

Homework, prep work and independent study - Psychology

All homework, prep time work and private study work in A Level Psychology is set on Edulink homework with a clear set date, due date and time allocation in order to meet the recommended Sixth Form requirement of 8 hours of homework/prep time work and/or private study work for the course each fortnight.

Homework	Approximately 3 hours of homework will be set for each student of the course every fortnight. This can vary between the 2/ 3 teachers the students have for psychology. Homework will be checked for completion in future lessons.
Prep time work	3 hours of prep time work will be set for A Level Psychology per fortnight. Prep time work could be linked to previously studied topic areas in order to prep for assessments and/or prepping for future lesson content. Prep time work reading and note taking is also set looking ahead to topics in future lessons. Prep time work will be checked for completion in future lessons.
Private study work	<p>2 hours of private study work will be set each fortnight across both sides of the course. It is your choice what to undertake but evidence of completion will be needed and logged on your prep/homework sheet. This includes the following areas:</p> <ol style="list-style-type: none">1) Wider reading resources2) Psychology Review articles3) Online journal articles4) Films associated with psychology with a written review5) Reading a psychological book from reading list6) TED Talks lined to each unit of study7) Creating summaries of lesson notes8) Creating revision cards/mind maps to prepare for assessments <p>All of the above can be found here: ENTER LINK!</p> <p>Private study work is not checked for completion but evidence of completion will show through assessments.</p>

Paper 2 Psychology in Context

Paper 1 Introductory topics in Psychology

Research methods and Approaches – Paper 2

Attachment – Paper 1

Year 12 – Autumn term

Topic area	Homework/prep work and/or independent study
Research methods	<ol style="list-style-type: none">1. Key terms – rolling document (homework). Task will be to create a key terms checklist related to methods and add to it at the end of every cycle. To be set as a homework on edulink each cycle to add to from the previous 3 lessons.

	<ol style="list-style-type: none"> 2. Psychologists have studied what's happening when music gives us chills or makes us cry – Research Digest (bps.org.uk) 3. (copy onto a google doc and give them tasks associated with methods eg) identify the method used to obtain data, IV/DV, extraneous variables, control of these, ethical issues strengths and limitations of the research (contextualised)) To be set after experiments has been completed (this will include up to ethics). 4. Study: Taking practice tests protects memory against negative effects of stress (psypost.org) 5. Students to be set this as a prep work to discuss in the next lesson (near the beginning of the course) to help them think more positively about revision. Set as prep with a summary of what you have read on the GC – to be discussed as a starter in a methods lesson. 6. Mid topic review – around lesson 10. Set homework to revise for a mid point assessment to upload revision docs onto google classroom. 7. Maths questions – set 5 x maths sheets to complete – to bring to lessons to be self-marked in class. (prep work) 8. End of topic test revision – upload revision document onto google classroom.
Approaches	<ol style="list-style-type: none"> 1. Students to answer 3 exam questions about the origins of psychology. To be set after lesson 1 and reviewed in lesson 2. (Homework) 2. https://www.ted.com/talks/john_vervaeke_all_the_king_s_disciplines_cognitive_science_rescues_the_deconstructed_mind - (Private study) Ted Talk on Cognitive Science – Students to watch and summarise how this fit with the approaches topic. 3. Students to complete “check your knowledge questions” about Learning and Cognitive Approach. (Homework) 4. Mid topic review – create a revision document for all content taught so far – for a series of short mark assessment questions. 5. Darwin Diary – Evolution Article – Upload to GC for students to read and complete questions and activities embedded in the article. Set after Lesson 10 (Prep Work) 6. Students to complete “Biological Approach – Check your Knowledge” Questions – To be set after lesson 11 (Homework) 7. https://www.ted.com/talks/todd_dufresne_history_vs_sigmund_freud - (Private Study) - Students to watch TedED video after Psychodynamic lessons. 8. “There are a lot of myths and misconceptions about Abraham Maslow and self-actualisation – a new paper puts the record straight” (Prep Work)– Upload Article to GC and students to read and summarise to support evaluation of the Humanistic Approach – Set after lesson 15. 9. Comparison of Approaches – Complete similarities and differences table of each of the approaches based on the use of animals, scientific methods, nature vs nurture, explaining mental health disorders – To be set at the end of topic (Homework) 10. Approaches Dinner Party Activity – Create an academic poster that places all of the approaches at a dinner party together – Change the seating plan so that the approaches are sat next to another approach they share a similarity with. Justification needs to be made for each seat placement (Prep work) 11. End of topic test revision – upload revision document onto google classroom.

Attachm ent	<ol style="list-style-type: none"> 1. https://www.ted.com/talks/helen_pearson_lessons_from_the_longest_study_on_human_dev_elopment?language=en&subtitle=en to be set BEFORE attachment. What role can parenting play in developing happy/successful children? How much of a disadvantage is being raised in poverty? 2. In addition watch https://www.minderoo.org/mollys-ted-talk/ - what does this tell you? What have you learnt? 3. Role of the father – prep before lesson: Babies with involved fathers learn faster, study finds - BBC News 4. https://www.psypost.org/2016/07/dads-play-key-role-child-development-43837 5. Read both articles and summarise what you have learnt prior to lesson on role of the father. 6. After Ainsworth: Insecure childhood can make dealing with stress harder in adulthood (psypost.org) and share review in next lesson. 7. Child’s cognitive skills linked to time spent with mother Parents and parenting The Guardian 8. Before Bowlby’s monotropic theory – read and share. 9. Mid topic review – create a revision document for all content taught so far – for a series of short mark assessment questions. 10. https://www.youtube.com/watch?v=PglQv-rTGgA to set before lesson on early attachment and later relationships – watch and write down what you have learnt in summary. 11. https://topdocumentaryfilms.com/from-romania-with-love/ 12. To be set after instutionalisation lesson – watch and write a review to share. 13. End of topic test revision – revision resource to upload.
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Year 12 Spring term

Paper 1 – Social influence, memory and psychopathology.

Topic	Homework, prep work and/or independent study
Memory	<ol style="list-style-type: none"> 1. https://www.ted.com/talks/peter_doolittle_how_your_working_memory_makes_sense_of_the_world?referrer=playlist-the_complexity_of_memory&autoplay=true 2. Watch prior to WMM lesson and make brief notes. 3. Study finds gamers have enhanced working memory performance (psypost.org) 4. Set after WMM lessons as wider reading. Short summary to be created and handed in on the GC. 5. Revision for mid topic review to be set (features of sensory, STM and LTM, working memory model, types of long term memory) 6. A new study has found being angry increases your vulnerability to misinformation (psypost.org) 7. Set at any point – just adds to knowledge around memory and how emotions can impact memory. A consolidation or checking or discussion task will be set. 8. The more you know about a topic the more likely you are to have false memories about it (psypost.org)

	<p>9. Set prior to teaching of impact on EWT (misleading info/anxiety) as an intro to this area of the topic. Students to read and create a summary ready to share with the class as a starter.</p> <p>10. Revise for end of topic test.</p>
<p>Psychopathology</p>	<ol style="list-style-type: none"> 1. Key terms – rolling document (homework). Task will be to create a key terms checklist related to Psychopathology and add to it at the end of every cycle. To be set as a homework on Edulink each cycle to add to from the previous 3 lessons. 2. What does it mean to be Normal? Watch after the explanations of abnormality lessons are completed – How does this help you to evaluate the definitions (Private Study) 3. Read Article https://www.theguardian.com/society/2017/jun/18/number-of-under-18s-on-antidepressants-in-england-rises-by-12?utm_source=dlvr.it&utm_medium=twitter Set after Statistical Infrequency/Deviation from Social Norms Lesson to support in evaluation of explanations of abnormality. (Prep work) 4. Read article and write summary – People who eat dark chocolate less likely to be depressed – can be done after the depression lessons (Private study) 5. A series of articles and research based on the effects of lockdown on mental health – Students can read and summarise making links to the lesson content being studied. (Private study) The worlds biggest psychological experiment, the psychological effects of lockdown – Isolation and mental health effects - Living with OCD during the virus outbreak. 6. Revision for mid-topic review to be set. 7. (Prep work) Article uploaded to GC and students to read and make notes in preparation for OCD content lesson. https://www.psychologytoday.com/blog/consciousness-self-organization-and-neuroscience/201702/what-is-obsessive-compulsive-disorder 8. (Prep Work) Article uploaded to GC student to read and make notes to support in evaluation of drug therapy and psychological treatments http://www.psypost.org/2017/03/brain-scans-may-help-clinicians-choose-talk-therapy-medication-treatment-depression-48566 9. (Prep work) Article uploaded to GC student to read and make notes in evaluation of drug therapy http://www.psypost.org/2016/07/antidepressants-take-long-work-44061 10. Alternative theories and explanations task – For each of the psychopathologies in the unit students will need to research and write alternative psychological explanations for Phobias, Depression and OCD this should also include research evidence to demonstrate each (Prep Work) To be set after content lessons are completed. 11. Revise for End of Topic Test
<p>Social influence</p>	<ol style="list-style-type: none"> 1. Key terms – rolling document (homework). Task will be to create a key terms checklist related to Social Influence and add to it at the end of every cycle. To be set as a homework on Edulink each cycle to add to from the previous 3 lessons. 2. Students to find and write up a research study (that is not Stanford Prison Experiment) that looks into conformity. Set after Lesson 2 (Homework) 3. Stretch and Challenge Task Social Influence – Understanding Conformity & McCarthyism – Research and answer questions about conformity & 1950s America (Prep work) 4. Watch 12 Angry Men (1957) Write a review and try to make links to conformity theories and research (Private Study)

	<p>5. Watch The Experimenter – Write a review and make links to obedience research and theory (Private Study)</p> <p>6. Milgram Poland Experiment recreated authority obedience research in Social Psychology – Students to read after Obedience lesson (Private Study)</p> <p>7. Conformity and reactions to deviance in the time of Covid-19 – Students to read journal article after Conformity lessons and then summarise how it links to theories and key terminology they have covered so far. (Private Study)</p> <p>8. Revision for mid-topic review to be set.</p> <p>9. TED Talk - https://www.youtube.com/watch?v=lcOWFG4xpCs The Story of Obedience – Students to watch after Lesson 13 (Private study)</p> <p>10. Greta Thunberg: How one teenager became the voice of the planet – Read article and summarise what it tells you about minority influences – how does this help you understand the concept of social change? Set before Social Change lesson (Prep work)</p> <p>11. Understanding social change – Students to use psychological concepts to explain processes of social change for a modern example e.g. use of plastic straws, LGBTQ+ rights, rise of feminism – To be set after social change lesson (Homework)</p> <p>12. Revise for End of Topic Test</p>
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Year 12 – Summer term.

Paper 2 – Biopsychology and Research methods (A level)

Paper 3 – Issues and Debates

Topic	Homework/prep work or independent study
Issues and Debates	<ol style="list-style-type: none"> Key terms – rolling document (homework). Task will be to create a key terms checklist related to methods and add to it at the end of every cycle. To be set as a homework on Edulink each cycle to add to from the previous 3 lessons. For/Against – rolling document (homework) Students will need to consider the for and against arguments for each debate covered in the unit and whether it is appropriate for Psychology – consider aspects such as the research process, the practical applications etc. To be set as a homework on Edulink each cycle to add to after every debate lesson. The physics of free will - BBC Ideas (is free will just an illusion? 12 min) Identical twins are not so identical, study suggests Genetics The Guardian (nature vs nurture OR this could be done in year 12 prior to psychopathology?) Revision for mid-topic review to be set. (Gender and cultural bias, reductionism vs holism, free-will vs determinism, nature vs nurture) Watch 3 Identical Strangers – Write an analysis. What does this tells us about the links between nature and nurture (Private Study) So is it nature not nurture after all? Science The Guardian (set before or after nature vs nurture) Social Sensitive Research and Theories – Read Articles around Loftus’ memory theory and research and write a summary to explain how far you believe her ideas to now be seen as social sensitive or have potential ethical implications – To be set after ethical implications lesson.

	<p>(Homework) - https://www.sciencefocus.com/comment/how-false-memories-can-shape-a-criminal-court-case/ - https://www.bbc.co.uk/news/world-us-canada-59688787</p> <p>9. Revise for End of Topic Test</p>
Research methods	<ol style="list-style-type: none"> 1. One in three 'sick notes' for mental health, says NHS - BBC News Set before implications for the economy (so before first A2 methods lesson) students to read and summarise and consider what role psychology can play. 2. Revise for mini assessment after statistical test lessons. 3. Complete 12 mark design a study exam question (homework) following practice question in class. To bring in and mark in class. 4. Revise for end of topic tests in ALL methods.
Biopsychology	<ol style="list-style-type: none"> 1. Key terms – rolling document (homework). Task will be to create a key terms checklist related to methods and add to it at the end of every cycle. To be set as a homework on Edulink each cycle to add to from the previous 3 lessons. 2. Read Article on hemispheric lateralisation - https://medicalxpress.com/news/2013-08-debunk-myth-right-brain-left-brain-personality.html (Private Study) 3. Localisation of function & Plasticity Case Studies – Students to research 3 case studies of individuals who have had parts of their brain removed and how it has impacted their functioning – Link to lesson content on plasticity and localisation (Prep work) 4. Comparison of ways to study the brain- Students to identify similarities and differences between Brain scanning techniques (Homework) 5. Watch the following Ted Talk after localisation, lateralisation and structure lessons (Private study). https://www.ted.com/talks/allan_jones_a_map_of_the_brain?language=en&subtitle=en 6. Complete 4 revision mats on the first 4 lessons of Biopsychology (Prep Work) 7. Revision for mid-topic review to be set (Nervous System, Neurons, Endocrine system) 8. Read Articles on circadian rhythms and external factors that affect them: Effects of circadian clocks and sleep loss vary across brain regions, New study shows how shift work affect cognitive functions. (Private Study) 9. Complete revision mat on biological rhythms (Homework) 10. Revise for End of Topic Test (Homework)

Year 13 – Autumn term

Paper 2 – Research methods

Paper 3 – Schizophrenia

Paper 3 - Aggression

Topic	Homework/prep work and/or independent study
Research methods	Revise for end of topic test.
Schizophrenia	<ol style="list-style-type: none"> 1. After Lesson 1 – Watch 2 Ted Talks on Individual’s Experience of Schizophrenia. Students to make note of any symptoms, causes, experiences, treatments (Homework). https://www.ted.com/talks/eleanor_longden_the_voices_in_my_head https://www.ted.com/talks/elyn_saks_seeing_mental_illness

	<ol style="list-style-type: none"> 2. Researching Types of Schizophrenia – Students to research and write up about the 5 different types of schizophrenia (Prep Work) 3. Watch Shutter Island – Write a review with links to the schizophrenia and psychopathology topic (Private study) 4. Watch One Flew Over The Cuckoo’s nest - Write a review with links to the schizophrenia and psychopathology topic (Private study) 5. Review of Biological Explanations of Schizophrenia – Students to complete overview sheet that includes reference, AO1, Research Evidence & AO3 (Homework). 6. Explanations Consolidation - Students to review all explanations of schizophrenia to support in extended writing lesson – To be set after lesson 8 (Prep Work) 7. Read Bradshaw Case Study and answer questions about CBT and Schizophrenia – To be set after CBT lesson (Private study) 8. Treatments Consolidation – Students to review all treatments of schizophrenia – To be set after lesson 12. (Prep Work) 9. Revise for mid-point assessment (Symptoms, Features, Explanations & Treatments) (Homework) 10. Read and make notes on Article following lesson on Interactionist approach (Homework) – If cannabis is getting stronger, why aren’t cases of schizophrenia rising? 11. Read Article following lesson on Classification & Diagnosis – The Mystery of Urban Psychosis 12. Read Article to support understanding of issues with diagnosis – Study Suggests overdiagnosis of schizophrenia 13. Read Article to support understanding of Cultural Bias in Diagnosis – African-Americans more likely to be diagnosed with schizophrenia 14. Issues & Debates Link – Students to complete table that reviews all of the Explanations and Treatments of Schizophrenia, classification and diagnosis and how they can use Issues & Debates to Evaluation (Homework) 15. Revise for End of Topic Assessment (Homework)
<p>Aggression</p>	<ol style="list-style-type: none"> 1. Before lesson 3 – complete AO1 of SLT of aggression to bring into lesson. 2. Now we men can blame our hormones: testosterone is trouble Phil Daoust The Guardian Prep work - set before neural mechanisms – summarise and bring to lesson to share your thoughts. 3. "My Brain Made Me Do It" Is Becoming a More Common Criminal Defense - Scientific American Homework - set after genetics lesson – summarise and bring thoughts to next lesson to discuss. 4. Revise for mid point topic test (SLT, Deindividuation, frustration-aggression, hormones, genetics, ethology, evolutionary explanations) SMQ.

	<p>5. Are prisons becoming more dangerous places? - BBC News Prep – set ahead of lesson on institutional aggression. Read the article (follow the hyperlinks where necessary) and summarise what is being said about violence in prisons.</p> <p>6. Do video games make people violent? - BBC News Prep work – set before lesson on video games and aggression.</p> <p>7. Study Finds People Who Played Video Games For Longer Had Greater Wellbeing (But Direction Of Causality Isn't Yet Clear) – Research Digest (bps.org.uk) (Homework - set after first video games lesson) summarise and write a comparison paragraph.</p> <p>8. Revise for end of topic test</p>
<p>Relationships</p>	<p>1) Feeling authentic in a relationship comes from being able to be your best self, not your actual self – Research Digest (bps.org.uk) – read and summarise what it tells you about relationships. Do you agree or disagree with the concepts put forward in the article? Prep work to set before lesson 1 relationships.</p> <p>2) Men with higher testosterone levels report being more protective of their romantic relationships (psypost.org) homework – students to read after evolutionary lesson. They have learnt about how evolution links to formation of relationships but how does it impact on maintenance of relationships? Students to summarise the research carried out in the following format: when was the study, who was studied, why were they studied, where were they studied and what did they find? Also offer one strength and one weakness (using what, how, why) to extend evaluation points</p> <p>3) Study suggests the link between eyelash length and attractiveness has both an evolutionary and cultural basis (psypost.org) Prep work to read ahead of physical attractiveness lesson. Students to read and summarise using the following format: when was the study, who was studied, why were they studied, where were they studied and what did they find? Also offer one strength and one weakness (using what, how, why) to extend evaluation points.</p> <p>4) Study finds married people have lower levels of stress hormone (psypost.org) – homework following formation of relationships lessons. Additional reading – students to follow the following format: who was researched, where did the research take place, when did it take place and what was found? They then need to identify a strength and a weakness of the research and write 2 x extended evaluation points using what, how, why.</p> <p>5) https://www.ted.com/talks/john_gottman_the_science_of_love?language=en Prep work – before social exchange theory/maintenance of relationships theories. Students to watch the 27 minute Ted talk. What did Gottman say? Why was he so interested in studying what makes relationships works and what makes them fail? What research did he conduct? How did he conduct the research? Consider the measurements – what did he do to measure his DV? What did he find? How is this useful to society?</p> <p>6) Revise for mid topic review – series of short mark questions on formation and maintenance of relationships. Homework.</p> <p>7) https://www.youtube.com/watch?v=KeeWRg_TofE Prep work to set prior to relationship breakdown theories. Watch and summarise the main thoughts of the speaker. Do you agree with what she says? Why or why not?</p> <p>8) https://www.ted.com/talks/lisa_lee_forming_real_relationships_in_a_virtual_world Prep work before virtual relationships - watch the Ted talk and summarise the impact of social</p>

	media on relationships. What was interesting about what she said? Is there anything you disagreed with? Bring your thoughts to next lesson.
	9) Revise for end of topic test.

Other Ted talks/reading that are interesting (perhaps add to independent study list)

https://www.ted.com/talks/ryan_martin_why_we_get_mad_and_why_it_s_healthy?language=en

[There's stronger brain activity after writing on paper than on a tablet or smartphone - kirschner-ED \(kirschnered.nl\)](#) set as independent in first cycle.