

Year 12

Timing	Unit Title	Key Question	Knowledge	Assessing Understanding
Runs alongside other units	Research methods in psychology	<ul style="list-style-type: none"> • What research methods do psychologists use when investigating behaviour and cognition? • What are their relative strengths and limitations? • How are they used and by whom? 	<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, application to the real world. research studies, research methods and ethical issues.</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 1	Social influence	<ul style="list-style-type: none"> • How are we influenced by others? • Why do we obey? • How can minority groups bring about social change? • What is the process of 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. 	

Autumn 2a	Approaches in Psychology	<ul style="list-style-type: none"> • How do different approaches explain behaviour? • Where do these approaches sit in terms of the 'nature-nurture' debate, and issues of free-will and determinism? • How have these perspectives changed Psychology and/or how are they applied to understand human behaviour? 	<p>- Origins of psychology: Wundt, introspection and the emergence of psychology as a science</p> <p>-Contributions of approaches to psychological knowledge and understanding</p> <p>-The basic assumptions and evaluation of the following approaches:</p> <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:</p> <p>Knowledge and understanding of psychological concepts, theories, research studies, application to the real world, research methods and ethical issues.</p> <p>Skills demonstrated:</p> <p>Knowledge and understanding (A01) Application to real world and novel scenarios (A02) Evaluation (A03) Effective exam practice</p> <p>Assessment point:</p> <p>End of topic assessment</p>
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Autumn 2b	Attachment	<ul style="list-style-type: none"> • How do we develop attachments with caregivers • How is attachment researched? • How is attachment categorised? • 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:</p> <p>Knowledge and understanding of psychological concepts, theories, research studies, application to the real world, research methods and ethical issues.</p> <p>Skills demonstrated:</p> <p>Knowledge and understanding (A01) Application to real world and novel scenarios (A02) Evaluation (A03) Effective exam practice</p>
Spring 1a	Biopsychology	<ul style="list-style-type: none"> • What are the neuronal and endocrine mechanisms underlying behaviour? • What is the fight or flight response? 	<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>Assessment point:</p> <p>End of topic assessment</p>

Spring 1b	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 'Attachment' content.</p> <p>Skills demonstrated: Knowledge and understanding (A01) Application to real world and novel scenarios (A02) Evaluation (A03) Effective exam practice</p>
Summer 1	Finishing content and internal exams			
Summer 2a	Memory	<ul style="list-style-type: none"> • 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; 	<p>Assessment point: End of topic assessment</p>

			<ul style="list-style-type: none"> Improving the accuracy of eyewitness testimony, including the use of the cognitive interview. 	
Summer 2b	Research project	<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. Present findings to the class 		