

Year 12

Timing	Unit Title	Key Question	Knowledge	Assessing Understanding
Autumn 1a	Approaches In psychology	How do different perspectives and approaches in psychology explain behaviour?	<ul style="list-style-type: none"> • Origins of psychology: Wundt, introspection and the emergence of psychology as a science • Contributions of approaches to psychological knowledge and understanding • The basic assumptions and evaluation of the following approaches: <ul style="list-style-type: none"> • 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. • 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. • The biological approach: the influence of genes, biological structures and neurochemistry on behaviour. Genotype and phenotype, genetic basis of behaviour, evolution and behaviour. 	<p>Understanding to be assessed: Knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the 'Approaches' content.</p> <p>Skills demonstrated: Knowledge and understanding (A01) Application to real world and novel scenarios (A02) Evaluation (A03) Effective exam practice</p> <p>Assessment point: End of topic assessment</p>

Autumn 1b	Research methods in psychology	What research methods do psychologists use when investigating behaviour and cognitions? What are their relative strengths and limitations?	<p>Students should demonstrate knowledge and understanding of the following research methods, scientific processes and techniques of data handling and analysis, be familiar with their use and be aware of their strengths and limitations.</p> <ul style="list-style-type: none"> • Scientific process (aims, hypotheses, sampling etc.) • Experimental method. Types of experiment, laboratory and field experiments; natural and quasi-experiments. • Observational techniques. Types of observation: naturalistic and controlled observation; covert and overt observation; participant and non-participant observation. • Self-report techniques. Questionnaires; interviews, structured and unstructured. • Correlations. Analysis of the relationship between co-variables. The difference between correlations and experiments. • Content analysis. • Case studies • Inferential statistics: Sign test, choosing a test, probability, significance 	<p>Understanding to be assessed: Knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the 'Research methods' content.</p> <p>Skills demonstrated: Knowledge and understanding (A01) Application to real world and novel scenarios (A02) Evaluation (A03) Effective exam practice</p> <p>Assessment point: End of topic assessment</p>
Autumn 2a	Attachment	How we develop attachments and how do early attachment/disruption to attachments influence later relationships?	<ul style="list-style-type: none"> • Caregiver-infant interactions in humans: reciprocity and interactional synchrony. Stages of attachment identified by Schaffer. Multiple attachments and the role of the father. • Animal studies of attachment: Lorenz and Harlow. • Explanations of attachment: learning theory and Bowlby's monotropic theory. The concepts of a critical period and an internal working model. • Ainsworth's 'Strange Situation'. Types of attachment: secure, insecure-avoidant and insecure-resistant. Cultural variations in attachment, including van Ijzendoorn. • Bowlby's theory of maternal deprivation. Romanian orphan studies: effects of institutionalisation. • The influence of early attachment on childhood and adult relationships, including the role of an internal working model 	<p>Understanding to be assessed: Knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the 'Attachment' content.</p> <p>Skills demonstrated: Knowledge and understanding (A01) Application to real world and novel scenarios (A02) Evaluation (A03) Effective exam practice</p> <p>Assessment point: End of topic assessment</p>

Autumn 2b	Biopsychology	What are the neuronal and endocrinal mechanisms underlying behaviour?	<ul style="list-style-type: none"> • The divisions of the nervous system: central and peripheral (somatic and autonomic). • The structure and function of sensory, relay and motor neurons. The process of synaptic transmission, including reference to neurotransmitters, excitation and inhibition. • The function of the endocrine system: glands and hormones. • The fight or flight response including the role of adrenaline. 	<p>Understanding to be assessed: Knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the 'Biopsychology' content.</p> <p>Skills demonstrated: Knowledge and understanding (A01) Application to real world and novel scenarios (A02) Evaluation (A03) Effective exam practice</p> <p>Assessment point: End of topic assessment</p>
Spring 1a	Psychopathology	How are disorders defined, explained and treated?	<ul style="list-style-type: none"> • Definitions of abnormality, including deviation from social norms, failure to function adequately, statistical infrequency and deviation from ideal mental health. • The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder (OCD). • 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. • 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. • The biological approach to explaining and treating OCD: genetic and neural explanations; drug therapy 	<p>Understanding to be assessed: Knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the 'Psychopathology' content.</p> <p>Skills demonstrated: Knowledge and understanding (A01) Application to real world and novel scenarios (A02) Evaluation (A03) Effective exam practice</p> <p>Assessment point: End of topic assessment</p>

Spring 1b & 2a	Social influence	How are we influenced by others? Why do we obey? How can minorities effect social change?	<ul style="list-style-type: none"> • 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. • Conformity to social roles as investigated by Zimbardo. • Explanations for obedience: agentic state and legitimacy of authority, and situational variables affecting obedience including proximity and location, as investigated by Milgram, and uniform. Dispositional explanation for obedience: the Authoritarian Personality. • Explanations of resistance to social influence, including social support and locus of control. • Minority influence including reference to consistency, commitment and flexibility. • The role of social influence processes in social change. 	<p>Understanding to be assessed: Knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the 'Social influence' content.</p> <p>Skills demonstrated: Knowledge and understanding (A01) Application to real world and novel scenarios (A02) Evaluation (A03) Effective exam practice</p> <p>Assessment point: End of topic assessment</p>
Spring 2b & Summer 1a	Memory	How does memory work? How do we describe memory? Why do we forget? How can we use knowledge to improve EWT?	<ul style="list-style-type: none"> • The multi-store model of memory: sensory register, short-term memory and long-term memory. Features of each store: coding, capacity and duration. • Types of long-term memory: episodic, semantic, procedural. • The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. Features of the model: coding and capacity. • Explanations for forgetting: proactive and retroactive interference and retrieval failure due to absence of cues. • Factors affecting the accuracy of eyewitness testimony: misleading information, including leading questions and post-event discussion; anxiety. • Improving the accuracy of eyewitness testimony, including the use of the cognitive interview. 	<p>Understanding to be assessed: Knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the 'Memory' content.</p> <p>Skills demonstrated: Knowledge and understanding (A01) Application to real world and novel scenarios (A02) Evaluation (A03) Effective exam practice</p> <p>Assessment point: End of topic assessment</p>

Summer 1b	Revision and exam practice for internal exams	What do I now? What do I need to know? What do I need help with? How do I revise best? What does the exam require?	<ul style="list-style-type: none"> • Reflection on content covered (RAG) • Various revision tasks and activities • Modelled revision • Revision videos • Essay planning • Timed practice • One to one tutorial/reflection • Planning revision for study leave 	<p>Understanding to be assessed: Knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the first year content.</p> <p>Skills demonstrated: Knowledge and understanding (A01) Application to real world and novel scenarios (A02) Evaluation (A03) Effective exam practice Ability to reflect upon and identify areas of strength and weakness Planning</p> <p>Assessment point: Y12 internal exams</p>
Summer 2a	Research methods independent project	What am I interested in and how can I use my skills to investigate it?	<ul style="list-style-type: none"> • Students identify an area of interest • Conduct a literature review to provide a rationale for research • Formulate aims and hypotheses • Design research • Design informed consent form and ensure ethical considerations have been met • Conduct research • Analyse data and come to conclusions • Complete a discussion of results in relation to literature review, practical and ethical constraints and future research ideas 	<p>Understanding to be assessed: Research methods and ethical issues in relation to the first year content.</p> <p>Skills demonstrated: Knowledge and understanding (A01) Application to real world and novel scenarios (A02) Evaluation (A03) Literature review Referencing Research methods in action Presentation/public speaking</p> <p>Assessment point: Presentation at end of project.</p>

Summer 2b	Approaches in psychology	How do different perspectives and approaches in psychology explain behaviour?	<ul style="list-style-type: none"> ● Revision of Learning, Cognitive and Biological approaches ● 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. ● 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. ● Comparison of approaches. 	<p>Understanding to be assessed: Knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the 'Approaches' content.</p> <p>Skills demonstrated: Knowledge and understanding (A01) Application to real world and novel scenarios (A02) Evaluation (A03) Effective exam practice Comparison</p> <p>Assessment point: End of topic assessment</p>
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