

PSYCHOLOGY - SCHEMES OF WORK

For Children Aged 12 to 16

Psychology Lessons Structure

Time – Approx. 90 minutes

1. Remind class of last topic area explored and relate to current topic.
2. Discuss and explore.
3. Group Work – Set small groups an area to explore.
4. Drama – Where and when appropriate.
5. Practical Application – discuss how topic area is applied in every life.
6. Making Connections – discuss and explore connections between topic and other topic areas and subjects.
7. Text – Use books, web pages, newspapers, magazines etc...
8. Media – use video clips and programmes and/or computer programmes and websites where appropriate.
9. Whole Class Work Activity – Reading & discussing.
10. Individual Work Activity.
11. Record through text and illustrations.
12. Plenary & Quiz.

Resources

1. OCR Non-Fiction Resources
2. Interactive Whiteboard
3. Internet
4. Newspapers & Magazines
5. Apple Mac
6. Computer Programmes & DVD

Psychology Subject Areas

1. Introduction to Psychology
2. Sex and Gender
3. Memory
4. Attachment
5. Obedience
6. Atypical Behaviour
7. Criminal Behaviour
8. Perception
9. Cognitive Development
10. Non Verbal Communication
11. The Self
12. Planning Research
13. Doing Research
14. Analysing Research
15. Planning an Investigation
16. Revision

YEAR 8

Spring Term

1. INTRODUCTION TO PSYCHOLOGY

1. Biological Psychology
 - a. Sex and Gender
 - b. Criminal Behaviour
2. Cognitive Psychology
 - a. Memory
 - b. Perception
3. Developmental Psychology
 - a. Attachment
 - b. Cognitive Development
4. Social Psychology
 - a. Obedience
 - b. Non Verbal Communication
5. Research in Psychology
 - a. Planning Research
 - b. Doing Research
 - c. Analysing Research
 - d. Planning an Investigation

2. SEX AND GENDER

6. Key Concepts
 - a. Distinguishing between Sex and Gender
 - b. Masculinity
 - c. Femininity
 - d. Androgyny
7. Biological Theory
 - a. Role of Chromosomes in typical Gender Development
 - b. Role of Gonads and Hormone Production in typical Gender Development
 - c. Basic Evolutionary Sex Differences in Human Behaviour
 - d. Criticisms of the Biological Theory of Gender Development
 - e. Psychoanalytic Theory
 - i. Oedipus Complex
 - ii. Electra Complex
8. Core Study: Diamond and Sigmundson
 - a. Case Study of Castrated Twin Boy Raised as a Girl
 - b. Limitations of Diamond and Sigmundson's Study

9. Application of Research
 - a. Equal Opportunities for the Sexes
 - i. In education
 - ii. In work
 - iii. In leisure / play

YEAR 9

Autumn Term

3. MEMORY

10. Key Concepts

- a. Information Processing
 - i. Input
 - ii. Encoding
 - iii. Storage
 - iv. Retrieval
 - v. Output
- b. Distinguishing between Accessibility and Availability Problems of Memory
 - i. Accessing memory
 - ii. Availability of memory

11. Multi-Store Model of Memory

- a. Duration and Capacity
 - i. Sensory store
 - ii. Short-term memory
 - iii. Long-term memory
- b. Attention and Rehearsal
 - i. Attention
 - ii. Rehearsal
- c. Forgetting
 - i. Decay
 - ii. Displacement
- d. Criticisms of Multi-Store Model
- e. Processing Theory
 - i. Deep processing in memory

12. Core Study: Serial Position Curve

- a. Terry's Experiment on the Serial Position Effect in Recall of TV Ads
- b. Limitations of Terry's Study

13. Applications of Research into Memory

- a. Psychological Theory behind Memory Aids
 - i. Use of cues
 - ii. Use of imagery
 - iii. Mind mapping

4. ATTACHMENT

14. Key Concepts

- a. Measures of Attachment
 - i. Separation protest
 - ii. Stranger anxiety
- b. Different Types of Attachment
 - i. Secure
 - ii. Insecure-avoidant
 - iii. Insecure-ambivalent

15. Bowlby's Theory

- a. Concept of Monotropy
- b. Concept of Critical Period in Attachment
- c. Effects of Attachment, Deprivation and Privation
- d. Criticisms of Bowlby's Theory of Attachment
- e. Behaviourist Theory
 - i. Reinforcement in attachment as opposed to instinct

16. Core Study: Hazen and Shaver

- a. Relationship between Attachment Types and Adult Relationships
- b. Limitations of Hazen and Shaver's Study

17. Application of Research into Attachment

- a. Care of Children
 - i. Good practises in nurseries
 - ii. Parenting classes
 - iii. Hospitalisation of children

5. OBEDIENCE

18. Key Concepts

- a. Obedience and Defiance
- b. Denial of Responsibility

19. Theory of Situational Factors

- a. Effect of Environment on Obedience
 - i. Setting
 - ii. Culture
- b. Effect of Authority
 - i. Effect of authority on obedience
 - ii. Effect of the power to punish on obedience
- c. Effect of Consensus on Obedience
- d. Criticisms of Situational Factors as an Explanation of Obedience
- e. Dispositional Factors
 - i. Dispositional factors as an alternative to situational factors
 - ii. The role of the authoritarian personality in obedience

20. Core Study: Bickman (1974)

- a. Bickman's Field Experiment into Effects of Uniform
- b. Limitations of Bickman's Study

21. Application of Research into Obedience

- a. Psychological Theory Behind Keeping Order in Institutions
 - i. Schools
 - ii. Prisons
 - iii. Armed Forces

YEAR 9

Summer Term

6. ATYPICAL BEHAVIOUR

22. Key Concepts

- a. Fear
 - i. Typical behaviour
 - ii. Atypical behaviour
- b. Phobias
 - i. Agoraphobia
 - ii. Social phobia
 - iii. Acrophobia
 - iv. Arachnophobia

23. Behaviourist Theory

- a. Different Stimuli
 - i. Unconditioned stimulus
 - ii. Neutral stimulus
 - iii. Conditioned stimulus
- b. Different Responses
 - i. Unconditioned response
 - ii. Conditioned response
- c. Process of Classical Conditioning
 - i. Onset of phobias
- d. Criticisms of the Behaviourist Theory of Atypical Behaviour
- e. Evolutionary Theory
 - i. Evolutionary theory as an alternative to behaviourist theory
 - ii. Preparedness

24. Core Study: Watson and Rayner (1920)

- a. Watson and Rayner's Experiment to Induce a Phobia in a Young Child
- b. Limitations of Watson and Rayner's Study

25. Application of Research into Atypical Behaviour

- a. The Psychological Theory behind Behaviour Therapy for Phobias
 - i. Systematic desensitisation
 - ii. Implosion Therapy
 - iii. Flooding

7. CRIMINAL BEHAVIOUR

26. Key Concepts

- a. Problems of Defining and Measuring Crime
- b. Concept of Criminal Personality

27. Biological Theory

- a. The Role of Heritability in Criminal Behaviour
- b. The Role of Brain Dysfunction in Criminal Behaviour
- c. Facial Features Associated with Criminals
- d. Criticisms of Biological Theory of Criminal Behaviour
- e. Social Learning Theory
 - i. Social Learning Theory as an alternative to Biological Theory
 - ii. Vicarious reinforcement of role models in the learning of criminal behaviour

28. Core Study: Mednick et al (1984)

- a. Mednick et al's Adoption Study into Genetic Basis of Criminal Behaviour
- b. Limitations of Mednick et al's Study

29. Application of Research into Criminal Behaviour

- a. The Psychological Theory behind Crime Reduction
 - i. Use of prisons
 - ii. Crime prevention
 - iii. Rehabilitation

8. PERCEPTION

30. Key Concepts

- a. Difference between Sensation and Perception
 - i. Using shape constancy
 - ii. Colour constancy
 - iii. Visual illusions
- b. Depth Cues
 - i. Linear perspective
 - ii. Height in plane
 - iii. Relative size
 - iv. Superimposition
 - v. Texture gradient

31. Constructivist Theory

- a. Role of Experience in Perception
- b. Concept of Top-Down Processing
- c. Concept of Perceptual Set
- d. Criticisms of Constructivist Theory
- e. Nativist Theory
 - i. Nativist Theory as an alternative to Constructivist Theory
 - ii. Bottom-up processing in perception

32. Core Study: Haber and Levin (2001)

- a. Haber and Levin's Experiment into Depth Perception and Familiarity of Objects

- b. Limitations of Haber and Levin's Study

33. Application of Research into Perception

- a. The Psychological Theory behind Advertising
 - i. Subliminal advertising
 - ii. Use of motivation
 - iii. Use of context

YEAR 11

Autumn Term

9. COGNITIVE DEVELOPMENT

34. Key Concepts

- a. How Cognitive Development Occurs in
 - i. Invariant stages
 - ii. Universal stages
- b. The Stages of Cognitive Development
 - i. Sensori-motor
 - ii. Pre-operational
 - iii. Concrete operational
 - iv. Formal operational

35. Piaget's Theory

- a. The Concept of Object Permanence
- b. The Concept of Egocentrism and the Process of De-centring
- c. Concept of Conservation
- d. Criticisms of Piaget's Theory of Cognitive Development
- e. Vygotsky's Theory
 - i. Vygotsky's theory as an alternative to Piaget's theory
 - ii. The zone of proximal development

36. Core Study: Piaget

- a. Piaget's Experiment into the Conservation of Number
- b. Limitations of Piaget's Study

37. Application of Research into Cognitive Development

- a. The Psychological Theory behind Educating Children
 - i. Use of key stages
 - ii. Active / Discovery learning
 - iii. Scaffolding

10. NON-VERBAL COMMUNICATION

38. Key Concepts

- a. Examples of Body Language as a form of Non-Verbal Communication
- b. Examples of Facial Expressions as a form of Non-Verbal Communication

39. Social Learning Theory

- a. Learning Non Verbal Behaviour
 - i. Observation
 - ii. Imitation
 - iii. Reinforcement
 - iv. Punishment
- b. Cultural Variations in Non-Verbal Communication
- c. Criticisms of Social Learning Theory of Non-Verbal Behaviour
- d. Evolutionary Theory
 - i. Evolutionary theory as an alternative to Social Learning theory
 - ii. Survival
 - iii. Reproduction

40. Core Study: Yuki et al (2007)

- a. Yuki et al's Experiment into the Cross-Cultural Differences in Interpreting Facial Expressions
- b. Limitations of Yuki et al's Study

41. Application of Research into Non-Verbal Communication

- a. The Psychological Theory behind Social Skills Training
 - i. Rehabilitation of criminals
 - ii. Customer service training
 - iii. Managing conflict

11. THE SELF

42. Key Concepts

- a. The Uniqueness of the Individual
- b. The Concept of Free Will

43. Humanistic Theory

- a. Self Esteem
 - i. Ideal self
 - ii. Self concept
- b. Unconditional Positive Regard
- c. Self Actualisation
- d. Criticisms of Humanism as an Explanation of the Self
- e. Trait Theory
 - i. Trait theory as an alternative to Humanistic theory
 - ii. Extraversion
 - iii. Neuroticism

44. Core Study: Van Houtte and Jarvis (1995)

- a. Interviews about Pet Ownership amongst Adolescents
- b. Limitations of Van Houtte and Jarvis' study

45. Application of Research into the Self

- a. The Psychological Theory behind Counselling
 - i. Counselling for depression
 - ii. Careers counselling
 - iii. Relationship counselling

12. PLANNING RESEARCH

46. Hypotheses

- a. Frame a Null Hypothesis
- b. Frame an Alternate (Research) Hypothesis
- c. Distinguishing between Null and Alternate Hypotheses

47. Variables

- a. Distinguishing between Independent and Dependent Variables
- b. Extraneous Variables
 - i. Controlling extraneous variables
 - ii. Standardisation

48. Experimental Designs

- a. Distinguishing between Repeated Measures and Independent Group Designs
- b. Strengths and Weaknesses of Repeated Measures
- c. Strengths and Weaknesses of Independent Group Designs

49. Sampling Techniques

- a. Distinguishing between Target Population and Sample
- b. Distinguishing between Random Sampling and Opportunity Sampling
- c. Relative Strengths and Weaknesses of Random Sampling
 - i. Representative samples
 - ii. Biased samples
- d. Relative Strengths and Weaknesses of Opportunity Sampling
 - i. Representative samples
 - ii. Biased samples

50. Ethical Considerations

- a. Conformed Assent
- b. Right to Withdraw
- c. Issues of Confidentiality
- d. Protection of Participants
 - i. Deception
 - ii. Health
 - iii. Well-being

Spring Term

13. DOING RESEARCH

51. Experiment

- a. Laboratory Experiments
 - i. Strengths and weaknesses
- b. Field Experiments
 - i. Strengths and weaknesses

52. Questionnaires

- a. Use of Questionnaires as a Method of Self Report

- b. Distinguishing between Open and Closed Questionnaires
- c. The Strengths and Weaknesses of Questionnaires

53. Interviews

- a. Use of Interviews as a Method of Self Report
- b. Distinguishing between Structured and Unstructured Interviews
- c. The Strengths and Weaknesses of Interviews

54. Observations

- a. Use of Observations
- b. Differences between Covert and Overt Observations
- c. Differences between Participant and Non-Participant Observations
- d. The Strengths and Weaknesses of Different Types of Observations

55. Types of Studies

- a. Use of Case Studies
- b. Use of Correlation Studies
- c. Comparing the Use of Longitudinal Studies and Cross-Sectional Studies

13. ANALYSING RESEARCH

56. Types of Data

- a. Quantitative Data
- b. Qualitative Data
- c. Describing Data Collected from Investigations

57. Descriptive Data

- a. Using and Interpreting Modes
- b. Using and Interpreting Medians
- c. Using and Interpreting Means

58. Tables, Charts and Graphics

- a. Using and Interpreting Tables of Data
- b. Using and Interpreting Bar Charts
- c. Using and Interpreting Line Graphs

59. Evaluating Findings

- a. The Concept of Validity
 - i. Ecological Validity
- b. The Concept of Reliability
 - i. Inter-rater reliability
- c. Problems
 - i. Demand Characteristics
 - ii. Observer Effect
 - iii. Social Desirability

60. Sources of Bias

- a. Concept of Gender Bias
- b. Concept of Cultural Bias
- c. Concept of Experimenter Bias

14. PLANNING AN INVESTIGATION

61. Investigation Skills

- a. Carry out an Experiment
- b. Carry out a Questionnaire
- c. Carry out an Interview
- d. Carry out an Observation

62. Design Skills

- a. State the Hypothesis for an Investigation
- b. Describe and Justify the Sample used in an Investigation
- c. Describe Ethical Issues Involved in an Investigation
- d. Describe and Justify the Control of Variables in an Investigation
- e. Describe the Procedure used in an Investigation
- f. Explain the Limitations of the Method used in an Investigation

Summer Term

14. REVISION

- a. Sex and Gender
- b. Memory
- c. Attachment
- d. Obedience
- e. Atypical Behaviour
- f. Criminal Behaviour
- g. Perception
- h. Cognitive Development
- i. Non Verbal Communication
- j. The Self