

Breakdown and Sequence of Units

Year 12

Timescale and assessment (see curriculum plan)	Topic	Intent	Course content
<p>Taught in the first week as an introduction. September (3 weeks)</p>	<p>Approaches</p>	<p>Students have had a brief understanding of this at the beginning of the year. This topic looks are the core aspects of Psychology. Many students will be able to add additional content to the evaluation of the different approaches and will be able to apply real life application. E.g. EWT or MSM/WMM to the Cognitive approach.</p> <p>Humanism, Psychodynamic and Comparison of Approaches will not be on the end of topic test as they will be sitting an AS paper.</p>	<p>Origins of Psychology: Wundt, introspection and the emergence of Psychology as a science.</p> <p>The basic assumptions of the following approaches:</p> <p>Learning approaches: the behaviourist approach, including classical conditioning and Pavlov’s research, operant conditioning, types of reinforcement and Skinner’s research; social learning theory including imitation, identification, modelling, vicarious reinforcement, the role of mediational processes and Bandura’s research.</p> <p>The cognitive approach: the study of internal mental processes, the role of schema, the use of theoretical and computer models to explain and make inferences about mental processes. The emergence of cognitive neuroscience.</p> <p>The biological approach: the influence of genes, biological structures and neurochemistry on behaviour. Genotype and phenotype, genetic basis of behaviour, evolution and behaviour.</p> <p>The psychodynamic approach: the role of the unconscious, the structure of personality, that is Id, Ego and Superego, defence mechanisms including repression, denial and displacement, psychosexual stages.</p>

			<p>Humanistic Psychology: free will, self-actualisation and Maslow's hierarchy of needs, focus on the self, congruence, the role of conditions of worth. The influence on counselling Psychology.</p> <p>Comparison of approaches.</p>
<p>September & November (7 weeks in total)</p>	<p>Research Methods</p>	<p>The reason research methods is chosen to be taught first out of all the Psychology units is to enable students to be able to evaluate all the other topics. As during evaluation we have to consider the methodology of the study being used. E.g. did they use a small sample, who was only men? Or did they only use one person? What type of experiment is it? Students have to be able to evaluate all the different types of research methods and use these techniques within essays and exam questions to present their argument. Demonstrating that research methods is fundamental to the course, and every examination.</p> <p>It is taught in one solid block to begin with and then taught throughout the year when different research methods are needed within each topic. E.g. observation studies are taught near the topic of Attachment as this is where most observations are done within Psychology on children and their development. Students will be using mathematical knowledge from GCSEs and applying it to Psychological studies e.g. mean, ranges, graphs</p>	<p>Experimental method. Types of experiment, laboratory and field experiments; natural and quasi-experiments.</p> <p>Correlations. Analysis of the relationship between co-variables. The difference between correlations and experiments.</p> <p>Case studies.</p> <p>Aims: stating aims, the difference between aims and hypotheses.</p> <p>Hypotheses: directional and non-directional.</p> <p>Sampling: the difference between population and sample; sampling techniques including: random, systematic, stratified, opportunity and volunteer; implications of sampling techniques, including bias and generalisation.</p> <p>Pilot studies and the aims of piloting.</p> <p>Experimental designs: repeated measures, independent groups, matched pairs.</p> <p>Variables: manipulation and control of variables, including independent, dependent, extraneous, confounding; operationalisation of variables.</p> <p>Control: random allocation and counterbalancing, randomisation and standardisation.</p> <p>Demand characteristics and investigator effects.</p> <p>Ethics, including the role of the British Psychological Society's code of ethics; ethical issues in the design and conduct of psychological studies; dealing with ethical issues in research.</p>

			<p>Reliability across all methods of investigation. Ways of assessing reliability: test-retest and inter-observer; improving reliability.</p> <p>Types of validity across all methods of investigation: face validity, concurrent validity, ecological validity and temporal validity. Assessment of validity. Improving validity.</p> <p>Descriptive statistics: measures of central tendency – mean, median, mode; calculation of mean, median and mode; measures of dispersion; range and standard deviation; calculation of range; calculation of percentages; positive, negative and zero correlations.</p> <p>Presentation and display of quantitative data: graphs, tables, scattergrams, bar charts, histograms.</p> <p>Distributions: normal and skewed distributions; characteristics of normal and skewed distributions.</p> <p>Analysis and interpretation of correlation, including correlation coefficients.</p>
<p>October (4- 5weeks)</p>	<p>Memory</p>	<p>This topic introduces students to how our thinking and memory effects our everyday lives, this topic allows us t o explore the differences between short term and long term memory as well factors that affect our memory such as eyewitness testimony and why we forget. This topic enables us to apply this knowledge to criminal investigations and the police. We integrate research methods into this by being able to use case studies, different types of experiments and the sample we use and how this could be biased. This</p>	<p>The multi-store model of memory: sensory register, short-term memory and long-term memory. Features of each store: coding, capacity and duration.</p> <p>Types of long-term memory: episodic, semantic, procedural.</p> <p>The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. Features of the model: coding and capacity.</p> <p>Explanations for forgetting: proactive and retroactive interference and retrieval failure due to absence of cues.</p> <p>Factors affecting the accuracy of eyewitness testimony: misleading information, including leading questions and post-event discussion; anxiety.</p>

		topic links to Biopsychology in year 13 and aspects of brain structure in GCSE biology.	Improving the accuracy of eyewitness testimony, including the use of the cognitive interview.
December (5-6 weeks)	Social Influence	This topic enables students to explore the realms of why we do things and do certain circumstances elicit a response or whether this could be down to certain people. We explore aspects of History and what this tells us about the behaviour of groups and individuals and the pressures that surround them. This directly links to GCSE History, who explores atrocities such as the Mai Lai Massacre as well as individuals such as Hitler, Martin Luther King, Rosa Parks.	<p>Types of conformity: internalisation, identification and compliance. Explanations for conformity: informational social influence and normative social influence, and variables affecting conformity including group size, unanimity and task difficulty as investigated by Asch.</p> <p>Conformity to social roles as investigated by Zimbardo.</p> <p>Explanations for obedience: agentic state and legitimacy of authority, and situational variables affecting obedience including proximity, location and uniform, as investigated by Milgram. Dispositional explanation for obedience: the Authoritarian Personality.</p> <p>Explanations of resistance to social influence, including social support and locus of control.</p> <p>Minority influence including reference to consistency, commitment and flexibility.</p> <p>The role of social influence processes in social change.</p>
February (6-7weeks)	Attachment	This topic gives an insight in to how an attachment/bond is formed, whether this is due to our upbringing or our environment, and whether cross culturally we all behave the same way. This links to Geography as we look into the behaviours of children in Israel, Germany, Japan, China etc and draw comparisons between them. We also look into the effects of childhood and whether this impacts on our future relationships. Linking to the Relationships topics in Year 13 and also Schizophrenia.	<p>Caregiver-infant interactions in humans: reciprocity and interactional synchrony.</p> <p>Stages of attachment identified by Schaffer. Multiple attachments and the role of the father.</p> <p>Animal studies of attachment: Lorenz and Harlow.</p> <p>Explanations of attachment: learning theory and Bowlby's monotropic theory. The concepts of a critical period and an internal working model.</p> <p>Ainsworth's 'Strange Situation'. Types of attachment: secure, insecure-avoidant and insecure-resistant. Cultural variations in attachment, including van Ijzendoorn.</p> <p>Bowlby's theory of maternal deprivation. Romanian orphan studies: effects of institutionalisation.</p>

			The influence of early attachment on childhood and adult relationships, including the role of an internal working model.
April (3- 4 weeks)	Psychopathology	<p>Students will learn about the different diagnosis for disorders including the ICD/DSM. This is crucial as they will need knowledge of these manuals in the Year 13 curriculum of Schizophrenia and Addiction.</p> <p>They will then apply their approaches knowledge to the different disorders, such as Phobias, Depression and OCD. They will present description and evaluation as well as treatments to the class to generate class discussion on the different disorders.</p>	<p>Definitions of abnormality, including deviation from social norms, failure to function adequately, statistical infrequency and deviation from ideal mental health.</p> <p>The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder (OCD).</p> <p>The behavioural approach to explaining and treating phobias: the two-process model, including classical and operant conditioning; systematic desensitisation, including relaxation and use of hierarchy; flooding.</p> <p>The cognitive approach to explaining and treating depression: Beck's negative triad and Ellis's ABC model; cognitive behaviour therapy (CBT), including challenging irrational thoughts.</p> <p>The biological approach to explaining and treating OCD: genetic and neural explanations; drug therapy.</p>
May (3 weeks)	Research Methods	<p>The reason research methods is chosen to be taught first out of all the Psychology units is to enable students to be able to evaluate all the other topics. As during evaluation we have to consider the methodology of the study being used. E.g. did they use a small sample, who was only men? Or did they only use one person? What type of experiment is it? Students have to be able to evaluate all the different types of research methods and use these techniques within essays and exam questions to present their argument. Demonstrating that research methods is fundamental to the course, and every examination.</p>	<p>Observational techniques. Types of observation: naturalistic and controlled observation; covert and overt observation; participant and non-participant observation.</p> <p>Self-report techniques. Questionnaires; interviews, structured and unstructured.</p> <p>Content analysis.</p> <p>Case studies.</p> <p>Observational design: behavioural categories; event sampling; time sampling.</p> <p>Questionnaire construction, including use of open and closed questions; design of interviews.</p> <p>The role of peer review in the scientific process.</p> <p>The implications of psychological research for the economy.</p>

		<p>It is taught in one solid block to begin with and then taught throughout the year when different research methods are needed within each topic. E.g. observation studies are taught near the topic of Attachment as this is where most observations are done within Psychology on children and their development. Students will be using mathematical knowledge from GCSEs and applying it to Psychological studies e.g. mean, ranges, graphs</p>	<p>Reporting psychological investigations. Sections of a scientific report: abstract, introduction, method, results, discussion and referencing.</p> <p>Quantitative and qualitative data; the distinction between qualitative and quantitative data collection techniques.</p> <p>Primary and secondary data, including meta-analysis.</p> <p>Content analysis and coding. Thematic analysis.</p>
<p>July (2 weeks)</p>	<p>Issues and Debates</p>	<p>Issues and debates is a year 13 topic, which students start to gain a grasp of in Year 12. Lots of the Year 13 content requires students to have a clear understanding of issues faced within the 6 units, and is the main reason we study this at the end of year 12. Also issues and debates is a synoptic unit which requires you to use all of the Year 12 information to evaluate, making it the perfect end to the year.</p>	<p>Gender and culture in Psychology – universality and bias. Gender bias including androcentrism and alpha and beta bias; cultural bias, including ethnocentrism and cultural relativism.</p> <p>Free will and determinism: hard determinism and soft determinism; biological, environmental and psychic determinism. The scientific emphasis on causal explanations.</p> <p>The nature-nurture debate: the relative importance of heredity and environment in determining behaviour; the interactionist approach.</p> <p>Holism and reductionism: levels of explanation in Psychology. Biological reductionism and environmental (stimulus-response) reductionism.</p> <p>Idiographic and nomothetic approaches to psychological investigation.</p> <p>Ethical implications of research studies and theory, including reference to social sensitivity</p>

Year 13

Timescale(see curriculum plan)	Topic	Intent	Course content
September (3 weeks)	Year 12 Topics Attachment Social Influence Approaches Research Methods	Revisit the Year 12 topics taught last academic year	Recovers all the material taught in Year 12. Each topic is allocated two hours and is supported by detailed revision notes, accessible PowerPoints and exam technique and focus. .
September & October (4weeks)	Biopsychology	Students to review the Year 1 content of the biological approach, as this acts as a basis for topic areas such as localisation of functions. We then explore and gather information on the different areas of the brain involved in our thinking such as our short term and long term memory and whether our body can be affected by internal as well as external stimuli. Again this directly relates to the information taught at A level in Biology such as the structure of the brain and nervous systems.	<p>The divisions of the nervous system: central and peripheral (somatic and autonomic).</p> <p>The structure and function of sensory, relay and motor neurons. The process of synaptic transmission, including reference to neurotransmitters, excitation and inhibition.</p> <p>The function of the endocrine system: glands and hormones.</p> <p>The fight or flight response including the role of adrenaline.</p> <p>Localisation of function in the brain and hemispheric lateralisation: motor, somatosensory, visual, auditory and language centres; Broca's and Wernicke's areas, split brain research. Plasticity and functional recovery of the brain after trauma.</p>

			<p>Ways of studying the brain: scanning techniques, including functional magnetic resonance imaging (fMRI); electroencephalogram (EEGs) and event-related potentials (ERPs); post-mortem examinations.</p> <p>Biological rhythms: circadian, infradian and ultradian and the difference between these rhythms. The effect of endogenous pacemakers and exogenous zeitgebers on the sleep/wake cycle.</p>
September (4 weeks)	Inferential statistics and Research Methods	<p>Firstly we recap on research methods taught at Year 1. As students must have a good level of understanding, of experiment design, hypothesis and the design of a study before students can progress into statistical analysis. By integrating this into Biopsychology allows students not to be bored or fazed by statistical analysis.</p> <p>Students have to be able to know the characteristics of why we would use a specific statistical test as well as calculating whether the result is significant and how this corresponds to the statistical test. The only test they need to complete from first principles is the sign test. We will then cover whether Psychology is a science and the reasons for and against this.</p> <p>Inferential testing has cross curriculum links to both A level maths, Geography and Biology with the use of such tests as the Chi Square.</p>	<p>Levels of measurement: nominal, ordinal and interval</p> <p>Introduction to statistical testing; the sign test.</p> <p>Probability and significance: use of statistical tables and critical values in interpretation of significance; Type I and Type II errors.</p> <p>Factors affecting the choice of statistical test, including level of measurement and experimental design. When to use the following tests: Spearman's rho, Pearson's r, Wilcoxon, Mann-Whitney, related t-test, unrelated t-test and Chi-Squared test.</p> <p>Features of science: objectivity and the empirical method; replicability and falsifiability; theory construction and hypothesis testing; paradigms and paradigm shifts.</p>
November (5-6 weeks)	Schizophrenia	<p>Schizophrenia allows students to explore the possibility that people can create their own reality and how this may go unnoticed by family and friends. By looking into the classification of the disorder and the different explanations as to why this has occurred. E.g.</p>	<p>Classification of schizophrenia. Positive symptoms of schizophrenia, including hallucinations and delusions. Negative symptoms of schizophrenia, including speech poverty and avolition. Reliability and validity in diagnosis and classification of schizophrenia, including reference to co-morbidity, culture and gender bias and symptom overlap.</p>

		<p>high levels of dopamine, or issues with upbringing and family dysfunction. Students recap of treatments taught in Year 1 and Addiction such as CBT and drug therapy and how this can apply to this specific disorder.</p>	<p>Biological explanations for schizophrenia: genetics, the dopamine hypothesis and neural correlates.</p> <p>Psychological explanations for schizophrenia: family dysfunction and cognitive explanations, including dysfunctional thought processing.</p> <p>Drug therapy: typical and atypical antipsychotics.</p> <p>Cognitive behaviour therapy and family therapy as used in the treatment of schizophrenia. Token economies as used in the management of schizophrenia.</p> <p>The importance of an interactionist approach in explaining and treating schizophrenia; the diathesis-stress model.</p>
<p>January (5 weeks)</p>	<p>Relationships</p>	<p>Enables students to look into evolutionary as well as social explanations for romantic relationships and how these develop. It relates and looks in aspects of the media and how this can influence and allow addictions to celebrities. It uses the explanations of approaches taught in year 1 and builds on these.</p>	<p>The evolutionary explanations for partner preferences, including the relationship between sexual selection and human reproductive behaviour.</p> <p>Factors affecting attraction in romantic relationships: self-disclosure; physical attractiveness, including the matching hypothesis; filter theory, including social demography, similarity in attitudes and complementarity.</p> <p>Theories of romantic relationships: social exchange theory, equity theory and Rusbult's investment model of commitment, satisfaction, comparison with alternatives and investment. Duck's phase model of relationship breakdown: intra-psychic, dyadic, social and grave dressing phases.</p> <p>Virtual relationships in social media: self-disclosure in virtual relationships; effects of absence of gating on the nature of virtual relationships.</p> <p>Parasocial relationships: levels of parasocial relationships, the absorption addiction model and the attachment theory explanation.</p>
<p>March (5 weeks)</p>	<p>Aggression</p>	<p>Aggression draws on our knowledge from both the Approaches and Social Influence Section in Year 12. Exploring debates as to what makes us aggressive? Is this a biological mechanism or a learnt response, as well as</p>	<p>Neural and hormonal mechanisms in aggression, including the roles of the limbic system, serotonin and testosterone. Genetic factors in aggression, including the MAOA gene.</p>

		<p>researching the effects of deindividuation. Can a mask or a uniform make us commit violent acts?</p>	<p>The ethological explanation of aggression, including reference to innate releasing mechanisms and fixed action patterns. Evolutionary explanations of human aggression.</p> <p>Social psychological explanations of human aggression, including the frustration-aggression hypothesis, social learning theory as applied to human aggression, and de-individuation.</p> <p>Institutional aggression in the context of prisons: dispositional and situational explanations.</p> <p>Media influences on aggression, including the effects of computer games.</p> <p>The role of desensitisation, disinhibition and cognitive priming.</p>
<p>April (2 weeks)</p>	<p>Issues and Debates</p>	<p>Within this topic we recap from Year 12 what the different issues and debates are. We use this unit as a revision for the additional topics e.g. Relationships/Schizophrenia and how these can be used as evaluation for this synoptic unit.</p> <p>For example Schizophrenia can be used for the nature vs nurture debate as it looks at our genetics and biochemistry as well as psychosocial factors such as family dysfunction.</p>	<p>Gender and culture in Psychology – universality and bias. Gender bias including androcentrism and alpha and beta bias; cultural bias, including ethnocentrism and cultural relativism.</p> <p>Free will and determinism: hard determinism and soft determinism; biological, environmental and psychic determinism. The scientific emphasis on causal explanations.</p> <p>The nature-nurture debate: the relative importance of heredity and environment in determining behaviour; the interactionist approach.</p> <p>Holism and reductionism: levels of explanation in Psychology. Biological reductionism and environmental (stimulus-response) reductionism.</p> <p>Idiographic and nomothetic approaches to psychological investigation.</p> <p>Ethical implications of research studies and theory, including reference to social sensitivity</p>