

PSYCHOLOGY Curriculum Plans: Year 12

		Topic	Knowledge: By the end of the unit students will know:	Skills: What skills will students have developed by the end of this unit?	Key terms: What new key terms and vocabulary will be learnt in this unit?	Summative Assessment: How will pupils be assessed in this unit?
Michaelmas 1	Teacher A	Introduction to Research Methods	<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"> • Aims: stating aims, the difference between aims and hypotheses. • Hypotheses: directional and non-directional. • Sampling: the difference between population and sample; sampling techniques 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. • Variables: manipulation and control of variables, including independent, dependent, extraneous, confounding; operationalisation of variables. • Control: random allocation and counterbalancing, randomisation and standardisation. • 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. 	<p>Students will be expected to:</p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of research methods, practical research skills and mathematical skills • These skills should be developed through study of the specification content and through ethical practical research activities, involving: <ul style="list-style-type: none"> • designing research • conducting research • analysing and interpreting data. 	<p>Independent variable, dependent variable, Directional Hypothesis, Non-Directional Hypothesis, Extraneous variable, confounding variable, operationalisation Random sampling, systematic sampling, stratified sampling, opportunity sampling and volunteer sampling Pilot study repeated measures design, independent groups design, matched pairs design random allocation, counterbalancing, randomisation, standardisation, double blind, single blind, investigator effects, demand characteristics. Deception, informed consent, protection from psychological harm</p>	<p>Research methods test Short answer questions (15 minutes)</p>
	Teacher B	Approaches	<p>Origins of Psychology: Wundt, introspection and the emergence of Psychology as a science.</p> <p>The basic assumptions of the following approaches:</p> <ul style="list-style-type: none"> • Learning approaches: i) the behaviourist approach, including classical conditioning and Pavlov's research, operant 	<p>Students will be expected to:</p> <ul style="list-style-type: none"> • demonstrate knowledge and understanding of psychological concepts, theories, research 	<p>Introspection Laboratory experiment objectivity, empirical method, paradigms</p>	<p>Origins and Learning Approaches. Short answer (30 minutes - Max. 6 marks per question) Mid- topic test</p>

PSYCHOLOGY Curriculum Plans: Year 12

			<p>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.</p>	<p>studies, research methods and ethical issues (A01)</p> <ul style="list-style-type: none"> • apply psychological knowledge and understanding of the content in a range of contexts (A02) • analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the content (A03) • Develop effective evaluation using PEEL paragraphs • evaluate therapies and treatments including in terms of their appropriateness and effectiveness. (A03) 	<p>Classical conditioning, unconditioned stimulus, unconditioned response, neutral stimulus, conditioned stimulus</p> <p>Operant conditioning, positive and negative reinforcement</p> <p>Imitation, identification, modelling, vicarious reinforcement, mediational processes</p>	<p>Learning Approaches. Extended writing test (16 marks)</p>
Michaelmas 2	Teacher A	<p>Social Influence</p> <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>Research Methods</p> <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>	<p>Students will be expected to:</p> <ul style="list-style-type: none"> • demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues (A01) • apply psychological knowledge and understanding of the content in a range of contexts (A02) • analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the content (A03) • Develop effective evaluation using PEEL paragraphs <p>Students will be expected to:</p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of research 	<p>Majority influence internalisation, identification and compliance</p> <p>informational social influence normative social influence</p> <p>Authority figure Disposition Authoritarian Personality Agentic state Autonomous state Legitimacy of authority social support locus of control</p> <p>minority influence - consistency,</p>	<p>MCQ: Knowledge test</p> <p>Conformity and Obedience Short answer (30 minutes - Max. 6 marks per question) Mid- topic test</p> <p>Conformity research and variations (20 minutes) Extended writing test (16 marks)</p> <p>Obedience research, explanations, resistance to social influence (20 minutes) Extended writing test – Applied Question (16 marks)</p>	

PSYCHOLOGY Curriculum Plans: Year 12

			<ul style="list-style-type: none"> 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; 	<p>methods, practical research skills and mathematical skills</p> <ul style="list-style-type: none"> These skills should be developed through study of the specification content and through ethical practical research activities, involving: <ul style="list-style-type: none"> designing research conducting research analysing and interpreting data. 	<p>commitment and flexibility.</p> <p>Social change, drawing attention, augmentation principle, cognitive conflict, snowball effect,</p> <p>Quantitative and qualitative data, Primary and secondary data, meta-analysis</p> <p>measures of central tendency – mean, median, mode</p> <p>measures of dispersion; range and standard deviation</p>	<p>End of Unit Assessment with embedded research methods questions, MCQ, short answer, application and evaluation questions. (30 minutes)</p>
Teacher B	Approaches	<p>The basic assumptions of the following approaches:</p> <ul style="list-style-type: none"> 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>Students will be expected to:</p> <ul style="list-style-type: none"> demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues (A01) apply psychological knowledge and understanding of the content in a range of contexts (A02) analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the content (A03) Develop effective evaluation using PEEL paragraphs 	<p>Cognitive Approach Internal Mental Processes Schema Cognitive Neuroscience Theoretical Models Computer Models Information Processing Model Neuroimaging</p> <p>Biological approach Genotype, phenotype, Twin studies, concordance rates, Neurotransmitters, Hormones, Action potential, synapse,</p>	<p>Cognitive approach and biological approach. Extended writing test – Applied (16 marks)</p> <p>End of Unit Assessment MCQ, short answer, application and evaluation questions. (30 minutes)</p>	

PSYCHOLOGY Curriculum Plans: Year 12

				<ul style="list-style-type: none"> evaluate therapies and treatments including in terms of their appropriateness and effectiveness. (A03) 	neuron, Charles Darwin, survival of the fittest, adaptation	
Lent 1	Teacher A	Memory	<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>Students will be expected to:</p> <ul style="list-style-type: none"> demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues (A01) apply psychological knowledge and understanding of the content in a range of contexts (A02) analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the content (A03) Develop effective evaluation using PEEL paragraphs 	<p>Memory Encoding, Storage, Retrieval, Sensory Memory, Short-Term Memory (STM), Long-Term Memory (LTM), Multi-Store Model (MSM), Working Memory Model (WMM), Central Executive, Phonological Loop, Visuospatial Sketchpad, Episodic Buffer, Capacity, Duration, Coding Chunking Maintenance Rehearsal, Elaborative Rehearsal Semantic Memory, Episodic Memory, Procedural Memory, Declarative Memory, Interference Retrieval Failure Eyewitness Testimony (EWT) Misleading Information Cognitive Interview</p>	<p>Models of Memory, LTM, Explanations of Forgetting Short answer (30 minutes - Max. 6 marks per question) Mid- topic test</p> <p>End of Unit Assessment with embedded research methods questions, MCQ, short answer, application and evaluation questions. (30 minutes)</p>
		Research Methods	<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"> 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. Positive, negative and zero correlations. The difference between correlations and experiments. 	<p>Students will be expected to:</p> <ul style="list-style-type: none"> Demonstrate knowledge and understanding of research methods, practical research skills and mathematical skills These skills should be developed through study of the specification content and through ethical practical research activities, involving: <ul style="list-style-type: none"> designing research conducting research analysing and interpreting data. 		<p>Research methods test Short answer questions (30 minutes)</p>

PSYCHOLOGY Curriculum Plans: Year 12

			<ul style="list-style-type: none"> • 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. 			
	Teacher B	Bio Psychology	<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>Students will be expected to:</p> <ul style="list-style-type: none"> • demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues (A01) • apply psychological knowledge and understanding of the content in a range of contexts (A02) • analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the content (A03) • Develop effective evaluation using PEEL paragraphs 	<p>central and peripheral (somatic and autonomic). sensory, relay and motor neurons. synaptic transmission, neurotransmitters, excitation and inhibition. endocrine system fight or flight adrenaline.</p>	<p>Divisions, neurons, endocrine system, fight/flight Short answer (30 minutes - Max. 6 marks per question) Mid- topic test</p>
Lent 2	Teacher A	Attachment	<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. 	<p>Students will be expected to:</p> <ul style="list-style-type: none"> • demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues (A01) • apply psychological knowledge and understanding of the content in a range of contexts (A02) • analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the content (A03) 	<p>reciprocity interactional synchrony. Stages of attachment Multiple attachments Imprinting. learning theory Bowlby's monotropic theory. critical period internal working model. Ainsworth's 'Strange Situation'. secure, insecure-avoidant and insecure-resistant. Cultural variations</p>	<p>Interactions, Stages of attachment, role of the father, animal studies. Short answer (30 minutes - Max. 6 marks per question) Mid- topic test</p> <p>Explanations for attachment Extended writing test (16 marks)</p>

PSYCHOLOGY Curriculum Plans: Year 12

				<ul style="list-style-type: none"> Develop effective evaluation using PEEL paragraphs 	maternal deprivation. Romanian orphan studies: effects of institutionalisation.	
	Teacher B	Bio Psychology	<ul style="list-style-type: none"> 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. Ways of studying the brain: scanning techniques, including functional magnetic resonance imaging (fMRI); electroencephalogram (EEGs) and event-related potentials (ERPs); postmortem examinations 	<p>Students will be expected to:</p> <ul style="list-style-type: none"> demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues (A01) apply psychological knowledge and understanding of the content in a range of contexts (A02) analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the content (A03) Develop effective evaluation using PEEL paragraphs 	Localisation hemispheric lateralisation: motor, somatosensory, visual, auditory and language centres; Broca's and Wernicke's areas, split brain research. Plasticity functional recovery scanning techniques, including functional magnetic resonance imaging (fMRI); electroencephalogram (EEGs) and event-related potentials (ERPs); postmortem examinations	<p>Localisation, hemispheric lateralisation, plasticity</p> <p>Extended writing test (16 marks)</p> <p>End of Unit Assessment MCQ, short answer, application and evaluation questions. (30 minutes)</p>
Trinity 1	Teacher A	Attachment	<ul style="list-style-type: none"> 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>Students will be expected to:</p> <ul style="list-style-type: none"> demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues (A01) apply psychological knowledge and understanding of the content in a range of contexts (A02) analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the content (A03) 	reciprocity interactional synchrony. Stages of attachment Multiple attachments Imprinting. learning theory Bowlby's monotropic theory. critical period internal working model. Ainsworth's 'Strange Situation'. secure, insecure-avoidant and insecure-resistant.	<p>End of Unit Assessment with embedded research methods questions, MCQ, short answer, application and evaluation questions. (30 minutes)</p> <p>Mock examination covering Year 1 topics covered in Year 12.</p>

PSYCHOLOGY Curriculum Plans: Year 12

				<ul style="list-style-type: none"> Develop effective evaluation using PEEL paragraphs 	Cultural variations maternal deprivation. Romanian orphan studies: effects of institutionalisation.	
	Teacher B	Psychopathology	<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. 	<p>Students will be expected to:</p> <ul style="list-style-type: none"> demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues (A01) apply psychological knowledge and understanding of the content in a range of contexts (A02) analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the content (A03) Develop effective evaluation using PEEL paragraphs evaluate therapies and treatments including in terms of their appropriateness and effectiveness. (A03) 	<p>deviation from social norms, failure to function adequately, statistical infrequency deviation from ideal mental health. The behavioural approach phobias: the two-process model, classical and operant conditioning; systematic desensitisation, relaxation hierarchy; flooding.</p>	<p>Mock examination covering Year 1 topics covered in Year 12.</p>
Trinity 2	Teacher A	Research Methods	<p>Students should demonstrate knowledge and understanding of inferential testing and be familiar with the use of inferential tests.</p> <ul style="list-style-type: none"> 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. When to use the following tests: Spearman's rho, Pearson's r, Wilcoxon, 	<p>Students will be expected to:</p> <ul style="list-style-type: none"> Demonstrate knowledge and understanding of research methods, practical research skills and mathematical skills These skills should be developed through study of the specification content and through ethical practical research activities, involving: <ul style="list-style-type: none"> designing research 	<p>the sign test Probability Significance critical values Type I and Type II errors. level of measurement experimental design. Spearman's rho, Pearson's r, Wilcoxon, Mann-Whitney, related</p>	

PSYCHOLOGY Curriculum Plans: Year 12

		<p>Mann-Whitney, related t-test, unrelated t-test and Chi-Squared test.</p> <ul style="list-style-type: none"> Levels of measurement: nominal, ordinal and interval. 	<ul style="list-style-type: none"> conducting research analysing and interpreting data 	<p>t-test, unrelated t-test and Chi-Squared test.</p> <p>Levels of measurement: nominal, ordinal and interval.</p>	
Teacher B	Psychopathology	<ul style="list-style-type: none"> 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>Students will be expected to:</p> <ul style="list-style-type: none"> demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues (A01) apply psychological knowledge and understanding of the content in a range of contexts (A02) analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the content (A03) Develop effective evaluation using PEEL paragraphs evaluate therapies and treatments including in terms of their appropriateness and effectiveness. (A03) 	<p>The cognitive approach Beck's negative triad Ellis's ABC model; cognitive behaviour therapy (CBT)</p> <p>The biological approach genetic and neural explanations; drug therapy.</p>	<p>Depression and OCD. Short answer (30 minutes - Max. 6 marks per question) Mid-topic test</p>