

# Support Material

## **GCE Psychology**

OCR Advanced Subsidiary GCE in Psychology: H168

Unit: G542

This Support Material booklet is designed to accompany the OCR Advanced Subsidiary GCE specification in Psychology for teaching from September 2008.

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# Introduction

## Background

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A new structure of assessment for A Level has been introduced, for first teaching from September 2008. Some of the changes include:

- The introduction of stretch and challenge (including the new A\* grade at A2) – to ensure that every young person has the opportunity to reach their full potential
- The reduction or removal of coursework components for many qualifications – to lessen the volume of marking for teachers
- A reduction in the number of units for many qualifications – to lessen the amount of assessment for learners
- Amendments to the content of specifications – to ensure that content is up-to-date and relevant.

OCR has produced an overview document, which summarises the changes to Psychology. This can be found at [www.ocr.org.uk](http://www.ocr.org.uk), along with the new specification.

In order to help you plan effectively for the implementation of the new specification we have produced this Scheme of Work and sample Lesson Plans for Psychology. These Support Materials are designed for guidance only and play a secondary role to the Specification.

## Our Ethos

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All our Support Materials were produced ‘by teachers for teachers’ in order to capture real life current teaching practices and they are based around OCR’s revised specifications. The aim is for the support materials to inspire teachers and facilitate different ideas and teaching practices.

In some cases, where the Support Materials have been produced by an active teacher, the centre logo can be seen in the top right hand corner

Each Scheme of Work and set of sample Lesson Plans is provided in:

- PDF format – for immediate use
- Word format – so that you can use it as a foundation to build upon and amend the content to suit your teaching style and students’ needs.

The Scheme of Work and sample Lesson Plans provide examples of how to teach this unit and the teaching hours are suggestions only. Some or all of it may be applicable to your teaching.

The Specification is the document on which assessment is based and specifies what content and skills need to be covered in delivering the course. At all times, therefore, this Support Material booklet should be read in conjunction with the Specification. If clarification on a particular point is sought then that clarification should be found in the Specification itself.

## A Guided Tour through the Scheme of Work

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### = Innovative Teaching Idea

This icon is used to highlight exceptionally innovative ideas.



### = Stretch & Challenge Activity


This icon is added at the end of text when there is an explicit opportunity to offer Stretch and Challenge.



### = ICT Opportunity

This icon is used to illustrate when an activity could be taught using ICT facilities.

# GCE Psychology: H168. G542 Core Studies

Suggested teaching time	14 hours	Topic	Cognitive Psychology
Topic outline	Suggested teaching and homework activities	Suggested resources	Points to note
Describe the Cognitive approach	<ul style="list-style-type: none"> <li>What is cognition? Consider the three key areas that the core studies cover (memory, thinking and language). What are the main assumptions of this approach?</li> </ul> 	<ul style="list-style-type: none"> <li><a href="http://www.researchdigest.org.uk/ocr">www.researchdigest.org.uk/ocr</a></li> <li>Psychology OCR- AS Core Studies by Banyard and Flanagan (2006) p.2-3</li> <li>AS level through diagrams by Hill (1st edition 2001) p5-13</li> <li>Psychology &amp; Everyday Life, 2nd edition (2004) Oliver p.87</li> </ul>	<ul style="list-style-type: none"> <li>The Cognitive Approach will need to be evaluated at the end of all three studies</li> <li>The research digest blog is ideal for stretch and challenge for most of the individual core studies in all approaches. This blog is in association with the BPS</li> </ul>
Loftus and Palmer (1974) Reconstruction of automobile destruction	<ul style="list-style-type: none"> <li>What is memory? Go over the multi-store model of memory (Atkinson and Shiffrin). Class partakes in mini experiments measuring STM (magical number of 7 +/- 2 and chunking) and LTM (primacy and recency effect)</li> </ul>	<ul style="list-style-type: none"> <li>Use word lists, number combinations, objects on a tray or alternatively a video could be shown from:                             <ul style="list-style-type: none"> <li><a href="http://www.learner.org/resources/series138.html">http://www.learner.org/resources/series138.html</a> (remembering and forgetting video #9)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Learner web-site can be quite time consuming and should be looked at well in advance of lesson.</li> <li>Show segments of movie (if possible)                             <ul style="list-style-type: none"> <li>I Robot</li> <li>AI</li> </ul> </li> </ul>
Background and context to the study	<ul style="list-style-type: none"> <li>What factors affect our memory? List all possible factors. Consider what situations these factors could negatively impact, such as eye-witness testimony. Schemas- provide students with a list (e.g. French woman, university professor, politician etc) and get them to list characteristics of each person. Compare as a class - do we all hold similar schemas?</li> </ul>	<ul style="list-style-type: none"> <li>Watch a short video clip with a series of questions. Hidden within the questions is a single leading question that half the class receive). Are their memories easily distorted with a leading question?</li> </ul>	<ul style="list-style-type: none"> <li>Any appropriate video will do from TV or a movie etc</li> </ul>



= Innovative teaching idea



= Stretch and challenge opportunity



= ICT opportunity

# GCE Psychology: H168. G542 Core Studies

<b>Suggested teaching time</b>	14 hours	<b>Topic</b>	Cognitive Psychology		
Topic outline		Suggested teaching and homework activities		Suggested resources	Points to note
Describe and evaluate the methodology used in L&P study		<ul style="list-style-type: none"> <li>Pair up students to comment on the S &amp; W of laboratory studies. This study is often referred to as a snap-shot study. Why is this? What are strengths and weaknesses of this method?</li> </ul>			<ul style="list-style-type: none"> <li>Students should build up a record of any strengths and weaknesses for approaches, methods, issues and more</li> </ul>
Pertinent issues and debates raised from the L&P study		<ul style="list-style-type: none"> <li>In groups, draw up a poster/mind map that has a car crash in the centre of the page. Students consider the main issues that arise, such as data collection, ecological validity, sampling, reliability, validity, ethics etc</li> </ul>			
Implications and applications of the L&P study		<ul style="list-style-type: none"> <li>Students discuss the real world implications and usefulness of the study including such areas as leading questions, eye witness testimony, police interviewing and so on</li> </ul>			
Changes to the study		<ul style="list-style-type: none"> <li>Suggest changes that could be made to the study (consider sample, method, data collected) and the implications of these changes</li> </ul>			



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# GCE Psychology: H168. G542 Core Studies

Suggested teaching time	14 hours	Topic	Cognitive Psychology
Topic outline	Suggested teaching and homework activities	Suggested resources	Points to note
What further research has been carried out? Extension research	<ul style="list-style-type: none"> <li>Students can do further research into Weapon focus; false and recovered memories and other areas of research by Loftus herself as well as the impact of leading questions. This could be done if access to the internet is available or researched through the library</li> <li>Assess students' understanding of the study by completing past exam paper questions/quiz</li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.seweb.uci.edu/faculty/loftus/">http://www.seweb.uci.edu/faculty/loftus/</a></li> </ul>	<ul style="list-style-type: none"> <li>Students should build up a list of key terms</li> </ul>
Baron-Cohen et al (1997) Another advanced test of Theory of Mind	<ul style="list-style-type: none"> <li>Ask students to list as many things regarding what they know about Autism. Also, read first few pages from 'The curious incident.' What are possible causes and characteristics of autism?</li> </ul>	<ul style="list-style-type: none"> <li>'The curious incident of the dog in the night time' by Mark Haddon</li> <li>Psychology of Everyday Life, Oliver (2nd edition 2004)p.136+</li> </ul>	
Background and context to the study	<ul style="list-style-type: none"> <li>Investigate what research has been done in the field of Autism and Theory Of Mind</li> </ul>	<ul style="list-style-type: none"> <li>If possible, show a clip from movie 'Rainman' starring Tom Cruise &amp; Dustin Hoffman</li> </ul>	<ul style="list-style-type: none"> <li>This DVD has excellent supporting detail given at end of film</li> </ul>
Other research pertinent to the study	<ul style="list-style-type: none"> <li>Research Francesca Happe's investigations on autism, specifically using the strange stories tasks</li> </ul>	<ul style="list-style-type: none"> <li>An extension activity might be to conduct internet research (if accessible) on Happe's strange stories task</li> </ul>	<ul style="list-style-type: none"> <li>This could be quite time consuming. Examples can be found in original articles of relevant research</li> </ul>
	<ul style="list-style-type: none"> <li>Get each student to complete the eye task and assess their abilities. Having done the activity the students can discuss advantages and disadvantages of the test</li> </ul>	<ul style="list-style-type: none"> <li>Either use the original article, or complete the test which can be found in the appendix of Baron-Cohen's The Essential difference: Men, Women and the extreme Male Brain (2004)</li> </ul>	<ul style="list-style-type: none"> <li>There is a slight variation between the eye test used in original article and the book</li> </ul>



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<b>Suggested teaching time</b>	14 hours	<b>Topic</b>	Cognitive Psychology
<b>Topic outline</b>	<b>Suggested teaching and homework activities</b>		<b>Suggested resources</b>
<b>Points to note</b>			
Describe the study	<ul style="list-style-type: none"> <li>Break down the core study covering the aim, sample, procedure, results (how were they analysed and presented?) and conclusions</li> </ul>	<ul style="list-style-type: none"> <li>Introducing Psychological Research by Banyard (2<sup>nd</sup> edition 2000) p341+</li> <li>AS level through diagrams by Hill (1<sup>st</sup> edition 2001) p44</li> <li>Psychology &amp; Everyday Life, Oliver (2nd edition 2004)p. 144+</li> <li>Key Studies by Gross (3<sup>rd</sup> edition 1999) p. 33+</li> <li>Psychology AS for OCR by Fiona Lintern(2003) p28+</li> <li>Psychology OCR- AS Core Studies by Banyard and Flanagan (2006) p20+</li> </ul>	<ul style="list-style-type: none"> <li>How was (concurrent) validity of the task checked?</li> </ul>
Describe and evaluate the methodology used in Baron-Cohen's study	<ul style="list-style-type: none"> <li>This was a quasi experiment with several control groups and tasks. What are the strengths and weaknesses of this method? What is the purpose of control groups and tasks?</li> </ul>		<ul style="list-style-type: none"> <li>Students should build up a record of any strengths and weaknesses for approaches, methods, issues and more</li> </ul>
Pertinent issues and debates raised from the Baron-Cohen study	<ul style="list-style-type: none"> <li>Ecological validity, sample, controls, data collection, validity, reliability</li> </ul>		



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# GCE Psychology: H168. G542 Core Studies

<b>Suggested teaching time</b>	14 hours	<b>Topic</b>	Cognitive Psychology	
<b>Topic outline</b>	<b>Suggested teaching and homework activities</b>		<b>Suggested resources</b>	<b>Points to note</b>
Implications and applications of the Baron-Cohen study	<ul style="list-style-type: none"> <li>Study highlights the fact that social cognition is independent of general intelligence. Also, how young children with autism fail to interpret gaze direction</li> </ul>			
Changes to the study	<ul style="list-style-type: none"> <li>Suggest changes that could be made to the study (consider sample, method, data collected) and the implications of these changes</li> </ul>			
What further research has been carried out? Extension research	<ul style="list-style-type: none"> <li>Baron-Cohen is a leading researcher in the field of Autism. Do a background research on current and previous studies. In groups create a poster explaining autism, characteristics, who it effects, movies, media, real people with autism etc</li> <li>Assess students' understanding of the study by completing quiz</li> </ul>		<ul style="list-style-type: none"> <li>The real 'RAIN MAN' Several internet sites</li> </ul>	
Savage-Rumbaugh et al (1986) Spontaneous symbol acquisition and communicative use by pygmy chimpanzees	<ul style="list-style-type: none"> <li>In pairs, students list the differences between language and communication. Further group work and class discussion over whether language is innate (and only to humans) or whether it is something that can be learned (and other species can learn it)</li> </ul>			<ul style="list-style-type: none"> <li>Students should build up a list of key terms</li> </ul>



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<b>Suggested teaching time</b>	14 hours	<b>Topic</b>	Cognitive Psychology	
<b>Topic outline</b>		<b>Suggested teaching and homework activities</b>	<b>Suggested resources</b>	<b>Points to note</b>
Background and context to the study		<ul style="list-style-type: none"> <li>Discuss what would Chomsky say? Would Skinner offer an alternative argument?</li> </ul>		
Other research pertinent to the study		<ul style="list-style-type: none"> <li>What have earlier attempts at teaching language to a chimp involved? Students learn about Hayes and Hayes, Premack and Premack, Kellog and Kellog, Gardner &amp; Gardner.</li> <li>Students evaluate these methods and consider alternative ways of teaching/measuring language acquisition of a chimp</li> </ul>	<ul style="list-style-type: none"> <li>AS Core Studies Psychology - OCR, Banyard &amp; Flanagan</li> </ul>	<ul style="list-style-type: none"> <li>Consider methods ranging from ASL to the use of lexigrams</li> </ul>
Describe the study		<ul style="list-style-type: none"> <li>To offer insight in to language teaching and the use of chimpanzees get students to complete a series of questions based around an interview with Savage-Rumbaugh</li> <li>Break down the core study covering the aim, sample, procedure, results (how were they analysed and presented) and conclusions</li> <li>How does this method/procedure of language teaching compare to those utilized in previous research?</li> </ul>	<ul style="list-style-type: none"> <li>An BBC radio 4 interview with Savage-Rumbaugh can be found at:                             <ul style="list-style-type: none"> <li><a href="http://www.bbc.co.uk/radio4/science/lifewithkanzi.shtml">http://www.bbc.co.uk/radio4/science/lifewithkanzi.shtml</a> (duration 30 mins) This can be transcribed</li> </ul> </li> <li>An audio interview with Savage-Rumbaugh and Kanzi can be found at:                             <ul style="list-style-type: none"> <li><a href="http://www.npr.org/templates/story/story.php?storyId=5503685">http://www.npr.org/templates/story/story.php?storyId=5503685</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>A brief biography of Kanzi can be found at this site, along with images of Kanzi and a brief video:                             <ul style="list-style-type: none"> <li><a href="http://www.greatapetrust.org/bonobo/meet/kanzi.php#">http://www.greatapetrust.org/bonobo/meet/kanzi.php#</a></li> </ul> </li> <li>This slide show can take some time to load so previewing is essential</li> </ul>



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<b>Suggested teaching time</b>	14 hours	<b>Topic</b>	Cognitive Psychology	
<b>Topic outline</b>	<b>Suggested teaching and homework activities</b>		<b>Suggested resources</b>	<b>Points to note</b>
Describe and evaluate the methodology used in the Savage-Rumbaugh study	<ul style="list-style-type: none"> <li>In pairs, students are to consider the strengths and weaknesses of a longitudinal case study method. (only two pygmy chimps were closely investigated)</li> </ul>			<ul style="list-style-type: none"> <li>Students should build up a record of any strengths and weaknesses for approaches, methods, issues and more</li> </ul>
Pertinent issues and debates raised from the Savage-Rumbaugh's study	<ul style="list-style-type: none"> <li>What are the differences and similarities in language acquisition between Kanzi and Mulika and that of the two Pan troglodytes. Also, what are the differences and similarities in language acquisition between Kanzi and Mulika with that of a human child? When was the data gathered. Consider the key issues raised in this study including the nature-nurture debate, ethics, reliability, validity and the sample</li> </ul>			
Implications and applications of the Savage-Rumbaugh's study	<ul style="list-style-type: none"> <li>Have a class debate about animal rights. Should animals be used for experimentation? Scientific research? What happens if in fact they can learn language and communicate with us?</li> </ul>			
Changes to the study	<ul style="list-style-type: none"> <li>Suggest changes that could be made to the study (consider sample, method, data collected) and the implications of these changes</li> </ul>			



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# GCE Psychology: H168. G542 Core Studies

<b>Suggested teaching time</b>	14 hours	<b>Topic</b>	Cognitive Psychology		
<b>Topic outline</b>		<b>Suggested teaching and homework activities</b>		<b>Suggested resources</b>	<b>Points to note</b>
What further research has been carried out? Extension research		<ul style="list-style-type: none"> <li>Students are to research other ape studies such as, Koko</li> <li>Assess students' understanding of the study by completing past exam paper questions/quiz</li> </ul>			<ul style="list-style-type: none"> <li>Students should build up a list of key terms</li> </ul>
Describe and evaluate various methodologies used by the cognitive approach		<ul style="list-style-type: none"> <li>In groups of three, students consider the most applicable methodologies that psychologists would employ in cognitive psychology. Focus should be on Laboratory Experiments and Case Studies. Strengths and weaknesses of these should also be considered</li> </ul>			<ul style="list-style-type: none"> <li>Students should build up a record of any strengths and weaknesses for approaches, methods, issues and more</li> </ul>
Evaluate the cognitive approach		<ul style="list-style-type: none"> <li>Discuss the strengths and weaknesses of the cognitive approach</li> </ul>		<ul style="list-style-type: none"> <li>Psychology AS for OCR by Fiona Lintern(2003) p.40</li> </ul>	<ul style="list-style-type: none"> <li>Students should build up a record of any strengths and weaknesses for approaches, methods, issues and more</li> <li>Knowledge and understanding of all approaches, perspectives, methods, issues and debates throughout the AS course are essential for A2 synoptic elements</li> </ul>



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# GCE Psychology: H168. G542 Core Studies

<b>Suggested teaching time</b>	14 hours	<b>Topic</b>	Developmental Psychology		
<b>Topic outline</b>		<b>Suggested teaching and homework activities</b>		<b>Suggested resources</b>	<b>Points to note</b>
Describe the Developmental approach		<ul style="list-style-type: none"> <li>• What is Developmental Psychology? Consider the three key developmental areas that the core studies cover (cognitive development; psychodynamic/psychoanalytic development; and social learning theories). What are the main assumptions of this approach?</li> <li>• Is it nature or nurture? Which theories support which? Draw up a list of factors that can determine or influence our development based around whether they are innate or learnt</li> </ul>		<ul style="list-style-type: none"> <li>• <a href="http://www.research.digest.org.uk/ocr">www.research.digest.org.uk/ocr</a></li> <li>• Psychology OCR- AS Core Studies by Banyard and Flanagan (2006) p44-45</li> <li>• Psychology &amp; Everyday Life, Oliver (2<sup>nd</sup> edition 2004) p.170</li> </ul>	<ul style="list-style-type: none"> <li>• The Developmental Approach will need to be evaluated at the end of all three studies</li> <li>• All texts mentioned can be used throughout the teaching for most of the topic</li> </ul>
<b>Samuel &amp; Bryant (1984)</b> Asking only one question in the conservation experiment		<ul style="list-style-type: none"> <li>• What is cognitive development? How does intelligence and thought develop? How do children think? How is this different to adults? How can this be researched? Consider observation, experiment and longitudinal studies</li> </ul>			
Background and context to the study		<ul style="list-style-type: none"> <li>• Piaget's theory of cognitive development and stages of development. Cover all stages, with particular emphasis on the pre-operational stage as this is where children struggle to conserve</li> </ul>		<ul style="list-style-type: none"> <li>• AS Level Psychology through diagrams, Hill</li> <li>• Learn a little more about Piaget at: <ul style="list-style-type: none"> <li>◦ <a href="http://www.time.com/time/time100/scientist/profile/piaget.html">http://www.time.com/time/time100/scientist/profile/piaget.html</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• These stages could easily be role played using models and materials.</li> <li>• Several web-sites are suggested to compliment textbooks as a additional source of information and for extension research if such resources are accessible. Some web-sites are time consuming to access and viewing them before use is advisable</li> </ul>



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# GCE Psychology: H168. G542 Core Studies

<b>Suggested teaching time</b>	14 hours	<b>Topic</b>	Developmental Psychology		
Topic outline		Suggested teaching and homework activities		Suggested resources	Points to note
Other research pertinent to the study	<ul style="list-style-type: none"> <li>Piaget's study on conservation. Rose &amp; Blanks experiment</li> </ul>				
Describe the study	<ul style="list-style-type: none"> <li>Break down the core study covering the aim, sample, procedure, results (how were they analysed and presented) and conclusions for all experiments. Get students to role play each condition</li> </ul>	<ul style="list-style-type: none"> <li>Introducing Psychological Research by Banyard (2<sup>nd</sup> edition 2000) p259+</li> <li>AS level through diagrams by Hill (1<sup>st</sup> edition 2001) p39</li> <li>Psychology &amp; Everyday Life, Oliver (2nd edition 2004)p. 183+</li> <li>Key Studies by Gross (3<sup>rd</sup> edition 1999) p. 233+</li> <li>Psychology AS for OCR by Fiona Lintern(2003) p44+</li> <li>Psychology OCR- AS Core Studies by Banyard and Flanagan (2006) p46+</li> <li>Plasticine, beakers with water, and counters</li> </ul>	<ul style="list-style-type: none"> <li>Coloured water could be used as this is easier for students to see from afar</li> </ul>		
Describe and evaluate the methodology used in S&B study	<ul style="list-style-type: none"> <li>Draw a flow diagram illustrating the method involved, including the IVs, DVs, materials, age groups, instructions and the controls. What are the strengths and weaknesses of a lab experiment?</li> </ul>			<ul style="list-style-type: none"> <li>Students should build up a record of any strengths and weaknesses for approaches, methods, issues and more</li> </ul>	



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# GCE Psychology: H168. G542 Core Studies

<b>Suggested teaching time</b>	14 hours	<b>Topic</b>	Developmental Psychology	
<b>Topic outline</b>	<b>Suggested teaching and homework activities</b>	<b>Suggested resources</b>	<b>Points to note</b>	
Pertinent issues and debates raised from the S&B study	<ul style="list-style-type: none"> <li>Sampling- using children, matching the sample by age and a control group; ecological validity; data collected; ethical issues</li> </ul>			
Implications and applications of the S&B study	<ul style="list-style-type: none"> <li>To what extent were Piaget's theories supported? Draw up a table that compares the results and conclusions for each condition comments showing what aspects were supported or not. Do the results have implications for education?</li> </ul>			
Changes to the study	<ul style="list-style-type: none"> <li>Suggest changes that could be made to the study (consider sample, method, data collected) and the implications of these changes</li> <li>Assess students' understanding of the study by completing past exam paper questions/quiz</li> </ul>		<ul style="list-style-type: none"> <li>Students should build up a list of key terms</li> </ul>	
Background and context to the study	<ul style="list-style-type: none"> <li>Behaviourism- John B. Watson. Consider the argument that we are born with a tabular rasa (blank slate). Are humans and animals alike? Reinforcement- positive, negative and vicarious</li> </ul>	<ul style="list-style-type: none"> <li>Brief information on Watson can be found in Psychology OCR- AS Core Studies by Banyard and Flanagan (2006) p54</li> <li>If available, some useful internet sites include:                             <ul style="list-style-type: none"> <li><a href="http://www.psychnet-uk.com/psychotherapy/psychotherapy_behaviorism.htm">http://www.psychnet-uk.com/psychotherapy/psychotherapy_behaviorism.htm</a></li> <li><a href="http://psychology.about.com/od/behavioralpsychology/f/behaviorism.htm">http://psychology.about.com/od/behavioralpsychology/f/behaviorism.htm</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Several web-sites are suggested to compliment textbooks as an additional source of information and for extension research if such resources are accessible. Some web-sites are time consuming to access and viewing them before use is advisable</li> </ul>	



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# GCE Psychology: H168. G542 Core Studies

Suggested teaching time	14 hours	Topic	Developmental Psychology
Topic outline	Suggested teaching and homework activities	Suggested resources	Points to note
Other research pertinent to the study	<ul style="list-style-type: none"> <li>Outline previous research by Skinner (operant conditioning) and Pavlov (classical conditioning). What are the strengths and weaknesses of the behaviourist perspective?</li> <li>What is the Social Learning Theory? How does this relate to aggression?</li> <li>Role play using a variety of resources and imitating specific actions of the models in all conditions</li> </ul> 	<ul style="list-style-type: none"> <li>AS level through diagrams by Hill (1<sup>st</sup> edition 2001) p61-64</li> <li>A fun interactive game on classical conditioning (if accessible can be found at:               <ul style="list-style-type: none"> <li><a href="http://nobelprize.org/educational_games/medicine/pavlov/">http://nobelprize.org/educational_games/medicine/pavlov/</a></li> <li><a href="http://www.learner.org/resources/series138.html">http://www.learner.org/resources/series138.html</a> (learning video #8)</li> </ul> </li> <li>Using children's toys, tables, materials, Bobo dolls etc, this study can be easily replicated in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>If using the Nobel prize site, ensure this works and is practised beforehand</li> <li>Keep in mind, the Learner site can be time consuming to navigate and download films from</li> </ul>
Describe the study	<ul style="list-style-type: none"> <li>Break down the core study covering the aim, sample, procedure, results (how were they analysed and presented) and conclusions</li> </ul>	<ul style="list-style-type: none"> <li>Introducing Psychological Research by Banyard (2nd edition 2000) p246+</li> <li>AS level through diagrams by Hill (1st edition 2001) p69</li> <li>Psychology &amp; Everyday Life, Oliver (2nd edition 2004)p. 197+</li> <li>Key Studies by Gross (3rd edition 1999) p. 246+</li> <li>Psychology AS for OCR by Fiona Lintern(2003) p50+</li> <li>Psychology OCR- AS Core Studies by Banyard and Flanagan (2006) p54+</li> </ul>	



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# GCE Psychology: H168. G542 Core Studies

<b>Suggested teaching time</b>	14 hours	<b>Topic</b>	Developmental Psychology		
<b>Topic outline</b>		<b>Suggested teaching and homework activities</b>		<b>Suggested resources</b>	<b>Points to note</b>
Describe and evaluate the methodology used in Bandura's study		<ul style="list-style-type: none"> <li>Lab experiment using matched pairs. This study is often referred to as a snap-shot study. What are strengths and weaknesses of these methods?</li> </ul>			<ul style="list-style-type: none"> <li>Students should build up a record of any strengths and weaknesses for approaches, methods, issues and more</li> </ul>
Pertinent issues and debates raised from Bandura's study		<ul style="list-style-type: none"> <li>Using children, nature or nurture, ethics, ecological validity, data collection, reliability</li> </ul>			
Implications and applications of Bandura's study		<ul style="list-style-type: none"> <li>How might the media- video games, music, and TV effect behaviour? Survey parents to ascertain their thoughts on TV and media as an influence</li> </ul>		<ul style="list-style-type: none"> <li>As a class, generate a questionnaire that can be used to give to parents</li> </ul>	<ul style="list-style-type: none"> <li>This activity could in fact be used for Activity A in Unit G541: Psychological Investigations</li> </ul>
Changes to the study		<ul style="list-style-type: none"> <li>Suggest changes that could be made to the study (consider sample, method, data collected) and the implications of these changes</li> <li>Assess students' understanding of the study by completing past exam paper questions/quiz</li> </ul>			<ul style="list-style-type: none"> <li>Students should build up a list of key terms</li> </ul>
<b>Freud (1909)</b> Analysis of a phobia of a five-year old boy		<ul style="list-style-type: none"> <li>The psychodynamic approach to Psychology. What are its origins and history? What are the key assumptions? How can it be investigated? What are the strengths and weaknesses of the psychodynamic approach?</li> </ul>		<ul style="list-style-type: none"> <li>Psychology through diagrams, Hill (2001) p72-74</li> </ul>	<ul style="list-style-type: none"> <li>Students should build up a record off any strengths and weaknesses for approaches, methods, issues and more</li> </ul>



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# GCE Psychology: H168. G542 Core Studies

<b>Suggested teaching time</b>	14 hours	<b>Topic</b>	Developmental Psychology		
<b>Topic outline</b>		<b>Suggested teaching and homework activities</b>	<b>Suggested resources</b>		<b>Points to note</b>
Background and context to the study		<ul style="list-style-type: none"> <li>• What is Freud's Psychoanalytic theory to personality (Id, Ego, Superego) and the 5 Psychosexual stages of development. Get students to open their files - who is anal expulsive and who is anal retentive?</li> <li>• What is the Oedipus complex? How is this linked to phobias? What are other possible explanations of phobias?</li> </ul>			
Describe the study		<ul style="list-style-type: none"> <li>• Break down the core study covering the aim, sample, procedure, results (how were they analysed and presented?) and conclusions</li> </ul>	<ul style="list-style-type: none"> <li>• Introducing Psychological Research by Banyard (2<sup>nd</sup> edition 2000) p253+</li> <li>• AS level through diagrams by Hill (1<sup>st</sup> edition 2001) p78</li> <li>• Psychology &amp; Everyday Life, Oliver (2nd edition 2004)p. 229+</li> <li>• Key Studies by Gross (3<sup>rd</sup> edition 1999) p. 394+</li> <li>• Psychology AS for OCR by Fiona Lintern(2003) p62+</li> <li>• Psychology OCR- AS Core Studies by Banyard and Flanagan (2006) p70+</li> </ul>		



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# GCE Psychology: H168. G542 Core Studies

<b>Suggested teaching time</b>	14 hours	<b>Topic</b>	Developmental Psychology		
<b>Topic outline</b>		<b>Suggested teaching and homework activities</b>		<b>Suggested resources</b>	<b>Points to note</b>
Describe and evaluate the methodology used in Freud's study		<ul style="list-style-type: none"> <li>Consider the strengths and weaknesses of using case study method that was longitudinal. Also consider the implications of using a young boy. How was data gathered: observations and interviews carried out by Hans' father? Consider the implications of this, as well as leading questions</li> </ul>			<ul style="list-style-type: none"> <li>Students should build up a record of any strengths and weaknesses for approaches, methods, issues and more</li> </ul>
Describe and evaluate various methodologies used by the developmental approach		<ul style="list-style-type: none"> <li>In groups of three, students consider the most applicable methodologies that psychologists would employ. Focus should be on Laboratory Experiments and Case Studies. Strengths and weaknesses of these should also be considered</li> </ul>			<ul style="list-style-type: none"> <li>Students should build up a record of any strengths and weaknesses for approaches, methods, issues and more</li> </ul>
Pertinent issues and debates raised from Freud's study		<ul style="list-style-type: none"> <li>Bias, ethical issues, validity, leading questions. What are alternative explanations for Little Hans' phobias? Consider behaviourist theories and attachment theories</li> </ul>			
Implications and applications of Freud's study		<ul style="list-style-type: none"> <li>Is this study useful? Consider therapy</li> </ul>			



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# GCE Psychology: H168. G542 Core Studies

<b>Suggested teaching time</b>	14 hours	<b>Topic</b>	Developmental Psychology	
<b>Topic outline</b>		<b>Suggested teaching and homework activities</b>	<b>Suggested resources</b>	<b>Points to note</b>
Changes to the study		<ul style="list-style-type: none"> <li>Suggest changes that could be made to the study (consider sample, method, data collected) and the implications of these changes</li> <li>Assess students' understanding of the study by completing past exam paper questions/quiz</li> </ul>		<ul style="list-style-type: none"> <li>Students should build up a list of key terms</li> </ul>
Describe and evaluate various methodologies used by the developmental approach		<ul style="list-style-type: none"> <li>In groups of three, students consider the most applicable methodologies that psychologists would employ. Focus should be on Laboratory Experiments and Case Studies. Strengths and weaknesses of these should also be considered</li> </ul>		<ul style="list-style-type: none"> <li>Students should build up a record of any strengths and weaknesses for approaches, methods, issues and more</li> </ul>
Evaluate the developmental approach		<ul style="list-style-type: none"> <li>Discuss the strengths and weaknesses of the developmental approach</li> <li>In groups (and/or as a class) reflect upon the three studies from the developmental approach drawing up a table/poster highlighting the common key issues and debates that are relevant to the approach as a whole. Later as a further extension when other approaches have been taught, reflect 'globally' drawing comparisons and contrasts between approaches</li> </ul>	<ul style="list-style-type: none"> <li>Psychology AS for OCR by Fiona Lintern(2003) p68</li> </ul>	<ul style="list-style-type: none"> <li>Students should build up a record of any strengths and weaknesses for approaches, methods, issues and more</li> <li>Knowledge and understanding of the Developmental Approach, perspectives (behaviourist and psychodynamic), methods, issues and debates are essential for A2 synoptic elements of Unit G544: Approaches and Research Methods in Psychology</li> </ul>



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# GCE Psychology: H168. G542 Core Studies

Suggested teaching time	14 hours	Topic	Physiological Psychology
Topic outline	Suggested teaching and homework activities	Suggested resources	Points to note
Describe the <b>Physiological approach</b>	<ul style="list-style-type: none"> <li>What is Physiological Psychology? What are its origins? Brain storm how our biological make-up can influence our behaviour. What are the main assumptions of this approach?</li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.researchdigest.org.uk/ocr">www.research digest.org.uk/ocr</a></li> <li>AS Core Studies Psychology- OCR, Banyard &amp; Flanagan p86-87</li> </ul>	<ul style="list-style-type: none"> <li>The Physiological Approach will need to be evaluated at the end of all three studies</li> </ul>
<b>Maguire et al (2000)</b> Navigation-related structural changes in the hippocampus of taxi drivers	<ul style="list-style-type: none"> <li>Give various news reports regarding Maguire's study from BBC, the Independent etc so that students can gain insight as to how the national press reacted to this study </li> </ul>	<ul style="list-style-type: none"> <li>If there is access available to search the net, these are some relevant sites that may be of interest:               <ul style="list-style-type: none"> <li><a href="http://news.bbc.co.uk/1/hi/sci/tech/677048.stm">http://news.bbc.co.uk/1/hi/sci/tech/677048.stm</a></li> <li><a href="http://news.independent.co.uk/uk/healthmedical/article2081652.ece">http://news.independent.co.uk/uk/healthmedical/article2081652.ece</a></li> <li><a href="http://www.wellcome.ac.uk/doc_WTX032958.html">http://www.wellcome.ac.uk/doc_WTX032958.html</a></li> <li><a href="http://www.pslgroup.com/dg/38d66.htm">http://www.pslgroup.com/dg/38d66.htm</a></li> <li><a href="http://findarticles.com/p/articles/mi_qn4158/is_20000314/ai_n14296825">http://findarticles.com/p/articles/mi_qn4158/is_20000314/ai_n14296825</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Several web-sites are suggested to compliment textbooks as an additional source of information and for extension research if such resources are accessible. Some web-sites are time consuming to access and viewing them before use is advisable</li> </ul>
Background and context to the study	<ul style="list-style-type: none"> <li>Draw and label a diagram of the brain, locating specifically the hippocampus. Locating the - posterior and anterior parts is quite difficult and advanced. Get the students to draw a map from two popular and reasonably familiar places. How accurate are they? How do they compare to one another? Why are some better than others? Is there a gender difference?</li> </ul>	<ul style="list-style-type: none"> <li>Diagrams of the brain can easily be found by searching Google images</li> </ul>	



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# GCE Psychology: H168. G542 Core Studies

Suggested teaching time	14 hours	Topic	Physiological Psychology		
Topic outline	Suggested teaching and homework activities		Suggested resources	Points to note	
Other research pertinent to the study	<ul style="list-style-type: none"> <li>Briefly look at the study by Gaulin &amp; Fitzgerald (1989) and their study on Voles</li> </ul>	<ul style="list-style-type: none"> <li>Angles on Environmental Psychology, Roberts &amp; Russell</li> </ul>			
Describe the study	<ul style="list-style-type: none"> <li>Break down the core study covering the aim, sample, procedure, results (how were they analysed and presented) and conclusions</li> </ul>	<ul style="list-style-type: none"> <li>Angles: Environmental Psychology by Roberts (2002) p190</li> </ul>			
Describe and evaluate the methodology used in Maguire's study	<ul style="list-style-type: none"> <li>This was a quasi experiment drawing a correlation between brain activity and time spent as a taxi driver. What are the strengths and weaknesses of this method?</li> </ul>			<ul style="list-style-type: none"> <li>Students should build up a record of any strengths and weaknesses for approaches, methods, issues and more</li> </ul>	
Pertinent issues and debates raised from the Maguire's study	<ul style="list-style-type: none"> <li>Ecological validity, reliability, validity, controls, nature vs. nurture</li> </ul>				
Implications and applications of Maguire's study	<ul style="list-style-type: none"> <li>Benefits for patients with brain damage</li> </ul>				
Changes to the study	<ul style="list-style-type: none"> <li>Suggest changes that could be made to the study (consider sample, method, data collected) and the implications of these changes</li> </ul>				
What further research has been carried out? Extension research	<ul style="list-style-type: none"> <li>As an extension, students could email Maguire about specific questions that they have from learning about the study</li> </ul> 	<ul style="list-style-type: none"> <li>UK E-mail: <a href="mailto:e.maguire@fil.ion.ucl.ac.uk">e.maguire@fil.ion.ucl.ac.uk</a></li> </ul>			



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# GCE Psychology: H168. G542 Core Studies

Suggested teaching time	14 hours	Topic	Physiological Psychology
Topic outline	Suggested teaching and homework activities	Suggested resources	Points to note
	<ul style="list-style-type: none"> <li>Assess students' understanding of the study by completing past exam paper questions/quiz</li> </ul>		<ul style="list-style-type: none"> <li>Students should build up a list of key terms</li> </ul>
<b>Dement &amp; Kleitman (1957)</b> The relation of eye movements during sleep to dream activity	<ul style="list-style-type: none"> <li>Why do we sleep? What are the theories of the function of sleep (restoration theory, memory consolidation theory, and evolutionary theory) What are the different stages of sleep? (REM and NREM) How can sleep be measured? (EEG, EOG, EMG)</li> </ul>		
Background and context to the study	<ul style="list-style-type: none"> <li>When do we dream? Why do we dream? How can our dreams be interpreted and measured? Keep a dream diary for a few nights, and as a class attempt to analyse a few of them</li> </ul> 	<ul style="list-style-type: none"> <li>If there is an opportunity, there are several interesting web-sites such as:                             <ul style="list-style-type: none"> <li><a href="http://www.sleeps.com/">http://www.sleeps.com/</a></li> <li><a href="http://www.dreamanalysis.info/">http://www.dreamanalysis.info/</a></li> <li><a href="http://www.dreammoods.com/dreaminformation/dreamtheory/freud.htm">http://www.dreammoods.com/dreaminformation/dreamtheory/freud.htm</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Several web-sites are suggested to compliment textbooks as an additional source of information and for extension research if such resources are accessible. Some web-sites are time consuming to access and viewing them before use is advisable</li> </ul>
Other research pertinent to the study	<ul style="list-style-type: none"> <li>Prior to this, most dream analysis was predominately self report, and from Freud such as through dream analysis by being 'on the couch' with free association and recall</li> </ul>	<ul style="list-style-type: none"> <li>Psychology OCR- AS Core Studies by Banyard and Flanagan (2006) p70</li> </ul>	
Describe the study	<ul style="list-style-type: none"> <li>Break down the core study covering the aim, sample, procedure, results (how were they analysed and presented) and conclusions. This study could be role played to help students understand the different controls employed by D&amp;K</li> </ul>	<ul style="list-style-type: none"> <li>Introducing Psychological Research by Banyard (2nd edition 2000) p129+</li> <li>AS level through diagrams by Hill (1st edition 2001) p54</li> <li>Psychology &amp; Everyday Life, Oliver (2nd edition 2004)p. 283+</li> </ul>	<ul style="list-style-type: none"> <li>Emphasis needs to be placed on the three separate studies that D&amp;K carried out to investigate each of their three hypotheses.</li> </ul>



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# GCE Psychology: H168. G542 Core Studies

Suggested teaching time	14 hours	Topic	Physiological Psychology
Topic outline	Suggested teaching and homework activities	Suggested resources	Points to note
		<ul style="list-style-type: none"> <li>Key Studies by Gross (3rd edition 1999) p. 454+</li> <li>Psychology AS for OCR by Fiona Lintern(2003) p78+</li> <li>Psychology OCR-AS Core Studies by Banyard and Flanagan (2006) p96+</li> </ul>	
Describe and evaluate the methodology used in D&K's study	<ul style="list-style-type: none"> <li>Consider the implications of using a lab experiment- participants slept at a sleep lab, with electrodes to their heads. Data was recorded through self report using a tape recorder. Why was this done? Was any special equipment used? What benefits were there in using this? </li> </ul>	<ul style="list-style-type: none"> <li>If possible, visit a sleep lab or as an alternative Youtube has a few movies on sleep labs and there are several web-sites that outline sleep lab procedures</li> </ul>	<ul style="list-style-type: none"> <li>Students should build up a record of any strengths and weaknesses for approaches, methods, issues and more</li> </ul>
Pertinent issues and debates raised from D&K's study	<ul style="list-style-type: none"> <li>Ecological validity, was the sample representative, type of data collected, usefulness, validity, reductionism</li> </ul>		
Implications and applications of D&K's study	<ul style="list-style-type: none"> <li>The link between dreaming and sleeping, importance of sleep, sleep deprivation, sleep and torture</li> </ul>		
Changes to the study	<ul style="list-style-type: none"> <li>Suggest changes that could be made to the study (consider sample, method, data collected) and the implications of these changes</li> <li>Assess students' understanding of the study by completing past exam paper questions/quiz</li> </ul>		<ul style="list-style-type: none"> <li>Students should build up a list of key terms</li> </ul>



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# GCE Psychology: H168. G542 Core Studies

Suggested teaching time	14 hours	Topic	Physiological Psychology
Topic outline	Suggested teaching and homework activities	Suggested resources	Points to note
<b>Sperry (1968)</b> Hemisphere de-connection and unity in consciousness	<ul style="list-style-type: none"> <li>Left and right brained. Complete a questionnaire to see if you are left or right brained? Carry out an experiment using blind folds and various objects, and using only one hand describe that they are, and name them.</li> </ul>	<ul style="list-style-type: none"> <li>If accessible, this site offers an interactive game on what a split brain patient can and can't do:                             <ul style="list-style-type: none"> <li><a href="http://nobelprize.org/educational_games/medicine/split-brain/">http://nobelprize.org/educational_games/medicine/split-brain/</a></li> </ul> </li> </ul>	
Background and context to the study	<ul style="list-style-type: none"> <li>Early research in to brain function was carried out on animals investigating how information is received by the brain and what each hemisphere controls and does</li> <li>Diagram of how the left hemisphere controls the right side of your body and the right visual field</li> </ul>	<ul style="list-style-type: none"> <li>Psychology OCR- AS Core Studies by Banyard and Flanagan (2006) p104</li> <li>A detailed diagram explaining this can be found at:                             <ul style="list-style-type: none"> <li><a href="http://cwx.prenhall.com/bookbind/pubbooks/morris5/medialib/images/F02_11.jpg">http://cwx.prenhall.com/bookbind/pubbooks/morris5/medialib/images/F02_11.jpg</a></li> <li><a href="http://library.thinkquest.org/C005704/medialib/brain_hem.gif">http://library.thinkquest.org/C005704/medialib/brain_hem.gif</a></li> </ul> </li> </ul>	
Describe the study	<ul style="list-style-type: none"> <li>Break down the core study covering the aim, sample, procedure, results (how were they analysed and presented) and conclusions</li> </ul>	<ul style="list-style-type: none"> <li>Introducing Psychological Research by Banyard (2nd edition 2000) p119+</li> <li>AS level through diagrams by Hill (1st edition 2001) p49</li> <li>Psychology &amp; Everyday Life, Oliver (2nd edition 2004)p. 296+</li> <li>Key Studies by Gross (3rd edition 1999) p. 472+</li> <li>Psychology AS for OCR by Fiona Lintern(2003) p84+</li> <li>Psychology OCR- AS Core Studies by Banyard and Flanagan (2006) p104+</li> </ul>	



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# GCE Psychology: H168. G542 Core Studies

<b>Suggested teaching time</b>	14 hours	<b>Topic</b>	Physiological Psychology		
<b>Topic outline</b>		<b>Suggested teaching and homework activities</b>		<b>Suggested resources</b>	<b>Points to note</b>
Describe and evaluate the methodology used in Sperry's study		<ul style="list-style-type: none"> <li>Strengths and weaknesses of quasi experiment. Also, a tachistoscope was used by Sperry. What the advantages and disadvantages of using special apparatus?</li> </ul>			<ul style="list-style-type: none"> <li>Students should build up a record of any strengths and weaknesses for approaches, methods, issues and more</li> </ul>
Pertinent issues and debates raised from Sperry's study		<ul style="list-style-type: none"> <li>Research method used, sample, ethical issues, reductionism, data collected, ecological validity</li> </ul>		<ul style="list-style-type: none"> <li><a href="http://www.learner.org/resources/series138.html">http://www.learner.org/resources/series138.html</a></li> </ul>	
Implications and applications of Sperry's study		<ul style="list-style-type: none"> <li>Facts regarding the lateralization of functions between the two hemispheres. Is there help available for people with brain damage?</li> </ul>			
Changes to the study		<ul style="list-style-type: none"> <li>Suggest changes that could be made to the study (consider sample, method, data collected) and the implications of these changes</li> </ul>			
What further research has been carried out? Extension research		<ul style="list-style-type: none"> <li>Smelling through one nostril and its effect on cognitive performance (The Effects of Unilateral Forced Nostril Breathing on Cognition, Buebel et al) - optional!</li> <li>Assess students' understanding of the study by completing past exam paper questions/quiz</li> </ul>			<ul style="list-style-type: none"> <li>This article along with several similar others can be found on the internet (if accessible)</li> <li>Students should build up a list of key terms</li> </ul>



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# GCE Psychology: H168. G542 Core Studies

<b>Suggested teaching time</b>	14 hours	<b>Topic</b>	Physiological Psychology		
<b>Topic outline</b>		<b>Suggested teaching and homework activities</b>		<b>Suggested resources</b>	<b>Points to note</b>
Describe and evaluate various methodologies used by the physiological approach		<ul style="list-style-type: none"> <li>In groups of three, students consider the most applicable methodologies that psychologists would employ. Focus should be on Laboratory Experiments. Strengths and weaknesses of these should also be considered</li> </ul>			<ul style="list-style-type: none"> <li>Students should build up a record of any strengths and weaknesses for approaches, methods, issues and more</li> </ul>
Evaluate the physiological approach		<ul style="list-style-type: none"> <li>Discuss the strengths and weaknesses of the physiological approach</li> <li>In groups (and/or as a class) reflect upon the three studies from the physiological approach drawing up a table/poster highlighting the common key issues and debates that are relevant to the approach as a whole. Later as a further extension when other approaches have been taught, reflect 'globally' drawing comparisons and contrasts between approaches</li> </ul>		<ul style="list-style-type: none"> <li>Psychology AS for OCR by Fiona Lintern(2003) p96</li> </ul>	<ul style="list-style-type: none"> <li>Students should build up a record of any strengths and weaknesses for approaches, methods, issues and more</li> <li>Knowledge and understanding of the physiological approach, methods, issues and debates are essential for A2 synoptic elements of Unit G544: Approaches and Research Methods in Psychology</li> </ul>



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# GCE Psychology: H168. G542 Core Studies

Suggested teaching time	14 hours	Topic	Social Psychology
Topic outline	Suggested teaching and homework activities	Suggested resources	Points to note
Describe the <b>Social approach</b>	<ul style="list-style-type: none"> <li>As a class, discuss what aspects of everyday life could be researched. What is social psychology? What are the main assumptions of this approach?</li> <li>Create a poster of what social psychologists could research under the headings: social perception &amp; judgement; social interaction; social influence; self-perception and identity. Research studies that have investigated these areas-</li> <li>Social influence: conformity, compliance, obedience</li> <li>Social perception and judgement: attribution theory</li> <li>Social interaction: conflict, cooperation and relationships</li> <li>Self-perception and identity: how we judge ourselves</li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.research digest.org.uk/ocr">www.research digest.org.uk/ocr</a></li> <li>Psychology &amp; Everyday Life, Oliver (2<sup>nd</sup> edition 2004) p.21+</li> <li>AS level through diagrams by Hill (1<sup>st</sup> edition 2001) p19</li> <li>Internet</li> <li>Psychology OCR- AS Core Studies by Banyard and Flanagan (2006) p128-9</li> </ul>	<ul style="list-style-type: none"> <li>The Social Approach will need to be evaluated at the end of all three studies</li> <li>All texts mentioned can be used throughout the teaching for most of the topic</li> <li>This activity could also be carried out using images from WWII as a starter-get students to list what Social Psychologists might want to investigate (as this motivated both Milgram and the background for Reicher's study (Zimbardo) thus acting as a good lead in to the studies</li> </ul>
<b>Milgram (1963)</b> Behavioural study of obedience.	<ul style="list-style-type: none"> <li>Who would you follow orders from? Why?</li> <li>In what circumstances would you consider morals outweigh following orders? As a class, establish how high you would go on the shock generator</li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.learner.org/resources/series138.html">http://www.learner.org/resources/series138.html</a> (Milgram video #19)</li> </ul>	<ul style="list-style-type: none"> <li>Several web-sites are suggested to compliment textbooks as an additional source of information and for extension research if such resources are accessible. Some web-sites are time consuming to access and viewing them before use is advisable</li> </ul>



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# GCE Psychology: H168. G542 Core Studies

<b>Suggested teaching time</b>	14 hours	<b>Topic</b>	Social Psychology	
Topic outline		Suggested teaching and homework activities	Suggested resources	Points to note
Background and context to the study		<ul style="list-style-type: none"> <li>Consider historical events such as My Lai and the Holocaust (especially the evidence from Eichmann)</li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.pbs.org/wgbh/amex/vietnam/tranches/my_lai.html">http://www.pbs.org/wgbh/amex/vietnam/tranches/my_lai.html</a></li> </ul>	
Other research pertinent to the study		<ul style="list-style-type: none"> <li>Solomon Asch &amp; conformity</li> </ul>	<ul style="list-style-type: none"> <li>AS level through diagrams by Hill (1<sup>st</sup> edition 2001) p22</li> </ul>	<ul style="list-style-type: none"> <li>Laura Slater's 'Opening Skinner's box' includes interviews with Milgram participants</li> </ul>
Describe the study		<ul style="list-style-type: none"> <li>Break down the core study covering the aim, sample, procedure, results (how were they analysed and presented) and conclusions</li> </ul>	<ul style="list-style-type: none"> <li>Introducing Psychological Research by Banyard (2<sup>nd</sup> edition 2000) p15+</li> <li>AS level through diagrams by Hill (1<sup>st</sup> edition 2001) p24</li> <li>Psychology &amp; Everyday Life, Oliver (2nd edition 2004)p. 29+</li> <li>Key Studies by Gross (3<sup>rd</sup> edition 1999) p. 84+</li> <li>Psychology AS for OCR by Fiona Lintern(2003) p99+</li> <li>Psychology OCR- AS Core Studies by Banyard and Flanagan (2006) p130+</li> </ul>	
Describe and evaluate the methodology used in Milgram's study		<ul style="list-style-type: none"> <li>Discuss the strengths and weaknesses of using a lab experiment. Consider the apparatus used and controls</li> </ul>		<ul style="list-style-type: none"> <li>Students should build up a record of any strengths and weaknesses for approaches, methods, issues and more</li> </ul>



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# GCE Psychology: H168. G542 Core Studies

Suggested teaching time	14 hours	Topic	Social Psychology
Topic outline	Suggested teaching and homework activities	Suggested resources	Points to note
Pertinent issues and debates raised from Milgram's study	<ul style="list-style-type: none"> <li>Ecological validity, ethical issues, validity, sample, data collected, situational factors versus dispositional. As a class, debate the necessity of breaking ethical guidelines</li> </ul>		
Implications and applications of Milgram's study	<ul style="list-style-type: none"> <li>Useful applications for people in roles whereby there is an authority figure and orders are being given</li> </ul>		
Changes to the study	<ul style="list-style-type: none"> <li>Suggest changes that could be made to the study (consider sample, method, data collected) and the implications of these changes</li> </ul>		
What further research has been carried out? Extension research	<ul style="list-style-type: none"> <li>Several replications of the original were carried out changing the setting, subjects, and the victim</li> </ul>  <ul style="list-style-type: none"> <li>Assess students' understanding of the study by completing past exam paper questions/ quiz</li> </ul>		<ul style="list-style-type: none"> <li>Milgram's 37, We do what we're told is a song by Peter Gabriel about the Milgram study</li> <li>Students should build up a list of key terms</li> </ul>
<b>Reicher &amp; Haslam (2006)</b> Rethinking the psychology of tyranny: The BBC prison study	<ul style="list-style-type: none"> <li>What roles do we each have? How do we feel when we are in a position of power? Of powerlessness? Can our personalities change depending on our roles? Depending on the situation we're in? Why?</li> <li>Get class to discuss in groups the range of inequalities that occur between groups giving specific examples</li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.learner.org/resources/series138.html">http://www.learner.org/resources/series138.html</a> (video #19)</li> </ul>	



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# GCE Psychology: H168. G542 Core Studies

<b>Suggested teaching time</b>	14 hours	<b>Topic</b>	Social Psychology	
<b>Topic outline</b>		<b>Suggested teaching and homework activities</b>	<b>Suggested resources</b>	<b>Points to note</b>
Background and context to the study		<ul style="list-style-type: none"> <li>Zimbardo's Stanford Prison Experiment is the key background for this study. As a class briefly go through the Zimbaro study discussing the strengths and weaknesses of it (this could be done using the SPE website or a range of texts </li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.prisonexp.org">www.prisonexp.org</a></li> <li>Psychology &amp; Everyday Life, Oliver (2nd edition 2004)p. 62+</li> </ul>	<ul style="list-style-type: none"> <li>Criticisms of Zimbardo's study (raised by Reicher) include his over involvement and influence upon the guards behaviour and a lack of statistical analysis during the 6 days</li> </ul>
Other research pertinent to the study		<ul style="list-style-type: none"> <li>Collective and group mentality (Le Bon)</li> <li>Dispositional versus situational causes for behaviour. Deindividuation, Social Identity Theory (Tajfel), Self Categorization Theory(Turner)</li> </ul>		
Describe the study		<ul style="list-style-type: none"> <li>Break down the core study covering the aim, sample, procedure, results (how were they analysed and presented) and conclusions</li> <li>Using a diagram of the prison layout label key features of the study around it- include such information as who the participants were (jobs), how data was collected, what the uniforms were like, controls and planned interventions </li> </ul>	<ul style="list-style-type: none"> <li>Original article</li> </ul>	



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# GCE Psychology: H168. G542 Core Studies

Suggested teaching time	14 hours	Topic	Social Psychology
Topic outline	Suggested teaching and homework activities	Suggested resources	Points to note
Describe and evaluate the methodology used in Reicher's study	<ul style="list-style-type: none"> <li>This was a field study, but the researchers also claim it was an experimental case study as well. What are the strengths and weaknesses of this method?</li> </ul>		<ul style="list-style-type: none"> <li>Students should build up a record of any strengths and weaknesses for approaches, methods, issues and more</li> </ul>
Pertinent issues and debates raised from Reicher's study	<ul style="list-style-type: none"> <li>Ethical issues, sample, ecological validity, matching participants, validity and reliability</li> </ul>		
Implications and applications of Reicher's study	<ul style="list-style-type: none"> <li>The necessity for further social psychological research in to roles, nature of relationships, and group dynamics out of a laboratory environment</li> </ul>		
Changes to the study	<ul style="list-style-type: none"> <li>Suggest changes that could be made to the study (consider sample, method, data collected) and the implications of these changes </li> <li>As an extension activity the class could have a debate about whether broadcasting the study on TV made it more like a reality TV show and less like a piece of credible scientific research.</li> </ul>	<ul style="list-style-type: none"> <li>Use arguments from the original argument plus newspaper articles (found electronically at:                             <ul style="list-style-type: none"> <li><a href="http://www.guardian.co.uk/uk_news/story/0,3604,638243,00.html">http://www.guardian.co.uk/uk_news/story/0,3604,638243,00.html</a></li> <li><a href="http://education.guardian.co.uk/higher/research/story/0,9865,714927,00.html">http://education.guardian.co.uk/higher/research/story/0,9865,714927,00.html</a></li> <li><a href="http://news.bbc.co.uk/1/hi/entertainment/tv_and_radio/1779816.stm">http://news.bbc.co.uk/1/hi/entertainment/tv_and_radio/1779816.stm</a> (etc)</li> </ul> </li> </ul>	
What further research has been carried out? Extension research	<ul style="list-style-type: none"> <li>Real life events such as Abu Ghraib and the testimony by Private Lynndie England</li> <li>Assess students' understanding of the study by completing past exam paper questions/quiz</li> </ul>		<ul style="list-style-type: none"> <li>Students should build up a list of key terms</li> </ul>



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# GCE Psychology: H168. G542 Core Studies

<b>Suggested teaching time</b>	14 hours	<b>Topic</b>	Social Psychology	
<b>Topic outline</b>		<b>Suggested teaching and homework activities</b>	<b>Suggested resources</b>	<b>Points to note</b>
<b>Piliavin, Rodin, &amp; Piliavin (1969)</b> Good Samaritanism; an underground phenomenon?		<ul style="list-style-type: none"> <li>In what situations would you help a complete stranger? What features would exist in a similar situation that would stop you from helping or reduce the likelihood of your helping? What are the costs and rewards of helping?</li> </ul>	<ul style="list-style-type: none"> <li>Psychology OCR- AS Core Studies by Banyard and Flanagan (2006) p146-147</li> </ul>	<ul style="list-style-type: none"> <li>Be able to describe the arousal cost-reward model</li> </ul>
Background and context to the study		<ul style="list-style-type: none"> <li>The Kitty Genovese case; bystander apathy, pluralistic ignorance, diffusion of responsibility, and altruism</li> </ul>	<ul style="list-style-type: none"> <li>Psychology &amp; Everyday Life, Oliver (2nd edition 2004)p. 39-42</li> </ul>	
Other research pertinent to the study		<ul style="list-style-type: none"> <li>Latane &amp; Darley, Latane &amp; Rodin</li> </ul>	<ul style="list-style-type: none"> <li>Psychology &amp; Everyday Life, Oliver (2nd edition 2004)p. 42-46</li> </ul>	
Describe the study		<ul style="list-style-type: none"> <li>Break down the core study covering the aim, sample, procedure, results (how were they analysed and presented) and conclusions</li> </ul>	<ul style="list-style-type: none"> <li>Introducing Psychological Research by Banyard (2nd edition 2000) p10+</li> <li>AS level through diagrams by Hill (1st edition 2001) p33</li> <li>Psychology &amp; Everyday Life, Oliver (2nd edition 2004)p. 50+</li> <li>Key Studies by Gross (3rd edition 1999) p. 129+</li> <li>Psychology AS for OCR by Fiona Lintern(2003) p112+</li> <li>Psychology OCR- AS Core Studies by Banyard and Flanagan (2006) p148+</li> </ul>	



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# GCE Psychology: H168. G542 Core Studies

Suggested teaching time	14 hours	Topic	Social Psychology
Topic outline	Suggested teaching and homework activities	Suggested resources	Points to note
Describe and evaluate the methodology used in Piliavin et al's study	<ul style="list-style-type: none"> <li>This was a field experiment. What are the strengths and weaknesses of this method? To aid in understanding the procedure, role play the experiment in the classroom</li> </ul>		<ul style="list-style-type: none"> <li>Students should build up a record of any strengths and weaknesses for approaches, methods, issues and more</li> </ul>
Pertinent issues and debates raised from Piliavin et al's study	<ul style="list-style-type: none"> <li>Sample, ethical issues, reliability, data collected, ecological validity</li> </ul>		
Implications and applications of Piliavin et al's study	<ul style="list-style-type: none"> <li>Helps us understand behaviour in everyday life. Results from the study also go against previous research regarding diffusion of responsibility</li> </ul>		
Changes to the study	<ul style="list-style-type: none"> <li>Suggest changes that could be made to the study (consider sample, method, data collected) and the implications of these changes</li> </ul> 		
What further research has been carried out? Extension research	<ul style="list-style-type: none"> <li>Research real life cases where people have displayed altruism</li> <li>Assess students' understanding of the study by completing past exam paper questions/quiz</li> </ul>	<ul style="list-style-type: none"> <li>Newspaper articles and if accessible, search the library databases</li> </ul>	<ul style="list-style-type: none"> <li>Students should build up a list of key terms</li> </ul>



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# GCE Psychology: H168. G542 Core Studies

<b>Suggested teaching time</b>	14 hours	<b>Topic</b>	Social Psychology	
<b>Topic outline</b>		<b>Suggested teaching and homework activities</b>	<b>Suggested resources</b>	<b>Points to note</b>
Describe and evaluate various methodologies used by the social approach		<ul style="list-style-type: none"> <li>In groups of three, students consider the most applicable methodologies that psychologists would employ. Focus should be on Laboratory and Field Experiments. Strengths and weaknesses of these should also be considered</li> </ul>		<ul style="list-style-type: none"> <li>Students should build up a record of any strengths and weaknesses for approaches, methods, issues and more</li> </ul>
Evaluate the social approach		<ul style="list-style-type: none"> <li>Discuss the strengths and weaknesses of the social approach</li> <li>In groups (and/or as a class) reflect upon the three studies from the social approach drawing up a table/poster highlighting the common key issues and debates that are relevant to the approach as a whole. Later as a further extension when other approaches have been taught, reflect 'globally' drawing comparisons and contrasts between approaches</li> </ul> 	<ul style="list-style-type: none"> <li>Psychology AS for OCR by Fiona Lintern(2003) p124</li> </ul>	<ul style="list-style-type: none"> <li>Students should build up a record off any strengths and weaknesses for approaches, methods, issues and more</li> <li>Knowledge and understanding of the social approach, methods, issues and debates are essential for A2 synoptic elements of Unit G544: Approaches and Research Methods in Psychology</li> </ul>



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# GCE Psychology: H168. G542 Core Studies

<b>Suggested teaching time</b>	14 hours	<b>Topic</b>	Individual differences	
<b>Topic outline</b>		<b>Suggested teaching and homework activities</b>	<b>Suggested resources</b>	<b>Points to note</b>
<b>Describe the Individual differences approach</b>		<ul style="list-style-type: none"> <li>List all the things that make us different from one another. Consider physical as well as internal characteristics. What are the main assumptions of this approach?</li> <li>How do we measure differences between people? What aspects can be measured? Once measured, how do we compare individuals? Do certain people become 'abnormal' as their results do not fit with the majority? Give examples</li> <li>How do we define abnormality? Is abnormality a universal concept across all cultures?</li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.research digest.org.uk/ocr">www.research digest.org.uk/ocr</a></li> <li>Psychology &amp; Everyday Life, Oliver (2<sup>nd</sup> edition, 2004) p.321+</li> <li>Psychology OCR- AS Core Studies by Banyard and Flanagan (2006) p170-1 All texts mentioned can be used throughout the teaching for most of the topic</li> </ul>	<ul style="list-style-type: none"> <li>The Individual Differences Approach will need to be evaluated at the end of all three studies</li> <li>Consider statistical infrequency, deviation from social norms. Failure to function adequately and deviation from ideal mental health</li> </ul>
<b>Rosenhan (1973)</b> On being sane in insane places		<ul style="list-style-type: none"> <li>Read the story of Joe Odd and discuss the issue surrounding labelling. Is Joe mad? As students, has anyone been labelled? For what? Has this label had an impact in any way- good or bad?</li> </ul>	<ul style="list-style-type: none"> <li>Psychology &amp; Everyday Life, Oliver (2<sup>nd</sup> edition 2004) p.361-2</li> </ul>	
Background and context to the study		<ul style="list-style-type: none"> <li>What is schizophrenia and the symptoms of it? How could these symptoms have been interpreted in the past and how were they treated then?</li> </ul>	<ul style="list-style-type: none"> <li>If there is access, consider researching the net, and/or in the library etc</li> </ul>	
Other research pertinent to the study		<ul style="list-style-type: none"> <li>Is diagnosis of mental illness valid and reliable? DSM-II</li> </ul>	<ul style="list-style-type: none"> <li>Psychology &amp; Everyday Life, Oliver (2<sup>nd</sup> edition 2004) p.368</li> </ul>	



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# GCE Psychology: H168. G542 Core Studies

<b>Suggested teaching time</b>	14 hours	<b>Topic</b>	Individual differences
<b>Topic outline</b>	<b>Suggested teaching and homework activities</b>		<b>Suggested resources</b>
	<b>Points to note</b>		
Describe the study	<ul style="list-style-type: none"> <li>Break down the core study covering the aim, sample, procedure, results (how were they analysed and presented?) and conclusions for both studies</li> <li>A visual way to summarize the study is to draw a cartoon strip for both studies highlighting key features and findings</li> </ul> 	<ul style="list-style-type: none"> <li>Introducing Psychological Research by Banyard (2<sup>nd</sup> edition 2000) p176+</li> <li>AS level through diagrams by Hill (1<sup>st</sup> edition 2001) p89</li> <li>Psychology &amp; Everyday Life, Oliver (2nd edition 2004)p. 369+</li> <li>Key Studies by Gross (3<sup>rd</sup> edition 1999) p. 356+</li> <li>Psychology AS for OCR by Fiona Lintern(2003) p140+</li> <li>Psychology OCR- AS Core Studies by Banyard and Flanagan (2006) p188+</li> <li>Watch 'Stark Raving Dad' from The Simpsons TV show</li> </ul>	<ul style="list-style-type: none"> <li>Students must know what Type I and Type II errors are and be able to apply them to both studies</li> </ul>
Describe and evaluate the methodology used in Rosenhan's study	<ul style="list-style-type: none"> <li>Both studies were controlled participant observations. The collection of data regarding patient staff interaction was an experiment. What are the strengths and weaknesses of these?</li> </ul>		<ul style="list-style-type: none"> <li>Students should build up a record of any strengths and weaknesses for approaches, methods, issues and more</li> </ul>
Pertinent issues and debates raised from Rosenhan's study	<ul style="list-style-type: none"> <li>Ethical issues, sample, how and what types of data were gathered, ecological validity, reliability</li> </ul>		



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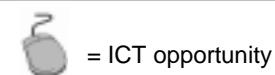
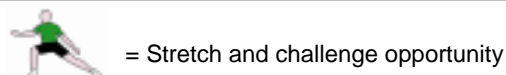
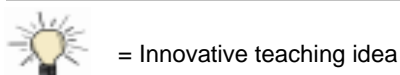
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# GCE Psychology: H168. G542 Core Studies

<b>Suggested teaching time</b>	14 hours	<b>Topic</b>	Individual differences	
<b>Topic outline</b>	<b>Suggested teaching and homework activities</b>		<b>Suggested resources</b>	<b>Points to note</b>
Implications and applications of Rosenhan's study	<ul style="list-style-type: none"> <li>Is it the situation or the disposition? Important for patient staff interactions. Discuss the implications of the stickiness of labels</li> </ul>			
Changes to the study	<ul style="list-style-type: none"> <li>Suggest changes that could be made to the study (consider sample, method, data collected) and the implications of these changes</li> <li>Assess students' understanding of the study by completing past exam paper questions/ quiz</li> </ul>			<ul style="list-style-type: none"> <li>Students should build up a list of key terms</li> </ul>
<b>Thigpen &amp; Cleckley (1954)</b> A case of multiple personality	<ul style="list-style-type: none"> <li>What is MPD/DID? What is dissociation?</li> </ul>		<ul style="list-style-type: none"> <li>Information on this can be found at:                             <ul style="list-style-type: none"> <li><a href="http://www.dissociation.com">www.dissociation.com</a> </li> </ul> </li> </ul>	
Background and context to the study	<ul style="list-style-type: none"> <li>Who was Eve?</li> </ul>		<ul style="list-style-type: none"> <li>If able to, a Hollywood version on Eve could be watched. Called The Three Faces of Eve it is in black and white and lasts 90 minutes. Alternatively more recent Hollywood film on MPD/DID is Identity</li> </ul>	

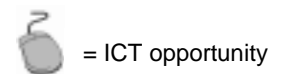
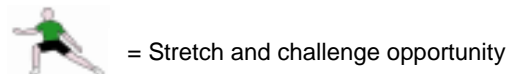
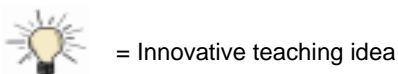
# GCE Psychology: H168. G542 Core Studies

<b>Suggested teaching time</b>	14 hours	<b>Topic</b>	Individual differences	
<b>Topic outline</b>		<b>Suggested teaching and homework activities</b>	<b>Suggested resources</b>	<b>Points to note</b>
Describe the study		<ul style="list-style-type: none"> <li>Break down the core study covering the aim, sample, procedure, results (how were they analysed and presented) and conclusions for this case study</li> <li>Several methods were used to test Eve and her personalities. Draw up a table describing each method, and compare the results for each personality</li> </ul>	<ul style="list-style-type: none"> <li>Introducing Psychological Research by Banyard (2<sup>nd</sup> edition 2000) p184+</li> <li>AS level through diagrams by Hill (1<sup>st</sup> edition 2001) p92</li> <li>Psychology &amp; Everyday Life, Oliver (2nd edition 2004)p389+</li> <li>Key Studies by Gross (3<sup>rd</sup> edition 1999) p. 374+</li> <li>Psychology AS for OCR by Fiona Lintern(2003) p146+</li> <li>Psychology OCR- AS Core Studies by Banyard and Flanagan (2006) p196+</li> <li>There are also a few pop songs that make reference to this study: 'Three times a lady' by the Commodores; and 'Christine' by Siouxsie &amp; the Banshees</li> <li>There is a game called Thinkblots which has several cards displaying ink blots and the most popular responses for each</li> </ul>	
Describe and evaluate the methodology used in T&P's study		<ul style="list-style-type: none"> <li>A case study was used. What are the advantages and disadvantages of this?</li> </ul>		<ul style="list-style-type: none"> <li>Students should build up a record of any strengths and weaknesses for approaches, methods, issues and more</li> </ul>
Pertinent issues and debates raised from T&P's study		<ul style="list-style-type: none"> <li>Research method, techniques for gathering data, sample, data collected, ethical issues, nature vs. nurture, validity and reliability</li> </ul>		



# GCE Psychology: H168. G542 Core Studies

<b>Suggested teaching time</b>	14 hours	<b>Topic</b>	Individual differences	
<b>Topic outline</b>	<b>Suggested teaching and homework activities</b>		<b>Suggested resources</b>	<b>Points to note</b>
Implications and applications of T&P's study	<ul style="list-style-type: none"> <li>Does MPD/<b>DID</b> actually exist or is it something else? Did T&amp;C in fact 'plant' ideas?</li> </ul>			
Changes to the study	<ul style="list-style-type: none"> <li>Suggest changes that could be made to the study (consider sample, method, data collected) and the implications of these changes</li> </ul>			
What further research has been carried out? Extension research	<ul style="list-style-type: none"> <li>Who was the real Eve?</li> <li>Assess students' understanding of the study by completing past exam paper questions/quiz</li> </ul>		<ul style="list-style-type: none"> <li>Read the book I'm Eve by Christine Sizemore</li> </ul>	<ul style="list-style-type: none"> <li>Students should build up a list of key terms</li> </ul>
<b>Griffiths (1994)</b> The role of cognitive bias and skill in fruit machine gambling	<ul style="list-style-type: none"> <li>In groups "brainstorm" or thought shower all the different types of gambling. Show a fruit machine game on internet</li> </ul>		<ul style="list-style-type: none"> <li><a href="http://www.eurocazino.com/index.php?id=0&amp;lang=uk">http://www.eurocazino.com/index.php?id=0&amp;lang=uk</a></li> </ul>	<ul style="list-style-type: none"> <li>Several web-sites are suggested to compliment textbooks as an additional source of information and for extension research if such resources are accessible. Some web-sites are time consuming to access and viewing them before use is advisable</li> </ul>
Background and context to the study	<ul style="list-style-type: none"> <li>Why do some people become addicted? Are there specific cognitive biases that gamblers have? List what could they be? Using original article, briefly outline the six main cognitive distortions that occur in gambling according to Wagenaar</li> </ul>		<ul style="list-style-type: none"> <li>The Original article can be found at:                             <ul style="list-style-type: none"> <li><a href="http://www.psychblog.co.uk/">http://www.psychblog.co.uk/</a>. The 6 main distortions can be found on pp352-354</li> </ul> </li> </ul>	






# GCE Psychology: H168. G542 Core Studies

Suggested teaching time	14 hours	Topic	Individual differences
Topic outline	Suggested teaching and homework activities	Suggested resources	Points to note
Describe the study	<ul style="list-style-type: none"> <li>Break down the core study covering the aim, sample, procedure, results (how were they analysed and presented?) and conclusions</li> </ul>	<ul style="list-style-type: none"> <li>Find the original article at:                             <ul style="list-style-type: none"> <li><a href="http://www.psychblog.co.uk/">http://www.psychblog.co.uk/</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>What is the thinking aloud method? What are the advantages and disadvantages of this?</li> </ul>
Describe and evaluate the methodology used in Griffith's study	<ul style="list-style-type: none"> <li>This was a controlled field experiment. Discuss the advantages and disadvantages of this</li> </ul>		<ul style="list-style-type: none"> <li>Students should build up a record of any strengths and weaknesses for approaches, methods, issues and more</li> </ul>
Pertinent issues and debates raised from Griffith's study	<ul style="list-style-type: none"> <li>Reliability, validity, ecological validity, freewill vs. determinism, ethnocentrism, sampling</li> </ul>		
Implications and applications of Griffith's study	<ul style="list-style-type: none"> <li>Could Griffiths' notion of audio playback therapy be a way forward in moderating or stopping individuals with gambling problems?</li> </ul>		
Changes to the study	<ul style="list-style-type: none"> <li>Suggest changes that could be made to the study (consider sample, method, data collected) and the implications of these changes</li> </ul>		
What further research has been carried out? Extension research	<ul style="list-style-type: none"> <li>Research the issues surrounding obsessive gamblers, and the impact this can have on family and society. Research and debate whether super casinos are a good idea.</li> <li>Assess students' understanding of the study by completing past exam paper questions/quiz</li> </ul>		<ul style="list-style-type: none"> <li>Students should build up a list of key terms</li> </ul>

# GCE Psychology: H168. G542 Core Studies

<b>Suggested teaching time</b>	14 hours	<b>Topic</b>	Individual differences	
<b>Topic outline</b>		<b>Suggested teaching and homework activities</b>	<b>Suggested resources</b>	<b>Points to note</b>
Describe and evaluate various methodologies used by the individual differences approach		<ul style="list-style-type: none"> <li>In groups of three, students consider the most applicable methodologies that psychologists would employ. Focus should be on case studies, experiments. Strengths and weaknesses of these should also be considered</li> </ul>		<ul style="list-style-type: none"> <li>Students should build up a record of any strengths and weaknesses for approaches, methods, issues and more</li> </ul>
Evaluate the individual differences approach		<ul style="list-style-type: none"> <li>Discuss the strengths and weaknesses of the individual differences approach</li> <li>In groups (and/or as a class) reflect upon the three studies from the social approach drawing up a table/poster highlighting the common key issues and debates that are relevant to the approach as a whole. Later as a further extension when other approaches have been taught, reflect 'globally' drawing comparisons and contrasts between approaches</li> </ul> 	<ul style="list-style-type: none"> <li>Psychology AS for OCR by Fiona Lintern(2003) p152</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge and understanding of individual differences approach, methods, issues and debates are essential for A2 synoptic elements of Unit G544: Approaches and Research Methods in Psychology</li> </ul>

# Sample GCE Lesson Plan: H168 Psychology

## G542: Core Studies

### Physiological Psychology: Sperry- left and right hemispheres (Lesson 1)

OCR recognises that the teaching of this qualification will vary greatly from school to school and from teacher to teacher. With that in mind, this lesson plan is offered as a possible approach but will be subject to modifications by the individual teacher.

Lesson length is assumed to be **one hour**.

### Learning Objectives for the lesson

Objective 1	Students will be able to recognise, recall and show understanding of each hemisphere's dominant functions.
Objective 2	Students will be able to analyse, interpret, explain and evaluate the results of a class experiment (carried out in pairs) regarding the functioning of the brain.
Objective 3	Students will be able to explain why people who have had commissurotomies are unable to do certain tasks.

### Recap of previous experience and prior knowledge

- Students have learnt about other physiological studies pertaining to how the brain functions in relation to aggression (Raine) and navigational skills (Maguire). This study by Sperry is focussed on the functions of the left and right hemispheres.

### Content

Time	Content
5 minutes	Warm up activity- get the students in pairs to "brainstorm" or thought shower anything they know about the brain regarding aspects such as parts, functions etc.
10-15 minutes Timing for this may vary depending on the length of questionnaire	Get students individually to complete a questionnaire to see if they are left or right brain dominant. This can be done on paper or electronically- there are several web-sites that allow you to do this on-line ( <a href="http://www.testcafe.com/brain.html?affil=">http://www.testcafe.com/brain.html?affil=</a> ). Paper questionnaires can be edited by the teacher to consist of no more than 20 statements whereby the student only agrees with the statements they identify with  Having gathered the results from the questionnaire, students read what the typical characteristics are for left or right brain dominant people.
5 minutes	Evaluate this method. Is it a valid or reliable way to measure someone's personality or the characteristics of the left and right hemispheres?

<b>Time</b>	<b>Content</b>
15 minutes	<p>In pairs carry out an experiment. Go through all relevant ethical issues with the class beforehand. One student will be the experimenter the other, participant.</p> <p>All participants leave the room whilst teacher explains the activity to the experimenters.</p>
	<ul style="list-style-type: none"> <li>• Experimenters each have a container with 2 objects (nail, marble, Lego block etc) and a blindfold. They will need to record what P says when describing each object, and record the name of the object as stated by the P.</li> <li>• Participants are blindfolded and asked to place both hands out, palm up on desk. One object is placed in left hand. They must describe and then name the object. A second object is placed in right hand, and again, description and name must be provided.</li> </ul> <p>Teacher at the end analyses results, concluding that for Ps, this was a very easy task for them to do.</p>
10 minutes	<p>Watch a video showing the limitations split brained patients have when exposed to images or objects to only one hemisphere. (YouTube) and /or the teacher could explain in detail that a small some number of people struggle when asked to describe and name objects with their left hands only.</p> <ul style="list-style-type: none"> <li>• As a class, discuss the differences between the student's experiments and that of a split brain patient. What is in fact causing these limitations?</li> </ul>
5 minutes	<p>Teacher gives an outline of the functions of the left and right hemispheres. This should include where language, emotions, and maths are localized.</p>

## **Consolidation**

<b>Time</b>	<b>Content</b>
10 minutes	<p>Students complete a diagrammatic handout (in pairs) identifying these functions, as well as what side of the body and visual fields each hemisphere controls. A cut and paste activity could also be created for this.</p>

# Sample GCE Lesson Plan: H168 Psychology

## G542: Core Studies

### Physiological Psychology: Sperry- Background, Procedure and Results (lesson 2)

OCR recognises that the teaching of this qualification will vary greatly from school to school and from teacher to teacher. With that in mind, this lesson plan is offered as a possible approach but will be subject to modifications by the individual teacher.

Lesson length is assumed to be **one hour**.

#### Learning Objectives for the lesson

Objective 1	Students will be able to describe previous research in to commissurotomies that have been carried out on animals by Sperry et al.
Objective 2	Students will be able to demonstrate understanding of how patients with epilepsy are treated and how this abnormal behaviour/ sample can effect the overall conclusions.
Objective 3	Students will be able to describe the procedure carried out by Sperry and evaluate the special apparatus used.
Objective 4	Students will be able to describe and explain the results and conclusions.

#### Recap of previous experience and prior knowledge

- Students should be able to define terms such as contralateral control, lateralization of function, unity of consciousness and commissurotomy

#### Content

Time	Content
5-10 minutes	Either use the interactive whiteboard to show that students have a full understanding of what each hemisphere controls Get students one at a time to come up and draw/label a diagram, An alternative to this would be to use laminated cards that are moved around on the desk with the task completed in pairs.
5 minutes	Show a video or briefly discuss tests that have been carried out on animals in order to investigate brain functioning. If no access to video, this could be done through teacher explanation.
10 minutes	Teacher shows a diagram of the tachistoscope (special apparatus) used by Sperry and explains the procedure. Students individually label the diagram explaining both the visual and tactile tasks, including key facts such as images being projected for only 1/10th of a second and why.

<b>Time</b>	<b>Content</b>
	As a class discuss and record what the advantages and disadvantages of using such equipment are.
20 minutes	In pairs, students complete a table outlining the results from Sperry's experiment. Include the results for the (1) visual tests- presented one at a time or simultaneously, pointing instead of telling what they saw; (2) the tactile tests: finding object(s) placed amongst several objects with a single hand; (3) testing of the non-dominant right hemisphere using the pin up shot of a nude. The table should include the task, results, and explanations for this.

### **Consolidation**

<b>Time</b>	<b>Content</b>
10 minutes	Students are to discuss what Sperry concluded with regard to the functions of the left and right hemispheres. Did he prove there is localized function?

# Sample GCE Lesson Plan: H168 Psychology

## G542: Core Studies

### Physiological Psychology: Sperry- Evaluation (Lesson 3)

OCR recognises that the teaching of this qualification will vary greatly from school to school and from teacher to teacher. With that in mind, this lesson plan is offered as a possible approach but will be subject to modifications by the individual teacher.

Lesson length is assumed to be **one hour**.

### Learning Objectives for the lesson

Objective 1	Students will be able to engage with key concepts highlighted by Sperry and elaborate upon them in relation to his tasks and findings.
Objective 2	Students will be able to assess the validity, reliability and credibility of Sperry's study.

### Recap of previous experience and prior knowledge

- Provide a few scenarios that might have been posed to a split brain patient to ascertain that students have a clear understanding of Sperry's results and reasons for this

### Content

Time	Content
15 minutes	On an A3 sheet of paper, write down key quotes by Sperry such as: 'two minds in one body'; 'One hemisphere does not know what the other hemisphere has been doing'; 'It is like two separate individuals working...with no cooperation between them'; minor (right) hemisphere is not completely 'word blind.' In groups of three, get the students to explain what these statements mean by providing direct evidence from the results in relation to the left and right hemispheres.
10 minutes	On the reverse side of this A3 sheet, get each group to evaluate the research method, generating at least two strengths and two weaknesses for a quasi experiment. Be sure to provide specific evidence from the study to back up each point.
5 minutes	As a class, discuss and decide what the pertinent issues are that arise from this study. Ideally these should include validity, reductionism, data collection methods, ecological validity, reliability, sampling issues, determinism, ethics.
5-10 minutes	Allocate one issue to each group (est. 8 groups). Each group must provide a detailed explanation for this issue in relation to the study. They must also provide strengths and weaknesses of this issue (if possible), and apply these to the study.
15- 25 minutes	Group dissemination to class (presentation) and all students are to record

This depends on number of groups	answers.
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## Consolidation

Time	Content
10 minutes	Students move to either side of the room to establish whether each issue is high or low (for example- high or low in Ecological Validity) and so on. Ask certain students to justify their reasons. If there is no time for this activity, it could alternatively be set for homework to be discussed at the beginning of the next lesson.



# Sample GCE Lesson Plan: H168 Psychology

## G542: Core Studies

### Physiological Psychology: Sperry- the bigger picture (Lesson 4)

OCR recognises that the teaching of this qualification will vary greatly from school to school and from teacher to teacher. With that in mind, this lesson plan is offered as a possible approach but will be subject to modifications by the individual teacher.

Lesson length is assumed to be **one hour**.

### Learning Objectives for the lesson

Objective 1	Students will be able to apply the findings from the Sperry study to real world implications.
Objective 2	Students will be able to bring together scientific knowledge from different areas of the subject and apply them.

### Recap of previous experience and prior knowledge

- Do a quick test by getting students to define key issues and relate them to the study by Sperry.

### Content

Time	Content
5 minutes	Having evaluated the study in the previous lesson, get the students (as a class) to consider the real world implications of this study. Has Sperry's study helped us today? In what ways?
15 minutes	In groups of 4, generate ideas for how this study could have been carried out without using special apparatus. Elaborate and provide implications for this alternative. What effect could it have on results? Class discussion.
20 minutes	In the same groups, get the students to draw mind-maps highlighting comparisons and contrasts with other Core Studies considering some of the key issues/characteristics raised by this study- the use of special apparatus, using an abnormal sample, ecological validity, research method used; and so on.
20 minutes	Extension activity (if there is time/optional) - students can research further studies that have investigated hemispheric functioning such as that by Beubel et al on smell. Students could do background research on Sperry himself.

## Consolidation

Time	Content
5 minutes	Having learnt in detail what Sperry researched and concluded discuss as a class the significance of this study in a 'psychological context.'

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Fiona Lintern, Alan Bainbridge, Priya Bradshaw, Sandra Latham **AS Student Book with exam café CD ROM** ISBN: 978-0435806996

Tracey Fennah, Jeremy Hopper, Jaki Singleton, Trish Gregory, Janet Thornley **AS Planning and Delivery Pack with CD ROM** ISBN: 0435-0435807641

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