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AS and A LEVEL
Teacher Guide

PSYCHOLOGY

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For first teaching in 2015

Debates
Version 1

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Introduction

AS and A LEVEL PSYCHOLOGY

The purpose of this guide is to provide teaching and learning ideas and student tasks for the debates section of the specification. This teacher guidance document complements the student activities guide and offers ideas on how these activities could be carried out. The eight debates that students need to know are covered in this guide and their defining principles, different positions and associated research, applications and similarities and differences between debates. This allows full coverage of the content students require for this part of the specification.

This guide can be used whilst teaching component 2 at AS or A Level, as well as part of component 3 Applied Psychology at A Level. This resource will help students apply debates across a range of topics and develop skills to make link between issues and psychological content.

If you have any feedback on this Teacher Guide or suggestions for other resources you would like OCR to develop, please email resources.feedback@ocr.org.uk

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Nature/Nurture

1.1 Defining the nature/nurture debate

Task introduction:

This task aims to introduce students to key concepts and to understand how both the nature and nurture perspectives developed. Students are given basic information about key figures such as Plato and Locke before writing their own definition of the debate.

Suggested delivery:

1. Students are given the accompanying tagging sheet to read through and summarise the nature/nurture debate in 50 words and then 10 words.
2. Students can then create a debate line with key concepts annotated along the line to represent the different views of nature and nurture.

Behaviour	Nature	Nurture
Aggression	Brunner – MAOA disturbance Raine et al (1997) Brain abnormalities	Bandura et al (1961) Transmission of aggression and SLT
Intelligence	See the Gould study for a number of theories	Evidence that links to social deprivation, poor education etc Humanistic explanations
Phobias	Freud (1909) Little Hans	Behaviourism

1.2 Read all about it!

Aim:

To define the principles and key concepts within the nature/nurture debate.

Task introduction:

Students create a magazine article about the nature/nurture debate to explain the principles and concepts to peers. Students are given three levels of objectives to offer challenge that will build on the key learning outcomes.

Suggested delivery:

1. Students are asked to write a tweet to explain what the nature/nurture debate is to their peers.
2. The aim of the task is outlined and students are presented with alternative explanations of aggression, intelligence and phobias in a mini lecture that outlines different explanations such as those below.
3. Students are given 10 minutes to plan their article and ask about any misconceptions.
4. Students are set homework to write up the article and complete further reading to support them.

There are three key objectives:

- You **must** include a clear definition of the opposite positions in the debate (nature and nurture).
- You **should** include examples of at least one behaviour and how each extreme would explain the cause of behaviour.
- You **could** explain the limitations with adopting either position and the implications for society if we believe behaviour is caused by solely nature or nurture.

1.3 All a matter of perception: which side of the debate do you favour?

Task introduction:

Students are given an introduction to the research into perception and directed to revise the study by Blakemore and Cooper (1970). Students should also complete wider reading to stretch and challenge.

After completing this activity, students should be able to:

- Outline the key features of the nature/nurture debate
- Identify evidence to support each side of the debate when explaining visual perception
- Critique the methods used by each position within the debate.

Suggested delivery:

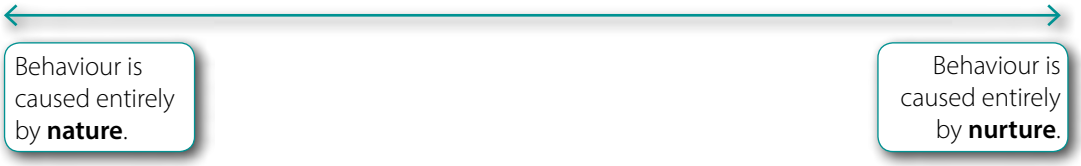
1. The skills required in the exam are explained to students and the outcomes above are linked to this.
2. Students complete the accompanying student worksheet to record evidence that perception is caused by nature and by nurture. Students then respond to the reflection question that will elicit responses required in the exam.
3. Students can peer assess their responses using a student friendly mark scheme for component 2 Section B.

1.4 Arrange the areas and perspectives

Students are given information about different areas and perspectives and their views on how behaviour is caused using key terms from the nature/nurture debate. They then need to create a debate line and arrange the areas on the debate line with a justification for their overall judgement.

Preparation before the lesson:

Print off a debate line such as the one below on A3 and either cut up the cards for each group of students or provide students with scissors to do this.



Differentiation:

Students who are struggling can be encouraged to use previous notes to annotate the debate line with key terms for the two opposing positions in the debate.

Stretch and challenge:

Students can be challenged to distinguish positions within the nature/nurture debate for specific researchers in each area to show that each area has variance.

1.5 Dissecting debates

Students need to understand how different debates interact with one another and where they do not. This task aims to support students in understanding how debates align and what features differ.

The task is based on the principles of SOLO (structure of observed learning outcomes) taxonomy and can be differentiated to reflect each students understanding of the debates.

Student objectives:

Level of understanding	Objective
Pre-structural	*Students who have struggled to understand the definitions of the debates should revisit the key concepts first and may require further intervention from their teacher.*
Uni-structural	I will be able to describe the nature/nurture debate.
Multi-structural	I will be able to describe each of the debates on the cards and the two polar positions within them.
Relational	I will be able to compare the different positions in the debates and relate them to one another. I will be able to justify why different positions across debates align with one another.
Extended abstract	I will be able to predict issues researchers may have if they adopt particular positions within the nature/nurture debate.

Stretch and challenge:

Students can be encouraged to pick an area of psychology and choose the appropriate debate cards to match it. They can then be asked to justify their choices and discuss issues this raises.

1.6 Real life applications of using the nature side of the debate

Aim:

To understand the applications of the nature position in the nature/nurture debate.

Students consider the real life applications of different behaviours when it is assumed that behaviour is innate and caused by nature.

Below are the examples students are given along with the real life applications they should suggest.

Research	Application	Concerns
Moral development – Kohlberg (1968)	Educational intervention	Labelling and deterministic assumptions
Autism – Baron-Cohen et al (1997)	Educational intervention and wider awareness	Use of laboratory experiment limited
Anxiety – Fazey and Hardy (1988)	Behavioural and cognitive therapies to minimise effects natural physiological arousal has	Effectiveness – potentially short term if treatment not continued
Intelligence – Gould (1982)	Yerkes - Influence laws passed	Socially sensitive research and perpetuating discrimination
Criminality – Raine et al (1997)	Preventative interventions developed	Socially sensitive – deterministic, labelling
Mental illness – Gottesman et al (2010)	Drug treatment	Socially sensitive – genetic links

1.7 Real life applications of using the nurture side of the debate

Students are given a number of treatments, therapies and interventions that are used by researchers that adopt the nurture side of the debate.

The aim of the task is to encourage students to consider the applications of the nurture side of the debate and the effect this has on the treatment of behaviours.

The key message for students to understand is that the nurture position in the debate believes behaviour can be changed and applications often work to remove negative behaviours and improve factors in a person's environment to produce positive results.

Suggested delivery:

1. Students complete the accompanying student worksheet using resources provided by the teacher. The use of computers and the internet would be beneficial for this task.
2. Students can then be directed to research that demonstrates each of the applications, some of these may be selected from component
3. Students can then be asked the following exam style question for component 2 Section B.

   Suggest one strength of claiming that behaviour is only due to nurture. Support your answer with evidence from one appropriate core study. (3)

Suggested studies for the applications:

Application	Suggested study or topic area to use
Classical conditioning including systematic desensitisation and flooding	Behaviourist explanations of phobias e.g. McGrath's research on Lucy, a balloon phobic girl.
Operant conditioning including token economy	Chaney et al (2004) Funhaler used to reward correct use of inhaler.
Positive role models	Bandura et al (1961) Transmission of aggression. Highlights the importance of models behaviour.

1.8 Researching in the nature/nurture debate

Students need to understand the arguments both for and against adopting different positions within the nature/nurture debate. By identifying the key methodological choices researchers at each extreme of the debate use students can analyse the arguments for each position.

The worksheet directs students to select the correct methodologies and justify why these are used in the two extreme positions in the debate.

Suggested delivery:

1. Students complete the accompanying worksheet and match research methods to each position in the debate.
2. Students discuss similarities between the methods used in each position of the debate.
3. A class discussion of the implications of each type of research supports students understanding of the restrictions and benefits of different research choices.

Suggested answers:
Whilst there is some cross over in methodologies used, students should recognise:

Nature	Nurture
Laboratory experiments are used to isolate variables and ensure high control. Correlation is used, particularly to assess the relationship between genetics and behaviours such as such as aggression and some psychological disorders like schizophrenia. Twin studies are used to assess the incidence of behaviours in genetically alike individuals. MRI scans are used to gather objective data about the brain. Quasi experiments are often used as it is unethical to manipulate variables or not possible to artificially manipulate variables. Opportunity samples are often used to gather individuals suitable for research who already display the behaviour of interest.	Laboratory experiments are used to manipulate factors in the environment such as the aggression of a model in Bandura et al's research. Observation is used in order to assess the effect variables in the environment have on people. Self-report is used more often in this type of research to gain information about past experience. Volunteer sampling is often used to gather participants who are willing to take part. Longitudinal studies are often conducted to record the effect environmental factors have during upbringing.

Freewill/determinism

2.1 What is the freewill/determinism debate?

Aim:

To define the principles and concepts of the determinism/freewill debate.

Task introduction:

Students begin to consider the important questions that the freewill/determinism debate raises about personal responsibility and applying scientific principles to human behaviour to assume cause and effect.

Suggested delivery:

1. Students can think, pair, and share the discussion questions on the accompanying student worksheet as an introduction to the debate before a whole class discussion with the teacher.
2. Students then identify key assumptions for each polar position within the debate.

Stretch and challenge:

Teachers can provide students with further reading on soft determinism and ask them to write a set of three statements for this more central position within the debate.

Student questions:

Q: What is soft determinism?

A: Soft determinism is the belief that as humans we do have choice and can exercise our freewill however it is accepted that this freewill is often constrained by other factors.

2.2 Sliding scale task: where do people stand?

Aim:

To explain research that illustrates different positions in the determinism/freewill debate.

Task introduction:

This task aims to encourage students to assess the position different researchers take in the determinism/freewill debate. Students can use task 2.1 to support their assessment of their allocated study along with the table of criteria.

Suggested delivery:

1. Each student should be allocated a core study or alternatively one per pair of students.
2. They should then use the criteria highlighted in task 2.1 to assess their core study and place themselves along a debate line you provide. Students should be able to justify their position and can be challenged to compare this to others to see if they have been accurate in their judgement.
3. Students can then create their own debate line and record two examples for each polar position and two more central examples.
4. Students can then be asked to critique the research in groups and discuss the question 'Discuss the extent to which determinism shapes behaviour.'

2.3 Application of the freewill/determinism debate to criminal behaviour

Aim: To understand the applications of different positions in the determinism/freewill debate.

Task introduction: Students complete reading about criminal responsibility, using the debating matters topic guide referenced below, to understand current research and positions on the cause of criminal behaviour.

www.debatingmatters.com "Neuroscience should transform our understanding of criminal responsibility" in the neuroscience and the law topic.

Suggested delivery:

Setting up the debate:

1. You will need to brief the students on how to take part in a debate and allocate their roles so they can research their side of the argument. Students should be expected to make notes on the research and wider reading they complete to back up key points with evidence. Students can use student sheet 2.3 to make a summary of the key points they want to make.
2. Students should be given 10 minutes in their debate teams to organise a two minute opening speech which presents their strongest points. Students should all have their worksheets with them to refer to when making points.
3. Students have 15-20 minutes debating the topic and presenting the information. It can be useful to have one student or member of staff typing up the key notes so that students can have a record of the arguments made.
4. Students should be able to answer exam style questions such as those below using the evidence they have debated.

Assessment questions:

- Discuss the extent to which determinism shapes behaviour.
- Suggest one strength of claiming that behaviour is deterministic. Support your answer with evidence.
- Suggest one strength of claiming that behaviour is due to freewill. Support your answer with evidence.
- Evaluate the usefulness of providing a deterministic explanation for behaviour. Support your answer with evidence from one appropriate study.
- Using your knowledge suggest a treatment for offenders.

Stretch and challenge:

Students can be asked to predict counterarguments that the opposition may give and prepare their own retort for this.

2.4 Core studies that adopt a deterministic stance.

Students use information on deterministic research and organise them into hard determinism and soft determinism in task 1 and then compare the methodologies used in task 2.

This task would be suitable following a brief explanation of the two types of determinism by the teacher.

Hard determinism is where all human behaviour is a consequence of biological factors or other factors beyond our personal control. It focuses on cause and effect.	**Soft determinism** is where your behaviour is a direct result of your environment but only to a certain extent as you have some control over your behaviour and therefore some freewill.

Answers:

Task 1: Sort the following studies into hard determinism and soft determinism

Task 2: Compare the methodologies of those that are positioned 'hard determinism' and those positioned 'soft determinism'

Hard determinism	Soft determinism
Research: Freud (1909) assumes that all behaviour is caused by innate drives and unconscious processing. He suggests that all individuals progress through the psychosexual stages and that behaviour in childhood is predictable. Bandura et al (1961) believes that our learning from the environment determines our behaviour and that we can predict future behaviour based on influences such as aggressive models. Sperry (1968) argued that different functions are located within certain areas of the brain and that these cause behaviour. Like many biological researchers, he suggests that the performance of tasks is due to the activation in the different brain structures. **Methods:** Laboratory experiments High controls Quantitative methods	**Research:** Moray (1959) is classed as soft determinism as it suggests that although we select what to pay attention to in our environment we are only able to process a certain amount using mechanisms within the mind that are innate. Hancock et al (2011) suggests that whilst we can look at differences between offenders in their language use there are still individual differences that signify some choice. Milgram (1963) showed that situational factors are a powerful influence on an individual's likelihood to obey however he also showed that not all participants did obey up to 450 volts and therefore there must be some element of freewill and choice involved. **Methods:** Content analysis Interviews Qualitative methods Observations

Task 3: What are the strengths and weaknesses of adopting each of these positions?

Strengths: Possible interventions due to predictability Scientific approach has value **Weaknesses:** Legal implications is true Never 100% true as based on induction	**Strengths:** Allows individuals to change or at least think they can and increase motivation Encourages personal responsibility **Weaknesses:** Difficult to define and measure what freewill is Subjectivity about freewill and choice Not very scientific

Differentiation:

For weaker students completing task 1 you can give them the following cards that signify hard determinism to support their categorisation of studies into hard and soft determinism.

Innate	Cause and effect	Very predictable
Predetermined	Scientific	Quantitative

To challenge students you could ask them to outline the consequences of each study adopting the position of hard or soft determinism. This can be prompted by giving the cards below.

2.5 Core studies that favour freewill as an explanation

Aim:

To explain research that illustrates a freewill position within the determinism/freewill debate.

Task introduction:

Students often find determinism easier to understand than freewill and many of the core studies favour a deterministic perspective. Students can take this opportunity to read further about the freewill position in this debate and research beyond the core studies that are central to humanism.

Suggested delivery:

1. Pose a question on the board 'What if all behaviour was beyond your control?', to get students thinking about the consequences of such as taking a deterministic stance.
2. Show students images that signify the consequences of determinism such as helplessness, diminished responsibility and labelling and discuss the implications.
3. Students read student worksheet 2.5 as an introduction to the freewill position.
4. Students then complete further reading using textbooks, wider reading and sources such as those provided below.
5. Students complete an exam style question such as '*Evaluate the usefulness of providing an explanation for behaviour that favours freewill.*'

Suggested resources for further reading:

- 'The association for humanistic psychology' http://www.ahpweb.org/about/new-vision/item/33-humanistic-view--methods.html
- Benson, N. Collin, C., Ginsburg, J. and Grand, V. (2012) *The Psychology Book (Big Ideas)*. London: DK Publishing (Dorling Kindersley). ISBN: 978-1405391245. 138-139.
- Matby, J., Day, L. and Macaskill, A. (2013) *Personality, Individual Differences and Intelligence. 3 Edition*. Harlow: Pearson Eduction Limited. ISBN:9780273751168.123-150.

2.6 Different areas of determinism

Aim:

To understand the different positions in the freewill/determinsm debate.

Task introduction:

Students are introduced to different positions within the freewill/determinsm debate and where different areas of psychology fit.

Suggested delivery:

1. Students read the cards about each area's assumptions on student worksheet 2.7 and then create a debate line with each area organised in their relative position.

   Students should produce a debate line such as:

2. Students consider any similarities in the methodological choices and positions in other debates for each side of the determinism/freewill debate.
3. A discussion of why particular methodologies are used in each side of the debate is facilitated by the teacher. This should draw on the therapeutic and more qualitative methods used by those favouring freewill and the more quantitative and experimental methods used in deterministic explanations.

2.8 Compare the debates

Aim:

To understand how the determinism/freewill debate is similar and different to other debates.

Task introduction:

Students are required to understand how each debate is different from and similar to other debates. This task aims to get students to record how a deterministic stance in the determinism/freewill debate is related to the other debates.

Answers:

Debate	Relation to a determinist stance
Nature/nurture	The determinist stance can be linked to nature due to the clear focus on establishing cause and effect, particularly when investigating genetics. Nurture also tends to be deterministic as behaviourist research believes that factors in the environment can be isolated and understood to be directly causing behaviour. Some areas that adopt nurture as an explanation, such as humanism, oppose determinism and students should be able to identify the differences between different areas.
Reductionism/ Holism	Determinism and reductionism align with similar assumptions about the predictability of behaviour and the scientific approach to explaining human behaviour.
Individual/ situational explanations	Determinism aligns more closely with situational explanations that focus on specific factors contributing to behaviour that can be predicted. Individual explanations tend to favour explanations that include freewill and are less predictable.
Usefulness of research	Determinism is very useful when trying to develop treatments; biological treatments may lack effectiveness in the long-term as behaviours return. Students should recognise that freewill is more useful for therapeutic methods whereas determinism aids the development of very measurable treatments.
Ethical considerations	Determinism has the danger of causing psychological harm due to the implications research may have such as genetic causes of behaviour or poor upbringing.
Conducting socially sensitive research	Deterministic explanations can lead to socially sensitive research as this suggests there is a clear cause for behaviour. This can lead to labelling and discrimination and may remove personal responsibility.
Psychology as a science	Determinism aims to be scientific however it can never lead to perfect predictions due to the complexity of human behaviour and the difficulty isolating variables completely. Determinism does utilise many scientific methods compared to freewill.

Reductionism/holism

3.1 DSM as a multi-axial tool: how does this fit into the reductionism/holism debate?

Aim:

To understand the concepts of the reductionism/holism debate.

Task introduction:

Students are given information on the DSM as a multi-axial tool to provoke their thinking about the use of holistic and reductionist explanations of behaviour.

Suggested delivery:

1. Pose the question 'how do we decide what is mental illness?'
2. Facilitate a discussion of how mental illness is categorised, drawing on the limitations of reductionism.
3. Students read the accompanying student worksheet about the DSM.
4. Students discuss the questions on the worksheet as a prelude to an introduction to the debate.
5. Students answer the question 'Mental illness can be defined by specific characteristics set out in the DSM' and discuss the use of reducing behaviour to factors and the use of considering more holistic explanations.

Key misconceptions:

Q: Reductionism is just looking at one factor isn't it?

A: *No. Reductionism is more about the level at which you investigate behaviour rather than merely looking at one factor. Reductionism takes a behaviour and breaks it down into its constituent parts to understand how these simplest components contribute to behaviour.*

Material sourced from: http://en.wikipedia.org/wiki/DSM-IV_codes

3.2 Reducing reductionism and holism

Aim:

To define the principles and key concepts of the reductionism/holism debate.

Task introduction:

Students are required to define the key concepts of the reductionism/holism debate and understand the different positions within the debate. This task aims to give students an understanding of the two key positions, create revision aids for the definitions and discuss the problems with taking a reductionist approach.

Suggested delivery:

1. Teacher explains the two key terms to students and elaborates on what the definitions mean with examples.
2. Students complete the accompanying worksheet to breakdown the definitions to 20 words, 10 words and finally 3.
3. Students can then be challenged to draw a visual aid to show what both reductionism and holism are.

Below are questions teachers may use to prompt students to consider the debate.

Teacher questions:

- Is it easy to reduce the definitions to their key components?
- Why is it useful to break it down?

A discussion of the problems of reducing the explanations is facilitated by the teacher and linked to the limitations of reductionism.

3.3 Recognising reductionism

Aim:

To explain how research illustrates different positions within the reductionism/holism debate.
Introduction to task:

Students are given a reminder of the key principles of the debate before being asked to read core study summaries provided and annotate, using key terms given, what side of the debate they favour. Students then use this to write a summary of the research that is reductionist and research that is holistic to directly to compare the typical features.

Students should be able to pick out the following features in each core study summary.

Reductionist research:

Maguire et al (2000) is seen as reductionist as she proposes that spatial navigation is localised in the hippocampus and that the neural activity in this region enables individuals to navigate their environment effectively. By adopting this scientific approach researchers can break down the phenomena of spatial navigation abilities into the key components that cause it and are able to identify the grey matter in the hippocampi as an associated factor.

Raine (1997) explained that anti-social behaviours can be reduced to brain abnormalities and these can determine behavioural responses. Students should highlight the biological determinism in this study and that the constituent parts can be identified within the regions of the brain.

Holistic research:

Rosenhan and Seligman (1989) wrote about defining dysfunctional behaviour and students should identify that this takes a more holistic approach to explaining behaviour and the use of subjective judgements to assess the mental health of individuals.

Gould (1982) wrote a review article in his book documenting the history of human intelligence. Students should identify that whilst previous pieces of research into intelligence were rather deterministic, Gould intended to critique previous methods of intelligence testing, primarily Yerkes, to highlight the limitations of taking a reductionist approach to explaining intelligence. Students should identify more holistic explanations that include cultural factors and language.

3.4 Pyramid of parsimony

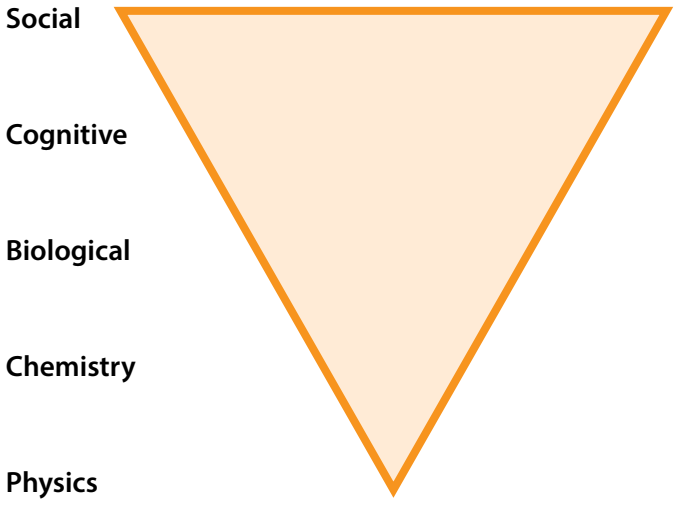
Aim:

To understand and explain the key principles of reductionism.

Task introduction:

Students are given a pyramid to represent the different levels of reductionism and asked to place different areas of psychology into the pyramid with a justification. Teachers can then facilitate a variety of discussions using this such as the areas of research in each level.

Levels of reductionism students should broadly come up with:



Discussion questions to be used with this task:

The following questions could be printed as cards or verbally asked to the class to provoke them to understand the applications of reductionism and holism as well as the research at different positions within the debate.

Q: What applications does each level of explanation offer?

Q: How scientific is each level of explanation?

Q: Where would _____ core study fit in the pyramid?

Q: Where would psychoanalysis fit into this pyramid?

3.5 Evidence based judgements

Aim:

This activity aims to get students to understand the applications of the different positions within the debate and draw on research that illustrates the different positions within the debate.

Students are given Aristotle's infamous quote "The whole is more than the sum of its parts" and use this to debate the explanations of offending behaviour provided.

This activity would complement the delivery of component 3: Section B when looking at what makes a criminal. Students need to understand the physiological and non-physiological explanations of criminal behaviour and can use this activity to consolidate their understanding.

Suggested responses to the worksheet questions:

1. **What reductionist explanations exist for criminality?**
   - Biological – biological mechanisms such as genetic abnormalities.
     Students may also refer to hormonal functions and brain structure/activity.
   - Cognitive – thinking patterns such as lack of responsibility, uniqueness or habitual anger.
   - Social – Whilst the evidence in this area is much more holistic students may refer to factors such as a lack of male role model or exposure to offending behaviour.
2. **Is the evidence conclusive? Why?**
   Students may refer to the % of offenders different social factors affect, differences in thinking patterns present in offenders, lack of concordance in biological research, variations in results for participants or lack of generalisability that prevents a conclusive finding being given.
3. **Do the individual explanations account for all criminal behaviour and all instances?**
   Students should refer to the complexity of criminal behaviour, the focus of research on collections of contributing factors and the inability to isolate particular variables to be able to conclude a reductionist explanation is sufficient.
4. **Do you agree with Aristotle's claim? Why?**
   Again, students should come to the conclusion that no reductionist explanation of offending behaviour is sufficient on its own as by reducing explanations we miss out important information. Research has shown that whilst there are many commonalities in the cause of offending behaviour; individuals' behaviour, circumstances and biology vary significantly.

3.6 Ignorance is bliss

Aim:

To understand the implications of different positions in the reductionism/holism debate.

Task introduction:

Students develop an understanding of the difficulty of adopting an entirely reductionist explanation by reading about previous research on intelligence and critiquing the use of a reductionist explanation. Students identify other factors that may also affect the behaviour in question and can be challenged to find evidence to suggest this is true.

This activity would complement the teaching of measuring differences in component 2 when studying the classic study by Gould (1982). Gould's review article covers a number of theories of intelligence that allow students to

explore the use of more holistic explanations that have developed since early innate theories and the dangers of assuming a reductionist explanation is correct.

The worksheet provides a brief overview of the research by Yerkes and the implications of his research and asks students the following questions. Suggested responses are provided below also.

Questions:

1. What reductionist explanation did Yerkes suggest about intelligence?

   That genetics directly cause intelligence as intelligence is innate.

2. What are the implications of using this reductionist explanation?

   Eugenicists legitimise the discrimination of Negroes and other races by suggesting they are responsible for the reduction of intelligence in America. This led, in part, to increased racism and the introduction of the immigration restriction act 1924 which stopped many Jewish people from escaping Europe prior to WW2.

3. What other factors may contribute to the intelligence level recorded on the intelligence tests?

   Poverty, education, culture and language barriers etc.

4. What do more recent theories of intelligence suggest about the complexity of a sufficient explanation? What implications do these have?

   Cattell's theory of fluid and crystallised intelligence suggests that experience can improve intelligence and has positive implications in training and education.

   Gardener's theory of multiple intelligence suggests a more complex understanding of how intelligence works that may account for individual differences further.

3.7 Reductionism in psychological areas

Aim:

To understand the position different areas of psychology have within the reductionism/holism debate.

Students complete the grid with key assumptions about each area of psychology and then how each area uses a reductionist approach.

Students should provide similar answers to those below.

Biological area – Physiological mechanisms cause behaviour such as genetic coding, hormonal levels and brain function. Students should recognise this area is highly reductionist in its approach to explaining behaviour.

Developmental area – Assumes that individuals broadly develop through stages and must achieve one stage to move on to the next. Students should recognise that this area can be seen as reductionist as they assume behaviour is able to be reduced to basic component but also that behaviour can be complex with many interacting factors leading to behaviour.

Cognitive area – Assume the mind is like a machine with a number of cogs that act as the processing. Information is processed and this affects behaviour observed. Students should recognise that the cognitive approach is reasonably reductionist in its approach as it assumes the human mind is like a machine and specific inputs cause specific responses that are highly predictable.

Social area – Assumes that behaviour is due to social factors in the environment. Students should recognise that looking at the behaviour of individuals in a social setting often requires a more holistic explanation.

Individual differences area – Assumes that all behaviour is unique and that behaviour is the result of an individual's personal characteristics and interactions with the environment and others around them. Students should recognise that this area is much more holistic in its nature and often uses a variety of methods of investigation.

Behaviourist area – Assumes all behaviour is a result of a stimulus-response mechanism. Students should recognise this as environmental reductionism and explain that this is highly reductionist and assumes behaviour is highly predictable as all behaviour is the result of experiences that can be measured.

Psychodynamic area – The unconscious is the cause of all behaviour and therefore all actions can be reduced to the interaction between the id, ego and superego. Students should recognise that this area can be seen as relatively reductionist however methods lack quantifiable methods to investigate behaviour so clearly.

3.8 Application of understanding

Aim:

To apply understanding of the reductionism/holism debate and synthesise this knowledge when given novel sources.

Task introduction:

Students should be able to explain the key concepts of the reductionism/holism debate, explain why research takes different positions in the debate and for section C of component 2 they should be able to apply their knowledge and understanding to novel sources. This task gives students the opportunity to apply knowledge to novel sources.

Suggestions for delivery:

1. Give students the starter task suggested on the student worksheet and get them to work in pairs to suggest possible explanations for the characteristics of anorexia.
2. Discuss the different explanations with the class and get them to draw out the following table with the appropriate explanations.

Level of reductionism	Cause of behaviour	Application to anorexia
Sociology	Cultural practice/religion	
Psychology	Group influence/personality	
Biology	Biological Addiction	
Chemistry	Neurotransmitters	
Physics	Neurons	

3. Provide students with a recent news article about a chosen behaviour and get them to record how they could investigate this using reductionist or holistic methods. Students can use the accompanying worksheet to record their notes and to understand the areas of psychology that typically use reductionist methods as well as other debates that reductionism links to.

Further guidance:

The BBC News website is ideal for finding short articles that are appropriate for this task.

http://www.bbc.co.uk/news

Individual/situational explanations

4.1 Evil

Task introduction:

Students are encouraged to reflect on psychological explanations about the nature of evil and to assess existing research. The aim of this task is to support students in differentiating between situational and individual explanations of evil.

Suggested delivery:

1. Students are asked to complete the starter on the accompanying student worksheet with no teacher input to see what they perceive evil to be.
2. Students then compare their images of evil and the teacher facilitates a class discussion.
3. The teacher then introduces historical views of evil that are based on early religious beliefs than an individual is evil rather than the situation causing the behaviour. This also gives an opportunity for students to reflect whether this belief is still true today.

Teachers can use the following suggestions of research that can explain evil behaviour:

- Zimbardo believes evil is a result of a group identity.
- Reicher and Haslam believe tyranny develops through failure of groups and inequality.
- Yochelson and Samenow believe criminals think differently.
- Brunner believes genetics may influence criminal behaviour.
- Hancock et al believe that language is distinctly different in psychopaths who commit evil act to the general population.

The research could be presented in a lecture, on research cards or given as a research task.

4. Students can then be asked how evil is explained using the evidence they have gathered.
5. Students can then complete task 2 on the student worksheet to sort cards into individual or situational explanations of behaviour with extension questions in italics.

4.2 Key principles of the individual/situational debate

Aim: This task aims to introduce students to the key concepts within the individual/situational debate.

Suggestions for delivery:

1. Briefly explain the key concepts of the debate to students if this has not been covered previously.
2. Give students the cards cut up and get them to sort them into individual or situational explanations of behaviour.
3. Get them to write a brief definition of the debate with examples for each side of the debate.

These key terms cards can also be used in the following ways:

- Students can use the cards to test each other on what the terms mean and which debate they fit into.
- Students can be given one card each and be challenged to line up and form a sentence as a class that explains the debate
- Cards can be used when playing key word bingo. Students can choose nine terms to put in a 3x3 bingo grid before the definitions are read out. Students can then cross off the terms until they have three in a row. Students can only call "BINGO" if they explain what they key terms mean in relation to the debate.

4.3 Anonymous

Students are given a challenge in groups to correctly describe as many pieces of research as they can to their team in a set time limit. The catch is they must not state the name of the research but instead must explain how it utilises an individual or situational explanation of behaviour to get the points.

Suggested delivery:

1. Explain the aim of the task and recap the key terms individual and situational.
2. Students have a go at the example on the student worksheet. The description is of Milgram's research and students should be able to identify this as a situational explanation as it focuses on the responses to people in authority and the difference their position in the social hierarchy makes to a person's obedience levels.
3. Students can be given time to prepare descriptions for some of the studies listed below before describing them to their team. The studies could be allocated by the teacher and could be targeted at students according to their ability. Alternatively, cards could be picked out of a hat by students.
4. Students can then be stretched using the questions below by the teacher. These questions could also be presented to the students as an additional worksheet or discussion questions on a Powerpoint.

Discussion questions:

- Does the evidence suggest behaviour can be explained solely by individual or situational factors?
- What are the real life applications of taking this position in the individual/situational debate?
- What areas of psychology tend to take a situational approach to explaining behaviour?
- Is a situational explanation complimentary to the nature or nurture side of the nature/nurture debate?

4.4 Situational explanations? Or excuses?

Aim:

To understand the applications and implications of accepting situational explanations for behaviour.

Suggested delivery:

1. Give students a summary of Zimbardo's Stanford Prison Experiment (SPE) or get them to visit http://www.prisonexp.org/ to read about the research.
2. Students use the accompanying student worksheet to discuss if the situational explanation of behaviour is useful or if it provides an excuse for inhumane behaviour.

Suggested answers:

1. What does Zimbardo claim happens when you put 'good people in an evil place'?

   That the situation causes individuals to behave uncharacteristically and carry out 'evil' acts despite being ordinary and psychologically well-adjusted individuals.

2. What are the limitations of the way Zimbardo carried out his research? Do these make the situational explanation less convincing?

   Students should draw on the involvement Zimbardo had and the bias evident in his judgements of the behaviour observed. Students should question the validity of the research due to this. Whilst the SPE did simulate a real prison, students can critique the use of artificial settings when trying to explain evil behaviour beyond this simulation of a prison.

3. Would dispositional factors have affected the results of this study? Consider factors such as class, age and gender.

   Students should draw on the use of students from predominantly middle class backgrounds and compare this to working class behaviour. The use of men and not women means we are unable to know how women would respond to the prison environment and the differences in gender roles at this time. They may also comment on the difference in age as the participants were all students who are generally more compliant.

4. Is research investigating situational factors ethical? Why?

   By immersing participants into a situation there are risks such as protection from harm and right to withdraw that students should discuss.

5. What can we do about evil behaviour according to Zimbardo's research? What are the implications of this?

   Zimbardo's research suggests that human nature can change dramatically when put in powerful situations such as the prison environment. The implication of this is that individuals are not responsible for their own behaviour.

4.5 Interactionism

Aim:

To understand different positions in the situational/individual explanations debate.

Introduction to task:

Students should be familiar with both situational and individual explanations of behaviour throughout the core studies and need to understand how investigating the interaction of these factors can be beneficial.

Suggested delivery:

1. Recap the individual/situational explanations debate as a starter.
2. Students are asked to discuss how realistic each extreme of this debate are in offering a full explanation of behaviour.
3. Students use the accompanying student worksheet to understand the central position in this debate of interactionism. Students mind map potential explanations from each extreme of the debate for different scenarios.
4. A discussion of how the different explanations may interact is facilitated by the teacher.

4.6 Strengths and weaknesses of the individual/situational debate

Aim:

To understand the different positions within the debate and their relative strengths and weaknesses.

Introduction to the task:

Students need to understand the dichotomy of individual and situational explanations of behaviour as well as how these interact with one another. Beyond this they also need to be able to evaluate the different positions in the debate and give examples.

Suggestions for delivery:

1. Recap the definition of the key terms and the key concepts for each side of the debate.
2. Direct students to read the extract in the accompanying student worksheet before recording the key strengths and weaknesses in the table below the extract.
3. Use the SAMs, copied below, to assess students' understanding.
   Overviews of the Mark Schemes are in italics.

SAMs:

12a) Describe the difference between an individual explanation for behaviour and a situational explanation for behaviour. (4)

*4 marks – A detailed **and** accurate description of the difference between **both** explanations of behaviour.*

*3 marks – An accurate description of the difference between **both** explanations of behaviour but lacking some detail.*

2 marks – Vague or partial answer.

1 mark – Basic description with little relevance to individual or situational explanations of behaviour.

12c) Evaluate the usefulness of providing a situational explanation for behaviour. Support your answer with evidence from **one** appropriate psychological study. (6)

Students can use research such as Milgram's, Piliavin's, Bocchiaro's or Levine et al etc.
5-6 marks – A good knowledge and understanding of the situational explanation for behaviour. Good evaluation of the usefulness with supporting evidence. Reference to more than 3 evaluation points (2+/1- or 2-/1+).

3-4 marks – A good knowledge and understanding of the situational explanation for behaviour. Reasonable evaluation with supporting evidence. Reference made to both one strength and one weakness of a situational explanation with appropriate evidence.

1-2 marks – Good knowledge and understanding of the situational explanation for behaviour. Limited evaluation with limited or no relevant supporting evidence. Reference to evaluation point with limited evidence.

4.7 Rate the research

Students need to be able to explain whether research favours a situational explanation or an individual explanation position in the debate.

Introduction to the task:

Students rate research on a debate line to show whether each piece of research favours the situational or dispositional explanation of behaviour.

Suggested delivery:

1. Give students cards with the names of core studies on and in small groups get them to revise/recap what the studies investigated. This can take the form of mind maps or poster presentations of one study per group.
2. Once students have revised the studies so they are familiar with them get them to read the definitions of individual and situational explanations of behaviour and begin to rate the pieces of research on the debate line provided on the accompanying student worksheet.
3. Students can then use the debate line to answer exam style questions such as the ones below. Students can be directed to work on the questions in pairs and each pair could be allocated a particular piece of research to work with and then present back to the class their planned answer before receiving feedback from the teacher on exam technique.
    - Explain how one psychological study can be considered as providing an individual explanation for behaviour. (5)
    - Explain how one psychological study can be considered as providing a situational explanation for behaviour. (5)
    - Evaluate the usefulness of providing a situational explanation for behaviour. Support your answer with evidence from one appropriate psychological study. (6)
    - Evaluate the usefulness of providing an individual explanation for behaviour. Support your answer with evidence from one appropriate psychological study. (6)

4.8 Spot the difference

Aim: To understand how the individual/situational explanation debate is different from and similar to other debates.

Suggested delivery:

1. Students recap the debates concepts and defining principles in pairs and feedback as a class. This could be mind mapped on a whiteboard.
2. Students then complete the gap fill task on the accompanying student sheet. Students read statements and choose which word fits best from a variety of other debates and positions within them.
3. Students then complete the diagram on the following page with a summary of how the individual/situational debate compares to other debates.

Activity answers:

1. Individual explanations of behaviour often assume that behaviour is **innate** and that the nurture side of the debate is true.
2. Situational explanations of behaviour are often hard to quantify when explaining how groups, presence of others and social triggers cause behaviour and therefore a more **holistic** approach is needed.
3. By understanding **individual** factors that determine behaviour researchers can develop real life applications such as **therapy** that focuses on changing factors such as faulty cognitions.
4. The individual/situational debate aims to offer a **deterministic** explanation of behaviour as it aims to establish cause and effect by isolating specific variables.
5. The danger of attributing the cause of behaviour to **individual** factors is that it can lead to **socially sensitive research** as the implications of findings could suggest that a person's race, age, gender or disability, for example, cause behaviours. This can cause social stigmas and discrimination as seen in Gould's research on intelligence.
6. Both sides of the individual/situational explanations debate assume that it is possible to predict behaviour based on specific variables and that people behave in systematic ways which removes the element of **freewill**.
7. Areas of psychology that use individual explanations of behaviour, such as the cognitive area, often use **scientific** methods that are high in control whereas situational explanations often find it harder to establish such high control.
8. By using a **situational** explanation researchers assume that the environment determines behaviour and therefore the nurture side of the nature/nurture debate is favoured.

Usefulness of research

5.1 Defining usefulness

Aim:

To define the principles and concepts of the usefulness debate.

Introduction to the task:

Students need to understand the use of carrying out research but often find remembering the key uses challenging. This task offers the opportunity to define the key principles and devise a means to recall these easily.

Suggested delivery:

1. Students are asked to discuss and note down ideas about the purpose of psychological research on the accompanying student worksheet.
2. The teacher facilitates discussion of what makes a piece of research useful and students should produce a list such as the one below:
   - It questions previous research and progresses understanding of human behaviour.
   - It increases academic understanding of behaviour and furthers research in the field.
   - It provides developments for therapies, interventions, preventative action or treatments.
   - It is valid, research needs to be accurate and generalisable in order to be useful.
3. Students write an acronym or rhyme in the box at the bottom of the student sheet to act as a prompt when assessing usefulness of research.

5.2 To what extent…

Aim:

To use research to illustrate the different positions within the usefulness debate.

Task introduction:

Students need to be able to assess how useful the different core studies are and to explain their judgements. This task gives students the criteria to assess studies usefulness and offers the opportunity for teachers to focus on exam technique following this activity.

Suggested delivery:

1. Students revisit the principles of usefulness and the criteria for highly useful research as well as low usefulness. This gives an opportunity for the teacher to correct any misconceptions about the debate before completing the task.
2. The teacher presents a statement for a study on the board similar to the statements on the worksheet and gets students to discuss how useful the piece of research is using the information given. This can then be discussed as a class with opportunity for targeted questioning.
3. Students then work through the statements on the accompanying student worksheet and assess the usefulness using the criteria provided. Students can be challenged to revisit the original articles or the OCR core study guides to select further evidence for a particular study to judge the usefulness. Further to this students could be asked to suggest how they would carry out the research differently to increase the usefulness of any findings.
4. Students can then be given exam style questions to respond to, which may form an assessment of their understanding.

5.3 Dominoes

Aim:

To explain examples of research that illustrate the different uses within psychological research.

Suggested delivery:

1. Students are challenged to write a definition of usefulness. This is then discussed and clarified by the teacher.

2. Students then complete the dominoes game in pairs to match the different pieces of research to their uses. The dominoes will need to be cut up prior to the lesson with one set for every two students.

3. Students can then focus on one piece of research and use the core studies guide and notes they have made previously to explain how useful the research is in exam style responses for component 2 Section B.

Assessment questions include:

- Explain how **one** cognitive psychological study can be considered useful when explaining behaviour. (5)
- Explain how **one** developmental psychological study can be considered to lack usefulness when explaining behaviour. (5)

Preparation:

Dominoes to be cut up prior to the lesson. The study corresponds to the descriptor, which can be found in the row below it to the left.

This led to **further understanding** about inattentional blindness for dynamic events, which has **progressed research** in this field.	**Baron-Cohen et al (1997) developed a test of theory of mind appropriate for adults with autism to test their cognitive processes.**
This led to **further understanding** of the deficit and changed perceptions about the intelligence of this group of people. This also led to **further educational intervention** to support individuals who struggled with this skill.	**Baron-Cohen et al (1997) developed a test of theory of mind appropriate for adults with autism to test their cognitive processes.**
This led to further understanding of the importance of culture in learning and of the impact education could have on moral development.	**Freud (1909) studied Little Hans and his phobia of horses.**
This led to the development of psychoanalysis as a therapy to help reduce unconscious anxiety that has been displaced onto harmless objects.	**Milgram (1963) studied obedience to authority within the social area of psychology.**

. . . continues

This led to **further understanding** of why people commit such destructive acts and how this can be prevented in the future.

Bandura (1961) studied aggressive behaviour and how children acquire this through observational learning.

This led to raised awareness of one of the causes of negative behaviour and to **interventions** such as adverts to promote positive behaviour.

Blakemore and Cooper (1970) investigated the development of the visual functions within the brain by experimenting with kittens.

This furthered understanding of the importance the environment can have on development and **provoked further research** to understand how perception develops in children.

Grant et al (1998) investigated the importance of context in forming memories of material and focused on the cognitive processes involved.

This led to interventions being developed to improve the environment individuals learn in as well as provoking further research.

Simons and Chabris (1999) studied visual attention and the ability to recall information in dynamic events.

5.4 Different therapies

Aim:

To understand the different therapies that can be developed following research that improves the usefulness of research.

Task instructions:

Students should already have a general understanding of what usefulness is and have studied a number of core studies to gain experience of some treatments.

This task can be run in a variety of ways but it is suggested that students research a given treatment and present information on it to the rest of the class, students can then use the accompanying worksheet to record information about the different therapies presented using the prompts below to structure their notes.

Therapies to research:

- Token economy (behaviourist).
- Cognitive behavioural therapy (CBT) (cognitive and behaviourist).
- Systematic desensitisation (SD) (behaviourist).
- Aversion therapy (behaviourist).
- Flooding (behaviourist).
- Free association (psychodynamic).

Prompts for students to include in their presentations:

Must include:

- Area of psychology the therapy has been developed from.
- What the therapy involves/the process.
- Typical areas of application such as offending, phobias or improving mental health.

Should include:

- Examples of research that have used or contributed to the development of the therapy.
- Strengths of the therapy.

Could include:

- Issues with the therapy.
- Alternative methods of treating the behaviour focused on.

5.5 The usefulness of different areas

Aim:

To understand and explain how different areas of psychology fit into the usefulness debate.

Introduction to task:

This task enables students to summarise the differences between each area of psychology and assess how useful each area is overall. This task will give students an overview of the usefulness of each area which can then be applied to exam style questions for component 2 Section B.

Suggested delivery:

1. Students recap what each area of psychology assumes causes behaviour and mind map these along with typical methodologies used due to the assumptions.
2. Students work in groups to complete the grid for one area of psychology before presenting back to the class. Students can be challenged to find evidence to support their points for each element of usefulness.
3. Students discuss their answers in a quiz, quiz trade style activity where the students pair up with someone else around the room and ask each other about their areas. Once they have shared each other's ideas they should then pair up with a new person and teach them about the area they have just been told about. Eventually, all the class should have notes on all the areas and had the opportunity to discuss examples as well as clarify misconceptions.

   It is important that teachers have the opportunity prior to this activity to check the initial notes students have made for each area to ensure they are thorough and correct.
4. Students can then be given exam style questions to attempt using their worksheet with a summary of the usefulness of all areas.

5.6 Usefulness bingo

Aim: To consolidate understanding of the definition of usefulness and key concepts.

This task is ideal as a plenary to a lesson on usefulness or as a starter to a lesson following usefulness.

Task instructions:

1. Students choose nine words from the box of 12 available words on the accompanying student worksheet.

Further research
Intervention
Psychoanalysis
Cognitive therapy
Validity
Generalisable
Ecological validity
Flooding
Drug treatment
CBT
Target population
Legal changes

2. The teacher reads the definitions of the terms one at a time and students cross off the term when they believe it has come up.
3. Once students have three in a row, horizontally, vertically or diagonally they shout "BINGO" and then have to define each of the key terms in their row correctly to win.
4. The game can continue until there is a full house or one of the variants below can be used to consolidate understanding further.
   a) Students can be challenged to write a sentence summarising usefulness in less than 20 words that are coherent.
   b) Students can write their own definitions for three words and you can play the game again but with students explaining words.

5.7 Usefulness continuum

Aim:

To select research to illustrate different positions within the usefulness debate.

Task introduction:

This task encourages students to make a human continuum to rate their allocated core study on a usefulness continuum and discuss their judgements with others. There is no definitive answer for this task as it is aimed at getting students to consider the uses of each piece of research in their relative area of psychology.

Suggested delivery:

1. For this task students need to each be given a core study and a copy of the accompanying student worksheet.
2. Once students have their core study card give them 5-10 minutes to prepare points on the back of the card about how useful the research is. This can be done using a pros and cons list or using the criteria for usefulness.
3. Students then have to line up along a continuum in the classroom ranging from 'extremely useful' to 'not very useful' and negotiate their position along the continuum with other students. This should enable students to gain an understanding of why different pieces of research are useful and also connect ideas about different areas of psychology and their uses.
4. Once students have organised themselves teachers can facilitate a discussion of their positions and the criteria used. Students can be encouraged to consider the uses different areas of psychology have due to their differing assumptions.
5. Students record the three most useful pieces of research on their worksheet.
6. Students can then complete written responses about the usefulness in exam style questions.

5.8 How does usefulness fit into the other debates?

Aim:

To understand how useful research is that favours different positions in other debates.

Task introduction:

Students need to understand how useful research is when it takes differing positions in other debates. This task provides a framework for students to comment on the limitations and uses of taking these differing positions.

Suggested delivery:

1. Students recap what the following debates mean:
   - reductionism/holism
   - freewill/determinism
   - nature/nurture
   - individual/situational explanations
   - psychology as a science.
2. Students complete the accompanying worksheet.
3. Students can then apply their understanding to exam style questions.

Ethical considerations

6.1 What are ethics?

Aim:

To define the principles of the ethical guidelines set out by the BPS.

Task introduction:

Students need to understand the six key ethical issues and the guidelines for each. This task gives a worksheet for students to complete so they have a set of definitions to utilise in future lessons.

Suggested delivery:

1. Students can be asked to consider if they were participating in research what would they expect from the researcher? How would they like to be treated? What would they want to know?
2. Students are given a table of ethical issues on the accompanying student worksheet and asked to define each of the ethical issues before explaining why it is important to uphold ethical guidelines for each one.
3. Students can be given a scenario and asked to plan how they could gain informed consent etc. Teachers can then facilitate a discussion of different methods of adhering to the guidelines and practical issues with suggestions.

6.2 How ethical is previous research?

Aim:

To explain how research illustrates the adherence of ethical guidelines as well as ethical issues within the research.

Task introduction:

Students need to be able to assess how ethical the core studies are and be able to use examples in component 2. This task gives students prompts to detail their judgements of each study.

Suggested delivery:

1. Students each need a copy of the accompanying worksheet to complete and access to the core studies details which can be found in the core studies guides which can be found here: http://ocr.org.uk/Images/170180-guide-to-core-studies-1.pdf and http://ocr.org.uk/Images/183326-guide-to-core-studies-2.pdf.
2. Students can then use notes they have on ethical guidelines to assess each study to see if they adhere to these. Students should then record any ethical issues raised along with a reason for why the researcher decided it was important to conduct the research in such a way despite breaching ethical guidelines.
3. Further to this, students should record initial ideas about how else the research could be carried out to avoid ethical issues. This can also support the development of students' exam technique and ability to suggest alternative methodological choices.

Once students have completed the table they should be able to summarise the main costs and benefits of carrying out unethical research in the table such as below:

Costs of carrying out unethical research	Benefits of carrying out unethical research
Public lose trust in researchers Causes psychological or physical harm to humans or animals Impacts on participants' behaviour due to involvement in research May jeopardise future funding for research	Progresses the understanding of psychology Record natural and therefore ecologically valid behaviour Reduce bias Provide further real life applications and useful research

6.3 'Thinking is not optional'

Aim:

To apply the ethical guidelines to research and justify decisions about the design of research.

Task instructions:

Students need to understand that prior to research being carried out it has to go through the process of ethical approval. This task aims to get students thinking about the process of planning research and identifying risks involved in terms of ethics.

Student answers guide:

Research proposal	Recommendations for improvements
A hospital wishes to investigate the effect of text reminders on adherence to diabetic regimen. They suggest that they will record blood sugar levels of diabetics who visit the hospital and will send half of them texts whilst the other half don't receive any. Once the research period is over they will write to all the individuals they collected data from and inform them of what they have done.	- Give informed consent. - Deception can be reduced by giving informed consent. - Need to ensure right to withdraw.
A researcher wants to investigate anxiety when people don't know what to do in an emergency situation, so he proposes to stage an emergency in a busy shopping centre and observe the reactions.	- Need to give informed consent and consider the use of a public space when attempting to do this. - Consider protection from harm if they are creating anxiety and how to minimise this while still testing the aim. - Right to withdraw not available.
Previous research has suggested that the brain has plasticity and changes due to experience. A group of researchers have proposed asking 10 people to carry out repetitive tasks focused on developing fine motor skills for six months before comparing their MRI scans to controls.	- Consider the use of a quasi sample, rather than manipulating a behaviour the consequence of is unknown. - How have they given informed consent about the true nature of the task?

Further to this students can then apply their understanding to an assessment question on the student worksheet.

6.4 Top trumps

Aim:

To select appropriate research that demonstrates high levels of adherence to ethical guidelines.
Students should be able to identify examples of adhering to ethical guidelines in research and examples where researchers could improve their ethical practice.

Suggested delivery:

1. Students complete task 1 of the accompanying student worksheet to record the most unethical study they have looked at in their course. The teacher can facilitate the discussion of why they have chosen particular studies and write on a whiteboard the key reasons why the studies are deemed unethical.
2. The students then complete task 2 to select two core studies that are effectively adhering to ethical guidelines as well as one study that isn't doing this as well. This task aims to help students differentiate between ethical and unethical decisions within research.

3. Students can be given support sheets with the definitions for each ethical guideline on. They can then use the core studies guides to review the studies again before selecting ones for each ethical guideline.
4. Students can then discuss as a class the main do's and don'ts for each ethical guideline and justify their ideas with evidence from the core studies.

   Teachers can use targeted questioning to get students to reflect on **why** particular design decisions can help researchers to adhere to ethical guidelines.

6.5 Ethical decision making

Students are often unaware of the number of stakeholders there are to consider when making ethical decisions and this task enables students to consider the different perspectives of those involved in both psychological research and psychological practice.

Task instructions:

Students consider different positions within this issue and then understand the perspective of different stakeholders in research and psychological practice.

Firstly students need to understand the different stakeholders as recorded below, this can be done through a class discussion.

Stakeholder	Role
Client	The individual receiving therapy, treatment or intervention in psychological practice. It is important students can differentiate between psychological harm caused and the anxiety and discomfort clients may willingly experience in order to improve a condition.
Participant	The individual partaking in a piece of psychological research. Students may be interested in the shift from the term 'subject' to 'participant' and what this represents about the individuals autonomy and ethical treatment.
Gatekeepers	Gatekeepers are the people or organisations that have access to participants or clients. These are typically schools, hospitals, agencies or businesses that may have their own agenda and concerns.
Colleagues	These could be fellow workers of researchers of psychology or of psychologists. They may share similar goals to their colleagues and a desire to maintain integrity.
Parents	If research or treatment is carried out with children, parents will be interested stakeholders and may be particularly concerned with the ethical treatment of their child.
Other stakeholders	Other stakeholders could include those who fund research, universities, professional bodies such as the BPS or companies psychologists work for.

Two studies are recommended on the student worksheet, however teachers can provide students with cards with study names on to guide them to particular examples depending on the stage of the course this task is used at. This task would complement both component 2 and 3.

Chaney et al (2004) has been included as it involves both a treatment programme and parental interest, as the participants are children.

Freud (1909) has been included as it involves therapy and is also carried out with a child.

6.6 Diamond 9

Students should be able to distinguish between ethical research and less ethical research. This task gives the opportunity for ethical issues to be explored and ranked according to their ethical adherence.

Suggested delivery:

1. Students are given a selection of the 20 core studies from the cards attached to the accompanying student worksheet and asked to organise them from most ethical to least ethical.
2. Teachers can ask students to do this for specific ethical guidelines or for one of the four BPS ethical principles. By getting students to categorise them in these different ways they should be reinforcing prior learning about the applications of ethics.

The four ethical principles set out in the BPS code are:

i. Respect for the Autonomy, Privacy and Dignity of Persons

ii. Scientific Value

iii. Social Responsibility

iv. Maximising Benefit and Minimising Harm

http://www.bps.org.uk/what-we-do/ethics-standards/ethics-standards

6.7 True or false research task

Aim:

To apply an understanding of the ethical guidelines to research scenarios and assess whether they would have been approved by an ethical committee.

Students are given a list of previous research and asked to decide if, due to ethical guidelines, the piece of research is real or not. Students can apply their knowledge of ethics to their justification.

Researchers plan to see if they can implant a fictitious memory into a child's memory. They plan to do this by describing the child becoming lost in a shopping mall to the child in interviews.

This research was true. Students should refer to the potential psychological harm and lack of informed consent.
This is also a good opportunity to discuss the implications of research that suggests memory is unreliable particularly in therapeutic interventions.

Loftus, E. F., & Pickrell, J. E. (1995). *The formation of false memories.* Psychiatric annals, 25(12), 720-725.

Researchers want to investigate the importance of attachment in young animals by placing them in isolation for a month at a time to see the effect on psychological wellbeing, particularly levels of depression.

This research is also true. Students should refer to the obvious psychological harm that would be caused and they should also question the aim of the research and if the means are justified. Students are also likely to pick up on the lack of ability to consent and withdraw etc.

This is a good opportunity to discuss ethics with animal research and link this to Blakemore and Cooper's research on kittens.

McKinney W.T. Jr., Suomi S.J., Harlow, H.F. (March 1972). *Vertical-chamber confinement of juvenile-age rhesus monkeys. A study in experimental psychopathology.* Arch. Gen. Psychiatry 26 (3): 223–8.

Researchers want to see if men change their urination behaviours when their personal space is entered. They plan to do this by getting people to stand too close to men whilst they urinate and observe it through a periscope.

This research is true. Students should refer to the invasion of privacy and lack of informed consent.

This is a good opportunity to question if the ends justify the means of research that is unethical.

Middlemist, R. D., Knowles, E. S., and Matter, C. F. (1976). *Personal space invasions in the lavatory: suggestive evidence for arousal.* Journal of Personality and Social Psychology, 33 (5). 541-6.

6.8 Ethics – more than a code?

Students draw on their learning about ethics and use the quotes in the worksheet and their knowledge to write a guide to ethics for their peers.

Students are provided with the following objectives which can be planned in groups before beginning the task.

Weaker students would benefit from planning the article with support and more structured examples as annotated below.

Objectives:

You **must** include the following information:

- A brief summary of the six key ethical guidelines.

  Deception, informed consent, protection from psychological and physical harm, right to withdraw, debrief, confidentiality.

- Examples of how to adhere to at least two of the ethical guidelines.

  Suitable examples include the use of posters, consent forms and briefings to ensure informed consent and the use of a post-experimental interview to ensure participants are debriefed.

- At least one example of research that has failed to adhere to ethical guidelines and the consequences.

  Clear examples for students are Milgram who lacked informed consent, deceived participants and arguably lacked the true right to withdraw due to the continued use of prods. A further example from the 20 core studies students could focus on is the research by Blakemore and Cooper who restricted the early visual experience of kittens.

You **should** include the following:

- Reasons that adhering to ethical guidelines may be challenging.

  Students can be guided to include factors such as demand characteristics, ecological validity and the applications unethical research potentially has.

- Improvements to research that has ethical issues.

  Students can be guided to consider changing the methodology, changing the procedure and taking advantage of naturally occurring behaviours.

You **could** include the following:

- Top tips for ensuring research is ethical.
- Topics that may cause ethical issues with reasoning.

  Students can be provided with stimulus material to support this on topics such as aggression, intelligence, race, disabilities etc.

Conducting socially sensitive research

7.1 What are the implications of research findings?

Aim:

To describe the defining principles and concepts of socially sensitive research and begin to understand the implications of carrying out this type of research.

Introduction to task:

Students are given a brief explanation of what socially sensitive research is before having to consider what different stakeholders would potentially do with headlines from previous research.

Suggested delivery:

1. Students read about what socially sensitive research is on the accompanying student worksheet.
2. A discussion of what implications there are for socially sensitive research is facilitated by the teacher. This includes a discussion of why the following stakeholders may be interested in psychological research findings:
   - Researchers
   - The government
   - General public
   - Adolescents
   - The media
   - Education
   - Medical
3. Students work in groups to discuss what different stakeholders' views are of the two different sets of findings.
4. The teacher facilitates the feedback for each scenario and tells students what really happened with each piece of research. See suggested answers below.

Suggested answers:

Scenario 1 refers to the intelligence testing carried out by Yerkes in 1917 which is investigated in the core study by Gould (1982). The implications of the army intelligence tests were significant as the findings were described as 'facts' and valued as scientific knowledge by many. This led to the use of the intelligence test findings to prevent many immigrants from moving to America including many Jews who were trying to evade persecution in Germany. The differences the tests showed in racial and national groups was colossal and was used by many as ammunition for racist behaviour and propaganda. Further to this the research fuelled the immigration restriction act that was passed in 1924.

"Researchers find the darker the skin colour the lower the IQ score in the Army Alpha and Beta tests."

Researchers

Promote further research in the area – targeting race as a factor.

The government

Change laws and immigration. Which allows discrimination to develop.

General public

Fuels racism and intolerance under the guise of science.

Adolescents

Segregate youths further from different backgrounds. Promote racism.

Medical

Suggesting biological basis for intelligence should be investigated further.

Education

Makes reducing inequalities harder.

The media

Perpetuate existing discrimination and attitudes.

Scenario 2 refers to research within the criminal psychology option in component 3. The gene responsible for MAOA has been linked to criminal behaviour by researchers such as Brunner et al who studied a family who showed a link between the disturbed MAOA gene and aggressive behaviour. All males who were affected and showed aggressive and perverse behaviour along with low IQ showed genetic mutations in the genes producing MAOA. Research in this area has raised the question of genetic testing, discrimination and lack of freewill.

Researchers

Pursue genetic research into criminal behaviour and assume determinism.

The government

Genetic testing? How do we reduce crime if it is genetic?

General public

Concerns over what can be done and if it can be prevented.

"Psychopaths are linked to a variant of the MAOA gene due to associated aggressive traits."

Adolescents

Potentially diminishes responsibility for behaviour.

Medical

Genetic mapping of behaviour. Predictions? Selective breeding?

Education

Interventions?

The media

Labelling and removing responsibility from the individual.

7.2 What is socially sensitive research?

Aim:

To define what socially sensitive research is and the key concepts involved.

Task instructions:

Students use the key terms provided on the accompanying student worksheet to write a summary of what socially sensitive research is and why it is important.

Controversy

Legal

Risks

Stigma

Derogation

Interpretation

Prejudice

Incriminating

7.3 Taboo?

Task introduction:

Students need to understand that different areas of psychology have different ways of explaining behaviour due to their assumptions which will in turn affect how socially sensitive a specific piece of research may be overall.

This lesson element aims to support students' exploration of explaining phenomena using the different areas of psychology and allows them to develop an understanding of the implications of carrying out socially sensitive research in each area.

Students may benefit from recapping the key assumptions for each area of psychology depending on when this activity is delivered in the course.

Working in pairs, students should describe how the two phenomena suggested (alcoholism and terrorism) may be explained using each area of psychology in the grid provided on the accompanying student worksheet. Once students have noted this they should consider the implications of explaining the taboo subject in this way.

As an example, students may record the following for the first phenomena, alcoholism.

Area of psychology	Potential explanation for phenomena	Potential implications of socially sensitive research
Social	Individuals become addicted to alcohol due to the influence of others around them.	Social stigmas may develop around those seen as influencing drinking behaviour if specific characteristics are found to be linked.

Once students have assessed this for each area they should be able to give an overall judgement of which area's explanation would prove to have the most socially sensitive explanation.

This provides an opportunity for students to make links to other debates, for example, students may notice that biological explanations are often deterministic and this leads to discrimination and labelling of negative behaviours.

The final question 'How do the different debates link to socially sensitive research?' can be discussed as a class for a plenary and students can then be given the opportunity to record their findings.

7.4 Factors that affect how socially sensitive research is

Students should be able to appreciate that psychological research takes place within a social context and often is a reaction to real life events or previous research. This often means that factors such as culture, religion, age and target population will have an effect on how socially sensitive research is seen to be.

For this task students are directed to discuss in groups how the factors below would affect how sensitive research on obedience to authority is. It will be beneficial for students to refer to Milgram's research to support this task.

Suggested discussion points to facilitate:

Factor	Discussion points
The culture studied	- What existing stereotypes exist about the culture? - What task are they being asked to carry out? Is it being explained in the context of that culture? Teachers can refer here to the belief that Germans were very compliant prior to Milgram's research.
The religion of those studied	- Are there particular religions that are already being targeted by the media? - Is the reason the specific religion is being studied clear? - Is there an agenda to perpetuate negative concepts of the religion? - Is the topic studied sacred to a particular religion?
The age of those studied	- What experiences may those participants have that will reduce the validity of the results? - Will there be demand characteristics with this age group? - Is age being accounted for as an extraneous variable?
The target population studied	- Is the sample representative of the target population? - Is the target population clear?

7.5 Cost-benefit analysis

Aim:

To understand the applications of conducting socially sensitive research and the implications of not doing so.

Introduction to task:

Students need to be able to make decisions about whether socially sensitive research should be carried out and be able to justify their decisions. This activity aims to get students thinking about how cost-benefit analyses can be used to minimise the harm socially sensitive research may cause whilst maximising the benefits.

Suggested delivery:

1. Students read the introduction to the task on the accompanying student worksheet and answer the question 'Should socially sensitive research be carried out at all?' in groups.
2. A discussion of the responses to this question can be facilitated and thoughts recorded on a whiteboard for students to refer to later in the lesson.
3. Students work through the potential costs and benefits for each piece of research using previous notes on socially sensitive research. They also record the implications if each particular piece of research was not carried out at all. Suggested answers are:

Research	Implications if not researched
Bandura et al (1961) Transmission of aggression	If children are never observed behaving aggressively and acquiring behaviour it will be difficult to establish cause and effect and truly understand how this develops.
Milgram (1963) Obedience	If people are never put into situations where they are asked to obey then terrible acts such as those in the holocaust may not be understood and prevented from being repeated.
Maguire et al (2000) Taxi drivers	If the function of the brain is not studied and the development of neural functions are not known we will be unaware of the consequences of particular jobs which may disadvantage those in jobs such as taxi driving.
Hancock et al (2012) Language of psychopaths	If the differences between psychopaths and other criminals are not established and recognised then further crimes may not be prevented.

7.6 How ethics and socially sensitive research are linked

Aim:

To understand how ethical issues are similar to and different from socially sensitive research as a debate.

Task introduction:

There are clear links between ethics and socially sensitive research with socially sensitive research often resulting in ethical issues. It is important students are able to make this connection and understand why a number of ethical guidelines are more difficult to adhere to when investigating controversial or socially sensitive topics.

Suggested delivery:

1. Students are asked how they would feel if someone was researching romantic relationships by recording all their text messages sent and analysing them. Teacher can facilitate a discussion about this and link ethics to socially sensitive research.
2. Students consider the psychological harm that may be caused when conducting socially sensitive research and the link between these two issues. Students are given some criteria for socially sensitive research on the accompanying student worksheet and asked why these factors may lead to psychological harm.
3. Students produce a poster about the link between socially sensitive research and the ethical issues it may raise. Students can be given time to research examples if time allows.

Reference for factors in student worksheet: Dickson-Swift, V., James, E. L. and Liamputtong, P. (2008). *Undertaking Sensitive Research in the Health and Social Sciences: Managing Boundaries, Emotions and Risks* (Cambridge Medicine). 1 Edition. Cambridge: Cambridge University Press. ISBN:9780521718233.

7.7 Socially sensitive research and other debates

Aim:

To understand how the socially sensitive research debate is similar and different to other debates.
Students use prior learning and discussion to compare socially sensitive research with positions in other debates.
Suggested answers are as follows:

Nature/nurture?

Much socially sensitive research is about the genetic basis of behaviour and therefore the nature side of this debate.

Reductionism/holism?

Often socially sensitive research focuses on a specific trait such as sex or race, as the cause of a behaviour.

Individual/situational?

Situational explanations can be seen as removing individual responsibility whilst individual explanations risk labelling.

Usefulness of research?

Often socially sensitive research has useful applications but the validity of research can be questioned.

Socially sensitive research is…

- Controversial
- Risking stereotyping and prejudice
- Subject to social values
- Able to shape the law

Ethical considerations?

Often socially sensitive research causes psychological harm.

Psychology as a science?

Research must endeavour to be scientific if it is to be trusted and to reduce implications of socially sensitive research such as incorrect interpretations of data.

Remember that some debates may be both similar AND different.

Can you give examples to support your claims?

Determinism/freewill?

Socially sensitive research tends to be deterministic and suggest clear cause and effect which can be uncomfortable.

7.8 Socially sensitive research in the news

Aim:

To understand how to apply understanding of socially sensitive research to exam style questions and novel sources.

Introduction to task: In the component 2 exam students will be expected to apply their understanding to novel sources in Section C. This task gives students the news article from the sample assessment materials and directs them to analyse it in preparation for potential exam questions.

Suggested delivery:

1. Students read the source on the accompanying student worksheet and discuss the questions provided below it.
2. Students then feedback ideas for each question and answers are extended through verbal questioning.
3. Students are given exam style questions, such as the ones below (many relevant articles can be found on line), to answer about the source they have discussed. They may need to imagine a piece of research has been conducted on the topic already.

The exam style questions could be discussed as a whole class or in small groups.

- There is a potential issue with social desirability when considering these findings.' Explain what this statement means in relation to the study.
- Discuss socially sensitive research in relation to the social explanation of criminal behaviour.
- Explain one limitation of carrying out socially sensitive research using qualitative methods.
- Explain one limitation of carrying out socially sensitive research using quantitative methods.

Psychology as a science

8.1 What is science?

Aim:

To define the key principles of the psychology a science debate.

Introduction to task:

Students need to understand what defines something as a science and then consider if psychology is a science itself.

Suggested delivery:

1. Students are asked to write down their opinion of what it means to be scientific on the accompanying student worksheet.
2. Students then read 'Core studies unit 2' handout 8.5 'Psychology as a Science' which outlines the key features of a scientific approach.
3. Students then sort the words below into scientific and non-scientific categories based on their reading. They can confirm their answers are correct before noting them down on their worksheet.

Scientific research is…	**Scientific research is not…**
Empirical	Interpretation
Objective	Subjective
Systematic	Qualitative
Quantitative	Bias
Replicable	
Experimental	
Hypotheses	
Falsifiable	

8.2 Is psychology a science? Positions in the debate

Aim:

To understand the different positions within the psychology as a science debate.

Task introduction:

Students need to understand the different methods used to investigate behaviour in different areas of psychology and this task aims to direct students to assess the methods generally used to research behaviour in each area and then judge how scientific these methods are.

Suggested delivery:

1. Students are given a quiz on the different areas of psychology and their assumptions to recap the key concepts for each.
2. Students work in groups to research one area of psychology and complete the relevant part of the grid.
3. Students feedback to the rest of the class about their allocated area and how scientific they deem it to be.
4. Students then discuss which areas of psychology are most and least scientific and record their ideas on the worksheet.

8.3 Should psychology be a science?

Aim:

To understand the applications of different positions within the psychology as a science debate.

Introduction to the task:

Students need to consider the different points of view about psychology being classed as a science. This task gives students an introduction to some of the key arguments from different positions within the debate.

Suggested delivery:

1. Students are asked to move to different sides of the room at the beginning of a lesson to signify if they believe psychology should be a science or if it should not. Teachers can then facilitate discussion of why students have placed themselves in the position they have. This can be reflected on later in the lesson.
2. Students then read the statements on the accompanying student worksheet and discuss the implications each statement have. These can be recorded on sugar paper as a group to reflect on during the lesson.
3. Students complete the questions on their worksheet to understand the interaction this debate has with others, particularly the reductionism/holism debate and the freewill/determinism debate.

8.4 Supporting research

Aim:

To select research to illustrate different positions within the psychology as a science debate.

Introduction to task:

Students should be able to identify key characteristics of scientific research in the core studies and be able to explain how two or more studies compare in this debate.

Suggested delivery:

1. Students create a list of key features of scientific research that they can use to assess different core studies.

   Suggested features: empirical, objective, systematic, quantitative, replicable, experimental, hypotheses and falsifiable.
2. Students use their notes of core studies and other appropriate resources to rate the core studies listed in terms of how scientific they are. Students may be advised at this point to make notes for each study so they can directly compare them all at once.
3. Students can write an explanation of how scientific a piece of research is using the key features they have listed on their worksheet. It is important the piece of research is not one they have already rated.
4. Students can then hand in their summaries of a core study to the teacher. These summaries can then be randomly handed out and students can be challenged to organise themselves into a human rating scale to signify very scientific research to not very scientific research.
5. Verbal questioning can elicit further responses about common features very scientific research has such as the area of psychology they are from.

8.5 Making connections

Aim:

To explain how the psychology as a science debate is similar and different to other debates.

Task introduction:

This task is based on the principles of SOLO taxonomy and teachers who are unfamiliar with this pedagogy are advised to read about the principles prior to delivering the lesson.

Students need to be able to explain key concepts within the psychology as a science debate, such as what 'empirical' means, as well as explain links between different debates. This task gives students the opportunity to explore connections and revisit key concepts they are unsure of.

Suggested delivery:

1. The hexagons need to be cut up prior to the activity.
2. Students can firstly define each key concept on the back of the hexagon to demonstrate they understand each one. Any terms they are unsure of can be revisited using resources such as previous notes, textbooks or other resources the teacher provides.
3. Students can be asked to select words that would be used to explain psychology as a science and justify why.
4. Now students have categorised some of the terms they can be challenged to make all the hexagons connect as tightly as possible. It is worth clarifying to students at this point that for more than two hexagons to join at one point they must all be able to have a justified connection that can be explained.
5. Once students have organised their hexagons and progressed according to their own starting points they can be given exam style questions and can use the hexagon arrangement to support their explanation and use of key terms.

8.6 Is behaviour predictable?

Aim:

To explain how the psychology as a science debate is similar and different to other debates.

Task introduction:

Students should be able to make links between different areas of psychology and the position they generally have in the psychology as a science debate. This task allows students to discuss the criteria for a science in relation to different areas of psychology and differing positions in alternative debates.

Suggested delivery:

1. Students recap what criteria must be met for psychology to be scientific and ensure they have this to hand for the activity.
2. Students complete the accompanying worksheet and rate the different positions in alternative debates to signify how they relate to the psychology is a science debate.
3. Students can be asked to then evaluate the use of being scientific and draw on the strengths of other debates that align with psychology as a science.

8.7 What is psychology?

Aim:

To explain the defining principles of the 'psychology as a science' debate and the applications of the positions within the debate.

Task introduction:

For years the perception of psychology has not aligned with the reality of psychological research and practice. Students need to be able to understand how psychology is a science and why it is also valuable to not perceive it as a science. This task allows students to promote psychology as a science as well as justifying the reasons that calling it a science is not so simple.

Suggested delivery:

1. Students are asked what they thought psychology was before they studied it or can be asked to conduct a survey of younger students in preparation for the lesson.
2. Students are asked to discuss if psychology is a science based on previous activities completed about the debate. The aim of this question is to encourage students to recognise that categorising psychology as a science or not is rather simplistic and ignores the differing areas of psychology.
3. Students are set a task to write a two page article about whether psychology is a science aimed at year 11 students considering choosing the subject.

Objectives:

You must:

- Define the psychology as a science debate.
- Outline the argument that psychology should be a science.
- Explain the benefits of psychology being a science and also the benefits of it not being a science.

You should:

- Include examples drawn from the core studies to support points.
- Outline at least two different areas of psychology's positions in the debate.

You could:

- Provide further reading.
- Give an example of the implications of psychology being a science for a particular behaviour/phenomena.

8.8 Psychology as a science in other debates.

Aim:

To understand how the psychology as a science relates to other debates.

Task introduction:

Students need to be able to explain how the other debates relate to the psychology as a science debate. This includes identifying which positions in other debates closely align with the position that psychology is a science.

Suggested delivery:

1. Students discuss the key terms in the central box on the accompanying student worksheet to ensure any misconceptions are addressed.
2. Students are given one debate to compare to psychology as a science in pairs using the criteria in the central box.
3. Students have 10 minutes to make notes on their allocated debate before presenting this to the rest of the class.

Students can be challenged to:

- Find supporting evidence for their points.
- Justify why the position in the debate they are discussing is beneficial.
- Suggest how research can be investigated from the two extreme positions of the debate using a given phenomena.

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