

# Ashbourne College

## Psychology Year 2 Outline Scheme of Work 2017-2018 for teacher: S Thompson

Topics covered: Biopsychology (Paper 2) Cognition and Development (Paper 3), Schizophrenia (Paper 3), Aggression (Paper 3), and revision across Papers 1, 2 and 3.

*[Teacher 2 (EB) - 2 hours per week; Issues and debates (3) Research Methods (2)]*

Week	Date	Teacher 1 topic
1	04/09/17	<p>Biopsychology 1 (AQA week 6)</p> <ul style="list-style-type: none"><li>• Year One Revision</li><li>• Ways of studying the brain</li></ul> <p><i>SWABT: complete tasks and exam questions on all areas of Y1 Biopsychology specification.</i></p> <p><i>Student tasks: revision quiz; assemble a neuron; table of strengths &amp; limitations</i></p> <p><i>Resources: revision notes; biopsychology and attachment revision checklists; 'Big picture: brain' booklet;</i></p> <p><i>Homework: revise for test</i></p> <p><i>Maths: "if a stimulus lasts 0.5 seconds, and you need 300 repetitions of the stimulus to obtain an ERP," how long in minutes and seconds will you need the EEG machine to record for?"</i></p>

2	11/09/17	<p>Biopsychology 2 (AQA week 6)</p> <ul style="list-style-type: none"> <li>● Localisation of function</li> <li>● Split brain research:</li> </ul> <p><i>SWABT: describe methods of investigating the brain, their strengths and limitations; distinguish between localisation and lateralisation of brain ;identify areas of cerebral cortex associated with specific functions describe and evaluate split brain research</i></p> <p><i>Student tasks: Y1 biopsych test; extended reading (Sacks, Gazzaniga, Ramachandran);</i></p> <p><i>Resources: revision test; readings; “The Brain: a Secret History” clips.</i></p> <p><i>Homework: essay &amp; qs on Lof</i></p> <p><i>Maths:</i></p>
3	18/09/17	<p>Biopsychology 3 (AQA week 7)</p> <ul style="list-style-type: none"> <li>● Plasticity and functional recovery from trauma</li> </ul> <p><i>SWABT: distinguish between types of plasticity and between plasticity and functional recovery describe case studies of plasticity and functional recovery and their implications consider implications of plasticity and functional recovery.</i></p> <p><i>Student tasks: rubber hand illusion; students work in pairs to investigate plasticity, and produce: a definition and outline of different types of plasticity; positive’ and ‘negative or maladaptive’ plasticity; developmental plasticity: synaptic pruning. plasticity of learning and memory; injury-induced plasticity and brain repair; evidence of brain plasticity and of functional recovery; summary of case studies of plasticity and functional recovery</i></p> <p><i>Resources: Rubber hand, brushes, cloth, separator screen. Maguire study, Ramachandran phantom limb, Bach-y-Rita article. Case studies of plasticity &amp; functional recovery.</i></p> <p><i>Homework: PPQs on topic so far.</i></p>

4	25/09/17	<p>Biopsychology 4 (AQA Week 7)</p> <ul style="list-style-type: none"> <li>• Biological rhythms: Infradian rhythms eg menstrual cycle The role of pituitary gland, oestrogen and progesterone or SAD and the role of the pineal gland and melatonin. Ultradian rhythms eg cycle of sleep stages NREM, REM and SWS. Circadian rhythms 24 hour sleep wake cycle. The role of endogenous pacemakers/ suprachiasmatic nucleus. The pineal gland and the role of melatonin in sleep wake cycle. The role of exogenous zeitgebers light dark cycle.</li> </ul> <p><i>SWABT: define exogenous zeitgeber and endogenous pacemakers distinguish between circadian, infradian and ultradian rhythms describe examples and research evidence of circadian, infradian and ultradian rhythms explain the role of exogenous zeitgebers and endogenous pacemakers in maintaining sleep wake cycle describe and evaluate research into the role of exogenous zeitgebers and endogenous pacemakers in circadian rhythms.</i></p> <p><i>Student tasks: research summaries on shared google doc. Siffre, Folkard, Morgan, Stephan and Zucker etc.</i></p> <p><i>Resources: range of textbooks/reference books;</i></p> <p><i>Homework: Essay on disruption of biological rhythms.</i></p>
5	02/10/17	<p>Biopsychology 5</p> <ul style="list-style-type: none"> <li>• Revision and consolidation - biopsychology and attachment</li> </ul> <p><i>Student tasks: revision exercises (including attachment); practice questions</i></p> <p><i>Homework: revision for mock</i></p>
6	09/10/17	<p><i>Mock: Biopsychology, Issues and Debates, Attachment</i></p> <p><i>Mock feedback</i></p>

7	16/10/17	<p>Cognition and Development 1 (AQA Week 8)</p> <ul style="list-style-type: none"> <li>• Piaget's theory and research</li> </ul> <p><i>SWABT: explain key concepts processes, stages and their characteristics; distinguish between stages of development; describe and evaluate Piaget's theory of cognitive development; describe and evaluate Piaget's research studies use research evidence to evaluate the theory discuss issues and debate surrounding Piaget's theory of cognitive development.</i></p> <p><i>Student tasks: "Draw-a-bicycle" task. Group work – in small groups students prepare a handbook aimed at providing new parents with insight into Piaget's theories about how children think and learn. Recommendations to be made as to games and activities that could be used to support cognitive development. The handbooks will be presented to other groups.</i></p> <p><i>Resources: Swiss mountain &amp; conservation of volume experiment set-up and clips</i></p> <p><i>Homework: methods for observing infant behaviour/"Baby X" study</i></p>
8	23/10/17	

9	30/10/17	<p>Cognition and Development 2 (AQA Week 9)</p> <ul style="list-style-type: none"> <li>• Vygotsky's theory and research</li> </ul> <p><i>SWABT: Explain key concepts and processes; Describe and evaluate Vygotsky's research studies; Describe and evaluate Vygotsky's theory of cognitive Development; Discuss issues and debates surrounding Vygotsky's theory of cognitive development; Compare and contrast Piaget and Vygotsky's theory of cognitive development; Discuss issues and debates surrounding Vygotsky's theory of cognitive development.</i></p> <p><i>Resources: teacher presentation, youtube videos</i></p> <p><i>Student tasks: Group work – working in small groups, students are to design a training session for teachers. The training session is to: Briefly introduce the teachers to the work of Vygotsky Make three recommendations for teaching techniques, based on Vygotsky, to be used in the classroom. Justify why these techniques should be used.</i></p> <p><i>Homework: Piaget vs Vygotsky - similarities and differences.</i></p>
10	06/11/17	<p>Cognition and Development 3 (AQA Week 10)</p> <ul style="list-style-type: none"> <li>• Baillargeon's research</li> </ul> <p><i>SWABT: Explain the methodology and main features of Baillargeon's explanation of early infant abilities Describe and evaluate Baillargeon's research Describe and evaluate Baillargeon's explanation of early infant abilities Discuss issues and debates surrounding Baillargeon's explanation of early infant abilities Compare Piaget, Vygotsky's and Baillargeon's theories of cognitive development. Linking to issues and debates.</i></p> <p><i>Resources: Teacher presentation. Psychotron activites; articles critical of VoE research/innate object recognition</i></p> <p><i>Student tasks: Students to act as examiners at a standardisation meeting. They will be presented with an essay: "Discuss Baillargeon's explanation of early infant abilities". Students will be provided with a mark scheme. Students to mark essay and justify mark awarded. On completion of this, the teacher will discuss the actual mark awarded and the reasons for it – essay to be deconstructed into skills using highlighter pens.</i></p>

11	13/11/17	<p>Cognition and Development 4 (AQA Week 11)</p> <ul style="list-style-type: none"> <li>• Social cognition; Selman</li> <li>• Theory of Mind; Autism</li> </ul> <p><i>SWABT: Explain what is meant by social cognition; Outline the role of self in the development of social cognition; Explain Selman’s role taking dilemma technique; Describe and evaluate Selman’s stage theory of perspective or role-taking; Describe and use research evidence to evaluate Selman’s theory; Outline applications of Selman’s theory eg to an educational setting; Discuss issues and debates surrounding the explanations of social cognition; Explain what is meant by theory of mind and the use of false belief tasks Outline research into factors associated with success on false belief tasks</i></p> <p><i>Resources: Selman: perspective-taking scenarios - Holly &amp; kitten; scoring (AO2); presentation on stages of perspective-taking Autism/ToM; “Sally-Anne” dilemmas, SQ/EQ questionnaire.</i></p> <p><i>Student tasks: Understanding others perception and beliefs - “The Fake Smile Activity”. Teacher to carry out activity using the “Fake Smile Test” found on the BBC website. Students to act as participant and undertake the test. Discussion of implications of the scores and explanations for variations in scores. Extension – student to design a research study using the materials from the “Spot the Fake Smile test”. Working in small groups, students will design a “What is Autism” poster and a public information leaflet that could be used in a health clinic. Teacher presentation/class discussion - the work of Baron –Cohen as related to autism. Prezi presentation, video clips and workbook. Students to complete an in depth analysis of the Baron Cohen study method and findings including the validity of false belief tasks. Onishi &amp; Baillargeon (2005) and Lewis &amp; Osborne (1990).</i></p> <p><i>Homework: Prepare essay on social cognition for next week’s class.</i></p>
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12	20/11/17	<p>Cognition and Development 5 (AQA Week 12)</p> <ul style="list-style-type: none"> <li>• Autism/Mirror neurons</li> </ul> <p><i>SWABT: Describe the key characteristics of autism; Outline briefly some of the suggested causes of autism; Describe the theory of mind explanation for autism; Describe and evaluate the work of Baron – Cohen in relation to autism. Discuss the validity of false belief tasks; Outline biological explanation for social cognition Explain the role of amygdala, orbitofrontal cortex Explain the nature of mirror neurons, their role in social cognition and in understanding other’s emotional states Describe and evaluate research into the role of mirror neurons in social cognition eg Dapretto et al (2006) and implications of mirror neurons for TOM explanations of social cognition. Discuss issues and debates surrounding TOM and mirror neuron system as explanations of social cognition.</i></p> <p><i>Resources: Autism videos. Rizzolatti article, brain model.</i></p> <p><i>Student tasks: timed essay on Social Cognition; Students research how mirror neurons can explain how the brains of expert dancers or musicians respond when watching other experts perform. Bangert (2006), Glasser (2003). Class discussion and reference to Dinstein et al (2007) criticism of the interpretation of fMRI scan data. Nelson and Carpenter (2008) AO3 functions of mirror neurons oversimplified.</i></p> <p><i>Homework: Past-paper questions on all C&amp;D topics</i></p>
13	27/11/17	<p>Cognition and Development (AQA Week 13)</p> <ul style="list-style-type: none"> <li>• Exam skills practice</li> </ul> <p><i>Student tasks: AO3 surgery: unscramble jigsaw essays; stage theory mnemonics; match the research to the theory. Psychopathology revision: PPQs, marking exercise</i></p> <p><i>Homework: Mock revision</i></p>

14	04/12/17	<i>Mock: Cognition and Development, Research Methods, Psychopathology</i>
15	11/12/17	<p>Schizophrenia 1 (AQA Week 15)</p> <ul style="list-style-type: none"> <li>• Characteristics of schizophrenia</li> <li>• Issues in the classification and diagnosis of schizophrenia</li> </ul> <p><i>SWABT: Describe clinical characteristics/symptoms of schizophrenia; Distinguish between positive symptoms - hallucinations, delusions - and negative symptoms - speech poverty (alogia), catatonic stupor and avolition.</i></p> <p><i>Explain issues surrounding classification and diagnosis; The role of DSM and ICD in diagnosis; Labelling; Reliability of diagnosis; Validity including symptom overlap, comorbidity; Culture and gender bias. Use research evidence to make judgements about the reliability and validity of diagnosis and classification of schizophrenia. Discuss the implications of diagnosis and classification of schizophrenia using DSM and ICD</i></p> <p><i>Resources: Subject notes. Rethink factsheets; subtypes worksheet; "4 patients with schizophrenia" video</i></p> <p><i>Homework: watch Schizophrenia films - A Beautiful Mind; Clean, Shaven; Black Swan; Shutter Island etc. How accurate are media portrayals of SZ? Essay - diagnosis and classification.</i></p>
16	18/12/17	
17	25/12/17	
18	01/01/18	

19	08/01/18	<p>Schizophrenia 2 (AQA Week 16)</p> <ul style="list-style-type: none"> <li>• Biological explanations</li> </ul> <p><i>SWABT: Outline the main features of the genetic explanation, the dopamine hypothesis, neurological correlates as explanations for schizophrenia. Outline and evaluate research evidence for each explanation Use research evidence to critically evaluate biological explanations for schizophrenia Discuss issues and debates surrounding the biological explanations for schizophrenia Make judgements about the reliability and validity of each explanation Apply knowledge and understanding of biological explanations to novel situations</i></p> <p><i>Resources: Teacher presentation; Gottesman &amp; Shields factsheet.</i></p> <p><i>Homework: PPQs</i></p>
20	15/01/18	<p>Schizophrenia 3 (AQA Week 17)</p> <ul style="list-style-type: none"> <li>• Psychological explanations</li> <li>• Interactionist/diathesis-stress</li> </ul> <p><i>SWABT: Describe the main features of the family dysfunction explanation including double bind and high expressed emotion; Describe and evaluate research into the family dysfunction explanation Describe the main features of cognitive explanations for schizophrenia including attentional impairment and lack of schemas; Describe and evaluate research into the cognitive explanations. Compare and contrast the effectiveness of biological and psychological explanations for schizophrenia</i></p> <p><i>Outline key features of the diathesis-stress model as an interactionist approach To be able to apply, discuss and explain why an interactionist approach (diathesis-stress model) is important in explaining and treating schizophrenia Discuss issues and debates surrounding the treatment and therapies for schizophrenia</i></p> <p><i>Resources: "double-bind" article and scenarios; interactionism model</i></p> <p><i>Student task: conversational double-binds; act out high-EE and low-EE responses; essay planning</i></p> <p><i>Homework: research treatments for schizophrenia?? Prepare for timed essay in class</i></p>

21	22/01/18	<p>Schizophrenia 4 (AQA Week 18)</p> <ul style="list-style-type: none"> <li>• Drug treatment</li> </ul> <p><i>SWABT: Distinguish between the typical and atypical drug treatments. Explain the action of typical and atypical antipsychotic drug treatments for schizophrenia.</i></p> <p><i>Resources: dtc medication adverts; PILs olanzapine, quetiapine etc; tardive dyskinesia training video</i></p> <p><i>Student task: make a patient information leaflet about choosing medication.</i></p> <p><i>Homework - revise for mock</i></p>
22	29/01/18	<p><i>Mock: Schizophrenia, research methods, social</i></p>
23	05/02/18	<p>Schizophrenia 5 (AQA Week 19/20)</p> <ul style="list-style-type: none"> <li>• Psychological treatments</li> </ul> <p><i>SWABT: Describe the stages and processes of cognitive behaviour therapy for schizophrenia.. Outline and evaluate research into the effectiveness and appropriateness of CBT in treatment for schizophrenia. Use a range of criteria including research evidence to evaluate CBT as a treatment for schizophrenia. Describe the processes/how family therapy is used to treat schizophrenia Outline and evaluate research into the effectiveness and appropriateness of family therapy in treatment for schizophrenia Describe the processes/how token economies are used in the management of schizophrenia Outline and evaluate research into the effectiveness and appropriateness of token economy in treatment for schizophrenia Use a range of criteria including research evidence to evaluate psychological treatments for schizophrenia Make judgements on the effectiveness and appropriateness of drug and psychological treatment as applied to different cases of schizophrenia</i></p> <p><i>Resources</i></p>

24	12/02/18	<i>February Half-term</i>
25	19/02/18	<p>Aggression 1 (AQA Week 21)</p> <ul style="list-style-type: none"> <li>• Neural and hormonal</li> <li>• Genetic</li> <li>•</li> </ul> <p><i>SWABT: Explain biological mechanisms implicated in aggression including: the role of the limbic system, neurotransmitters - serotonin - hormones - testosterone - genetic factors in aggression - faulty MAOA gene</i></p> <p><i>Describe and evaluate research into biological explanations for aggression.</i></p> <p><i>Use a range of criteria including research evidence to critically evaluate biological explanations for aggression.</i></p> <p><i>Resources - "Mind of a Murderer" documentary clips; "warrior gene" article; Texas Clock-tower killer</i></p> <p><i>Student tasks. Issues and debates in aggression: determinism, violence and crime. Class debate on "pre-crime" punishment</i></p> <p><i>Homework - PPQs on biological explanations of aggression</i></p>
26	26/02/18	<p>Aggression 2 (AQA Week 22)</p> <ul style="list-style-type: none"> <li>• Ethological</li> <li>• Evolutionary</li> </ul> <p>SWABT</p>
27	05/03/18	<p>Aggression 3 (AQA Week 23)</p> <ul style="list-style-type: none"> <li>• Social-psychological explanations</li> </ul>
28	12/03/18	<i>Mock: Aggression, Schizophrenia, Memory</i>
29	19/03/18	<p>Aggression 4 (AQA Week 24)</p> <ul style="list-style-type: none"> <li>• Institutional aggression</li> <li>• Media influences on aggression</li> </ul>
30	26/03/18	<i>Easter revision</i>

31	02/04/18	<i>Easter revision</i>
32	09/04/08	<i>Easter revision</i>
33	16/04/18	Revision - Paper One
34	23/04/18	Revision - Paper Two
35	07/05/18	Revision - Paper Three
36	14/05/18	<i>External Exam Period</i>
37	21/05/18	<i>External Exam Period</i>
38	28/05/18	