

Toynbee Curriculum

KS4 Topic Summaries

PSYCHOLOGY

Personal Best

Toynbee School



Scheme of Learning: Memory

Topic Sequence:

1	2	3	4	5	6
Encoding, storage and retrieval	Multistore model of memory	Murdock's serial position curve	Reconstructive memory	Bartlett's War of the ghosts study	Factors effecting memory

Topic Overview:

The topic of memory serves as an introduction to the brain and its anatomy. As it is the first topic covered in the GCSE Psychology curriculum it is also an opportunity to introduce students to key aspects of assessment such as describing, applying and evaluating studies and theories, whilst also being an introduction to key terminology that students will use throughout. The topic of memory also starts to introduce the idea that what we remember, or experience may not be accurate, a concept that continues in the next topic, perception.

Lesson Sequence:

This topic has been constructed to help students understand how memory works (or, in some cases, doesn't work).

It starts by outlining some key ideas about how memories are made, stored and then retrieved and how our brain changes memories into different forms to aid all three processes. This leads to the Multi-store model of memory which outlines the 3 main memory stores and their main features. This is the first theory that students will come across and so more time is taken to introduce the theory and outline the skills the students are expected to display in assessments. Students will learn to describe the features of the model, to evaluate the model and, in the next few lessons, link the model to other studies in the curriculum. Linking theories and studies early in the curriculum helps students understand how this can be done when evaluating, this skills is repeated throughout the curriculum.

Next the students will learn about Murdock's Serial Position Curve study, the first study the students will encounter. Murdock's Serial Position Curve Study looks at how the position of a word on a list effects the likelihood that it will be remembered. Students will start by conducting a shortened version of the study and compare their results to Murdock's. Students will then learn to describe studies focusing on the aim, method results and conclusion. Finally, the student will get a chance to reinforce their skills in evaluating by applying this skill to a psychological study. We will then move onto the next study, Bartlett's "war of the ghosts" study. After conducting our own version of the study, we will practice the main exam skills of describe and evaluate. Bartlett's study focuses on how much of events and stories we remember in detail and how much we elaborate "after the fact" by drawing on our previous experience. This leads us to look at Bartlett's theory of reconstructive memory in more detail. We will then take the opportunity to work on the apply skill by looking at witness statements, identifying why people might describe key features of the same event differently.

The top ends by looking at the ways our memories can be altered. We will look at context, interference and false memories.

Sequence of Lessons:

1	Topic intro – Knowledge map & study guide
2	Encoding, storage and retrieval
3	Long-term memory
4	The Multi-store model of memory
5	Murdock's serial position curve study
6	Describing Murdock's serial position curve study
7	Evaluating Murdock's serial position curve study
8	Describing Bartlett's war of the ghosts study
9	Evaluating Bartlett's war of the ghosts study
10	Reconstructive memory
11	Interference
12	Context
13	False memories
14	Revision
15	Revision
16	End of topic test

Topic Resources:

Knowledge Map:	Memory	Any other Resources:	Memory study guide
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Assessment:

Knowledge:	Mid topic 20Marks End of topic 20Marks Assessment - 7marks
Application of Knowledge:	Longer written apply questions as part of end of topic assessment - 26marks

Supportive Reading:

Murdock's serial position curve study	How does the position of a word on a list effect the likelihood of it being remembered and how does this then link to short-term and long-term memory
Bartlett's "War of the Ghosts" study	How much of a story do we remember accurately and what strategies to we use make sense of an incomplete memory.
Bartlett's Theory of Reconstructive Memory	How do we remember the meaning of events versus the events themselves and how can memory of an event be influenced or changed.

Scheme of Learning: Perception

Topic Sequence:

1	2	3	4	5	6	7	8
Sensation and perception	Monocular and Binocular depth cues	Gibson's direct theory	Gregory's constructivist theory	Visual illusions	Expectation	Motivation	Culture and emotion

Topic Overview:

This topic focuses on how we perceive the world around us and how our perception may or may not be influenced by factors such as expectation, motivation, culture or emotions. We also use depth cues to explain visual illusions and allow students to investigate how visual illusions may be culturally specific in that they only work on particular people.

Lesson Sequence:

The topic of perception starts by defining the key differences between sensation and perception. Visual consistencies & monocular and binocular depth cues are used to further highlight the idea that some perception might be described as innate, perhaps adaptive, whilst living and learning from environment conditions might cause experience to change our perception.

This idea of innate perception or experience gained from our environment is explained in further detail by looking at two key, contrasting theories, Gibson's direct theory of perception, which argues that sensation is the same as perception, and Gregory's constructivist theory, which argues that experience changes perception.

Gibson's direct theory fails to explain why we are fooled by visual illusions. In this section of the topic we focus on the explanations of visual illusions such as the Muller-Lyer, Necker cube and Ponzos. Student link these illusions back to the idea of depth cues and visual consistencies to explain how we can be fooled and how some cultures may experience illusions differently.

Bruner and Minturn's study of perceptual set focuses on proving that experience affects the perception of an ambiguous figure by placing that figure in a sequence of numbers and letters. This is and Gilchrist and Nesberg's study of motivation reinforce the idea that perception can change.

We further investigate the factors that affect perception by studying the effects of culture and emotion on our perception.

Finally we look at the impact of motivation, in the form of hunger, as a force that changes perception.

Sequence of Lessons:

1	Topic intro – Knowledge map and study guide
2	Sensation and perception
3	Binocular depth cues
4	Monocular depth cues
5	Gibson's direct theory of perception
6	Evaluating Gibson's direct theory of perception
7	Visual illusions
8	Gregory's constructivist theory of perception
9	Evaluating Gregory's constructivist theory of perception
10	Bruner and Minturn's study of expectation and perceptual set
11	Evaluating Bruner and Minturn's experiment
12	The effect of culture on perception
13	The effect of emotion on perception
14	Gilchrist and Nesberg's study of motivation and perceptual set
15	Evaluating Gilchrist and Nesberg's experiment

Topic Resources:

Knowledge Map:	Perception	Any other Resources:	Study guide
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Assessment:

Knowledge:	Mid topic 20Marks End of topic 20Marks Assessment - 4marks
Application of Knowledge:	Longer written apply questions as part of end of topic assessment - 28marks

Supportive Reading:

Gibson's direct theory & Gregory's constructivist theory	Two theories that are often connected because of their direct contradict each other. Gibson focuses on the idea of nature and innate ability to perceive the world whilst Gregory focuses on inferences and experience playing a part in perception.
Bruner & Minturn's study of perceptual set	A study of how expectation affects the perception of an ambiguous figure.
Gilchrist and Nesberg's study of motivation	A study that looks at the motivational force of hunger and its effect on the perception of food.

Scheme of Learning: Development

Topic Sequence:

1	2	3	4	5	6	7	8
Early brain development	Piaget's theory of schemas	Piaget's stage theory of cognitive development	Hughes' Policeman doll experiment	McGarrigle and Donaldson's naughty teddy study	Dweck's mindset theory	Praise and self-efficacy	Willingham's learning theory

Topic Overview:

In the topic of development, we focus on the development and education of the child and how different techniques can be used to improve the outcomes of learners. Again nature vs. nurture plays an important role and shows that both are important factors in both early brain development and the education of the child. The stages of child development are outlined and challenged by different studies so that students have a good understanding of the main features of development. Later we focus on how teaching techniques can improve mindset and self-efficacy to improve understanding.

Lesson Sequence:

We begin by focusing on the role of 4 important parts of the brain, the cortex, thalamus, cerebellum and brain stem. We discuss when they develop in the womb and their function. This leads us onto the ideas of nature and nurture and how nurture can still affect the fetus in the womb.

The first theory we come across is Piaget's theory of developing schemas. These mental frameworks are assembled to help us to explain the world around us and can represent everything from concrete objects such as cars and houses, to abstract concepts such as love and morals. We then look at how schemas are adjusted throughout life through assimilation and accommodation.

Next, we further analyse Piaget's ideas by studying his Stage Theory of Cognitive Development. To do this we introduce his experiments and watch examples of children from each stage. The focus here is on the defining features of each stage and then, eventually, on the criticisms of Piaget's work, addressed in two studies; McGarrigle and Donaldson's Naughty Teddy study and Hughes Policeman Doll experiment. First, we look at Hughes experiment, focusing on the idea of egocentrism, then we move to The Naughty Teddy study, which focuses on conservation.

These studies form the basis of major criticisms of Piaget's work, whilst it's application in education is a major strength. Students look at the major changes in classrooms initiated in part by Piaget's work. Students also study the idea of readiness and tailoring learning to specific stages. We continue with the idea of learning by looking at a further 2 theories. First Dweck's mindset theory focuses on changing the mindset of students to improve their outcomes whilst Willingham's learning theory stresses an evidence-based approach to education with a particular focus the lack of evidence for learning styles.

Sequence of Lessons:

1	Intro lesson – Knowledge map and study guide
2	The brain
3	Early brain development
4	Nature vs. nurture
5	Piaget's theory of schema's
6	Piaget's stage theory of cognitive development
7	Application in education
8	Hughes' policeman doll experiment
9	McGarrigle and Donaldson's naughty teddy study
10	Evaluating McGarrigle and Donaldson's naughty teddy study
11	Dweck's mindset theory of learning
12	Self efficacy
13	Effects of praise
14	Learning styles
15	Willingham's learning theory

Topic Resources:

Knowledge Map:	Development	Any other Resources:	Study guide
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Assessment:

Knowledge:	Mid topic 20Marks End of topic 20Marks Assessment - 8marks
Application of Knowledge:	Longer written apply questions as part of end of topic assessment - 25marks

Supportive Reading:

Piaget's theories	Piaget's theory states that mental frameworks are created and then adapted throughout our lifetimes. The development of the child occurs in stages which each include milestones of behaviour.
Hughes' policeman doll experiment	A study that challenges Piaget's established ideas about the stages of development by looking to prove that young children are not always egocentric.
McGarrigle and Donaldson's naughty teddy study	A study that challenges Piaget's established ideas about the stages of development by looking to prove that young children are sometimes able to conserve.
Dweck's mindset theory and Willingham's learning theory	Dweck's mindset focus on the idea that student's attitude to failure can affect their progress and that types of praise determine said attitudes. Willingham's theory looks at how research should be used to improve teaching and that specifically children should not learn in their preferred learning styles.

Scheme of Learning: Research methods

Topic Sequence:

1	2	3	4	5	6	7	8	9
Variables	Experiments	Sampling	Design	Interviews, questionnaires,	observations and case studies	Reliability and validity	Ethical issues	Data

Topic Overview:

This unit focuses on how good research is conducted. At all stages we focus on the strengths and weakness of each method chosen. This topic is a constant thread through all of the content so for most student this is a chance to collate all the techniques used in psychological research together. All techniques are taught with reference to relevant studies.

Lesson Sequence:

This topic starts with the basics by discussing independent, dependent and extraneous variables which we then use to construct both an alternative and null hypothesis.

Next we move onto the types of psychological research by focusing on Laboratory studies, Field studies and Natural studies, all the while focusing on the strengths and weaknesses of each method.

Sampling follows, with a focus on creating a sample of individuals that are representative. Students will create samples using the 4 main types of sampling; opportunity, Random, systematic and stratified. Again, strengths and weaknesses are key as each method has its uses in particular circumstances.

After sampling we move onto the actual design of the experiment. This is about what the participant will experience during you experiment.

This leads or nicely onto the topic of standardised procedures and standardised instructions which make sure that results are repeatable.

We next move onto methods of gathering data. Interviews, questionnaires, observations and case studies are all visited in turn. Again famous and relevant studies are used as examples so that each subtopic is linked back to the studies we have analysed and links to future studies are made.

Ethical issues are key in psychological research and so time is dedicated to looking at the cores issues in ethics and the guidelines of the British Psychological Society.

Finally we move onto data processing and analysis in the for of frequency tables, graphs, histograms and descriptive statistics.

Sequence of Lessons:

1	Intro lesson – Knowledge map and glossary
2	Hypothesis and variables
3	Extraneous variables
4	Experiments
5	Sampling methods
6	Designing research
7	Interviews and questionnaires
8	Case studies
9	Observation studies
10	Correlations
11	Research procedures
12	Reliability and validity
13	Ethical issues
14	Data
15	Descriptive statistics

Topic Resources:

Knowledge Map:	Research methods	Any other Resources:	Glossary
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Assessment:

Knowledge:	Mid topic 20Marks End of topic 20Marks Assessment - 11marks
Application of Knowledge:	Longer written apply questions as part of end of topic assessment - 28marks

Scheme of Learning: Social influence

Topic Sequence:

1	2	3	4	5	6	7	8
Conformity	Factors affecting conformity	Obedience	Authoritarian personalities	Factors affecting obedience	Prosocial behaviour	Crowd and collective behaviour	Factors affecting crowd behaviour

Topic Overview:

This topic is a study of human behaviour and how that behaviour can and is changed. As always we will look at selected studies and theories that reveal aspects of human behaviour this time in the fields of conformity, obedience, prosocial behaviour and crowd and collective behaviour. The studies are linked not only in how they describe specific behaviours but in how they can all be explained by social and dispositional factors.

Lesson Sequence:

The topic starts by recreating Asch's study of conformity. As with all studies, students are expected to be able to describe, evaluate and apply Asch's research methods and findings. Asch looked at a number of factors including the number of confederates, the number of participants and whether answers were given aloud or anonymously. These factors lead onto the discussion of social factors (external) and dispositional factors (internal) that affect our behaviour and the likelihood that we will conform.

The transition is then made to the topic of obedience and the idea of authority. We begin by looking at Milgram's famous experiments. This experiment is not one that is included in the exam boards specification but it is one that is useful when evaluating other studies and theories and can be directly linked to Milgram's agency theory. Adorno's theory of The Authoritarian personality is next. This study highlights a particular dispositional factor that affects obedience. We talk about Adorno's original questionnaire, it's failings and the themes it addresses that are worth discussion. Some questions have aged very badly and so it is important we discuss the change in cultural attitudes. The topic of obedience is rounded off again by highlighting the social and dispositional factors that effect this behaviour.

Next we move on to prosocial behaviour and Piliavin's subway study. This study looks at how the appearance of a person affects the likelihood of them being helped. With this introduction to prosocial behaviour we look at other social and dispositional factors that make a person more likely to help another in need.

Finally this links to crowd and collective behaviour and how deindividuation changes how a person acts in a group. Whilst doing this we look at behaviours such as social loafing, antisocial behaviour and riots. The Tottenham Court riots and the Bristol riots are used to highlight the strengths and weaknesses of using case studies in this area.

Sequence of Lessons:

1	Topic intro – Knowledge map & study guide
2	Asch's study of conformity
3	Evaluating Asch's study of conformity
4	Social and dispositional factors of conformity
5	Obedience
6	Evaluating Milgram's experiment
7	Milgram's Agency Theory
8	Adorno's theory of The Authoritarian Personality
9	Piliavin's Subway Study
10	Prosocial behaviour
11	Evaluating Piliavin's Subway Study
12	Crowd and collective behaviour
13	Case studies
14	Social and dispositional factors effecting group behaviour

Topic Resources:

Knowledge Map:	Social Influence	Any other Resources:	Study guide
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Assessment:

Knowledge:	Mid topic test – 20Marks End of topic – 20Marks Assessment – 10Marks
Application of Knowledge:	Longer written apply questions as part of end of topic assessment – 26Marks

Supportive Reading:

Asch's study of conformity	A study looking at how various factors, including group size, affect the likelihood of conformity.
Milgram's Agency theory	A theory suggesting how agency, free will and personal responsibility, can be affected by authority.
Adorno's theory of The Authoritarian Personality	A theory that describe the main features of a person with an authoritarian personality and how that personality is formed.
Piliavin's Subway study	A study looking at prosocial behaviour and bystander apathy.

Scheme of Learning: Language, thought and communication

Topic Sequence:

1	2	3	4	5	6	7
Piaget's theory of language and thought	Sapir-Whorf Hypothesis	Human and animal communication	Von Frisch's bee study	Darwin's evolution theory	Nature vs. Nurture	Yuki's study of emoticons

Topic Overview:

This topic develops the students understanding of nature and nurture further by looking at how genetics and experience effect the way we think about the world and communicate. In this topic we will not only look at human behaviour but the behaviour of animals and our ancestors. The scientific theory of evolution is drawn upon to allow students to determine why certain behaviour propagate through time whether serve an obvious, modern, purpose or not.

Lesson Sequence:

This topic starts by recapping Piaget's theory of schemas, the mental framework we use to explain everything. We will look at how young children develop language and schemas and how observations of this behaviour indicate whether the child has developed the schema (or thought) or whether they are repeating the words, much like a parrot.

The next theory contrasts Piaget's theory in that it states that language comes before thought. The Sapir-Whorf hypothesis uses studies from many different cultures, focusing on the differences in how language affects memory and our perception of the world around us. In its strongest form it states that we cannot truly think of something unless we have a word for it.

Next, we begin to focus on the differences between human and animal communication as a precursor to introducing Von Frisch's bee study. Von Frisch's bee study focuses on the elaborate body language of bee as they communicate with the hive about the location of food. Study animal communication in this way leads us to the introduction of verbal and non-verbal human behaviour and the use of body language, eye contact, personal space and facial expression.

Though the theme of nature nurture is peppered throughout this topic it is more concisely reflected in the last 4 lessons. Non-verbal behaviour of humans can be innate or learnt through experience. Darwin's theory explains that some behaviours can be innate. Behaviours that are adaptive are ones that serve a purpose, whether that be survival or reproduction. We contrast again, this times looking at the role of nurture in developing non-verbal communication, by looking at different cultures and how they both express and perceive different ideas through non-verbal communication.

This is rounded off by looking at Yuki's study of emoticons. A study on how culture (Japanese and American) affected the perception of emoticons depending on whether they had happy, neutral or sad mouths or happy, neutral or sad eyes.

Sequence of Lessons:

1	Topic intro – Knowledge map and study guide
2	Piaget's theory
3	The Sapir-Whorf hypothesis
4	View of the world
5	Human and Animal communication
6	Von Frisch's Bee study
7	Eye contact
8	Personal space
9	Darwin's evolution theory
10	Innate or learned
11	Yuki's study of emoticons
12	Evaluating Yuki's study emotion

Topic Resources:

Knowledge Map:	Language, thought and communication	Any other Resources:	Study guide
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Assessment:

Knowledge:	Mid topic test – 20Marks End of topic – 20Marks Assessment – 5Marks
Application of Knowledge:	Longer written apply questions as part of end of topic assessment – 26Marks

Supportive Reading:

Piaget's theory of language and thought	A theory that states thought determines language. Changes in a small child's use of words indicate development of understanding.
The Sapir-Whorf hypothesis	A theory that states that language determines thought. It's strongest form it states that we cannot think of something if we don't have the words to describe it.
Darwin's evolution theory of behaviour	A theory that explains how adaptive behaviour aids survival or reproduction of an organism and therefore a is more likely to be passed on (nature).
Von Frisch's bee study	A field study looking at the observable behaviour of bees in response to the location of a food source.
Yuki's study of emoticons	A study that investigates how nurture affects the interpretation of body language in different cultures.

Scheme of Learning: Brain and Neuropsychology

Topic Sequence:

1	2	3	4	5	6	7	8
The nervous system	Emotion	Neurons	Hebb's theory of learning and neuronal growth	The brain	Penfield's study of the interpretive cortex	Neuropsychology + scanning techniques	Tulving's gold memory study

Topic Overview:

This topic focus on the physical structures that make up our nervous system and how they control our behaviours which including learning, emotions, memory and the fight or flight response. We will also investigate how a detailed model of the brain has been developed with the use of case studies and scanning techniques, providing evidence of localisation.

Lesson Sequence:

The topic starts by looking at the nervous system and its subdivisions. Each subdivision is described and then applied to scenarios to outline to the students how each subdivision impacts and controls our behaviours. This is then further reinforced by learning about the fight or flight response more specifically and in greater detail.

The James-Lange theory of emotion is then covered, as are several alternatives, to explain how emotion is created by the brain as a response to physiological arousal. Whilst the James-Lange theory of emotion states that physiological comes first other theories argue that there may be other factors involved.

Next, we look at the 3 main types of neuron and the differences in their structure and function and how they transmit messages both through the neuron body and across the gaps between neurons.

The focus on neurons leads us to Hebb's theory of learning and neuronal growth. Hebb's theory looks at how learning makes physical changes to our brains by strengthening links between neurons, making what Hebb termed "Cell Assemblies".

We continue learning about the brain and localisation of function. The 4 main lobes of the brain, and the cerebellum are identified, and their function described as a build up to the first study of this topic; Penfield's study of the interpretive cortex.

We follow up Penfield's by looking at the development of neuropsychology as a field by looking at famous case studies and scientific advancements in the field of scanning techniques. Each providing insight into how the brain works and again localisation.

Lastly, we combine our knowledge of scanning techniques, localisation and memory (from the 1st topic of the course) when we analyse Tulving's gold memory study and its findings.

Sequence of Lessons:

1	Topic intro – Knowledge map and study guide
2	The structure of the nervous system
3	The autonomic nervous system
4	The James-Lange theory of emotion
5	Neuron structure and function
6	How Neurons transmit messages
7	Hebb's theory of learning and neuronal growth
8	The structure and function of the brain
9	Penfield's study of the interpretive cortex
10	Evaluating Penfield's study
11	Neuropsychology
12	Scanning techniques
13	Tulving's gold memory study
14	Evaluating Tulving's gold memory study

Topic Resources:

Knowledge Map:	Brain and Neuropsychology	Any other Resources:	Study guide
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Assessment:

Knowledge:	Mid topic test – 20Marks End of topic – 20Marks Assessment – 9Marks
Application of Knowledge:	Longer written apply questions as part of end of topic assessment – 26Marks

Supportive Reading:

The James-Lange theory of emotion	A theory that states that stimuli creates a physiological response first. This is then interpreted by the brain.
Hebb's theory of learning and neuronal growth	A theory that states that learning creates links between neurons and that the links get strong with rehearsal.
Penfield's study of the interpretive cortex	A case study, which supports localisation, in which Penfield stimulated the brains of participants with an electric probe.
Tulving's gold memory study	A study that investigated the effect of semantic and episodic memories on blood flow in the brain.

Scheme of Learning: Psychological problems

Topic Sequence:

1	2	3	4	5	6	7
Mental health	Depression and its causes	CBT & Antidepressants	Wiles' study of CBT	Addiction and its causes	Kaij's twin study	Aversion therapy and self management

Topic Overview:

This topic is about mental health and its impact on the individual and society. The main themes running throughout are twofold. First we look at biological and psychological causes of both depression and addiction. Secondly we look at treatment examples that are both holistic and reductionist.

Lesson Sequence:

The topic starts by introducing the term mental health and its definition. Using Jahoda's theory of ideal mental health we discuss assess what it means to have good mental health. We then look at the impacts of mental health problems to both the individual and society. The first mental health problem we introduce is depression. Using the international classification of disease (ICD-10) we identify symptoms of depression and apply them to multiple scenarios. The causes of depression are analysed with a focus on the psychological and biological causes of depression. To complete our study of depression we look at both holistic and reductionist treatments for depression with a specific focus on the reductionist treatments, CBT, to combat negative schemas, and Antidepressants, to adjust serotonin levels. Wiles' study of CBT is then looked at in depth to see how we can best treat depression by using a combination of antidepressants and CBT. Next we move onto addiction. This next subtopic in the mental health topic follows the same patterns established. First we define the most important terms used to describe addiction then we again use the international classification of disease (ICD-10) to identify symptoms and apply them to different scenarios. Following this we look at the psychological and biological causes, using Kaij's twin study to highlight the role of genetic vulnerability on addiction. Finally we move onto the treatment of addiction in the form of aversion therapy, a reductionist treatment that works by conditioning, and self-management programmes (such as the 12-step programme), that a far more holistic.

Sequence of Lessons:

1	Intro lesson – Knowledge map and study guide
2	Mental health
3	Impacts of mental health
4	Depression
5	The biological explanation of depression
6	The Psychological explanation of depression
7	Antidepressants
8	CBT
9	Wiles' study of CBT
10	Addiction
11	Kaij's twin study
12	The Psychological explanation of addiction
13	Aversion therapy
14	Self management

Topic Resources:

Knowledge Map:	Psychological problems	Any other Resources:	Study guide
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Assessment:

Knowledge:	Mid topic test – 20Marks End of topic – 20Marks Assessment – 10Marks
Application of Knowledge:	Longer written apply questions as part of end of topic assessment – 24Marks

Supportive Reading:

Wiles' study of CBT	A study on the effectiveness of cognitive behaviour therapy in the treatment of negative schemas that are thought to be a main cause of depression.
Kaij's twin study	A study on how the probability of alcohol addiction is affected by genes. Monozygotic and dizygotic twins are used to see the effects of nature and nurture on alcohol addiction.