

AQA PSYCHOLOGY YEAR 1 & AS TEACHER DIGITAL BOOK CONTENTS

Chapter	Topic	Activity Title	Type of activity	Item no.	
INTRODUCTION	Foreword	Introduction for teachers			
		Ethical approval form	Research methods	0.1	
		Consent Form template	Research methods	0.2	
	Studies	Star study sheet	General	0.3	
	Marking	Skeleton essay mark sheets		General	0.4
					0.5
					0.6
					0.7
					0.8

CHAPTER 1 SOCIAL INFLUENCE

Student book page	Spread title	Activity Title	Type of activity	Handout or Presentation	Item no.
16–17	Conformity: Types and explanations	Video starter: Conformity at its funniest	Flipped	Handout	1.1
		Is it internalisation, identification or compliance?	Application	Handout	1.2
		Is it a type or is it an explanation?	Consolidation	Handout	1.3
		Practical using bogus majority – How many jelly beans in the jar?	Practical	Handout	1.4 a, b, c
18–19	Conformity: Asch's research	Study revision card	Consolidation		
		Up, down or the same?	Consolidation	Handout	1.5
		Conformity in the gym	Research methods	Handout	1.6
20–21	Conformity: Zimbardo's research	Your social roles	Idea		
		My prison diary	Consolidation		
		Zimbardo's Prison study – a test	Assessment	Handout	1.7
		The ethics of Zimbardo's Prison study	Evaluation	Handout	1.8
		Wanna be in my gang?	Evaluation		
22–23	Obedience: Milgram's research	How obedient are you?	Starter	Handout	1.9
		DIY Milgram questions	Idea		
		Ethics committee: the Great Milgram debate	Application	Handout	1.10
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		Conformity or obedience?	Consolidation	Handout	1.12
24–25	Obedience: Situational variables	Obedience to a man in uniform	Idea		
		Use other door!	Research methods	Handout	1.13
26–27	Obedience: Social-psychological factors	Agentic shift – gapped handout	Evaluation	Handout	1.14
		Explaining obedience	Application	Handout	1.15
28–29	Obedience : Dispositional factors	The authoritarian personality and obedience	Research methods	Handout	1.16
		Picture that!	Consolidation	Handout	1.17
30–31	Resisting social influence	Uses for research on resistance	Idea		
		Locus of control	Application	Handout	1.18
32–33	Minority influence	Minority influence of the famous.	Idea		
		Psychology revision on Christmas Day!	Application	Handout	1.19
		Giving convincing advice on minority influence	Application	Handout	1.20
34–35	Social influence and social change	Picture starter	Starter	Presentation	1.21
		A history lesson: Social change	Application	Handout	1.22
38–39		Plenary: Last person standing	Consolidation	Presentation	1.23
		Plenary: A social criss cross	Consolidation	Handout	1.24

CHAPTER 2 MEMORY

Student book page	Spread title	Activity Title	Type of activity	Handout or Presentation	Item no.
46–47	Coding, capacity, duration	Would you rather...?	Idea		
		Research on coding, capacity and duration	Consolidation	Handout	2.1
		What's the Question?	Application	Presentation	2.2
48–49	The multi-store model of memory	Complete the table: MSM stores	Consolidation	Handout	2.3
		The serial position curve	Practical	Handout	2.4 a, b, c, d
		Blooming the MSM	Evaluation	Handout	2.5
		MSM Quiz	Quiz	Presentation	2.6
50–51	Types of long-term memory	What type of LTM is this?	Application	Handout	2.7
		Clinical case studies of amnesia	Research methods	Handout	2.8
		Memory challenge!	Quiz	Presentation	2.9
52–53	The working memory model	The four components of the WMM	Consolidation	Handout	2.10
		Working memory in action	Application	Handout	2.11
		Design a memory poster	Idea		
		Working Memory Model on trial	Idea		
54–55	Explanations for forgetting: Interference	Text messaging	Idea		
		Proactive or retroactive interference?	Application	Handout	2.12
		A practical: A newspaper report	Practical	Handout	2.13 a, b, c
56–57	Explanations for forgetting: Retrieval failure	Godden and Baddeley (1975)	Research methods	Handout	2.14
		Context or state dependent forgetting?	Application	Handout	2.15
58–59	Factors affecting the accuracy of eyewitness testimony: misleading information	Spot the leading questions	Application	Handout	2.16
		Post-event discussion	Application	Handout	2.17
60–61	Factors affecting the accuracy of eyewitness testimony: anxiety	Research studies relating to EWT and anxiety	Consolidation	Handout	2.18
		Explanations for relationship between EWT and anxiety	Evaluation	Handout	2.19
62–63	Improving the accuracy of EWT: Cognitive Interview	Presentation on the cognitive interview	Consolidation	Handout	2.20
		Why is the cognitive interview effective?	Evaluation	Handout	2.21
		Plenary: A crossword	Consolidation	Handout	2.22

CHAPTER 3 ATTACHMENT

Student book page	Spread title	Activity Title	Type of activity	Handout or Presentation	Item no.
74–75	Introduction to Attachment	What would you do?	Starter		
		Start as we mean to go on	Idea		
		Observing people	Research methods	Handout	3.1
		Weighing up the role of the father	Idea	Handout	3.2
76–77	Schaffer's stages of attachment	Schaffer's stages of attachment	Consolidation	Handout	3.3
		If babies could talk: what stage am I at?	Application	Handout	3.4
78–79	Animal studies of attachment	Are you my mummy?	Consolidation	Handout	3.5
		Animal ethics	Idea		
		Attachment crossword	Consolidation	Handout	3.6
80–81	Explanations of attachment: Learning theory	Summarise me down	Idea		
		Redesigning Pavlov	Application	Handout	3.7
		Gapped handout	Consolidation	Handout	3.8
		Evaluating the learning theory explanation of attachment	Evaluation	Handout	3.9
82–83	Explanations of attachment: Bowlby's theory	What every parent needs to know about attachment	Idea		
		Bowlby's theory of monotropy	Consolidation	Handout	3.10
		Learning theory or Bowlby's theory of monotropy?	Consolidation	Handout	3.11

84–85	Ainsworth's Strange Situation	The Strange Situation procedure	Consolidation	Handout	3.12
		Devise your own mnemonic	Idea		
		The ABC of attachment	Consolidation	Handout	3.13
86–87	Cultural variations in attachment	School reports	Idea		
		Child rearing in other countries	Idea		
88–89	Bowlby's theory of maternal deprivation	Essay: cross cultural variations	Exam skills	Handout	3.14
		What Bowlby did and didn't say	Background	Presentation	3.15
90–91	Romanian orphan studies: effects of institutionalisation	Research into separation	Research methods	Handout	3.16
		Don't worry – it'll be OK	Application	Handout	3.17
		Romanian orphans on the Web	Background		
92–93	Influence of early attachment on later relationships	Campaign for international adoption	Application	Handout	3.18
		Be my baby	Idea		
		Attachment – what happens next?	Consolidation	Handout	3.19
		Dear Agony Aunt	Application	Handout	3.20
		Plenary: What would happen if?	Idea		
		Plenary: Talk for a minute on attachment	Idea		
		Plenary: You say we play	Plenary	Presentation	3.21

CHAPTER 4 APPROACHES

Student book page	Spread title	Activity Title	Type of activity	Handout or Presentation	Item no.
104–105	Origins of psychology	Who (might have) said that?	Consolidation	Handout	4.1
		Hang me on the line	Idea		
		Mindmaps	Consolidation	Presentation	4.2
106–107	The learning approach: Behaviourism	Video – Sheldon conditions Penny in the Big Bang Theory	Idea		
		Schools and the learning approach	Application	Handout	4.3
		Supernanny webquest	Flipped	Handout	4.4
108–109	The learning approach: Social learning	Why do schools give out awards in front of everyone?	Idea		
		Scenarios 1	Application	Handout	4.5
110–111	The cognitive approach	Mind versus machine?	Starter		
		Do we all think the same?	Idea		
		Practical on the cognitive approach	Practical	Handout	4.6 a, b
112–113	The biological approach	Biological techniques	Idea		
		Double trouble (and more)	Evaluation	Handout	4.7
114–115	Biopsychology: the nervous system and endocrine system	Brain fact or fiction?	Background	Presentation	4.8
		Are you sympathetic?	Application	Handout	4.9
116–117	Biopsychology: neurons and synaptic transmission	Looping terms activity cards	Consolidation	Handout	4.10 a, b
		What Am I?	Consolidation	Presentation	4.11
118–119	The psychodynamic approach	Psychosexual stages 1–3	Consolidation	Handout	4.12
		Defence mechanisms	Application	Handout	4.13
		Freudian Bingo	Idea		
		Scenarios 2	Application	Handout	4.14
		What's your unconscious telling you?	Consolidation		
120–121	The humanistic approach	Gapped handout	Consolidation	Handout	4.15
		The humanistic approach on trial	Evaluation	Handout	4.16
122–123	Comparison of approaches	Approaches cards	Consolidation	Handout	4.17 a, b
		Comparing approaches	Evaluation	Handout	4.18
		Psychological Dragon's Den	Evaluation	Handout	4.19

CHAPTER 5 PSYCHOPATHOLOGY

Student book page	Spread title	Activity Title	Type of activity	Handout or Presentation	Item no.
134–135	Definitions of abnormality	Is this normal?	Starter		
		Gendered views of mental health	Practical	Handout	5.1 a,b,c
136–137	Definitions of abnormality (continued)	What is ideal mental health?	Starter		
		Understanding DSM	Background	Presentation	5.2
		Definitions of abnormality: revision grid	Consolidation	Handout	5.3
		Mix and match	Consolidation	Handout	5.4
138–139	Phobias	What am I afraid of?	Consolidation	Handout	5.5 a, b
		Classifying phobias: What type of phobia is this?	Quiz	Handout	5.6
		Case Studies – components of phobias	Application	Handout	5.7 a, b
140–141	Depression	Case studies – components of depression	Application	Handout	5.8 a, b
		Quiz: Characteristics of depression	Quiz	Presentation	5.9
142–143	Obsessive-compulsive disorder (OCD)	Case studies – components of OCD	Application	Handout	5.10 a, b
		The Cycle of OCD	Application	Handout	5.11
144–145	The behavioural approach to explaining phobias	What is missing?	Consolidation	Handout	5.12
		Why are some phobias more common than others?	Evaluation	Handout	5.13
146–147	The behavioural approach to treating phobias	Treatment of snake phobia using behavioural principles	Flipped	Handout	5.14
		Building an anxiety hierarchy	Application	Handout	5.15
148–149	The cognitive approach to explaining depression	The cognitive route to depression	Application	Presentation	5.16
		Cognitive distortions and depression	Evaluation	Handout	5.17
		Devise your own irrational beliefs	Application	Handout	5.18
150–151	The cognitive approach to treating depression	Dear Diary	Application	Handout	5.19
		App for depression – CBT keeper	Idea		
		Should I opt for CBT?	Application	Handout	5.20
152–153	The biological approach to explaining OCD	OCD is down to your Biology!	Idea		
		Biological approach and OCD	Consolidation	Handout	5.21
		Fill in the gaps	Consolidation	Handout	5.22
154–155	The biological approach to treating OCD	How do drugs for OCD work?	Idea		
		How biological treatments are tested	Research methods	Handout	5.23
		Plenary: Pick a letter	Idea		

CHAPTER 6 RESEARCH METHODS

Student book page	Spread title	Activity Title	Type of activity	Handout or Presentation	Item no.
166–167	Experimental method	Computers hinder children's learning	Starter	Handout	6.1
		Hypotheses: directional or non-directional?	Consolidation	Handout	6.2
		IV and DV identification	Consolidation	Handout	6.3
		Operationalisation of variables	Consolidation	Handout	6.4
168–169	Control of variables	Demand characteristics and investigator effects	Consolidation	Handout	6.5
		Let's revise	Idea		
170–171	Experimental design	Plan a study (or two)	Consolidation		
		Which design?	Consolidation	Handout	6.6
172–173	Types of experiment	Words R Us	Consolidation	Handout	6.7
		Types of experiments	Evaluation	Handout	6.8

174–175	Sampling	Sampling synopsis	Consolidation	Handout	6.9
		Choosing a sample	Consolidation	Handout	6.10
		Give Us A Clue!	Quiz	Handout	6.11
176–177	Ethical issues and ways of dealing with them	Ethical issues in Psychology	Consolidation	Handout	6.12
		Dealing with ethical issues	Application	Handout	6.13
		Ethics in context	Application	Handout	6.14
178	Pilot studies	Aiming to pilot.....	Revision	Handout	6.15
180–181	Observational techniques	Designer observation	Idea		
		Types of observation	Evaluation	Handout	6.16
182–183	Observational design	A controlled observation	Application	Handout	6.17
		A naturalistic observation	Application	Handout	6.18
184–185	Self-report techniques	Questionnaires and interviews	Consolidation	Handout	6.19
186–187	Self-report design	Very dodgy eating questionnaire	Application	Handout	6.20
		Improve on this	Consolidation	Handout	6.21
		Sticker time	Idea		
188–189	Correlations	Big Foot or Shortie?	Idea		
		A correlational crossword study	Consolidation	Handout	6.22
		Can you be too laid back?	Evaluation	Handout	6.23
		Correlation or experiment?	Application	Handout	6.24
190–191	Data Analysis: Kinds of data	Qualitative and quantitative data	Consolidation	Handout	6.25
192–193	Data Analysis: Descriptive statistics	The central line	Consolidation	Handout	6.26
		Spread the word	Application	Handout	6.27
194–195	Data Analysis: Graphs	Know your graphs!	Consolidation	Handout	6.28 a, b
196–197	Mathematical content	True or False?	Consolidation	Presentation	6.29
		A mathematical quiz	Quiz	Handout	6.30
198–199	Introduction to Statistical testing	Introducing probability: Jackanory time	Idea		
		Do the Sign Test	Application	Handout	6.31
200–201	Peer review and psychology and the economy	Peer review mind map	Consolidation	Handout	6.32
		What implications does psychological research have for the economy?	Idea		
		Plenary: Make sure you understand the question!	Consolidation	Handout	6.33
		Plenary: Alphabeat-Ya	Quiz	Handout	6.34

AQA PSYCHOLOGY YEAR 1 & AS TEACHER NOTES

Introduction for teachers

This resource has been designed with a range of teachers in mind – from newly qualified to experienced and from non-specialists to specialists. We hope that you will all find something that will support your teaching, enhance your students' learning and, of course, save you precious time.

The introduction of a new specification is a tense time for teachers and students and we have borne this in mind,

trying to offer particular support in the areas that we know students find tricky and, of course, the new areas which may be of concern to teachers. There is unlikely to be time to use every resource and after a few weeks of getting to know your new cohort, you will know which activities will be the most helpful.

Organisation

The resources are grouped according to the spreads in the textbook, though you may find that the content applies well to other spread topics as well. In particular we have some research methods activities linked to the

spreads in the research methods chapter but there are many others scattered throughout the resource, reflecting the way this is examined.

Types of resource

Starter – Self explanatory in a way! These resources are specifically designed for the start of a lesson or a topic. They may be focused on getting students to start thinking or simply to inspire their interest for the topic ahead.

Consolidation – these resources build on what has been learned in class or from the textbook. They may have a revision element so they are worth returning to later in the course if there is no time when the topic is first taught.

Idea – these activities are suggestions about how to present things to students or how to encourage them to remember. There are no handouts with these – just an idea for you to adapt or develop according to your needs.

Research methods – As explained above, some research methods activities are presented alongside the areas of psychology they are related to, such as conformity or attachment.

Evaluation – These are designed to encourage those all-important AO3 skills of criticism and elaboration.

Application – these activities are all about seeing where the studies and theories can be used in real life, practising AO2 skills.

Flipped – Whilst flipped teaching can be a whole pedagogy of its own, we have provided a few examples for those of you who want to try out the approach and see whether it works with your students. The idea of Flipped Learning is that the content element happens outside of the classroom (our examples are videos with questions) whilst the application and consolidation happens in the lesson with the support of the teacher.

There is a wealth of information about Flipping on the Internet; a couple of sources are given here in case you want to find out more.

<https://net.educause.edu/ir/library/pdf/ELI7081.pdf>

<http://flippedinstitute.org/how-to-flip>

We hope that you find these resources effective and enjoyable to use. As teachers ourselves we owe so much to the inspiration that we have had from many other teachers we have met over the years. Undoubtedly some of their ideas (perhaps shared in the coffee break of a Professional Development meeting!) have been the seeds of some of the activities here and for that we are very grateful.

About the authors:

Jo Haycock is Head of Psychology, Newport Girls' High School, Shropshire and has set up a network group for local psychology teachers. Her first degree is in psychology and she also has a Masters in Education. In addition she is an Associate Lecturer and consultant for the Open University on their psychology degree. The latter has allowed her to continue indulging her passion for research, which lives on from her clinical days (in the NHS, charities and working for the Forces). Spare time is about enjoying engaging in sports after avoiding it for most of the first 45 years of her life

and continuing to share a family love of football.

Diana Jackson-Dwyer is a (happily) retired lecturer in Psychology who taught in FE and sixth form colleges for over 30 years, was an active member of the Association for the Teaching of Psychology for much of that time and is still a senior examiner for a major awarding body. She has written many textbooks including books on criminal psychology and interpersonal relationships as well as A Level revision guides and GCSE textbooks. Her interests

include playing bridge, treading the boards and drinking wine.

Cara Flanagan lives and works in the Scottish Highlands, looking out over a beautiful loch. She taught for about 20 years before taking up a second career as a senior examiner, author and conference organiser and presenter. Cara has written many books for A level psychology and is Senior Editor of *Psychology Review*. Her spare time (what there is of it) involves her husband and children (now over 20 years old), pubs and mountains, preferably on the same day.

ETHICAL APPROVAL FORM

handout number

0.1

Activity type Research methods

When psychologists conduct research they first must gain approval from an ethics committee – the same is true for students, except that ethics committee is you, the teacher.

The handout offers a checklist of the issues that students

must consider before the teacher finally allows the study to begin.

Students might do a trial run with one of the practical activities suggested in the textbook (these can be found near the end of each chapter).

Practical use

To use with any practical activity

Additional notes

Space has been left on the handout in case you (the teacher) require students to explain how they have decided to address some of the issues. For example, they may say in this section that they offered participants the opportunity to ask questions at the start to ensure that

they were giving informed consent. Right to withdraw may be dealt with by including a reference to it in the consent, standardised instructions and debrief as well as immediately destroying any data collected prior to the participant indicating a desire to withdraw.

CONSENT FORM TEMPLATE

handout number

0.2

Activity type Research methods

This is a gapped handout to help students to produce a consent form for their practicals.

Use in the context of a study – for example choosing one of the suggested practicals for the first topic you intend to teach, from the textbook

Practical use

For any practical activities

STAR STUDY SHEET

handout number

0.3

This is a generic sheet that allows student to summarise all the relevant parts of a study. It is a good way of introducing the elements such as aims, procedure, etc.

Some students may like to use this as a framework for

constructing their revision notes but it is important to avoid recording too much detail which would not be useful in exam answers. For that reason they should be discouraged from adding too much extra detail that is not needed for exam questions.

Practical use

An individual activity

Additional notes

The blank Star Study Sheet can be used to deconstruct and summarise any important studies throughout the course.

SKELETON ESSAY MARKSHEETS

In the student textbook, the appendix contains information on how exam answers are marked. The handouts here provide teachers and students with forms to use when marking exam answers in order to focus very specifically on the marking criteria.

The forms provided are:

- Handout 0.4: Essay questions (12 or 16 marks), AO1 and AO3 only
- Handout 0.5: Essay questions (12 or 16 marks), including AO2
- Handout 0.6: 6-mark AO1 questions
- Handout 0.7: 6-mark AO2 questions
- Handout 0.8: 6-mark AO3 questions

One way to use these handouts is to circle the appropriate descriptor in each column. It should then be clear what level will be appropriate for the overall mark.

The mark schemes can be adapted for lower tariff questions by removing the top level.

AQA suggest that:

- a. Markers start at the lowest level and use the descriptors as a ladder. If the essay meets one level – try the next.
- b. Levels should be assigned based on the overall quality of the piece rather than with reference to specific areas that have been done well or not so well.
- c. Levels should be awarded by best fit – for example if an answer is mainly level 2 with some characteristics of level 1 then it should be levelled as 1 but will end up at the top of that level.
- d. Once a level is decided upon then the final, single mark allows further judgement to be made within the range of marks.

Practical use

To give student feedback, or students can self-assess their own work when handing it in or mark the work of another student.

Additional notes

The sheets have a space for the teacher to write specific feedback for improvement and a place for the student to respond and show their engagement with the feedback. For example, they might state what further help they need, what they will do differently next time or identify areas for further study.