

Year 12

Timing	Unit Title	Key Questions	Knowledge	Assessing Understanding
Runs alongside other units	Research methods in psychology	• 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?	Research methods • 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. Scientific processes • Aims: stating aims, the difference between aims and hypotheses. • Hypotheses: directional and non-directional. • Sampling: the difference between population and sample; sampling methods including: random, systematic, stratified, opportunity and volunteer; implications of sampling techniques, including bias and generalisation. • Pilot studies and the aims of piloting. • Experimental designs: repeated measures, independent groups, matched pairs. • Observational design: behavioural categories; event sampling; time sampling. • Questionnaire construction, including use of open and closed questions; design of interviews. • Variables: manipulation and control of variables, including independent, dependent, extraneous, confounding; operationalisation of variables. • Control: random allocation and counterbalancing, randomisation, standardisation and control groups. • Demand characteristics and investigator effects. • 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. • The role of peer review in the scientific process.	Understanding to be assessed: Knowledge and understanding of psychological concepts, theories, application to the real world. research studies, research methods and ethical issues. Skills demonstrated: Knowledge and understanding (A01) Application to real world and novel scenarios (A02) Evaluation (A03) Effective exam practice Assessment point: End of topic assessment

			•The implications of psychological research for the economy. •Reliability across all methods of investigation. Ways of measuring reliability: test-retest and inter-observer; improving reliability. Data handling and analysis •Quantitative and qualitative data; the distinction between qualitative and quantitative data collection techniques. •Primary and secondary data, including meta-analysis. •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. •Presentation and display of quantitative data: graphs, tables, scattergrams, bar charts, histograms. •Distributions: normal and skewed distributions; characteristics of normal and skewed distributions. •Analysis and interpretation of correlation, including correlation coefficients. •Levels of measurement: nominal, ordinal and interval. Inferential testing Students should demonstrate knowledge and understanding of inferential testing and be familiar with the use of inferential tests. •Introduction to statistical testing; the sign test. When to use the sign test; calculation of the sign test. •Probability and significance: use of statistical tables and critical values in interpretation of significance; Type I and Type II errors. Factors affecting the choice of statistical test, including level of measurement and experimental design.	
Autumn 1	Social influence	• How are we influenced by others?	• Types of conformity: internalisation and compliance.	Understanding to be assessed:

		• Why do we obey? • How can minority groups bring about social change?	• 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. • 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.	Knowledge and understanding of psychological concepts, theories, research studies, application to the real world, research methods and ethical issues. Skills demonstrated: Knowledge and understanding (A01) Application to real world and novel scenarios (A02) Evaluation (A03) Effective exam practice Assessment point: End of topic assessment
Autumn 2a	Approaches in Psychology	• 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?	Contributions of approaches to psychological knowledge and understanding The basic assumptions and evaluation of the following approaches: • Learning approaches: i) the behaviourist approach, including classical conditioning and Pavlov's research, operant conditioning, types of reinforcement and Skinner's research; ii) 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 models to explain and make inferences about mental processes. • The biological approach: the genetic basis of behaviour: genotype, phenotype and evolution. Influence of biological structures and neurochemistry on behaviour. Cognitive neuroscience.	

Autumn 2b	Attachment	• 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?	• 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. Effects of institutionalisation, including the English and Romanian Adoptees project. • The influence of early attachment on childhood and adult relationships, including the role of an internal working model.	Understanding to be assessed: Knowledge and understanding of psychological concepts, theories, research studies, application to the real world, research methods and ethical issues. Skills demonstrated: Knowledge and understanding (A01) Application to real world and novel scenarios (A02) Evaluation (A03) Effective exam practice Assessment point: End of topic assessment
Spring 1a	Biopsychology	• What are the neuronal and endocrine mechanisms underlying behaviour? • What is the fight or flight response?	• 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.	

Spring 1b	Clinical Psychology and Mental Health	How are disorders defined, explained and treated?	- Definitions in the field of mental health: deviation from ideal mental health, deviation from social/ cultural norms, failure to function adequately and statistical infrequency. - 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.	Understanding to be assessed: Knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the 'Attachment' content. Skills demonstrated: Knowledge and understanding (A01) Application to real world and novel scenarios (A02) Evaluation (A03) Effective exam practice
Summer 1	Finishing content and internal exams			Assessment point: End of topic assessment
Summer 2a	Memory	- How does memory work? - How do we describe memory? - Why do we forget? - How can we use knowledge to improve EWT?	- 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 multi-store model of memory: sensory register, short-term memory and long-term memory. Features of each store: coding, capacity and duration. - 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: leading questions, post-event discussion; anxiety; the use of cognitive interview.	

Summer 2b	Research project	• 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
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