Using the idea of 'concentric circles', learners create a model of personal space. Display an image of proxemics zones which is available at: http://image.slidesharecdn.com/edwardhallproxemictheoryintimatezone-1-130228171206-phpapp02/95/edward-hall-proxemic-theory-intimate-zone-1-2-638.jpg?cb=1362071562</p> <p>(F) As an ethical introduction to studying personal space, key 'CIDs "comfortable interpersonal distance scale"' into a search engine and look for a Google books link to an 'Introduction to Psychology for Health Carers'. Find page 26, where there is a section describing the use of the 'Comfortable Interpersonal Distance Scale' (CIDS) which learners can use.</p> <p>Learners suggest ways of investigating personal space, allocating each group one methodology such as lab studies, field experiments, simulations (virtual and non-virtual), physiological, etc. Learners should share their suggestions, evaluating each in turn.</p> <p>Describe and explain the various theories of personal space, overload, arousal and behaviour constraint. Information on these can be found from these two links: https://psychmuseum.uwgb.org/environmental/personalspace/ (This includes an interesting video. Note, however, this includes a practical exercise that it would be unethical to replicate) www.psychologytoday.com/gb/blog/ienvironment/201501/environmental-stimulation-and-environmental-psychology</p> <p>Learners generate their own example of each and look up one piece of research that could be used to support each theory in turn.</p> <p>Refer learners to their photos of the seating arrangements at the various restaurants they visited and ask them to comment about the personal space issues captured in the various pictures. Share the research on space at</p>

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>restaurant tables by Robson et al. (2011) of which both an abstract and the full article is available at: http://scholarship.sha.cornell.edu/articles/126/ learners evaluate this research in relation to:</p> <ul style="list-style-type: none"> • the usefulness of the findings • individual differences • experimental method and design • two other evaluative issues of their choice. <p>Have a class discussion about queuing using when, where, why, what, who questions in relation to consumers. Ask learners about the behaviours they have noticed in response to 'queue jumping' and share. Learners consider the motivations for the behaviours they have witnessed. What do they consider to be the key social concepts/issues about queuing? They can share their responses with those outlined at: www.tastyresearch.com/2006/09/21/cutting-in-line/</p> <p>(I) Ask each learner to generate one finding from research conducted on queue violations and bring to the next class for sharing.</p>
<p>KC4 and KC5</p> <p>Consumer decision-making</p>	<p>Learners can describe, explain and apply the key components of consumer decision-making, including:</p> <ul style="list-style-type: none"> • decision-making models • decision-making Strategies • marketing theories. 	<p>Display five or so pictures or images of some desirable goods/products that learners might consider buying.</p> <p>Learners think about how they might decide whether to buy any of the items and what determines the decisions they make. Ask each group to share their deliberations and try to categorise the main factors.</p> <p>Describe and explain the three models of decision-making, using the examples generated by learners where appropriate. A summary paper of these models (and more) is available at: www.decisionanalyst.com/whitepapers/decisionmaking/</p> <p>(I) Assignment: Divide the class in to three groups and allocate each group one of the models to explore in more depth in order to create a presentation.</p> <ul style="list-style-type: none"> • More on utility is available at: www.referenceforbusiness.com/management/Tr-Z/Utility-Theory.html • More on satisficing with examples is available at: https://en.wikipedia.org/wiki/Satisficing • An interesting piece of research on maximising and satisficing and individual differences available at: www.wisebrain.org/media/Papers/maximizing.pdf <p>Ask learners how marketing personnel could use the knowledge about decision-making strategies to better market their products and how they might market the five items displayed on the slides in the earlier class.</p> <p>Create and a display an organisational chart using PowerPoint of each of the three decision making strategies. These should then be broken down into the seven specific strategies which should be explained in turn. Learners record the chart in their notes, summarising the explanation for each. Check for accuracy and</p>

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>understanding. A summary is available at: www.decisionanalyst.com/Downloads/ConsumerDecisionMaking.pdf. Good examples of each (and very well explained) are available at: www.hospitalitynet.org/news/4056066.html</p> <p>Learners evaluate how much effort goes into thinking about which product/service to buy when comparing the following goods and services: chewing gum; a laptop; where to eat on Saturday; what to have at the school canteen for lunch today; a shirt; a phone; breakfast cereal; a watch; a film provider subscription.</p> <p>Learners try and recall all the restaurants they can. Ask them what they would consider if they had to decide where to eat and to try and explain how that effects their decision. Explain how/why both exercises relate to marketing theories and consumer decision-making and explain Consideration and Involvement.</p> <p>Extension activity: Learners should create a marketing scenario based. They should clearly identify the theories and models they have used in order to demonstrate their knowledge and understanding.</p>
<p>KC3 and KC4</p> <p>Consumer decision-making</p> <ul style="list-style-type: none"> Choice heuristics 	<p>Learners can describe and explain various types of heuristics and other issues that can impact upon decision-making.</p>	<p>Learners look up definitions of heuristics and to record one they like in their notes.</p> <p>Watch the video outlining the availability, representativeness and base-rate heuristics: https://study.com/academy/lesson/heuristics.html</p> <p>Learners summarise each heuristic in their notes and, in pairs, develop some examples of each to share with the rest of the class – capture the best examples on the classroom wall for future reference.</p> <p>A good summary of these can be found at: http://blog.cambridgecoaching.com/the-psychology-tutor-what-are-heuristics</p> <p>Display '2 for the price of 1' on the board as learners enter class. Ask what other 'points of sale promotions they have encountered recently and where. Learners guesstimate what kind of impact or difference these promotions might make and record. Learners explain why such suggestive promotions might make any difference and share ideas.</p> <p>Share the abstract, available at: http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2474803 of the Wansink et al. (1998) study as background to the research. Learners identify any possible strengths or weaknesses concerning the research from the abstract, and share.</p> <p>Divide the class into five and allocate lab studies to two groups, field experiments to two groups and the last group to design a study to investigate effective strategies to counter such promotions. Groups share ideas and evaluate them based on the use of experimental method.</p>

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Share the research or the summary as appropriate and ask groups to divide the information up across the various studies so that they can extrapolate the results and conclusions and share with the rest of their team. The original research can be found at: www.mindlesseating.org/pdf/downloads/Anchoring-JMR_1998.pdf and a good explanation and summary of the research can be found at: http://foodpsychology.cornell.edu/research/anchoring-and-adjustment-model-purchase-quantity-decisions</p> <p>Class discussion on how emotions can affect our thinking and decision-making, considering both positive and negative effects.</p> <p>Learners share how much they can recall studies on emotion from their AS course (Schachter and Singer, 1962 and Canli et al., 2000) and mind map how psychologists might investigate the interrelationships of these three variables and share – encourage thought about using physiological measures.</p> <p>Work through the psychological approaches to affective influence incorporating key terms/phrases/models/theories and findings. The original review study can be found at www.researchgate.net/publication/227344026_An_Anchoring_and_Adjustment_Model_of_Purchase_Quantity_Decisions</p> <p>Learners create revision activities to help them consolidate this information.</p> <p>Follow on through the section on psychobiological underpinning of affective influence in the same way, focusing on where a bio-psychological findings 'fill in some of the gaps' left by the psychological perspective. Learners create a different revision activity to help them consolidate the information related to bio-psychological approach.</p> <p>Learners evaluate each perspective in turn, generating two strengths and two weaknesses for each and draw an overall conclusion concerning the usefulness of the findings and their application to everyday life.</p> <p>Run a 'bingo' session using 16 of the key terms/concepts.</p> <p>(F) Assessment: Learners answer an example Paper 3, Question 2 to assess their understanding.</p> <p>They should construct one paragraph on the physiological perspective, using illustrative evidence from the studies reviewed; one paragraph on the psychological perspective with evidence; and one paragraph on the issues under discussion, and pass each paragraph to a different learner for peer review.</p> <p>Allow learners to find out what the following parts of the brain are responsible for (have a handout ready for them to complete):</p>

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<ul style="list-style-type: none"> • Nucleus accumbens • Mesial prefrontal cortex • Insula <p>Run through the procedure of the Knutson study (pdf can be found here: https://marketing.wharton.upenn.edu/mktg/assets/File/neural_predictors_of_purchases.pdf) but do not reveal the results. Based on what the learners have already found out about the three areas of the brain get them to predict what the results could be. Once they have done this in small groups, reveal the actual results. Allow learners to use their Key Ideas: Toolkit to evaluate the study on Determinism, Reductionism and Cultural Bias.</p>
<p>KC2 and KC5</p> <p>Consumer decision-making</p> <ul style="list-style-type: none"> • Intuitive thinking and its imperfections 	<p>Learners can describe and explain other cognitive factors effecting decision-making including two levels of mental processing, choice blindness and reconstructive memory.</p>	<p>Show the video of an outline of Daniel Kahneman available at: www.youtube.com/watch?v=KyM3d4gQGhM</p> <p>(I) Assignment: Ask each learner to view one further YouTube clip about ‘Thinking Fast and Slow’ and share any learning points with the class during the following session.</p> <p>Share the extract of Shleifer’s article/review concerning System 1 and System 2, available at: www.scholar.harvard.edu/files/shleifer/files/kahneman_review_jel_final.pdf and learners read through and summarise the information in their notes. They could also and review the questions in a Paper 3, Question 1 and generate their own sample questions (with appropriate mark schemes) based on this subject matter.</p> <p>Ask learners whether they have ever participated in a taste trial at a supermarket, etc. and to share their experiences. Explain that the class will also engage in a mock taste trial and set up a small taste trial in class (though in preparation, have the trials ready and switch the contents of the ‘trial tastes’ in the sample containers) to replicate the taste trial mentioned in the study and swap the preferences between the two tastings reflected in the procedure of the study.</p> <p>Discuss, debrief and explain the study conducted by Hall et al. (2010) as appropriate. Learners share evaluative issues, including:</p> <ul style="list-style-type: none"> • ethics • validity • restricted samples of the study. <p>Pass out the original study, available at: www.lucs.lu.se/wp-content/uploads/2011/01/Hall-et-al.-2010-Magic-at-the-Marketplace-Choice-Blindness-for-the-Taste-of-Jam-and-the-Smell-of-Tea.pdf and learners divide up the study into segments. Groups create a mind-map to capture the main points (including as many evaluative issues as they can identify and illustrate) of the study.</p>

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Learners share everything they can recall about false memory from their AS course and suggest how it could be used or applied for purposes of advertising.</p> <p>Display the following key words:</p> <ul style="list-style-type: none"> • consumer behaviour • advertising • reproductive memory • reconstructive memory • consumer experience • false information cues <p>Learners share previous knowledge, understanding and association. Respond to any gaps in knowledge.</p> <p>Learners demonstrate effective use of the experimental method and design a study to see if adding false information (using an advertisement) could change the nature of a memory and share ideas, evaluating each in turn.</p> <p>Explain the background to the Braun-LaTour et al. (2004) study, which is available at: http://scholarship.sha.cornell.edu/cgi/viewcontent.cgi?article=1319&context=articles</p> <p>Share the sections dedicated to Experiment 1/2/3 for learners to summarise in their notes. Allocate the different experiments between learners so that each group evaluates one particular section and shares.</p> <p>Class discussion on the overall evaluation and implications/applications of the research for advertisers in particular.</p> <p>Learners create ten questions of increasing difficulty or complexity (based on the subject matter in this section) and ask for volunteers to play.</p> <p>(F) Learners can use past papers to assess their understanding of this concept.</p>
<p>KC5</p> <p>The product</p> <ul style="list-style-type: none"> • Packaging, positioning and placement 		<p>(I) Assignment: Learners read the article by Jerry Thomas on The Basics of Packaging Research as background reading to this topic. This is available at: www.decisionanalyst.com/publ_art/packaging.dai</p> <p>Learners comment on brands and packaging that they particularly like or dislike and ask them to download pictures and images to display in class and comment on.</p>

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Show some videos, case studies and reasoning conducted by Marketing Sciences Unlimited, available at: www.marketing-sciences.com/packaging-research/</p> <p>Learners suggest reasons why (or why not) a consumer might want an item gift wrapped and share responses.</p> <p>Share the 'gift wrapping' clip in 'Love Actually', available at: www.youtube.com/watch?v=E3rB_qx0wRM and learners comment on actions and behaviours of the characters involved using their observation. Learners recall the strengths and weaknesses of using observation as a data collection method.</p> <p>Learners use a different data collection tool to investigate what consumers believe to be the important aspects about gift wrapping and share.</p> <p>Hand out the research on gift wrapping by Porublev et al. (2009), available at: http://epublications.bond.edu.au/cgi/viewcontent.cgi?article=1282&context=business_pubs and learners identify five evaluative issues and illustrate each. Learners should then construct a paragraph evaluating both self-report measures and observation using the detail from the study.</p> <p>Ask learners what brands they associate with certain colours (and then what colours with certain brands, e.g. Coca-cola or other more 'local' brands) and ask them why they think that would be so. Use the discussion to encourage learners to recall what they covered under the Learning Approach in their AS course and how aspects of learning might be applied to marketing products.</p> <p>Learners highlight their favourite colour and then identify a number of products or brands that they feel would not be appropriately associated with it (black tooth paste for example)</p> <p>Share the abstract of the research conducted by Grossman and Wisenblit (1999), available at: www.emeraldinsight.com/doi/abs/10.1108/EUM0000000004565</p> <p>Set learners a task to design a study to investigate an effective colour for launching a new brand or product and explain the psychological and methodological evidence they would use to support their ideas and share for review.</p> <p>Find information/infographics on colour associations and preferences at: www.helpscout.net/blog/psychology-of-color/ https://blog.kissmetrics.com/color-psychology/</p> <p>Ask learners why chewing gum, sweets and chocolate are usually situated by the tills at supermarkets. Learners then consider the long rows of similar products in supermarkets and hypothesise:</p> <ol style="list-style-type: none"> where consumers spend the longest time looking which areas they might consider the 'best' area

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>c) how these variables might be investigated.</p> <p>Extension activity: Share the extended abstract of the research conducted by Atalay et al. (2012) on attention and shelf position which is available at: www.acrwebsite.org/volumes/v40/acr_v40_12067.pdf and learners read through the same and evaluate in terms of:</p> <ul style="list-style-type: none"> • the use of technical equipment • the control of variables • the use of quantitative data • the validity of the findings • the usefulness/applicability of the findings.
<p>KC4 and KC5</p> <p>The product</p> <ul style="list-style-type: none"> • Selling the product 	<p>Learners can describe and explain various factors that contribute to sales – different techniques that can be used and different ways to effectively close a sale and can apply each in turn.</p>	<p>Divide the class into groups of three and, depending upon class size, allocate one type of sales technique (customer/competitor/product focused) to each of the groups to research and present on. Learners include any competing/conflicting ideas/strategies/research and attempt to resolve them in their presentations. Should you have groups remaining, ask these groups to research and present on ways to ‘close a sale’.</p> <p>Some general information:</p> <ul style="list-style-type: none"> • www.marketingdonut.co.uk/marketing/sales/sales-techniques-and-negotiations • www.learnmarketing.net/orientations.htm • www.mindtheproduct.com/2011/09/product-focused-vs-customer-focused-product-management-what%E2%80%99s-the-difference/ • http://corporatevisions.com/resources/article-archive/selling-techniques/ <p>Information on a customer-focused sales technique:</p> <ul style="list-style-type: none"> • www.symbiontperformance.com/id180.html <p>Information on a product-focused sales technique:</p> <ul style="list-style-type: none"> • http://smallbusiness.chron.com/techniques-productbased-sales-approach-65085.html <p>Background information on competitive strategy:</p> <ul style="list-style-type: none"> • https://books.google.co.ke/books?hl=en&lr=&id=Hn1kNE0OcGsC&oi=fnd&pg=PT11&dq=competitor+focused+sales+technique&ots=KJBUsegdES&sig=YyRJENZVATg0rsVJXcM0qPIrTM4&redir_esc=y#v=onepage&q=competitor%20focused%20sales%20technique&f=false <p>Briefly discuss ambiguity and ask learners whether some people may not mind ambiguity as much as others. Learners consider the effects of ambiguous messages when communicating about a product and what effect that might have on sales and share. Share the research conducted by Kardes et al. (2007) on ‘disrupt then reframe’, a type of Interpersonal influence technique and learners summarise the main findings and evaluate in their notes. This can be found at:</p>

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>www.communicationcache.com/uploads/1/0/8/8/10887248/the_role_of_the_need_for_cognitive_closure_in_the_effectiveness_of_the_disr....pdf</p> <p>Learners summarise the major findings in their notes and evaluate the study in relation to:</p> <ul style="list-style-type: none"> • experimental design • validity • individual differences. <p>Ask the class to set up and execute a school bake sale (or equivalent), creating two conditions DTR and a control and compare the sales at the end of the session.</p> <p>Learners design their own DTR investigation and share with class members. Other related research: www.acrwebsite.org/volumes/v37/acr_v37_15208.pdf to help generate some ideas.</p> <p>Groups present on 'Ways to Close a Sale' (if appropriate – see above).</p> <p>Extension activity: Learners look up different ways to close a sale and prepare an essay entitled, 'The most effective strategies for closing a sale are ...' They should evaluate the various strategies they include and draw a final conclusion.</p> <p>Various websites to support learners with their research include:</p> <ul style="list-style-type: none"> • www.wikihow.com/Close-a-Sale • www.entrepreneur.com/article/222558
<p>KC1 and KC5</p> <p>The product</p> <ul style="list-style-type: none"> • Buying the product 	<p>Learners can describe and explain the various factors that constitute the consumers cognitive decision to make an actual purchase.</p>	<p>Learners describe and explain the difference between an individual and a situational attribution/explanation and generate examples to illustrate the same. Learners apply the same dichotomy to a potential consumer decision to buy (or not) a certain product and share ideas.</p> <p>Share the concept 'aggregation' and explain how it can be used to explain general behaviours, attitudes and dispositions across a multitude of situations and scenarios – an inductive process or theory to explain behaviour which will then be modified by the particular variables inherent in particular instances.</p> <p>Share the characteristics of 'reasoned behaviour', outlining Ajzen's review of the research into purchase decisions and theories of planned behaviour (Ajzen, 1991). Display the diagram for learners to record in their notes. This is available in the original review: www.cas.hse.ru/data/816/479/1225/Oct%2019%20Cited%20%231%20Manage%20THE%20THEORY%20OF%20PLANNED%20BEHAVIOR.pdf Learners consider other factors that should be taken into consideration in the performing of the reasoned action. Use the empirical findings from the review study to illustrate the identified factors.</p>

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Explain the concept of the 'expectancy-value model' and how it might impact on behaviour, asking learners to generate examples. Again, use the empirical findings from the review study to illustrate the identified factors.</p> <p>Learners use the initial diagram as a basis of a spider diagram/mind-map, incorporating the variables discussed with example and findings and help learners draw conclusions in each case. Display a simple image of the 'black box' (stimulus/response model) (www.designshack.net/wp-content/uploads/blackbox-4.jpg) on the board and refer back to the cognitive approach from learners' AS course. Learners recall the assumptions, strengths and weaknesses of the cognitive approach.</p> <p>Display a more detailed image of the same www.tutor2u.net/business/images/stimulus_response.gif and learners capture the diagram in their notes, identifying illustrative examples for marketing stimuli, other stimuli and buyer responses.</p> <p>Display an image of the consumer decision model available at: www.staffs.ac.uk/sgc1/faculty/market-formans/images/consumer-decision-making-model.png and learners connect this to the 'black box' imagery and comment and provide examples of the various factors as they capture the diagram in their notes. Ask each learner to illustrate the steps taken when applying the model to the last significant purchase they made. Information on this and the stages they go through can be found at:</p> <ul style="list-style-type: none"> • www.theconsumerfactor.com/en/5-stages-consumer-buying-decision-process/ • http://eprints.bournemouth.ac.uk/10107/1/Consumer Behaviour Theory - Approaches %26 Models.pdf <p>(F) Past paper questions on the product could be used to assess learner understanding.</p>
<p>KC2, KC4 and KC5</p> <p>Advertising</p> <ul style="list-style-type: none"> • Types of advertising and advertising techniques 	<p>Learners can describe and explain various types of advertising and media used and the factors to consider when promoting a product in the market place.</p>	<p>Learners identify all the different types of advertising media they can think of and divide the class so that each group can explore the strengths and weaknesses of each. Capture all ideas on a mind-map to display on the class wall for future reference. Some informative websites:</p> <ul style="list-style-type: none"> • www.knowthis.com/types-of-advertising-media • www.knowthis.com/advertising • www.yourarticlelibrary.com/advertising/9-types-of-advertising-media-available-to-an-advertiser/25870/ • www.brandeducationservices.com/2012/01/31/types-of-restaurant-advertising-brand-education/ • www.bizmove.com/marketing/m2j4.htm <p>Use the opportunity to discuss individual differences, ethics and vulnerability, applicability, etc. Show the video available at: www.readwritethink.org/videos/rhetoric/video-61.html.</p> <p>A research brief on marketing to teenagers and children: www.common sense media.org/research/advertising-to-children-and-teens-current-practices</p>

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Ask learners what they have heard about the 4Ps of effective marketing and share previous knowledge. Learners watch the video, available at: www.mindtools.com/pages/article/newSTR_94.htm and ask them if they could identify the different 'sales' strategies mentioned in the video.</p> <p>Ask each learner to create a diagram of the 4 Ps in their notes (and use the same site to incorporate Lauterborn's 4 Cs) and illustrate each component using a product of their own choice.</p> <p>Divide the class into four groups and learners design a field-experiment to investigate the effect of one component (compared to a second component of their choice) to demonstrate their application of the experimental method and share ideas in turn.</p> <p>Learners imagine they are the marketing teams for the following items and they have an opportunity to 'place' these items in a number of films. Ask learners which films they would choose to try and effectively promote these products and how they would be positioned/used in the films they chose – and justify their answers. The items could include: a cowboy hat; a set of high quality coloured pencils; an expensive brand of coffee; a medium priced all-weather watch; a pair of sneakers; an office chair.</p> <p>Learners design an experiment to investigate the effectiveness of using placement in films to:</p> <ol style="list-style-type: none"> a) enhance the brand b) increase sales. <p>and share.</p> <p>Extension activity: Share the abstract of the research on Product Placement in Films, conducted by Auty and Lewis (2004), which is available at: www.onlinelibrary.wiley.com/doi/10.1002/mar.20025/abstract and learners evaluate with respect to the following issues:</p> <ul style="list-style-type: none"> • the usefulness of the findings • the validity of the research • ethics and • two other evaluative issues of their choice.
<p>KC4</p> <p>Advertising</p> <ul style="list-style-type: none"> • Communication and advertising models 	<p>Learners can describe and explain how different types of advertising and models can affect attitudes and preferences in the market-place.</p>	<p>Share an image of the Hovland-Yale model of communication and learners consider how each aspect could enhance or diminish the persuasive influence of the message. Learners generate an example of an advertising campaign for a product of their choice using the Hovland-Yale communication model. Information about this model can be found at: www.revisepsychology.wordpress.com/2012/01/05/1-persuasion-and-attitude-change/ and share the strengths and weaknesses.</p>

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Work through a presentation outlining other communication models and their impact on attitude change, available at: http://online.sfsu.edu/fho/CH08-R.ppt</p> <p>Learners draw a diagram of the Hovland-Yale communication model as a revision activity and supplement this diagram with the extra information on how the core components of the model have been developed to reflect the increasing complexity of advertising theories and models of communication.</p> <p>Share with learners another model used by advertisers for breaking down the different phases of consumer engagement with an advertisement, known as the AIDA model and display an image of this, available at: www.studocu.com/en/document/indian-institute-of-information-technology-and-management-gwalior/marketing/lecture-notes/6-unit-4-aida-model-good/2335435/view</p> <p>and use it to generate a discussion about activating the different phases. The following are good resources for further information:</p> <ul style="list-style-type: none"> • www.mindtools.com/pages/article/AIDA.htm • www.smartinsights.com/traffic-building-strategy/offer-and-message-development/aida-model/ • www.boundless.com/marketing/textbooks/boundless-marketing-textbook/integrated-marketing-communications-12/introduction-to-integrated-marketing-communications-81/aida-model-406-4060/ <p>Learners consider how reductionist this model might seem and ask them to suggest other aspects that should be considered to 'add value'. Learners conduct some internet research and identify three examples of characteristics or variables that have been added by various marketers/psychologists and capture in their notes. Improvements and additions to the AIDA model can be found at:</p> <ul style="list-style-type: none"> • www.mindtools.com/pages/article/AIDA.htm • https://en.wikipedia.org/wiki/AIDA_(marketing) <p>Display an image of the 'Hierarchy of Effects' model, available at: https://gimmecca.wordpress.com/2011/07/25/hierarchy-of-effects-model/</p> <p>and discuss the similarities and differences to the AIDA model. Learners capture the model in their notes and explain which they think is a more useful model and justify. Summaries of the model are available at: www.learnmarketing.net/hierarchy_of_effects_model.html</p>

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<p>KC5</p> <p>Advertising</p> <ul style="list-style-type: none"> Advertising applications 	<p>Learners can describe and explain different research conducted on the effects of advertising on different target populations.</p>	<p>Ask learners what brands they remember from their childhood and whether they still have an impact on their desire to buy.</p> <p>Share the study on Brand recognition in children by Fischer (1991), a summary of the study is available at: www.ncbi.nlm.nih.gov/pubmed/1956101 and the full study is available at: www.archwoodside.com/wp-content/uploads/2015/09/JAMA-1991-Fischer-3145-8.pdf and learners evaluate the research using five evaluative issues but these must include the use of children in psychological research and ethics.</p> <p>Share the study on advertising and consumer personality by Snyder and DeBono (1985), the full study is available at: www.researchgate.net/profile/Kenneth_DeBono/publication/232484481_Appeals_to_Image_and_Claims_About_Quality_Understanding_the_Psychology_of_Advertising/links/00b4952caa813a56a3000000.pdf and learners evaluate the research using five evaluative issues but must include individual differences and the use of self-reports.</p> <p>Share the study on Effective slogans by Kohli et al (2007), the full original study is available at: www.researchgate.net/profile/Chiranjeev_Kohli/publication/4885479_Got_slogan_Guidelines_for_creating_effective_slogans/links/542202380cf26120b7a00e18.pdf and learners evaluate the research using five evaluative issues but must include validity and the use of case studies. Learners create mind-maps incorporating all three studies.</p> <p>(F) Past paper questions on advertising could be used to assess learner understanding.</p>
<p>Past and specimen examination papers</p>		
<p>Past papers, specimen papers and mark schemes are available for you to download at: www.cambridgeinternational.org/support</p>		

Psychology and health

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<p>The patient-practitioner relationship</p> <ul style="list-style-type: none"> Practitioner and patient interpersonal skills 	<p>Learners can describe and explain various definitions of health.</p> <p>Learners can understand and explain different means of communication used by health practitioners as they interact with patients and practise their evaluation skills when considering some of the research in this area.</p>	<p>Ask learners what they consider 'health' to mean and share responses.</p> <p>Go through the syllabus content for this topic and respond to any questions and comments.</p> <p>Share the WHO definition of health, available at: www.who.int/about/who-we-are/frequently-asked-questions</p> <p>Learners consider the five main goals of health psychologists and share. Learners describe the 'perfect' nurse/doctor and create a class list to display on the wall.</p> <p>Focus on/share the key studies and learners evaluate each in turn against a number of evaluative issues such as:</p> <ul style="list-style-type: none"> generalisability validity reliability usefulness/applicability individual differences <p>Summaries of the key studies: www.prezi.com/vq1t8ih0z2fs/copy-of-health-psychology/</p>
<p>KC4 and KC5</p> <p>The patient-practitioner relationship</p> <ul style="list-style-type: none"> Patient and practitioner diagnosis and style 	<p>Learners can describe, illustrate and evaluate various practitioner styles and can explain how effective different styles are.</p> <p>Learners can describe and explain practitioner diagnosis, the errors that can be made as well as the manner in which information is disclosed.</p>	<p>Replicate part of the McKinstry & Wang study in to non-verbal communications in the patient-practitioner relationship. A copy of the paper including the actual photographs used can be found at: www.ncbi.nlm.nih.gov/pmc/articles/PMC1371685/pdf/brigenprac00066-0008.pdf</p> <p>Get them to rate each picture on the same 0–5 scale that was used in the real study and compare the distribution of results with the actual results (all can be found using the above link).</p> <p>In groups, learners produce an A5 leaflet that could be circulated to General Practitioners (GPs) giving them advice on how to 'improve their non-verbal communications with their patients'. These can be displayed on the classroom wall.</p> <p>Based on the McKinlay study (which is not available in full text on the internet), create eight sentences that have one medical term in it (e.g. rhesus or canula) and present these to your learners. Learners define the medical terms used in each sentence and then get them to assess how well they have done. They could collect more data using the same eight sentences for homework or from other learners at your school during lunchtime</p>

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>or breaks. All data can be collected and then a poster can be created presenting the main findings and highlighting advice that could be given to GPs about their verbal communication skills.</p> <p>Show the video on patient-practitioner relationship at: www.youtube.com/watch?v=OnSK4KfCdSk and gather feedback on each section on what learners would suggest needs to be done to improve the patient-practitioner relationship.</p> <p>Show/share the study by Savage and Armstrong and learners evaluate the study slide by slide: http://docs.google.com/viewer?a=v&pid=sites&srcid=YnJvbXNncm92ZS5pb50aHxwc3ljaG9sb2d5fGd4OjYwYThlOGZjNmUxNDRmZmY</p> <p>Hand out a printed version of the presentation on Byrne and Long and learners evaluate the study as before: http://docs.google.com/viewer?a=v&pid=sites&srcid=YnJvbXNncm92ZS5pb50aHxwc3ljaG9sb2d5fGd4OjYwMjVkn2MwZWm5YjUyMzU</p> <p>Learners look up Type I and Type II errors using different phrases in their search engines and ask them to share findings. A good example with an accompanying video: www.psychwiki.com/wiki/What_is_the_difference_between_a_type_I_and_type_II_error%3F</p> <p>Ask learners how this might occur in practitioner diagnosis. Show the video of Rosenhan's study, available at: www.youtube.com/watch?v=j6bmZ8cVB4o and www.slideshare.net/benve152/a-level-psychology-and-health-lecture-20141 [slides 40 and 41 only]</p> <p>Learners consider the strengths and weaknesses of completing an online questionnaire before meeting a doctor and share. A detailed review of the strengths and weaknesses of the use of computers in capturing information for diagnosis compared to traditional methods: www.internetmedicineuk.org/presentations/MayoClinicProceedings_The_Patient_Computer_interview.pdf</p> <p>Ask learners how they would feel divulging sensitive and potentially embarrassing details (generate some examples) online and share the outline of the Robinson and West (1992) study and ask them to predict the results. A summary of the Robinson and West (1992) study is available at:</p> <p>From this page: https://nvdiaries.weebly.com/psychology.html# go to 'Other resources' and download the pdf entitled 'In-depth health psychology', where there is a summary on pages 62-63.</p> <p>Extension activity: Learners evaluate the study and list the factors which might explain why more information was disclosed online rather than via a handwritten form or interview.</p>

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<p>KC1, KC4 and KC5</p> <p>The patient-practitioner relationship:</p> <ul style="list-style-type: none"> Misusing health services 	<p>Learners can explain reasons individuals may delay in seeking medical help or misuse health services.</p>	<p>Learners list as many reasons as they can think of as to why people may delay seeking medical help or misuse medical services and share.</p> <p>Show the Safer study and learners summarise and evaluate. Summaries for the key studies are available at: www.prezi.com/vq1t8ih0z2fs/copy-of-health-psychology/</p> <p>Show the presentation on hypochondriasis and learners underline/highlight the essential items on each slide. The presentation on hypochondriasis: http://docs.google.com/viewer?a=v&pid=sites&srcid=YnJvbXNncm92ZS5pb50aHxwc3ljaG9sb2d5fGd4OjlxZmRmYzcyMmY3NzBhOWE</p> <p>Share a paper on Munchausen syndrome and learners summarise the syndrome in ten points in the space at the bottom of the page. The paper on Munchausen syndrome: http://docs.google.com/viewer?a=v&pid=sites&srcid=YnJvbXNncm92ZS5pb50aHxwc3ljaG9sb2d5fGd4OjQ5N2ZmZDk1YzlkMTRhNA</p> <p>Learners can revise the concepts and studies at: www.slideshare.net/benvel52/a-level-psychology-and-health-lecture-20141</p>
<p>The patient-practitioner relationship:</p> <ul style="list-style-type: none"> Misusing health services 	<p>Learners can describe and explain the research into why individuals may delay in seeking medical help or misuse health services.</p> <p>Learners begin to understand the structure and expectations of the Paper 3: Specialist Options: Theory</p>	<p>Show a summary of the Barlow and Durand (1995) study on hypochondriasis at: https://courses.lumenlearning.com/abnormalpsychology/chapter/hypochondriasis-300-7/ and the Aleem and Ajarim, (1995) study on Munchausen syndrome and learners summarise and evaluate.</p> <p>Learners bullet point what characteristics they would include in a response to a Paper 3 question on Munchausen syndrome/hypochondriasis as a problem based exercise and share and evaluate.</p> <p>(F) Focus on and hand out a Paper 3 and go through each question in turn, explaining the structure and expectations of each question in turn.</p> <p>(I) Assignment: Ask each learner to prepare a 10 question multiple-choice quiz for future revision purposes.</p>
<p>KC1 and KC4</p> <p>Adherence to medical advice</p>	<p>Learners can mind map and explore reasons for non-adherence.</p>	<p>(I) Assignment: Learners look up Becker and Rosenstock's (1979) Health Belief Model at www.educationforhealth.net/publishedarticles/article23_1.gif and draw a diagram in their notes. Ask learners why patients may or may not adhere to medical advice (and attribute to a psychological approach if appropriate) and list for future reference in the classroom.</p>

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<ul style="list-style-type: none"> Types of non-adherence and reasons why patients don't adhere 		<p>Refer learners to their diagrams of the Health Belief Model and go through each aspect in turn, supplementing information and understanding/examples where appropriate. Identify challenges in the model to adherence.</p> <p>Share the presentation of the research by Bulpitt and learners evaluate the study and generate other rational reasons that patients might not adhere to medical advice. This study is available at:</p> <p>Learners recall which episodes in the video: www.youtube.com/watch?v=OnSK4KfCdSk) might have encouraged higher degrees of adherence (watch the clip again if necessary) and list strategies medical practitioners can use to generate compliance.</p>
<p>KC2 and KC3</p> <p>Adherence to medical advice</p> <ul style="list-style-type: none"> Measuring adherence/non-adherence 	<p>Learners can describe and explain various ways you could measure adherence and the problems with each in turn. Examine the difference between subjective and objective measures.</p>	<p>Learners mind map different ways you could measure adherence/non-adherence and share.</p> <p>Play a 'Consequences' style game where each learner writes down a strength or weakness of a self-report and pass it on until all ideas have been exhausted. (The game is traditionally played by writing the words on paper and folding the paper to hide the previous words before passing it to the next player.)</p> <p>Each pair has to consider the implication of the strength or weakness in relation to adherence/non-adherence.</p> <p>Learners respond to key questions:</p> <ul style="list-style-type: none"> How generalisable are findings concerning adherence generated by self-reports? What are other more valid ways we could measure adherence? <p>Share the study by Riekart and Droter (1999) and learners predict the results.</p> <p>Share the three key studies on pill counting, e.g. Chung and Naya (2000), biochemical tests, repeat prescriptions, e.g. Sherman (2000) and Roth and Caron (1978). The abstracts for these are available at: www.onlinelibrary.wiley.com/doi/10.1002/cpt1978233361/abstract</p> <p>Learners identify evaluative issues that the studies have in common and create a table or a mind-map capturing the evaluative issues and the appropriate illustrative material for each study respectively. The key studies are all available at: www.prezi.com/vq1t8ih0z2fs/copy-of-health-psychology/.</p> <p>Learners create flashcards for each study and the respective findings.</p> <p>Learners test each other using the cards on their ability to recall the findings.</p>
<p>KC4</p> <p>Adherence to medical advice</p>	<p>Learners consider a variety of ways to improve adherence and practise their</p>	<p>Learners review all the material covered so far in the course and consider two ways to improve adherence and support their suggestions with psychological research.</p>

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<ul style="list-style-type: none"> Improving adherence 	<p>evaluation skills when considering the findings of psychological research in the area and their examination skills when applying their knowledge to examination questions.</p>	<p>Share ideas and learners peer review suggestions and try to reach consensus about the three most preferred strategies.</p> <p>Share the summaries of these studies which focus on improving practitioner style: Ley (1988), Yokley and Glenwick (1984) www.jameslindlibrary.org/yokley-jm-glenwick-ds-1984/ and Watt et al. (2003) http://ocra2psychologyg543.blogspot.co.ke/2013/05/adherence-to-medical-regimen.html</p> <p>Learners should <u>evaluate</u> each in turn, assessing whether the findings support or challenge the recommendations of the class, and if not, why not.</p> <p>(F) Each learner responds to a Paper 3 question, which is peer marked and then creates a second Paper 3 question with an appropriate marking scheme for sharing.</p> <p>(I) Assignment: Learners create a crossword using an online crossword maker on the material covered so far. Online crossword tools are available here: https://worksheets.theteacherscorner.net/make-your-own/crossword/ or here: www.puzzle-maker.com/CW</p>
<p>KC3</p> <p>Adherence to medical advice</p> <ul style="list-style-type: none"> Types of non-adherence and reasons why patients don't adhere measuring adherence/non-adherence improving adherence 	<p>Learners' knowledge and understanding is reinforced and then assessed using a number of examination type questions.</p> <p>Learners gain understanding and practice by responding to a number of examination type questions.</p> <p>Learners reinforce their learning and get a sound understanding of the structure of the various Paper 3 & 4 questions.</p>	<p>(F) Focus on a Paper 3, 6(b) question and explain the structure and expectations and ask each learner to draft a paragraph on the focused discussion aspect (e.g. objective and subjective measures) using appropriate detail from the studies.</p> <p>Select and focus on a Paper 4, Section B (a) question and learners match their recommendations with the relevant research and focus on the degree of detail required to attain full marks.</p> <p>(I) Assignment: Learners create two more 'evaluative paragraphs' on any issue they have identified in the studies covered in response to the Section B (b) question shared earlier.</p> <p>(F) Learners should attempt a range of questions from past papers on adherence to medical advice to assess their understanding.</p>
<p>KC4</p>	<p>Learners can describe various definitions of</p>	<p>Divide learners into groups to prepare presentations (with examples and handouts) on the following:</p> <ul style="list-style-type: none"> acute pain

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
Pain <ul style="list-style-type: none"> Types and theories of pain 	pain and can describe and illustrate different types and theories of pain.	<ul style="list-style-type: none"> chronic pain psychogenic pain congenital analgesia episodic analgesia and get each group to present in turn and receive feedback. <p>Share an article from The Guardian about a woman with mirror-touch synaesthesia and generate discussion about different types of pain: www.theguardian.com/lifeandstyle/2011/mar/19/i-feel-other-peoples-pain</p> <p>From this page: https://nvdiaries.weebly.com/psychology.html# go to 'Other resources' and download the pdf entitled 'In-depth health psychology'. Learners read pages 29-35.</p> <p>Hand out a matching exercise on gate theory: www.holah.karoo.net/alevel/gatematch.htm</p>
KC3 Pain <ul style="list-style-type: none"> Measuring pain 	Learners can describe, explain and illustrate various tools that can be used to measure pain including self-report measures, psychometric measures and visual rating scales.	Ask learners how we measure pain in everyday life whether it is our own or someone else's and evaluate each in turn. <p>Show a video on pain assessment and learners identify what was asked, how it was asked and the different types of pain management referred to: www.youtube.com/watch?v=4uNnLd_oWf8</p> <p>Display hard copies of each type of scale between the groups and ask them to identify any strengths and weaknesses and try and order the scales in terms of perceived validity and justify their responses. The McGill Pain questionnaire (short form) can be found at: www.sciencedirect.com/topics/medicine-and-dentistry/mcgill-pain-questionnaire.</p> <p>The remaining scales can be found at: www.verywellhealth.com/pain-scales-assessment-tools-4020329</p>
Pain <ul style="list-style-type: none"> Measuring pain 	Learners can describe, explain and illustrate various tools that can be used to measure pain including behavioural/observational methods.	Starter activity: Share a review study comparing the four main scales used, available at: www.ncbi.nlm.nih.gov/pubmed/21621130 <p>Show an image of the University of Alabama, Birmingham (UAB) assessment tool and learners capture two or three items and how they are measured and progress through slides for evaluation purposes. The presentation containing information on the UAB assessment tool is available at: www.garysturt.free-online.co.uk/health/pain2.htm</p> <p>(I) Assignment: Learners conduct a 'webquest' and list one piece of research conducted for each type of assessment tool: www.garysturt.free-online.co.uk/health/pain2.htm</p>

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>(F) Learners respond to a sample Section C question on a pain assessment tool of their choice.</p> <p>Learners pair up with another learner who chose a different tool. Hand out the mark scheme or show it on the board and ask each learner to mark their partner's work.</p>
<p>KC2 and KC3</p> <p>Pain</p> <ul style="list-style-type: none"> Managing and controlling pain 	<p>Learners can describe and explain various methods to manage and control pain including medical, behavioural, cognitive and psychological techniques.</p>	<p>Learners list all the ways they are aware of to minimise or manage pain and share.</p> <p>Learners read the section on 'Managing and controlling pain' (pages 39-42) accessed by following the link: https://nvdiaries.weebly.com/psychology.html#, go to 'Other resources' and download the pdf entitled 'In-depth health psychology'. The covers chemical, medical and alternative approaches to the control of pain.</p> <p>Learners create Paper 3 type questions on controlling pain using chemicals. Use this resource to study cognitive/behavioural techniques further: www.physio-pedia.com/Behavioural Approaches to Pain Management</p> <p>Ask learners how practitioners might use operant conditioning to control pain and respond to questions and answers (Q&A).</p> <p>Use these resources to explore biofeedback: www.webmd.com/pain-management/biofeedback-therapy-uses-benefits#1 and www.foundationforpn.org/living-well/integrative-therapies/biofeedback-therapy/</p> <p>To consolidate their understanding, learners make their own 'card sort' activity with the name of each pain control/management technique on one card, a short description on a second card and a strength and a weakness on a third card. Learners can make cards in groups and share them.</p> <p>Extension activity: Learners create a 10 true and false statement exercise for future revision purposes.</p>
<p>KC4</p> <p>Pain</p> <ul style="list-style-type: none"> Types and theories of pain Measuring pain Managing and controlling pain 	<p>Learners' knowledge and understanding is reinforced and then assessed using a number of examination type questions.</p>	<p>(F) Learners create Paper 3 questions (not already attempted previously) and pass on to the neighbouring pair to respond to.</p> <p>Collate how many different questions were generated and consider the scope of these questions.</p> <p>Learners create flash cards for the four or more findings they would use to respond to a 6(a) question and use these to test each other on recall and structuring a written response appropriately.</p> <p>(I) Assessment: Learners complete a variety of examination style questions within in timed conditions.</p>

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<p>KC4 and KC5</p> <p>Stress</p> <ul style="list-style-type: none"> Causes and sources of stress 	<p>Learners can explain the physiology of stress and the major causes of stress and can evaluate the research on each.</p>	<p>Create a blank copy of the Selye GAS model and provide learners with all relevant terminology (e.g. Alarm reaction, perceived stressor, Resistance Stage, Exhaustion Stage, body is mobilised, resources are very limited, etc.). Allow the learners to work out the GAS 'for themselves' as it is a logical model to enhance cognitive processing. Present the actual model on the whiteboard or a handout so learners can check their accuracy.</p> <p>Ask each learner to read through and check against the Social Readjustment Rating Scale, available at: www.simplypsychology.org/SRRS.html and analyse their scores. Ask learners if they agree with the ratings given by Holmes and Rahe (1967).</p> <p>Learners read through and evaluate Chandola et al. (2008) about work as a cause of stress and evaluate, available at: www.ncbi.nlm.nih.gov/pubmed/18216031 or www.eurheartj.oxfordjournals.org/content/29/5/640</p> <p>Learners read the section on 'Stress' from page 9 to page 21): https://nvdiaries.weebly.com/psychology.html#, go to 'Other resources' and download the pdf entitled 'In-depth health psychology'.</p> <p>Ask learners what aspects of life might cause long term stress that could lead to 'burnout'.</p> <p>Show a short video: www.youtube.com/watch?v=Kmvb_fa-558 and learners consider what type of stress was evident in the clip.</p> <p>Learners complete a Type A/B personality test and score and analyse. An online short Type A/B personality test: www.personality-testing.info/tests/AB.php</p> <p>Learners predict which personality type might be more vulnerable to stress and why. What strategies might you adopt to reduce susceptibility from stress related illnesses?</p> <p>Look at/share research by Friedman and Rosenman and Lazarus in turn and evaluate each in terms of individual differences and two other evaluative issues. www.prezi.com/vq1t8ih0z2fs/copy-of-health-psychology/</p>

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<p>KC3</p> <p>Stress</p> <ul style="list-style-type: none"> Measures of stress 	<p>Learners can describe and explain various different ways stress can be measured with examples and can consider the strengths and weaknesses of each.</p>	<p>Review each piece of research covered so far and consider how stress was measured and identify two strengths and two weaknesses for each.</p> <p>Consider more valid measures of stress and share Wang et al. (2005), and evaluate. The full text is available at www.researchgate.net/publication/7745883_Work_stress_as_a_risk_factor_for_major_depression or abstract at: www.ncbi.nlm.nih.gov/pubmed/15997606</p> <p>Learners mind-map research on stress, incorporating the findings from the research, the measures used and the strengths and weaknesses of each.</p> <p>Share the research conducted by Evans and Wener (2007) available at: http://digest.bps.org.uk/2007/04/why-train-designers-should-avoid-three.html and learners identify how stress was measured and evaluate the study with regards to:</p> <ol style="list-style-type: none"> validity subjective versus objective measures and three other evaluative issues of their choice.
<p>KC2, KC4 and KC5</p> <p>Stress</p> <ul style="list-style-type: none"> Management of stress 	<p>Learners can identify drug therapies for stress as well as evaluate their use.</p> <p>Learners can also describe and explain non-chemical interventions including psychological strategies and behavioural techniques and inoculation programmes that can assist in preventing stress.</p>	<p>Assess previous knowledge of drug therapies for stress.</p> <p>Give a short presentation on the strengths and weaknesses of therapies for stress, the following link may be useful: https://nvdiaries.weebly.com/psychology.html#, go to 'Other resources' and download the pdf entitled 'In-depth health psychology', use pages 22 to 28.</p> <p>Ask learners what they can recall about relaxation and biofeedback in managing or controlling pain and ask whether it could have relevance in the management and control of stress and share responses.</p> <p>Focus on the research on biofeedback (Budzynski et al., 1969) and then compare with the research by Bridge, (1988) on using relaxation with imagery and identify any evaluative issues including usefulness. The Budzynski et al., (1973) study is available at: www.prezi.com/vq1t8ih0z2fs/copy-of-health-psychology/</p> <p>Learners to work in pairs. Each pair creates a letter to send to a 'Problem Page' of a newspaper or magazine, explaining that they are in pain (the letter can describe the type of pain, the cause, etc.). Each pair then writes a 'response' from the 'Agony Aunt' from the problem page, giving advice about how to improve the situation themselves or what might happen if they visit the doctor. The 'letter' and 'response' are typed on separate pieces of paper and all the learners' contributions are pooled. Members of the class then try to work out which responses, other than their own, belong to which letters.</p> <p>Focus on key questions, 'Why does James Bond/Jason Bourne/Jack Bauer never seem to get stressed?' and 'What does inoculation mean?'</p>

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Extension activity: Refer learners to the study by Meichenbaum (1985) in their workbooks and ask each group to develop a SIT programme for one of the above. Learners consider how SIT could be applied to working in dangerous environments and discuss.</p>
<p>Stress</p> <ul style="list-style-type: none"> • Sources of stress • Measures of stress • Management of stress 	<p>Learners' knowledge and understanding is reinforced and then assessed using a number of examination type questions.</p>	<p>Learners prepare flashcards on the preferred studies/findings/tests, etc.</p> <p>(F) Focus on a Paper 3 question and check all learners could answer it effectively with the flashcards available – giving time to those who need to 'create another' to do so.</p> <p>Learners arrange their flashcards to help them answer the question: What have psychologists found out about sources of stress?</p> <p>Share responses and learners mark their peers' work and check for understanding of both content and assessment criteria.</p>
<p>KC4 and KC5</p> <p>Health promotion</p> <ul style="list-style-type: none"> • methods for promoting health 	<p>Learners can understand, explain and illustrate different strategies used in health promotion and can apply each in turn.</p>	<p>Fear arousal practical for the classroom: split your learners into three groups and based on Janis & Feshbach (but do not reveal the study to them prior to this exercise) – they must create an advert about dental hygiene with each group getting a different 'level of fear':</p> <ol style="list-style-type: none"> 1. Group 1 must use high levels of fear (e.g. imagery of decaying teeth) 2. Group 2 must use moderate levels of fear 3. Group 3 must use minimal levels of fear <p>The brief must be that they have been recruited from the health department of your local government or equivalent to produce a leaflet getting people to visit their dentists regularly. Each group can present their findings and learners can discuss which appears to work best at getting people to visit their dentist more often. They can then put it into the context of the use of fear in advertising and health promotion. This will lead into them covering the actual Janis & Feshbach study.</p> <p>As a revision exercise, learners try and recreate the diagram of the Health Belief Model and learners self - assess.</p> <p>Ask learners what aspect they would focus on if they had to design a health promotion or campaign and share ideas.</p> <p>Show a very old health campaign video and open discussions on what the focus of the change was and how effective it was. www.youtube.com/watch?v=VHokcEvnTqU</p> <p>Ask learners what HIV/AIDS campaigns they are aware of and what the campaign tried to make them do? www.youtube.com/watch?v=KoT6li_Dbzg</p>

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		Share an image of Bandura's self-efficacy model (google images) and ask learners what aspects they could also use/apply and illustrate each influence with a suggestion.
<p>KC3</p> <p>Health promotion</p> <ul style="list-style-type: none"> strategies for promoting health 	Learners can understand, explain and illustrate strategies for promoting health, including the Hovland Yale Communication model and can apply it.	<p>Learners explore this presentation about the Hovland-Yale model: https://prezi.com/rcago8sx9c8p/the-hovland-yale-model/</p> <p>(F) As a revision exercise, learners respond to a sample Paper 4 question using the Lewin study (1992) about providing information packages concerning coronary heart disease.</p>
<p>Health promotion</p> <ul style="list-style-type: none"> Health promotion in schools, work sites and communities. 	Learners can describe various health promotion schemes in schools, worksites and communities.	<p>Start with the homepage of Food Dudes and allow learners to navigate around the site: www.fooddudes.ie/about-food-dudes/</p> <p>Hand out the original study by Tapper and learners skim through the document highlighting the aim, the method, the sample and the main results: https://teachers.cie.org.uk/community/resources/pt_view_resource?id=1789</p> <p>Show a summary of the Tapper study and check the main points have been captured appropriately: www.prezi.com/vq1t8ih0z2fs/copy-of-health-psychology/</p> <p>Share the summary of the longitudinal study conducted by Fox et al. in dangerous work environments, available at www.ncbi.nlm.nih.gov/pmc/articles/PMC1286011/ and learners evaluate.</p> <p>Share Farquhar's Five City Project Community study which is available at: www.researchgate.net/publication/19148158_The_Stanford_Five-City_Project_Design_and_Methods and divide the study into equally weighted sections on the main features of the study and learners create an illustrated mind-map of the study incorporating the various features and any evaluative issues they have identified which can then be compared and displayed.</p>

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<p>KC4</p> <p>Health promotion</p> <ul style="list-style-type: none"> Individual factors in changing health beliefs 	<p>Learners can describe various individual differences that can effect response to health promotion</p>	<p>Revision activity: Learners refer back to their diagrams of the Health Belief Model – identify where or how individual differences may impact on the model. Learners share any knowledge or previous experience they may have concerning individual differences and responses to behaviour change.</p> <p>Divide learners into three groups and allocate each group one of the following examples of individual differences regarding responses to behaviour change and present to the rest of the class.</p> <ul style="list-style-type: none"> Weinstein (1980) – unrealistic optimism http://psych415.class.uic.edu/Readings/Weinstein,%20Unrealistic%20optimism,%20JPSP,%201980.pdf Prochaska et al. (1997) – transtheoretical model www.prochange.com/transtheoretical-model-of-behavior-change Lau (1990) – health change in adolescent (www.jstor.org/stable/2136890?seq=1#page_scan_tab_contents) <p>Research activity: Learners look up any findings relating to any of the theories/presentations and share.</p> <p>Learners can self- assess their knowledge and understanding using the flashcards and quizzes, available at: www.quizlet.com/30701103/health-cie-flash-cards/</p> <p>(F) Present learners with examination questions from past papers which focus on strategies for promoting health.</p>
<p>Past and specimen examination papers</p>		
<p>Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support (F)</p>		

Psychology and organisations

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
General introduction to psychology and organisations	Learners have an understanding and an appreciation of the objectives and expectations of this course in organisational psychology.	<p>Learners list as many evaluative issues as they can remember from their AS material and create a table of the advantages and disadvantages of each.</p> <p>Introduce learners to the section in the syllabus covering Organisational Psychology and generate discussion about each sub-section in turn.</p> <p>Allocate a number of presentations on specific items from the syllabus depending on the number of learners in the class (e.g., different leadership styles, etc.).</p>
<p>KC4</p> <p>Motivation to work</p> <ul style="list-style-type: none"> Needs theories 	Learners can describe and explain needs-based theories of motivation including the Hierarchy of Needs, ERG theory and Acquired Needs. They should begin to consider how each might be applied.	<p>Learners consider their most basic needs, then their less basic needs and identify any other needs they might have. Highlight the difference between intrinsic and extrinsic needs/motivation.</p> <p>Show an image of Maslow's Hierarchy of Needs and learners build their own hierarchies (with examples from an organisational perspective) in their notes. Information on Maslow's Hierarchy of Needs can be found at: www.businessballs.com/maslow.htm</p> <p>Consider the problems of Maslow's hierarchy and progress on to Alderfer's ERG theory as a development and show an image of ERG theory for learners to consider. Information on Alderfer's ERG theory can be found at: www.managementstudyguide.com/erg-theory-motivation.htm</p> <p>Create and share a scenario that demonstrates the frustration-regression principle for learners to respond to. Hand out David McClelland's questionnaire measuring Acquired Needs for learners to complete and share. The findings are available at: www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=2ahUKEwjau6CV1KTnAhUtQRUIHRwpB1IQFjAAegQIBBAB&url=https%3A%2F%2Fkiyomigriess.files.wordpress.com%2F2015%2F10%2Fmcclelland_s-needs-assessment-1.pptx&usq=AOvVaw1w7w76qg2DGXv6s4Ueka4d</p> <p>Pass around information on each (achievement, power and affiliation) and learners can consider each description in light of the attributes of their peers. Information on McClelland's Acquired Needs theory can be found at: www.businessballs.com/davidmcclelland.htm</p> <p>Learners mind map how each theory might be applied in an organisational setting to improve motivation and share.</p>

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
Motivation to work <ul style="list-style-type: none"> Cognitive theories 	Learners can describe and explain Locke's Goal Setting theory and a number of studies about the implementation of goal setting theory.	<p>Ask learners what they know about goal setting and ask them to consider the difference between participative goal setting and being allocated goals.</p> <p>Share information about goal setting and the four aspects to goal setting theory. Information on Locke's Goal setting theory can be found at: www.mindtools.com/pages/article/newHTE_87.htm</p> <p>Learners set three personal goals for themselves by the end of the year using the characteristics of effective goal setting. A template for Effective Goal Setting can be found at: www.smart-goals-guide.com/free-goal-setting-worksheets-forms-and-templates.html</p> <p>Share Hollenbeck's study on the implementation of goal setting and learners can evaluate. This is available at www.fisher.osu.edu/~klein.12/Klein%20et%20al%20JAP%201999.pdf</p> <p>Learners share their goals with their partner/parent, etc.</p>
KC4 and KC5 Motivation to work <ul style="list-style-type: none"> Cognitive theories 	<p>Learners can describe and explain cognitive/rational theories of motivation including Adam's Equity theory and Vroom's Expectancy theory.</p> <p>Learners explore ways to implement Vroom's Expectancy theory in an organisational setting.</p>	<p>Write up the phrase '<i>it's not fair...</i>' on the board and ask learners when or whether this motivates us or not.</p> <p>Class discussion about how we calculate whether something is fair or not and apply it to a number of organisational scenarios.</p> <p>Introduce Adam's Equity theory and learners design a diagram or a flow chart in their notes. Information on Adam's Equity theory can be found at: www.businessballs.com/adamsequitytheory.htm</p> <p>Show an image of Vroom's Expectancy theory and learners create their own examples of applying Expectancy theory at school, highlighting each aspect in each case across valence, expectancy and instrumentality and share. Information on Vroom's Expectancy theory can be found at: www.managementstudyguide.com/expectancy-theory-motivation.htm</p> <p>Learners mind map how the theory might be applied in the workplace and make any necessary cross-references to goal setting theory (or other theories whenever possible).</p> <p>Share RSA video, 'Drive' by Dan Pink and learners identify all the motivational theories they have covered so far. The video is available at: www.youtube.com/watch?v=u6XAPnuFjJc</p>
KC4 and KC5 Motivation to work <ul style="list-style-type: none"> Motivators at work 	Learners can describe and explain the differences between intrinsic and extrinsic motivation and rewards with	<p>Learners recall the difference between intrinsic and extrinsic motivation and suggest possible intrinsic and extrinsic rewards and create a table incorporating workplace related examples of each and a column to include any research based findings concerning each.</p> <p>Show the video 'Play the Motivation Game' and learners see if they agree with the rewards outlined. This is available at: www.youtube.com/watch?v=ayDEt_lx2lw</p>

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	<p>examples.</p> <p>Learners can describe and explain performance-related pay (PRP) and the advantages and disadvantages of incorporating a PRP system.</p>	<p>Extension activity: Learners look up research on examples of specific intrinsic and extrinsic rewards in the workplace.</p> <p>Learners look up some of the problems associated with using extrinsic motivators in the workplace at: www.futureofworking.com/extrinsic-motivation-in-the-workplace/</p> <p>Explain the concept of Performance Related Pay (PRP) and consider the justifications for it and list the justifications for such a system.</p> <p>Share pieces of research that demonstrate the inconclusive findings concerning PRP and learners match those in support of PRP and those who consider it damaging. A summary of Kohn's work is available at: www.alfiekohn.org/article/best-results-forget-bonus/</p> <p>Review the work of Kohn and learners select what they consider to be the major drawback of instituting PRP in the workplace.</p> <p>(I) Assignment: Learners research findings concerning the effectiveness of using different types of rewards in the workplace and bring to class for sharing.</p>
<p>KC4</p> <p>Leadership and management</p> <ul style="list-style-type: none"> Traditional and modern theories of leadership 	<p>Learners can describe and explain the following theories of leadership and management:</p> <ul style="list-style-type: none"> traditional universalist and behavioural theories modern adaptive leadership theories Scouller's three levels of leadership. 	<p>Learners present on different leadership theories (if appropriate) as allocated at the beginning of the course including:</p> <ul style="list-style-type: none"> Great Man/person theory (universalist/dispositional theories) Behavioural theories of leadership (Iowa State, Ohio State and Michigan State. <p>A summary of a number of leadership theories and styles: www.psychology.about.com/od/leadership/p/leadtheories.htm</p> <p>Show the video on adaptive theory and learners summarise and take notes. This can be accompanied with a leaflet on Adaptive Leadership: www.keithwalker.ca/wp-content/summaries/1-c/Adaptive%20Leadership.Heifetz.%20Grashow%20%26%20Linsky.EBS.pdf The video is available at: www.youtube.com/watch?v=l0h31k6hSn4 and make a mind-map capturing the key elements.</p> <p>Show the video on Scouller's 3 Levels of Leadership and its application on leadership development, available at:</p> <p>Learners browse the book online and summarise the main features of the model available at: www.three-levels-of-leadership.com/book-excerpts</p>

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Learners evaluate the theories they have covered so far using the following evaluative issues:</p> <ul style="list-style-type: none"> • usefulness • applicability • individual differences • reductionism <p>and share their deliberations with the rest of the class.</p> <p>Extension activity: Learners can complete a self-assessment questionnaire on their leadership style and bring to the class for discussion. Two online assessments: http://people.uncw.edu/nottinghamj/documents/slides6/Northouse6e%20Ch11%20Authentic%20Survey.pdf or www.bumc.bu.edu/facdev-medicine/files/2010/10/Leadership-Matrix-Self-Assessment-Questionnaire.pdf</p>
<p>KC4 and KC5</p> <p>Leadership and management</p> <ul style="list-style-type: none"> • Leadership style 	<p>Learners can describe, explain, analyse, apply and evaluate the following leadership theories and styles.</p> <ul style="list-style-type: none"> • Fiedler's Contingency Theory (1976) • Hersey and Blanchard's Situational Theory (1988) 	<p>Learner presentations on leadership styles including:</p> <ul style="list-style-type: none"> • autocratic/authoritarian • permissive/laissez-faire • consultative • participative/democratic <p>Learners create a table describing each style, covering the following factors:</p> <ul style="list-style-type: none"> • decision-making • motivation • communication • relationship/leader <p>Focus on Fiedler's contingency theory as a combination of leadership style and situational factors. Information on Fiedler's Contingency theory can be found at: https://expertprogrammanagement.com/2018/11/fiedler-contingency-theory/</p> <p>Learners evaluate Fiedler's contingency theory.</p> <p>Share a presentation on Hersey and Blanchard's Situational Theory (1988), available at: www.slideshare.net/techno-func/techno-func-situationalleadershipoverview?qid=59038f75-1870-4d9f-9ba2-e6ee41c5789e&v=qf1&b=&from_search=1 and learners capture the main components of the theory in their notes.</p> <p>Learners work through the following 'prezi' as a revision exercise for the theories covered so far and capture the research findings from Muczyk and Reimann: www.prezi.com/qb9fq20pkokc/leadership-and-empowerment/</p>

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Learners test themselves on aspects of the two theories so far. They can self-assess using the 'quizlet' activity available at: www.quizlet.com/17362389/leadership-ch-13-contingency-theories-of-leadership-flash-cards/</p>
<p>KC4 and KC5</p> <p>Leadership and management</p> <ul style="list-style-type: none"> Leaders and followers 	<p>Learners can describe, explain, analyse, apply and evaluate various models on how leaders and followers interact with each other, including the</p> <ul style="list-style-type: none"> Leader-Member Exchange model followed on by the Individualised Leadership Model (Dansereau) Followship (Kelley, 1988) Measuring leadership using the Leadership Practices Inventory 	<p>Explain the Leader-Member Exchange model briefly and display an image of the model for learners. Ask what implications this might have for the subordinates in the 'in-group' and the 'out-group'. Information on this can be found at: https://expertprogrammanagement.com/2018/11/fiedler-contingency-theory/</p> <p>Extension activity: Learners can read through research on the implications of LMX in the workplace, available at: https://sites.psu.edu/leadership/2014/04/25/applying-leader-member-exchange-theory-to-the-workplace/</p> <p>Learners consider :</p> <ol style="list-style-type: none"> what leaders would need to do to be more effective as shown by this model what variables should be included when investigating the relationship between the leader and each individual subordinate. <p>Learners conduct a webquest and synthesise the information provided from the following abstracts:</p> <ul style="list-style-type: none"> www.sciencedirect.com/science/article/pii/S09500160 http://jlo.sagepub.com/content/9/1/90.abstract www.researchgate.net/publication/223475653_Individualized_Leadership_A_new_multi-level_approach https://books.google.co.ke/books?id=UB2DLjWgk4C&pg=PA154&lpg=PA154&dq=individualised+leadership+model+Dansereau&source=bl&ots=Mxt6BDzGHX&sig=1Nt3SUx-2DnYkCL4oqyiwe5YfOs&hl=en&sa=X&redir_esc=y#v=onepage&q=individualised%20leadership%20model%20Dansereau&f=false <p>Learners work through Kelley's research on effective followers, available at: www.hbr.org/1988/11/in-praise-of-followers and create a variety of revision resources to share and use as follows. This could include: a spider diagram; a 'prezi' or presentation, a poster, flashcards or a crossword.</p> <p>Share a 'Sample Group Report' based on the Leadership Practices Inventory (LPI), available at: www.finepointsleadership.com/wp-content/uploads/2014/11/Sample-Group-Assessment-Report.2012.pdf and learners read and solicit comments including any strengths and/or weaknesses they have identified.</p> <p>Generate a discussion on:</p> <ul style="list-style-type: none"> the strengths and weaknesses of self – reports using the LPI as an example, the strengths and weaknesses of 360° feedback and any potential biases that could be present,

Syllabus ref and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<ul style="list-style-type: none"> the assumptions/theories on which the LPI is based and evaluate each aspect. <p>(I) Assignment: Learners create either a set of multiple-choice questions or a crossword on the material that has been covered so far.</p> <p>(F) Past paper questions can be used as individual or group exercises or assessment activities.</p>
<p>KC4 and KC5</p> <p>Group behaviour in organisations</p> <ul style="list-style-type: none"> Group dynamics, cohesiveness and teamwork 	<p>Learners can describe and explain the difference between groups and teams; the stages of group development, various team roles and how to identify them.</p>	<p>Learners consider the differences between groups and teams.</p> <p>Learners mind map the following questions:</p> <ol style="list-style-type: none"> What attributes make a team an effective team? What stages do groups of individuals need to go through to become an effective team? What different functions need to be fulfilled for a team to be effective? <p>And share responses with the rest of the class.</p> <p>Share the website and the embedded video about Tuckman's theory about group development which is available at: www.mindtools.com/pages/article/newLDR_86.htm and hand out a sheet outlining the stages and suggests strategies for implementation: www.salvos.org.au/scribe/sites/2020/files/Resources/Transitions/HANDOUT_-_Tuckmans_Team_Development_Model.pdf or https://med.fsu.edu/sites/default/files/uploads/files/FacultyDevelopment_GroupDevelopment.pdf</p> <p>Review the groups' responses about roles and compare these to Belbin's roles outlined in a short video: www.youtube.com/watch?v=-efhOLVgEvM</p> <p>Hand out information about Belbin's team roles and learners assimilate the information and test each other on his theory and examples of his roles. Information about Belbin:</p> <ul style="list-style-type: none"> www.changingminds.org/explanations/preferences/belbin.htm https://en.wikipedia.org/wiki/Team_Role_Inventories www.lore.ua.ac.be/Teaching/SE3BAC/practicum/projectMgmt/BelbinRoles.pdf www.belbin.com/about/belbin-team-roles/ <p>Learners consider which roles they think they take on in some of the teams they are members of and consider the same for other members of the class and share.</p> <p>Ask learners about the validity and reliability of the exercise just undertaken and solicit ideas and suggestions about increasing the validity and reliability of identifying or allocating Belbin's team roles.</p>

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		<p>Hand out Belbin's Team Inventory for learners to read through and complete, available at: http://lore.ua.ac.be/Teaching/SE3BAC/practicum/projectMgmt/BelbinRoles.pdf and ask them to evaluate the use of questionnaires in determining individual's predisposition for certain roles.</p> <p>Extension activity: Share the research findings by Victor Dulewicz (1995) on the reliability and validity of the Inventory, available at: www.onlinelibrary.wiley.com/doi/10.1111/j.2044-8325.1995.tb00574.x/abstract</p>
<p>Group behaviour in organisations</p> <ul style="list-style-type: none"> Decision-making 	<p>Learners can describe and explain the processes and importance of the various stages of group decision making and the problems and pitfalls encountered.</p>	<p>Ask learners what stages a team should go through to effectively reach a good decision concerning a particular problem and share.</p> <p>Share the stages of effective problem solving adapted from Wedley and Field's 6 Steps, available at: www.the-happy-manager.com/articles/rational-decision-making-model/ and explore the website for tips on making better decisions.</p> <p>Learners conduct some internet research and search:</p> <ol style="list-style-type: none"> a definition for 'groupthink' the symptoms of 'groupthink' the negative outcomes of 'groupthink' with at least one historical example some possible remedies for 'groupthink' <p>and capture in their notes. Information on Groupthink:</p> <ul style="list-style-type: none"> www.web.stanford.edu/group/scie/Career/Wisdom/groupthink1.htm www.valuebasedmanagement.net/methods_janis_groupthink.html www.utwente.nl/cw/theorieenoverzicht/Theory%20Clusters/Organizational%20Communication/groupthink/ www.psyr.org/about/pubs_resources/groupthink%20overview.htm <p>(I) Create a table capturing Forsyth's list/types of cognitive limitations and errors, available at https://en.wikipedia.org/wiki/Group_decision-making and learners complete the table with their own examples/illustrations.</p>
<p>KC3 and KC5</p> <p>Group behaviour in organisations</p> <ul style="list-style-type: none"> Group conflict 	<p>Learners can describe and explain the major causes of group conflict and the main conflict resolution styles.</p>	<p>Learners review the video previously shown about Tuckman's team development and identify potential sources of conflict (the video is available at: www.mindtools.com/pages/article/newLDR_86.htm) and then add other suggestions of conflict from either an organisational or an interpersonal perspective.</p> <p>Research assignment: Learners source out evidence that they could use to support their suggestions, highlighting the importance of currency, etc. Reward the winning pair/group.</p>

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		<p>Ask learners complete a personal conflict resolution style questionnaire. Online quiz: https://psychologia.co/conflict-resolution/ or Non-interactive questionnaire: www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=15&ved=2ahUKEwj_z_eh5KTnAhVRecAKHSmBDSAQFjAOegQICxAB&url=https%3A%2F%2Fcdn.shopify.com%2Fs%2Ffiles%2F1%2F1123%2F3032%2Ffiles%2F200.pdf&usq=AOvVaw0-qQaxlMSMrC975LlsvyiW and a paper version is available by inserting M8L4-Conflict Management Questionnaire into a search engine.</p> <p>Learners compare their scores and discuss. Consider the strengths and weaknesses of questionnaires and identify which may be relevant to the test just undertaken.</p>
<p>KC3 and KC4</p> <p>Organisational work conditions</p> <ul style="list-style-type: none"> Physical and psychological work conditions 	<p>Learners can describe and explain both physical and psychological conditions and match appropriate evidence on various factors.</p>	<p>Learners create a checklist and a Likert scale and walk around the school having identified four very different places/locations and consider the following variables: illumination, temperature (+ °C), noise (+Db), motion (vibration), pollution and aesthetic factors rating and commenting on each in turn.</p> <p>Learners compare scores and analyse.</p> <p>Share Beshir's study on the effect of temperature on cognitive attention and learners evaluate. The abstract: www.sciencedirect.com/science/article/pii/S002243758390021X</p> <p>Hand out the presentation as a revision exercise (folding the presentation back on itself and trying to get learners try to remember the slides in turn).</p> <p>Watch the video of the office and ask learners 'Why did the man go mad?' and generate comments moving to a discussion of psychological working conditions which learners can list. The office stress video is available at: www.youtube.com/watch?v=Kmvb_fa-558</p> <p>Continue a presentation on psychological working conditions and check for understanding. Share the justifications for using open-plan office by sharing/displaying an article in The Guardian: www.theguardian.com/politics/2008/oct/14/labour-gordonbrown</p> <p>Share Oldham and Brass' study on open-plan offices and learners evaluate, the abstract: www.jstor.org/stable/2392497?seq=1#fndtn-page_scan_tab_contents.</p> <p>Show 'Jigsaw' the research paper on bullying in the workplace by Einarsen (1999), available at www.researchgate.net/publication/247932874_The_nature_and_causes_of_bullying_at_work</p>

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		<p>so that each individual learner summarises a section and reports back to their respective group. Ask each group to identify as many possible evaluative issues, with appropriate illustrative support, as possible and share. Reward the winning group.</p> <p>(I) Assignment: Learners devise Paper 3 questions on physical and psychological working conditions respectively.</p>
<p>KC5</p> <p>Organisational work conditions</p> <ul style="list-style-type: none"> Temporal conditions of work environments 	<p>Learners can describe and explain different patterns of shift work including rapid rotation theory (e.g. metropolitan rota and continental rota) and slow rotation theory.</p>	<p>Ask learners what they know about shift work and different shifts. Display key concepts on the board and learners look up definitions and insert into their notes. Check for accuracy and understanding. Show presentation to introduce the main areas of concern about shift work. A presentation that can be used to introduce shift work can be found at: www.youtube.com/watch?v=OQeWkPLjOMY</p> <p>Learners make presentations (with accompanying hand-outs) on the following:</p> <ul style="list-style-type: none"> the metropolitan rota the continental rota slow rotation theory <p>outlining the advantages and disadvantages of each.</p> <p>Internet research activity: Learners access the internet to try and find one piece of research on each.</p> <p>The research is shared and examined and valuable findings recorded.</p> <p>Learners decide which system they would put into place and justify their choice.</p> <p>Learners respond to a Chinese whispers type of activity on what type of shift work system would you implement and why. Each learner writes down a suggestion and their neighbour must expound the benefits and the next support with psychological research.</p> <p>(F) Assessment: Learners respond to a sample Paper 4, Section B question to hand in for marking.</p>
<p>Organisational work conditions</p> <ul style="list-style-type: none"> Temporal conditions of work environments 	<p>Learners can describe, explain, analyse, apply and evaluate research on the effects of shift work on health and accidents.</p>	<p>Assignment: Hand out a number of studies that must include the first two and any of the other four below:</p> <ul style="list-style-type: none"> Knutsson, (2003) Effects of Shift work on Health (both the abstract and full text are available at: www.occmed.oxfordjournals.org/content/53/2/103.short) Gold et al, (1994) Shift work and accidents (both the abstract and full text are available at: https://ajph.aphapublications.org/doi/abs/10.2105/AJPH.82.7.1011) Czeisler (Salt Lake Chemicals): www.intropsych.com/ch03_states/advancing_the_daily_rhythm.html

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		<ul style="list-style-type: none"> • Jamal et al. (Canadian nurses) www.researchgate.net/publication/226856417_Shiftwork_burnout_and_well-being_A_study_of_Canadian_Nurses • Bohle (Australian nurses): http://espace.library.uq.edu.au/view/UQ:144362 • Arendt (North Sea oil rig workers): www.telegraph.co.uk/news/uknews/1488328/Split-shift-working-is-bad-for-your-heart-say-scientists.html • Pirola (Argentinean workers): www.aasmnet.org/articles.aspx?id=514
<p>KC4 and KC5</p> <p>Organisational work conditions</p> <ul style="list-style-type: none"> • Health and safety 	<p>Learners can describe, explain, analyse, apply and evaluate operator machine systems and the accidents and errors that can occur.</p> <p>Learners can also identify interventions that can be used to encourage safety behaviours and minimise the frequency of accidents.</p>	<p>Learners imagine calling someone on the phone. They should then describe, in sequence, how they would have interacted with their phone and the responses made by the phone.</p> <p>Display an image of Chapanis' operator-machine system, available at: www.yorku.ca/mack/cogain-f1.jpg and learners relate the image to the just concluded 'phone' exercise.</p> <p>Extension activity: Learners read through a summary handout covering the different aspects of operator-machine systems available at: www.eolss.net/sample-chapters/c18/e6-43-37-06.pdf</p> <p>Learners apply the diagram to other operated machinery and try and identify where, how and why errors and accidents could occur.</p> <p>(I) Assignment: Allocate a famous technological disaster to each learner to research why the disaster occurred.</p> <p>Write up four types of human error on the board (Riggio's commission, omission, timing and sequence) and explain each in turn. Learners share their findings and decide which type of error occurred in each case.</p> <p>Learners select one example of each for inclusion in their notes.</p> <p>Show an image of the Swiss Cheese Model from Google images and ask the learner how much blame should be attributed to the individual worker for a specific accident and generate a discussion of what factor should be taken into consideration.</p> <p>Share the research by James Reason on distinguishing between human and organisational errors, the Swiss Cheese Model and the approaches that should be adopted to avoid such accidents occurring again in the future, available at: www.bmj.com/content/320/7237/768</p> <p>Share the study by Fox et al. (1987) on the implementation of a token economy system and learners evaluate, available at: www.ncbi.nlm.nih.gov/pmc/articles/PMC1286011/</p>

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		<p>Share the safety promotion campaign conducted by Cowpe (1989) and learners evaluate available at: www.psychyogi.org/cowpe-c-1989-media-campaign/ www.loreto.herts.sch.uk/wp-content/uploads/Cowpe-chip-pan-fire.pdf</p> <p>Extension activity: Share the quizlet on the Cowpe campaign to use as a self-assessment or revision exercise at: www.quizlet.com/43654310/cowpe-media-campaigns-chip-pan-fire-prevention-flash-cards/</p> <p>(F) Sample questions that can be used as individual or group exercises or assessment activities.</p>
<p>KC4 and KC5</p> <p>Satisfaction at work</p> <ul style="list-style-type: none"> Theories of job satisfaction 	<p>Learners can describe, explain, evaluate and apply various theories concerned with satisfaction at work, including:</p> <ul style="list-style-type: none"> Herzberg's 2-factor theory Hackman and Oldham's Job Characteristic theory Job design 	<p>Ask learners what makes them satisfied, whether at home or at school and generate ideas on post-it notes and share on one side of a display board. Repeat the exercise for factors that make them dissatisfied and compare the two sides of the board. Ask if they could make a theory arising from their findings.</p> <p>Learners consider how we might find out how satisfied people were about their work and evaluate each suggestion in turn in relation to validity and reliability.</p> <p>Learners imagine what adults might perceive to contribute to their satisfaction at work and list.</p> <p>Display a diagram of Herzberg's 2-factor theory and learners capture in their notes, explaining the difference between Motivators and Hygienes in turn. A good description and image can be sourced at: https://expertprogrammanagement.com/2018/04/herzbergs-two-factor-theory/ or https://peakon.com/blog/future-work/frederick-herzberg-two-factor-theory/</p> <p>Share a short video on Hackman and Oldham's Job Characteristic theory: www.youtube.com/watch?v=oxxQuCTVgqY.</p> <p>Share a diagram of Hackman and Oldham's Job Characteristic model and ask learner to recreate with description and explanations in their notes. A good diagram is available at: www.people.vcu.edu/~rsleeth/JDesign1.gif or www.dssincorporated.com/research/jobdesign/jobdesign-page6.htm</p>
<p>KC5</p> <p>Satisfaction at work</p> <ul style="list-style-type: none"> Measuring job satisfaction 	<p>Learners are able to describe, explain and evaluate different tools that can be used to measure job satisfaction.</p>	<p>Learners develop a questionnaire to test the existence of the five characteristics of Hackman and Oldham's Job Characteristic model. Revisit evaluating self-report measures and try to create a standardised class version.</p> <p>Divide the class into three and distribute a third with the 'class version', a third with the Minnesota Satisfaction Questionnaire, samples of the Minnesota Satisfaction Questionnaire: http://vpr.psych.umn.edu/msq.html and the final third with the Quality of Working Life Questionnaire (QWL): www.cdc.gov/niosh/topics/stress/qwlquest.html.</p> <p>Ask each learner to administer their questionnaire to two or three workers.</p>

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		<p>Group the learners based on their questionnaires and ask them to:</p> <ol style="list-style-type: none"> prepare a presentation on the questionnaire tabulate their findings share their experiences of their administration of the questionnaire and any conclusions reached. create a revision activity of their choice about their questionnaire. <p>Use the presentations as an opportunity to discuss and evaluate the use of self-reports, ratings scales, etc.</p> <p>Considering some of the findings generated, learners make suggestions about improving the job design for their respondents.</p> <p>Learners create flashcards about the questionnaires including one of the Job Descriptive Index. Some information and research about the Job Descriptive Index: http://studentsrepo.um.edu.my/2334/2/BAB_1.pdf and www.homepages.se.edu/cvonbergen/files/2012/12/A-Measure-of-Job-Satisfaction1.pdf</p>
<p>KC3 and KC4</p> <p>Satisfaction at work</p> <ul style="list-style-type: none"> Attitudes to work 	<p>Learners can describe and explain some examples of and research concerning attitudes to work including:</p> <ul style="list-style-type: none"> workplace sabotage absenteeism measuring organisational commitment. 	<p>Learners mind map behaviours in the workplace that might indicate dissatisfaction and learners look up relevant research on the type of withdrawal behaviour mentioned and share the abstracts.</p> <p>Learners share research findings and each learner prepares a flow diagram/mind-map from 'lateness' to 'absenteeism' to 'turnover' with one research finding of their choice for each.</p> <p>Ask learners reasons they could imagine that might justify sabotage in the workplace. Ask them to look up some examples of work place sabotage. General information about workplace sabotage: www.hr.com/SITEFORUM?&t=/Default/gateway&i=1116423256281&application=story&active=no&ParentID=1119278060437&StoryID=1119646712734&xref=https%3A//www.google.com/</p> <p>Share the abstract and the beginning of the research by Giacolone and Rosenfeld (1987) and learners list down the causes of workplace sabotage. Learners could conduct some internet research to validate the causes for workplace sabotage. Extra reading at: http://jom.sagepub.com/content/15/1/115.abstract</p> <p>Display the abstract of the study by Blau and Boal (1987) on absenteeism and turnover and learners predict the result against the variable mentioned. The abstract can be accessed at: http://jom.sagepub.com/content/15/1/115.abstract</p> <p>Learners access the full research paper and make notes concerning the predictions made about the four 'cells' hypothesised. Learners design a study that would test the predications in the workplace and share. The full text can be accessed at: http://cinik.free.fr/chlo/doc%20dans%20biblio.%20non%20imprim%C3%A9s/maintien%20dans%20l'emploi/Conc%20eputualizing%20Job%20involvement%20and%20org%20commitment_AMR1987.pdf</p>

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		<p>Some further research on the same variables: www.jstor.org/stable/pdf/3100180.pdf?seq=1#page_scan_tab_contents</p> <p>Learners evaluate the model. They can use the research cited in Google Books (Research by Blau and Boal) and then mind map reasons why employees may remain committed to organisations (even if dissatisfied). Share Meyer and Allen's (2007) three-component model of commitment and learners match their suggestions with the three components of the model. This can be found at: https://en.wikipedia.org/wiki/Organizational_commitment</p> <p>Ask learners how they might test for levels of organisational commitment and evaluate each suggestion in turn. Share/display the abstract of Mowday et al. (1979) in the development of the Organizational Commitment Questionnaire (OCQ): www.sciencedirect.com/science/article/pii/0001879179900721</p> <p>Learners create flashcards on the various concepts covered in the lesson (e.g. with the component/concept on one side and a definition, detail and description on the other).</p>
<p>Past and specimen examination papers</p>		
<p>Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support (F)</p>		

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