

## Biological Psychology (Topic 3; Paper 2)

Topic	Preparation	Presentation of new knowledge	Deepening understanding	Applying knowledge	Assessment	HL
1. Investigating the brain using scans.		<p>The BIG question we are addressing is, 'which part of the brain does what, and how do we know?'</p> <p>Reciprocal teaching: methods of brain scanning.</p>	<p>Comparisons VTR - different types of scan.</p> <p>Complete comparison table.</p>	<p>Write comparisons using given structure.</p>	<p>Q&amp;A - informal but record judgements for individuals.</p> <p>In the moment feedback.</p>	<p>Complete the comparison table (prepared additional info needed OR textbook)</p>

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2. Applying knowledge of scanning to situations.		The BIG question we are addressing is, 'which part of the brain does what, and how do we know?'	Four research scenarios. Selection and justification of appropriate technique.	Writing of analysis - identifying key features; justifying decisions using facts.	Socratic quiz - qualities of different types of scan.  In the moment feedback.	Review everything we have learned so far about the brain and brain scanning. Create a set of Cornell notes about brain scanning. We will be using them to write an essay next lesson.

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<p>3. Writing a short essay with critical comparison and application.</p>	<p>Review of brain imaging.</p>	<p>Present question:</p> <p>Sangeeta and Jeff are planning an investigation into which brain areas are involved in mental arithmetic. They have decided to scan their participants' brains whilst they do two tasks: (1) working out sums of three figure numbers and (2) repeating back lists of common words.</p> <p>However, Sangeeta and Jeff disagree about which sort of brain scan they should use. Jeff thinks they should use PET, whilst Sangeeta thinks they should fMRI.</p> <p>Discuss PET and fMRI as ways of investigating brain function. You must refer to the context in your answer.</p> <p>Discussion - unpacking the question and working out its requirements.</p>	<p>Ensure that students understand the nature of the proposed investigation (e.g. why the need for a word task?)</p>	<p>Stress need to respond to all aspects of the question BUT avoid reference to examination, exam board AOs.</p> <p>Present essay writing as a way of developing understanding and working out how well we've learned the psychology.</p> <p>Students construct a plan drawing on learning from previous two lessons.</p> <p>Students write essay (25 mins)</p>	<p>Observe, coach where necessary.</p> <p>Assess: general written communication (flag for further enquiry if any signs of SLD etc.); response to question.</p>	