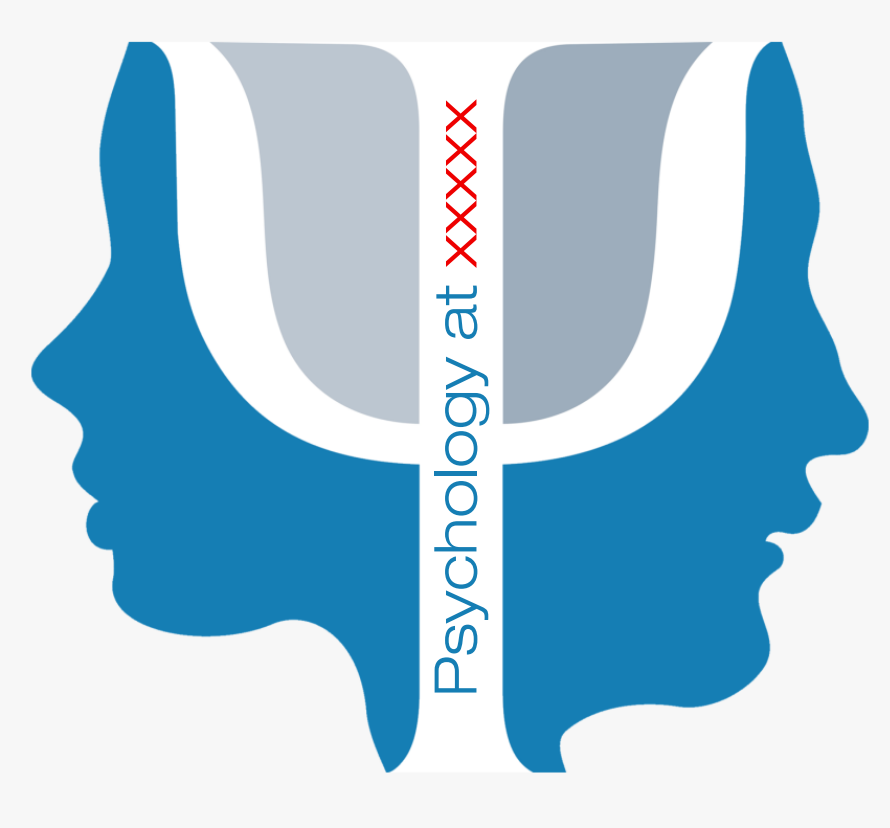
Psychology
A-Level Curriculum

Psychology Department



Vision

Our psychology department aims to enlighten and nurture our students' intellectual curiosity of the human mind, and human behaviour, not only of themselves, in result developing introspective reflection, but also of those around them in society.

Our students will leave the two-year course with a greater understanding of what it means to be human, a greater degree of empathy and a greater compassionate eye than your average student. They will have an increased sense of social responsibility, cultural sensitivity, and tolerance of diversity, contributing to the betterment of a global society.

A subject for life, not just for school.

The psychology department

Psychology is a very popular subject with many students opting to take psychology each year. Currently, the psychology department in xxxxxx School consists of two teaching members. We follow the AQA specification. Our students are hard-working, eager and have a great thirst for learning.

The importance of psychology

At xxxxxxx, we believe in the importance of psychology at Post 16. It can make a powerful impact on students' lives by giving them insight and understanding of their own and others' behaviour. As a science it is also rich with both theory and empirical evidence. We are keen to teach students that psychology is underpinned by the scientific method and that developing research skills is key to them becoming good psychologists. It is also an applied subject, and our aim is to enable students to understand and evaluate how psychological theory is turned into treatment and practice in the real world.

Our goal is to develop psychology students who are inquisitive, reflective, and empathetic in their approach to exploring two fundamental questions at the heart of psychology: what shapes human thought and behaviour? What are the real-world applications of this knowledge that can improve people's lives? Our aim is to also encourage greater tolerance and acceptance of others, particularly those who are different to us. We also want to inspire students to apply their psychological insight in a wide range of occupations once they leave education; the skills and knowledge students develop in psychology have value across many work sectors including business, health care, education, law, social care and media.

What is the intention of the psychology curriculum?

Our psychology department aims to enlighten and nurture our students' intellectual curiosity of the human mind, and human behaviour, not only of themselves, in result developing introspective reflection, but also of those around them in society. Our students will leave the two-year course with a greater understanding of what it means to be human, a greater degree of empathy and a greater compassionate eye; they will have an increased sense of social responsibility, cultural sensitivity, and tolerance of diversity, contributing to the betterment of a global society. In a nutshell:

- ⊕ To provide an education that promotes intellectual curiosity and a passion for lifelong learning in the field of psychology.
- ⊕ To equip students with the tools to apply psychological principles and concepts to real-world situations.
- ⊕ To empower students with the knowledge, to think more critically when presented with all types of knowledge.
- ⊕ To develop a deeper social awareness and social sensitivity for the betterment of individuals and society.

Psychology curriculum

The AQA A Level Psychology specification is a two-year linear course. In year 1, the topics are compulsory. In Year 2, we can choose which topics are to be studied. We have made topic choices taking into consideration: our school ethos, our current cohort and demographics, student interest and popular culture, past performance analysis, examiner's reports, and our own knowledge and experience of teaching topics which will give our students the best possible chance of achieving a high attainment grade in psychology.

What topics do we learn?

This is the order of the topics we will follow over the two-year course.

Year 1

1. Research Methods (part 1)
2. Approaches
3. Social influence
4. Psychopathology
5. Memory
6. Attachment
7. Biopsychology

Year 2

8. Biopsychology
9. Research Methods (part 2)
10. Issues and debates
11. Schizophrenia
12. Gender
13. Forensic psychology

Psychology journey– by topic

START

Yr 12

Research Methods
Year 12

Approaches In Psychology
Year 12

Psycho-pathology
Year 12

Social influence
Year 12

Memory
Year 12

Attachments
Year 12

Bio-psychology
Year 12/13

Yr13

Research Methods
Year 12/13

Issues & debates
Year 13

Schizophrenia
Year 13

Gender
Year 13

Forensic psychology
Year 13

EXAMS

Why?
We start with the topics Research Methods and Approaches as these lay the foundations for the rest of the course: you need a grounding in these two areas first as you will develop your understanding further and apply it to the subsequent topics that follow.

Why?
Y13 Content on research methods will be studied towards the beginning of Y13- you will build on Y12 research methods content and skills covered in Y12 and be ready to tackle the more challenging aspects of inferential testing.

Why?
Biopsychology is taught in the summer term and continues into start of Y13, to allow you to apply prior understanding of the Biological aspects of Psychopathology and the attachment topics that you have already studied.

Why?
Issues and Debates is a synoptic topic; where relevant links can be made throughout the course: you will gradually build up knowledge, understanding and develop AO3 evaluation skills, and demonstrate your progress on this in Y13.

Why?
Forensic, Gender and Schizophrenia are taught alongside each other as they have similar assessment objectives: all require you to be able to describe and evaluate competing approaches to explaining and treating crime, gender dysphoria and Schizophrenia.

Paper 1
Social Influence
Attachment
Psychopathology

Paper 2
Research methods
Approaches
Biopsychology

Paper 3
Issues & Debates
Schizophrenia
Gender
Forensic Psychology

Domains of knowledge – the key knowledge that is being learnt

1. Research Methods (part 1)

- Aims And Hypotheses
- Experimental Types And Experimental Designs
- Variables And Controls
- Demand Characteristics And Investigator Effects
- Observational Techniques
- Self-Report Techniques and Design Issues
- Correlations
- Content Analysis/Thematic Analysis
- Case Studies
- Sampling
- Ethics
- Pilot Studies
- Reliability
- Validity
- Quantitative / Qualitative Data
- Measures Of Central Tendency
- Measures Of Dispersion
- Levels of measurements
- Distribution graphs

2. Approaches

- Origins Of Psychology
- Behavioural Approach
- Social Learning Approach
- Cognitive Approach
- Psychodynamic Approach
- Biological Approach
- Comparisons Of Approaches

3. Social influence

- Types and Explanations of Conformity
- Conformity: Asch's research
- Conformity to Social Roles: Zimbardo's Research
- Obedience: milgram's research
- Obedience: situation variables
- Obedience: socio-psychological factors
- Obedience: dispositional factors
- Resistance to Social Influence
- Minority influence
- Social Influence and Social Change

4. Psychopathology

- Definitions Of Abnormality
- Clinical Characteristic Of Phobias, Depression And OCD
- Behavioural Approach To Explaining Phobias
- Behavioural Approach To Treating Phobias
- The Cognitive Approach To Explaining Depression
- The Cognitive Approach To Treating Depression
- The Biological Approach To Explaining OCD
- The Biological Approach To Treating OCD

5. Memory

- Coding, Capacity, Duration of Memory
- Multi-Store Model
- Types of Long-Term Memory
- Working Memory Model
- Explanations for Forgetting: Interference
- Explanations for Forgetting: Retrieval Failure
- Eyewitness Testimony: Misleading Information
- Eyewitness Testimony: Anxiety
- Eyewitness Testimony: The Cognitive Interview

6. Attachments

- Caregiver-Infant Interaction
- The Role of the Father
- Schaffer's Stages of Attachment
- Animal Studies of Attachment
- Explanations of Attachment:
- Ainsworth's Strange Situation
- Cultural Variations in Attachments
- Bowlby's Theory of Maternal Deprivation
- Romanian Orphan Studies
- Influence of Early Attachment on Later Relationships

7. Biopsychology Year 1 + 2

- The Divisions of the Nervous System
- Neurons and Synaptic Transmission
- The Function of the Endocrine System
- The Fight or Flight Response
- Localisation of Function in the Brain
- Hemispheric Lateralisation and Split-Brain Research
- Plasticity and Functional Recovery of the Brain
- Ways of Studying the Brain
- Biological Rhythms: Circadian Rhythms
- Biological Rhythms: Infradian and Ultradian Rhythms
- Endogenous Pacemakers and Exogenous Zeitgebers

8. Research Methods (part 2)

- Statistical testing
- Reporting psychological investigations
- Peer review
- Features of Science

9. Issues and Debates

- Gender and Culture
- Free-will and Determinism
- Nature V Nurture Debate
- Holism and Reductionism
- Idiographic and nomothetic Approaches
- Ethical Implications of Research Studies & Theory

10. Schizophrenia

- Diagnosis and Classification of Schizophrenia
- Biological Explanations of Schizophrenia
- Psychological Explanations of Schizophrenia
- Biological Therapies for Schizophrenia: Drug Therapy
- The Interactionist Approach to Schizophrenia

11. Gender

- Sex and Gender
- Androgyny and the BSRI
- The Role of Chromosomes and Hormones
- Atypical Sex Chromosomes Patterns
- Cognitive Explanations: Kohlberg Theory
- Cognitive Explanations: Gender Schema Theory
- Psychodynamic Explanation of Gender Development
- Social Learning Explanation of Gender Development
- The Influence of Culture and Media on Gender Roles
- Atypical Gender Development

12. Forensic Psychology

- Offender Profiling: Top-Down Approach
- Offender Profiling: Bottom-Up Approach
- Biological Explanations: Genetic and Neural
- Psychological Explanations: Eysenck Theory
- Psychological Explanations: Cognitive Explanations
- Psychological Explanations: Differential Association
- Psychological Explanations: Psychodynamic Explanation
- Custodial Sentencing
- Behavioural Modification
- Anger Management
- Restorative Justice

Implementation of the curriculum – the rationale behind sequencing

- The ordering of the specification will allow the students to get their best possible grade. This is based on examiners report and data analysis (which topics they struggle with), and with many years of teaching, we have arranged the sequence of topics to help build their knowledge.
- The rationale behind the organisation of this intended content is to allow time to teach each part of the specification in depth and for each topic to be taught with synoptic links to Approaches, Biopsychology and Research methods (in Year 1) and also to Issues and Debates (in Year 2). It is essential that research methods and maths skills are embedded and understood both in theory and practice from early on in the course and that any gaps in maths skills are plugged as soon as possible. We recognise that students can apply maths and science knowledge as well as essay writing and analysis skills learned at GCSE, but we also cannot take these skills for granted; they require explicit teaching and development to meet the requirements of the A level qualification. Below are the rationale for some of topics that we have sequenced in this order:

Year 12

Research Methods

- Research Methods (paper 1, 2 and 3) is taught topic is taught in the first term in Year 12, as a complete topic and then thought the course where it is appropriate. The rationale why we started with Research Methods, is because this topic underpins the whole of the psychology A-Level (psychological explanations). More importantly, with most students struggling with this topic and with Research Methods is worth 25-30% whereas all the other topics are worth around 7-8% of the total examination marks which is why we have prioritised this topic.

Approaches

- The Approaches topic on paper 2 is also taught as whole in the first term with Research Methods which enables students to learn the foundations of the course (key beliefs), which feature across other areas of the course e.g. issues and debates and psychopathology, so will assist students in learning other topic areas.

Psychopathology, Social Influence, Memory, and Attachments

- The following topics in Year 12 in this order, with psychopathology next as many of the psychological approaches are now applied to key concepts in this unit: Phobias, Depression and OCD. Social Influence looks at conformity and obedience, we felt this would be appropriate as being A-Level students it is a time of where free-thinking, independence and peer friendships groups play an important part. Memory and Attachment next, primarily, as many of the research in these topics requires evaluating research studies, and student by now will have quite a good grasp on Research Methods, will be able to evaluate more effectively.

Biopsychology

- Biopsychology topic (Paper 2) is the last topic to be taught as the last topic in Year 12. Again students struggle with this topics. So the rationale behind this is that some students will have some knowledge of this topic area already from GCSE Science, such as the nervous and endocrine systems and drawing graphs. Cover Approaches (which includes the Biological Approach) will help students to understand the biological basis of human behaviour and furthering this to understand functions of the brain.

Year 13

In Year 13, the content is optional– we can choose which ones we can study from Section A, Section B and Section C.

Issues and Debates

- The Issues and Debates topic is the first topic taught in Year 13 with Research methods (part 2 – inferential statistics). This is an important unit as all the topics studied can be applied and discussed throughout any other topic areas in the psychology course. The Issues and Debates topic is a big part of the curriculum, so students benefit from learning this topic at the start of their Year 13 content, as this notably can be used to help develop their AO3 more effectively.

Gender, Schizophrenia, and Forensic Psychology

- With gender identity being a high-profile issue currently in society, we have selected this topic to help our students have a greater insight into the need to have informed discussions here, help the dispel the myth, and stereotyping and develop their own understanding between sex and gender. xxxxx chool has a strong commitment to raising the profile of mental health care and mental health awareness, studying schizophrenia gives us an opportunity to dispel myths about this psychotic disorder. The topic of forensics has been chosen as criminal behaviour impacts everyone either directly or indirectly in our lives.

How will this be implemented?

- At A level, students have 5 hours of Psychology lessons per week and are expected to complete three hours of independent study per week.
- Lessons are focused on enabling students to acquire mastery of subject specific terminology, theory and research. For example, quizzes, exam questions, spin-the-well (verbal assessment) are used to build student confidence in their subject knowledge and provide lots of opportunities to apply this knowledge to different questions.
- Lessons also reflect the underlying principle that psychology is an applied subject that has real world application and is based on empirical research and the scientific approach. This includes exposing students to as many psychology academics and practitioners as possible, for example through TED talks, YouTube, podcasts and news items, so that they understand that psychology is a dynamic, current and active area of academia with real relevance to our understanding of the world and human behaviour.
- Lessons focus on the development of skills of analysis and evaluation, for example through discussion and evaluative writing.
- Research methods are be embedded in every unit and assessed regularly. For example, students have a chance to plan, conduct, write up and review their own research in every unit.
- Where relevant and possible, students will attend trips to relevant exhibitions, talks and other events.
- End of unit assessments and cumulative assessments are conducted throughout the year. This allows teaching staff to identify additional areas of knowledge and skill weaknesses that can be addressed.

How will we judge the impact of this curriculum?

We want students to talk and think like psychologists.

- Our goal is to develop psychology students who are inquisitive, reflective and empathic in their approach to exploring two fundamental questions at the heart of psychology: what shapes human thought and behaviour? What are the real-world applications of this knowledge that can improve people's lives? We want students to use the language of psychology to talk about and understand themselves and the world around them. This can be gauged through lesson observation, student presentations, student research projects and student voice feedback.

Achievement

- While not the only indicator of success, how well our A level students achieve in internal and external exams is an important piece of evidence to demonstrate impact in terms of mastery of the subject. For those wishing to pursue Psychology at a higher level, for example at university, these grades are even more important.

Recruitment and retention

- Maintaining strong student uptake of Psychology at A level is a good indicator of success in terms of students recognising that psychology is a dynamic and engaging area of academia that has a lot to offer in both theory, evidence and real world application.

Destinations

- We believe an A level in Psychology is of value, regardless of what pathway a student then takes. It offers a new language and framework for understanding human behaviour, even if a student chooses not to study it beyond A level. However, students choosing to continue on to psychology related degrees and apprenticeships is another indicator of our impact. This is tracked through UCAS applications. Students who do go down this route will be prepared to access a range of careers including the following:

  Psychologist Psychotherapist Social worker Counsellor Educational psychologist Human resource manager Teacher Research Roles

Curriculum end points – what students take away with them

Research methods	• To understand that research methods underpin all psychological knowledge. • To know the different methods and designs of different ways of collecting data • To know the strengths and weakness of the different research methods • To know what is meant be 'scientific methods' e.g. features of science. • To know how to analyse, interpret and evaluate scientific information. • To know what is meant be 'scientific methods' e.g. features of science. • To know how to analyse, interpret and evaluate scientific information. • To know the reason for inferential testing and be familiar when to use inferential tests. • To know the nature and principles of science. • To know the processes of reporting scientific research.
Approaches to psychology	• Understand how psychological may have started. • Develop critical appreciation of the behavioural approach. • Develop critical appreciation for the social learning approach. • Develop critical appreciation of the cognitive approach. • Develop critical appreciation of the biological approach. • Develop critical appreciation of the psychodynamic approach and its contribution to psychology.
Psychopathology	• Understand that defining abnormality is not straightforward. • Understand that abnormal behaviour is dependent on culture, context and time. • Know that clinicians use the DSM in diagnosing mental disorders • To understand the different assumptions made by the approaches with regards to disorder • To understand there are different types of therapies available for different disorders.
Social influence	• Identify and describe the different types of social influence. • Understand the factors that affect conformity and research that has looked into this e.g. Asch

	• Know the two explanations why we conform. • Understand the factors that affect obedience and research that has looked into this e.g Milgram • Know the two explanations why we are obedient to others. • Know the two explanations why some are more resistant to social influence. • Understand the processes that involve how the minority can influence the majority. • Understand the processes of social influence can bring a change at a societal level.
Memory	• Understand the structure and processes involved in sensory memory, short-term memory, and long-term memory. • Understand the structure and process of the working memory model. • Know the different types of long term memory. • Know retrieval failure theory and interference theory as an explanation for forgetting. • To know factors that lead to affecting the accuracy of eyewitness testimony. • To understand how cognitive interview can improve eyewitness testimony
Attachments	• Understand the different types of care-infant interactions and how this help develop attachments. • Know the role of the father in child attachment in parenting. • Know the different stages of how infants become attached to parents, and extended family members. • To understand how animals become attached. • To know the different explanations given why child become attached. • Know the different types of attachments. • Know the consequences of not having maternal attachment (Bowlby, Orphan studies • Know the influence of the type of early attachment can have later on in life.
Biopsychology	• Understand the structure and function of neurons. • Understand the structure and function the nervous system. • Understand the endocrine system and its influence on behaviour. • Know that different brain regions are responsible for specific functions and behaviours. • Develop understanding of localisation and plasticity in brain functioning. • Know that the left and right hemispheres of the brain are specialized for different functions. • Know the different ways of studying the brain. • Know the difference between circadian, infradian, and ultradian rhythms. • Know psychological research into circadian, infradian, and ultradian rhythms.

Issues and debates	• Understand how psychological research can be bias (e.g. gender and cultural bias) • Understand the free-will and determinism debate shapes our behaviour. • Understand how we are both a produce of biological and social processes (nature v nurture debate) • To know the holism and reductionistic debate in explaining human behaviour • To know that psychological research findings have ethical implications on people and society.
Schizophrenia	• To know how clinician diagnose schizophrenia. • To know the issue of classifying schizophrenia • To know the biological and psychological explanation for the possible cause of schizophrenia • To know the different types of therapies offered to those suffering from schizophrenia. • To know the interactionist approach in explaining and treating schizophrenia
Gender	• Understand the difference between sex and gender. • Understand that gender is a biological rather than social product. • Know the cognitive and psychodynamic explanation of how gender develops. • Know the role of social influence on gender. • Know biological and social explanation for gender dysphoria.
Forensic psychology	• Know that top-down and bottom approach for offender profiling. • Know genetic and neural explanations for offending behaviour. • Know psychological explanation for offending behaviour. • To understand the different ways of managing and dealing with offending behaviour.

School's vision – how the curriculum fit in with the school's vision

During the Psychology A-level course, pupils will have opportunities to develop and reflect on The xxxxxxxxx Way - to help each person become a well-rounded human being through intellectual, moral and spiritual growth. xxxxxxxx virtues of respect, self-discipline, courage, integrity, empathy, and gratitude are embedded in the A-level curriculum planning where appropriate as shown below:

Respect	• Psychology provides insights into wide range of perspectives on many of the topics we study such as Psychopathology (anxiety, phobia, depression and PCD), Social Influence (authority /obedience), Schizophrenia (Mental health issues) and Gender (Identity, dysphoria) where we will be constantly discussing sensitive issues throughout the course where students will need to consider different opinions, even if they may be controversial.
Self -discipline	• Linking with the above, not only do student need show respect, but they also show self-discipline, and allow others to freely talk without putting a value judgement on others who may have different and unorthodox view as their own. A-level require students to self-regulate and create routines managing their academic time balancing this with social life. Notably, the practice of delayed gratification – moving from low grades attainments to better A- level grades.
Courage	• We always encourage a safe learning environment, where student are encouraged to express themselves in many ways; to be vocal in class discussion, giving presentations and expressing their views regardless of what other may think, especially the quitter students in class. In terms of psychology topics, Social influence as a topic, students are taught the courage of being resilient to social pressures of conformity and obedience.
Empathy	• By cultivating curiosity in students about the topics we study, students become more genuinely interested in learning about others. We try and ask open-ended questions that encourage them to share their thoughts and feelings. Another way is perspective-taking – where we encourage students to put themselves in someone else's shoes and try to see the world from their point of view. Topics, such Attachment, Social Influence, Gender, Psychopathology lends themselves more so than other topics.

Long term curriculum plan

Long term curriculum plan – at a glance

KS4 prior knowledge: in Maths (aspects of handling data, arithmetic, visual data presentation), in English vocabulary and academic writing) and in Science (investigation design and conducting research

Year 1

Autumn		Spring		Summer	
Half–term 1 (Sept-Oct)	Half-term 2 (Oct –Dec)	Half-term 3 (Jan–Feb)	Half-term 4 (Feb–March)	Half-term 5 (April-May)	Half-term 6 (June–July)
Topics	**Topics**	**Topics**	**Topics**	**Topics**	**Topics**
• Research Methods (P1) • Approaches	• Research methods (cont.,) • Psychopathology	• Research methods (cont.,) • Psychopathology (cont.,) • Social influence	• Social influence (cont.,) • Memory • Attachment	• Memory (cont.,) • Attachment (cont.,) • Biopsychology	• Biopsychology (cont.,) • Attachment (cont.,)

Year 2

Autumn		Spring		Summer	
Half–term 1 (Sept-Oct)	Half-term 2 (Oct –Dec)	Half-term 3 (Jan–Feb)	Half-term 4 (Feb–March)	Half-term 5 (April –May)	Half-term 6 (June–July)
Topics	**Topics**	**Topics**	**Topics**	**Topics**	**Topics**
• Biopsychology • Research Methods (P2)	• Issue and Debates • Schizophrenia	• Issue and Debates (cont.,) • Schizophrenia (cont.,)	• Gender • Forensic Psychology	• Gender (cont.,) • Forensic (cont.,)	• Exam preparation

Year 1: Autumn

Unit: Research methods **Length:** 6 weeks **Lessons** 30 lessons

Domain of knowledge:

- Research methods
- Research design
- Types of data and analysis
- Presentation of data
- Inferential testing
- Scientific process

Key concepts

Research methods

- Laboratory and field experiments; natural and quasi-experiments; naturalistic and controlled observation; covert and overt observation; participant and non-participant observation; questionnaires; interviews, structured and unstructured; correlations; content analysis; case studies; meta analysis.

Research design

- Aims, hypotheses, directional and non-directional hypothesis, random, systematic, stratified, opportunity and volunteer; sampling bias, generalisation, pilot studies, repeated measures, independent groups, matched pairs behavioural categories; event sampling; time sampling, questionnaire construction, open questions; closed questions, interviews, variables, IV, DV, extraneous, confounding; operationalisation of variables; random allocation; counterbalancing, randomisation and standardisation, demand characteristics, investigator effects, ethics, British Psychological Society's code of ethics; reliability, test-retest, inter-observer; validity, face validity, concurrent validity, ecological validity, temporal validity.

Types of data and data analysis

- Quantitative data, qualitative data; primary, secondary data; levels of measurement: nominal, ordinal and interval; measures of central tendency – mean, median, mode; calculation of mean, median, mode; measures of dispersion; range and standard deviation; calculation percentages; positive, negative and zero correlations.

Research handling and data analysis

- Presentation and display of quantitative data: graphs, tables, scattergrams, bar charts, histograms.

Unit: Approaches

Length: 6 weeks **Lessons** 30 lessons

Domain of knowledge:

- Origins of Psychology:
- Learning approaches
- The cognitive approach:
- The biological approach
- Psychodynamic approach
- Humanistic approach
- Comparison of approaches

Key concepts

- **Caregiver-infant interactions** in humans: reciprocity and interactional synchrony.
- **Stages of attachment** identified by Schaffer.
- **Role of the father** - 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.

Unit: Psychopathology

Length: 6 weeks **Lessons** 30 lessons

Domain of knowledge:

- Definitions of abnormality
- Clinical characteristics)
- The behavioural explanation for phobias
- Systematic desensitisation/flooding therapy
- The cognitive approach for depression
- Cognitive behaviour therapy (CBT)
- The biological approach for OCD
- Drugs therapy

Key concepts

- **Definition of abnormality:** Social norms, failure to function adequately, statistical infrequency , deviation from ideal mental health
- **Clinical characteristics:** behavioural, emotional, and cognitive characteristics of phobias, depression, and obsessive-compulsive disorder (OCD),
- **Behavioural approach:** the two-process model, classical and operant conditioning
- **Systematic desensitisation:** relaxation and use of hierarchy; flooding
- **Cognitive approach:** Beck's negative triad and Ellis's ABC model; irrational thoughts
- **Cognitive behavioural therapy (CBT)**
- **Biological approach:** genetic and neural explanations
- **Drug therapy**

Year 1: Spring

Unit: Social influence

Length: 6 weeks **Lessons** 30 lessons

Domain of knowledge:

- Types of conformity:
- Explanations of conformity
- Asch's research into conformity
- Conformity to social roles
- Explanations for obedience
- Explanations of resistance to social influence
- Minority influence
- Social change

Key concepts

- **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.
- **Social change:** The role of social influence processes in social change.

Unit: Memory

Length: 6 weeks **Lessons** 30 lessons

Domain of knowledge:

- The multi-store model of memory
- Features of each store
- Types of long-term memory
- The working memory model
- Explanations for forgetting:
- Factors affecting the accuracy of EWT
- Improving the accuracy of EWT

Key concepts

- **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.

Year 1: Summer

Unit: Attachment **Length:** 6 weeks **Lessons** 30 lessons

Domain of knowledge:

- Caregiver-infant interactions
- Role of the father
- Stages of attachment
- Animal studies of attachment
- Explanations of attachment
- Ainsworth's 'Strange Situation'.
- Cross-cultural variation in attachment
- Bowlby's theory of maternal deprivation
- Romanian orphan studies
- The influence of early attachment on childhood and adult relationships

Key concepts

- **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 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.
- **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.

Unit: Biopsychology **Length:** 6 weeks **Lessons** 30 lessons

Domain of knowledge:
- The nervous system
- Neurons
- Endocrine system
- The fight or flight response
- Localisation of function in the brain
- Hemispheric lateralisation.
- Ways of studying the brain.
- Biological rhythms.

Key concepts
- **Nervous system:** The divisions of the nervous system: central and peripheral (somatic and autonomic).
- **Neurons:** The structure and function of sensory, relay and motor neurons. The process of synaptic transmission, including reference to neurotransmitters, excitation and inhibition.
- **Endocrine system:** The function of the endocrine system: glands and hormones.
- **The fight or flight response** including the role of adrenaline.
- **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.

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.

Year 2: Autumn

Unit: Research Methods (P2) **Length:** 6 weeks **Lessons** 30 lessons

Domain of knowledge:
- Research handing and data analysis
- Inferential testing
- Scientific process

Key concepts

Research handling and data analysis
- 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.
- Content analysis and coding. Thematic analysis.

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. 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. **Scientific process** • The role of peer review in the scientific process. • The implications of psychological research for the economy. • Features of science: objectivity and the empirical method; replicability and falsifiability; theory construction and hypothesis testing; paradigms and paradigm shifts. • Reporting psychological investigations. Sections of a scientific report: abstract, introduction, method, results, discussion and referencing.

Unit: Issues and Debates Length: 6 weeks Lessons 30 lessons

	Domain of knowledge: • Gender and culture in Psychology • Free will and determinism. • The nature-nurture debate. • Holism and reductionism. • Idiographic and nomothetic approaches • Ethical implications	**Key concepts** • **Gender and culture in Psychology** – universality and bias. Gender bias including androcentrism and alpha and beta bias; cultural bias, including ethnocentrism and cultural relativism. • **Free will and determinism:** hard determinism and soft determinism; biological, environmental and psychic determinism. The scientific emphasis on causal explanations. • **The nature-nurture debate:** the relative importance of heredity and environment in determining behaviour; the interactionist approach. • **Holism and reductionism:** levels of explanation in Psychology. Biological reductionism and environmental (stimulus-response) reductionism. • **Idiographic and nomothetic approaches** to psychological investigation. • **Ethical implications** of research studies and theory, including reference to social sensitivity.

Year 2: Spring

Unit: Schizophrenia

Length: 6 weeks **Lessons** 30 lessons

Domain of knowledge:

- Classification of schizophrenia (SZ).
- Reliability and validity in diagnosis.
- Biological explanations for SZ
- Psychological explanations for SZ
- Drug therapy.
- Cognitive behaviour therapy
- Family therapy. Token economies
- Interactionist approach SZ

Key concepts

- **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.
- **Biological explanations** for schizophrenia: genetics and neural correlates, including the dopamine hypothesis.
- Psychological explanations for schizophrenia: family dysfunction and cognitive explanations, including dysfunctional thought processing.
- **Drug therapy:** typical and atypical antipsychotics.
- **Cognitive behaviour therapy** and family therapy as used in the treatment of schizophrenia. Token economies as used in the management of schizophrenia.
- **The interactionist approach** in explaining and treating schizophrenia; the diathesis-stress model.

Unit: Gender

Length: 6 weeks **Lessons** 30 lessons

Domain of knowledge:

- Sex and gender
- The role of chromosomes and hormones
- Cognitive explanations of gender.
- Psychodynamic explanation
- Social learning theory
- Atypical gender development.

Key concepts

- **Sex and gender.** Sex-role stereotypes. Androgyny and measuring androgyny including the Bem Sex Role Inventory.
- **The role of chromosomes and hormones** (testosterone, oestrogen and oxytocin) in sex and gender. Atypical sex chromosome patterns: Klinefelter's syndrome and Turner's syndrome.
- **Cognitive explanations of gender development,** Kohlberg's theory, gender identity, gender stability and gender constancy; gender schema theory.
- **Psychodynamic explanation of gender development,** Freud's psychoanalytic theory, Oedipus complex; Electra complex; identification and internalisation.
- **Social learning theory** as applied to gender development. The influence of culture and media on gender roles.
- **Atypical gender development:** gender dysphoria
- **Biological and social explanations** for gender dysphoria

Unit:	Forensic psychology	Length:	6 weeks	Lessons	30 lessons

Domain of knowledge:

- Offender profiling
- Biological explanations of offending behaviour.
- Psychological explanations of offending behaviour.
- Dealing with offending behaviour.

Key concepts

- **Offender profiling**: the top-down approach, including organised and disorganised types of offender; the bottom-up approach, including investigative Psychology; geographical profiling.
- **Biological explanations** of offending behaviour: an historical approach (atavistic form); genetics and neural explanations.
- **Psychological explanations** of offending behaviour: Eysenck's theory of the criminal personality; cognitive explanations; level of moral reasoning and cognitive distortions, including hostile attribution bias and minimalisation; differential association theory
- **psychodynamic explanations**
- **Dealing with offending behaviour:** the aims of custodial sentencing and the psychological effects of custodial sentencing. Recidivism. Behaviour modification in custody. Anger management and restorative justice programmes

How do we build on skills and knowledge?

Maths

⊕ Psychology will be a new field of study for our learners, but we draw upon GCSE Maths, Science and literacy skills. These skills will be applied in the context of A-level Psychology and will be at least the standard of higher tier GCSE mathematics. A least 10% of the marks in assessments for Psychology will require the use of mathematical skills (e.g., calculation, understanding graphs and statistical data).

English

⊕ Literacy is relevant to all lessons as it an requires reading, note taking which requires them to answer short and long responses. We introduce essay skills and what is expected in extended essay answers.

Sciences

⊕ The topic of Research Methods, which account for 25-30% will require them to draw on the GCSE science. They will need to have at least a basic and understanding of scientific ideas, processes, techniques, and procedures. The topic Biopsychology draw on Biology, notably the the structure and function of the brain, nervous system, cells, neurotransmitters and hormones).

Psychology

- In the first term student will learn Research Methods and main key approaches in psychology. This is important as– provides the background and underpinning in Psychology for many of the topics, when looking at theories, explanations and research studies.

Meta-cognition

- Many of the lessons will have thought-provoking question, pupils will gain an awareness of their own view prior to the lesson and how their view or opinion may develop/change by the end of the lesson or during the course.

Extra-curricular

- The British Psychological Society (BPS) – students have access to current articles, recent psychological developments, and further study/career opportunities.
- Careers page on website with UCAS information and links to Psychology at university
- Career information.
- Extracurricular trips (Freud's Museum) and guest speakers to inspire and motivate students.

Assessments

Formative: constant AFL

- Self and peer assessment of tasks folder to track progress.
- Exam questions to re-cap prior learning. Comprehension tasks and quizzes to consolidate knowledge.

Summative:

- Pupils sit a test at the end of each topic to consolidate and assess them on all the assessment skills (AO1, AO2, and AO3). School formal assessments (PIP 1,2 and 3 – termly).

Feedback

- Opportunity for students to reflect on learning, respond to feedback, improve work, etc. after each assessment.

Overall end points for the course

- Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues.
- Apply psychological knowledge and understanding of the content in a range of contexts.
- Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods.
- 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.
- Evaluate therapies and treatments including in terms of their appropriateness and effectiveness.
- Knowledge and understanding of how psychological knowledge is based on data driven from research methods.

Medium/short term curriculum plan

Research method (part 1)

Unit:	Research methods (part 1)	Length:	12 weeks	Lessons overall	60 lessons	Lesson per week	2/3 lessons

Prior knowledge / synoptic link

- Student will build on prior knowledge of some of the concepts Key Stage 4 maths (GCSE).
- Research Method is crucial and fundamental to all psychological knowledge, at is the foundation that runs across all the topics we cover. Apart from being dispersed across all three examination papers and can be placed in any topic, Research Methods can be used a as an evaluative point when assessing psychological knowledge as this derives from research methods.

Domain of knowledge

- Research methods
- Research design
- Data handling/analysis
- Data presentation

Key concepts

Research methods

- Laboratory and field experiments; natural and quasi-experiments; naturalistic and controlled observation; covert and overt observation; participant and non-participant observation; questionnaires; interviews, structured and unstructured; correlations; content analysis; case studies; meta-analysis.

Research design

- Aims, hypotheses, directional and non-directional hypothesis, random, systematic, stratified, opportunity and volunteer; sampling bias, generalisation, pilot studies, repeated measures, independent groups, matched pairs behavioural categories; event sampling; time sampling, questionnaire construction, open questions; closed questions, interviews, variables, IV, DV, extraneous, confounding; operationalisation of variables; random allocation; counterbalancing, randomisation and standardisation, demand characteristics, investigator effects, ethics, British Psychological Society's code of ethics; pilot studies, reliability, test-retest, inter-observer; validity, face validity, concurrent validity, ecological validity, temporal validity.

Data analysis

- Quantitative data, qualitative data; primary, secondary data; levels of measurement: nominal, ordinal and interval; measures of central tendency – mean, median, mode; calculation of mean, median, mode; measures of dispersion; range and standard deviation; calculation percentages; positive, negative and zero correlations.

Data presentation

- Presentation and display of quantitative data: graphs, tables, scattergrams, bar charts, histograms.
- Distributions: normal and skewed distributions; characteristics of normal and skewed distributions.

Overall objectives

Research methods

- Be able to formulate and recognise an aim and know the difference between an aim and hypothesis.

- Be able to formulate and recognise experimental, alternative and null hypothesis.
- Be able to describe and identify repeated measures, independent groups, matched pairs.
- Be able to describe and identify a lab, field, natural and quasi experiment and their associated strengths and weaknesses.
- Be able to describe and identify observational methods, and their associated strengths and weaknesses.
- Be able describe, identify and formulate behavioural categories, event sampling and time sampling.
- Be able to describe and identify self-report methods and their associated strengths and weaknesses.
- Be able to describe, identify, and formulate the constructions of questionnaire and interviews.
- Be able to describe and identify correlations and their associated strengths and weaknesses.
- Be able to analyse and interpretate correlation, including correlation coefficients.
- Be able to describe the key features of the case study method and their associated strengths and weaknesses.
- Be able to describe and identify, formulate content analysis and their associated strengths and weaknesses.
- Be able to describe, identify and formulate thematic analysis and their associated strengths and weaknesses.

Research design

- Be able to define and formulate independent and dependent variables.
- Be able to understand the impact of extraneous variables on research and know how to control them.
- Be able to define the terms 'demand characteristics' and 'investigator effects' and be able to describe techniques for controlling them.
- Be able to understand what is meant by and recognise a target population and what is meant by the term sampling.
- Be able to describe and identify different types of sampling and know the advantages and disadvantages of different types of sampling.
- Be able to understand ethical issues and ways in which psychologists deal with them and be familiar with the code of ethics issued by the British Psychological Society.
- Understand what is meant by the term pilot study and what the aim of a pilot study.
- Be able to describe what is meant by the term reliability.
- Know how assesses and improve the reliability across all research methods.
- Be able to describe what is meant by the term validity.
- Know how assesses and improve validity across all research methods.

Data handling/analysis

- Be able to distinguish between quantitative and qualitative data.
- Be able to define, interpret and recognise levels of measurement: nominal, ordinal and interval.
- Be able to define the term 'mean', 'median', 'mode' and know what they tell us and when to use them.
- Be able to give an advantage and disadvantage of the mean, median and mode.
- Be able to define the term 'range' and standard deviation and know what the range and the standard deviation indicate about a set of data.
- Know an advantage and disadvantage of each for the 'range' and 'standard deviation.'

Data presentation

- Be able to select appropriate graphs to illustrate research data and interpret what a graph is telling us about the data.

- Be able to interpret analyse normal and skewed distributions; characteristics of normal and skewed.

Misconceptions /AQA examiner's report

- When formulating directional and non-directional hypothesis, often only one condition of the IV – they need to mention both, and must write in the future tense.
- In terms on experiments, students struggle to understand what a quasi-experiment is and how to differentiate this from other experiments, notably a lab and natural experiment.
- Student struggle to understand behavioural categories are, and when to use time and event sampling in observational research. This term more experiential hands on approach of conduction their own research study may give them a deeper understanding.
- Students do not understand exactly what correlational research – they can understand that the research is to see if two variables are correlated, but they fail know actually how to carry out a correlational study - what it looks like. Equally they fail to know the difference between experimental research and non-experimental research/correlational research. Equally, their understand the purpose of correlational coefficient is often limited to numbers, not understanding that it tells us the strength of the relationship between the two variables. Students also struggle regarding to differentiate causation between correlation and the significance of this.
- Operationalisation of the IV and DV, require more practise – often not achieving full marks in exam questions. Additionally, many students failed to fully operationalise the variables.
- In terms of pilot studies, student need to ensure exactly what is being checked for all research methods not just for experiments. More exam practise is required here.
- Extraneous variable is not well understood, they fail to recognise the potential unwanted variables that can affect the DV in each study. In addition to this, they cannot recognise how you can control such unwanted variables. Again, carrying out their own study, prioritising research methods, and a lot of exam practise will remedy this.
- Student also need to know that investigator effect, happens in all research methods not just for experiments. Good ideal to give a scenario for each type of study so they can recognise the different investigator effect that can happen.
- Terms of ethical issues, student must realise that some studies deception is not required, and the aim is revealed, and this will not affect the validity of the study – they need to think through the study more carefully.
- Student often confuse the two terms reliability and validity. They also cannot distinguish how you assess and improve reliability and validity. Modelling and exam questions will help with this.
- Level of measurements, such as differentiating nominal and ordinal data often causes a problem for students, confusing the two. One reason being they look at the design of the box they are put in rather than looking at the actual data.
- In terms of mean, median and mode, student again do not recognise when to use the correct measures of central tendency when given a set of data, as well the rellartionship between types of data (levels of measurement e.g, nominal, ordinal and interval).
- Frequency distribution graph are not fully understood by students, especially in terms of mean, median and mode.

Assessment

- **Formative assessment**: key concepts tested daily in class through Q&A session, peer assessments, and through the application of examination questions in class.

Extra-curricular

- Conducting a Psychological Research Project: Design and conduct your own small-scale psychological research project. You can choose a topic of interest within the field of psychology, formulate research questions, develop

- **Summative assessment:** pupil to sit an end-of-unit-test based on past exam questions, as well as this the school's formal assessment policy (PIP).

hypotheses, collect data, and analyse the results. This hands-on experience will give you practical insights into the research process.

End game

- To understand that research methods underpin all psychological knowledge.
- To know the different methods and designs of different ways of collecting data
- To know the strengths and weakness of the different research methods
- To know what is meant be 'scientific methods' e.g. features of science.
- To know how to analyse, interpret and evaluate scientific information.

Super-curriculum

- To complete one of the **Super Curriculum**, activities (see folder) each term.
- To complete 7 meta-cognition task (critical thinking) each term (this based on the books **The Art of Thinking Clearly** by Rolf Dobelli). Each student will need to present to the class at the end of each term.

Approaches

Unit:	Approaches	Length:	6 weeks	Lessons overall	30 lessons	Lesson per week	2/3 lessons

Prior knowledge

- No prior knowledge is expected, as this being the first topic, but the Behaviourist, Biological and Cognitive approaches are fundamental to the course and constantly revisited, such as topics in Psychopathology, Issues and Debates, Gender, Schizophrenia and so on.

Domain of knowledge

- Origins of Psychology
- Learning approaches
- The cognitive approach
- The biological approach
- Psychodynamic approach
- Humanistic approach
- Comparison of approaches

Key concepts

- **Origins of Psychology:** Wundt, introspection and the emergence of Psychology as a science.
- **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 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.
- **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.

Overall objectives

- Be able to describe when psychology emerged as an indepdent discipline.
- Be able to describe Wundt's introspection.
- Be able to describe how psychology emerged from introspection and Wundt to scientific psychology.
- Be able to describe and evaluate the behavioural approach.
- Be able to describe and evaluate the social learning approach.
- Be able to describe and evaluate the cognitive approach and its contribution to psychology.
- Be able to describe and evaluate the psychodynamic approach and its contribution to psychology.
- Be able to describe and evaluate the humanistic approach and its contribution to psychology.
- Compare approaches in relations to a range of criteria including their position in relation to debates in psychology.

Misconceptions /AQA examiner's report

- In terms of origins of psychology, evaluating Wundt's introspection is problematic for students. More time needs to be spent on evaualtion points, and noting to students were remember in the context and time in which he worked.
- In terms of the behavioural approach, there was some confusion over terminology for some students, the most common of which was muddling the neutral stimulus with unconditioned stimulus. Also, confusing classical / operant conditioning as well as negative reinforcement and negative punishment – which are two different things.
- Some students continue to muddle the learning approaches with some students describing classical conditioning and/or social learning theory. The social learning and behavioural approach are distinct and must be taught differently.
- For all approaches, it is important to remind students that should not write incorrect statements such as 'ignores the biological approach' Students need to know that although the approaches are distinct, they are not ignorant of each other and merely provide a different approach for explaining behaviour.
- The concept of interference is not clearly understood, with not really understanding the meaning of this term.
- In terms of biological approach, the students often get confused between monozygotic and dizygotic twins, and poor understanding of genotype and phenotype. When making references to monozygotic (MZ) twins or identical twins it is wrong to say they have 'similar' genes or having 'almost identical' genes. Students failed to appreciate that all identical twins have identical genes and that all people exhibit traits that are a function of both genetic and environmental influences.
- When evaluating an approach that has developed treatment/therapies based, if the student is using the therapy as a form evaluation (e.g. drug therapies), they need to explicitly link this back to the biological approach, for it to be an effective evaluation.
- In terms of comparisons of approaches, student wrongly often give two descriptive accounts of each approach which produces a very weak response. Students are required to build their responses around similarities and differences to access AO3 marks.

Assessment

- **Formative assessment**: key concepts tested daily in class through Q&A session, peer assessments, and through the application of examination questions in class.
- **Summative assessment:** pupil to sit an end-of-unit-test based on past exam questions, as well as this the school's formal assessment policy (PIP).

Extra-curricular

- Podcast, webinar on the different approaches in explaining human behaviour.
- Books – 'Examined life.

End game

Super-curriculum

- Understand how psychological may have started
- Develop critical appreciation of the behavioural approach.
- Develop critical appreciation for the social learning approach.
- Develop critical appreciation of the cognitive approach.
- Develop critical appreciation of the biological approach.
- Develop critical appreciation of the psychodynamic approach and its contribution to psychology.
- Understand the humanistic approach to understanding human behaviour.
- Be able to compare the different approaches in terms of similarities and differences.

- To complete one of the **Super Curriculum**, activities (see folder) each term.
- To complete 7 meta-cognition task (critical thinking) each term (this based on the books **The Art of Thinking Clearly** by Rolf Dobelli). Each student will need to present to the class at the end of each term.

Psychopathology

Unit:	Psychopathology	Length:	6 weeks	Lessons overall	30 lessons	Lesson per week	2/3 lessons

Prior knowledge

- Knowledge of Approaches in Psychology is explicitly revisited when looking at explanations and treatments for phobias, depression, and OCD. For students to understand Behavioural, Biological and Psychological explanations for Psychopathology, they would have know the underlying assumptions when study Approaches in Psychology.
- Synoptically, Approaches and Psychopathology will deepen their understanding when we learn about Schizophrenia, especially as they will be familiar the DSM and the assumptions made by the different approaches.

Domain of knowledge

- Definitions of abnormality
- Clinical characteristics)
- The behavioural explanation for phobias
- Systematic desensitisation/flooding therapy
- The cognitive approach for depression
- Cognitive behaviour therapy (CBT)
- The biological approach for OCD
- Drugs therapy

Key concepts

- **Definition of abnormality:** Social norms, failure to function adequately, statistical infrequency, deviation from ideal mental health
- **Clinical characteristics:** behavioural, emotional, and cognitive characteristics of phobias, depression, and obsessive-compulsive disorder (OCD).
- **Behavioural approach:** the two-process model, classical and operant conditioning.
- **Systematic desensitisation:** relaxation and use of hierarchy; flooding.
- **Cognitive approach:** Beck's negative triad and Ellis's ABC model; irrational thoughts.
- Cognitive behavioural therapy (CBT).
- **Biological approach:** genetic and neural explanations.
- Drug therapy.

Overall objectives

- Be able to explain the four definitions of abnormality and evaluate the definitions of abnormality in terms of their strengths and limitations.

- Be able to define phobias, outline behavioural, cognitive, and emotional characteristics of phobias.
- Be able to describe and evaluate the behavioural approach (classical conditioning, operant conditioning, Mowrer's two-process approach) of phobias.
- Be able to outline the key concepts and processes of systematic desensitisation and flooding and distinguish between the two.
- Be able to evaluate the effectiveness and appropriateness of systematic desensitisation flooding, evidence, strengths and limitations of the explanation.
- Be able to define depression, outline behavioural, cognitive and emotional characteristics of major depressive disorder.
- Be able to describe evidence to evaluate Beck's model and Ellis's model.
- Be able to evaluate cognitive approach to explaining depression – evidence, strengths and limitations of the explanation, including economic implications.
- Be able to outline the principles and processes of CBT.
- Be able to evaluate the effectiveness and appropriateness of CBT, including economic implications.
- Be able to define OCD, and outline behavioural, cognitive and emotional characteristics of OCD.
- Be able to describe the biological approach (genetic and neural explanations).
- Be able to evaluate the biological approach to explaining OCD – evidence, strengths and limitations of the explanations

Misconceptions /AQA examiner's report

- Students struggle with the statistical infrequency definition, providing weak examples (e.g. weight) rather than focusing on behaviour. There was also a tendency to confuse deviation from social norms with failure to function adequately. Good psychological examples are required not general ones (e.g. feet size)
- It is important that students when giving four definitions is about abnormality not normality, especially when describing deviation from ideal mental health, as some students just described ideal mental health and omitted the idea that to be abnormal you had to deviate from these characteristics.
- Students struggle with the concepts negative reinforcement, often mixing this up with negative punishment.
- Students needs to ensure when writing about classical conditioning (using Pavlov), operant conditioning (using Skinner) and social learning (using Bandura), they must make an explicit link with abnormality at all. Equally when referring to Watson and Rayner's study with Little Albert they need to show how developed a phobia.
- More time needs to be spent on ensuring knowledge of systematic desensitisation is sound. Examiners have noted AO1 for this topic is 'sketchy'. Also when describing systematic desensitisation, they need to ensure that the relaxation aspect of the therapy is mentioned – applied to therapy.
- Essays on cognitive treatment to depression is not well answered in the exam. Students do not distinguished between the methods developed by Beck and by Ellis. The most effective evaluation is the use of studies comparing cognitive methods with e.g. drug therapy, demonstrating their effectiveness. Comments on relapse rates, time and cost were also relevant, along with the client / therapist relationship, limitations in terms of client suitability (e.g. severity of depression) and the narrow range of the approach in terms of causality (e.g. focus on present circumstances).
- In terms of biological explanation, Students struggle as how SSRIs. Actually work – more time need to be spend on this visually, rather than descriptively.
- The specification clearly separates 'genetic' from 'neural' explanations of obsessive-compulsive disorder (OCD). This means students have two learn these two explanations.
- Ass a note, evaluation tends not to be good. Examiners report, suggest that the better answers referred to relevant scanning studies of structural change in OCD and the success of drug therapy supporting the serotonin explanation. This was sometimes extended to an awareness that not all OCD patients show structural change or respond to drug therapy, undermining the explanations.
- Less effective answers focused on side effects or addiction. Comparison with alternative behavioural/cognitive explanations and the success of therapies based on them is a more effective. Method.

Assessment

- **Formative assessment**: key concepts tested daily in class through Q&A session, peer assessments, and through the application of examination questions in class.
- **Summative assessment:** pupil to sit an end-of-unit-test based on past exam questions, as well as this the school's formal assessment policy (PIP).

Extra-curricular

- Volunteer at a mental health organization: Look for local mental health clinics, hospitals, or community centres that focus on providing support and treatment for individuals with psychopathology.
- Mental wellbeing workshops or conferences (Mind Valley) that focus on mental health and psychopathological issues.

End game

- Understand that defining abnormality is not straightforward.
- Understand that abnormal behaviour is dependent on culture, context and time.
- Know that clinicians use the DSM in diagnosing mental disorders.
- To understand the different assumptions made by the approaches.
- To understand there are different types of therapies available for different disorders.

Super-curriculum

- To complete one of the **Super Curriculum**, activities (see folder) each term.
- To complete 7 meta-cognition task (critical thinking) each term (this based on the books **The Art of Thinking Clearly** by Rolf Dobelli). Each student will need to present to the class at the end of each term.

Social influence

Unit:	Social influence	Length:	6 weeks	Lessons overall	30 lessons	Lesson per week	2/3 lessons

Prior knowledge / synoptic link

- Knowledge from the topic Research Methods will be revisited when examining the relevant research methods that were used in social influence, such as Asch, Zimbardo, Milgram and others. With basic understanding of research method this will help them to evaluate such studies more effectively.
- As these psychologists (Asch, Zimbardo, and Milgram) are named on the specification, there research studies can be linked to other units such as Research Methods (as a form evaluation) and Issues and debates. They will revisit these topics and use Issues and Debates to write more effective evaluations.

Domain of knowledge

- Types of conformity:
- Explanations of conformity
- Asch's research into conformity
- Conformity to social roles
- Explanations for obedience

Key concepts

- **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 of resistance to social influence • Minority influence • Social change	• **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. • **Social change:** The role of social influence processes in social change.

Overall objectives

- Be able distinguish between types of conformity: internalisation, identification and compliance.
- Be able to outline factors such as group size, unanimity and task difficulty can affect levels conformity.
- Be able to outline and evaluate Asch's studies of conformity.
- Be able to outline and evaluate explanations of conformity.
- Be able to describe and evaluate research studies and explanations for conformity to social roles.
- Be able to explain the concepts of obedience and outline Milgram's research into situational factors (proximity, location and uniform) that affects obedience.
- Be able to give situation and dispositional explanations for levels of obedience.
- Be able to outline and evaluate situational and dispositional explanations for resisting social influence.
- Be able to describe and evaluate the role of minority influence in social change.
- Be able to describe how conformity and obedience research has contributed to understanding social change.

Misconceptions /AQA examiner's report

- Students confuse types (how they conform) of conformity with explanations (why they conform) of conformity. One way to deal with this confusion is not to teach it back to back as this is probably what is causing the confusion. So next academic term, I have moved this further down in the sequencing of the topic
- Students often assume explanation of conformity either or NSI or ISI – but can be a two-way process. More emphasis is need on this point.
- Students are at times are not clear what is meant by situation and dispositional factors (although they may know the explanation behind these key terms). Again one way is to separate them from teaching this back-to-back.
- Again, students often muddle situational and dispositional explanations for resisting social influence. Possible this year grouping situation explanations and resistance together and dispositional and resistance to social influence together.
- In minority influence, there is at times confusion between commitment and consistency. Student struggle with the application questions (AO2) for these types of question, more work needs to be done by giving examples when referring to commitment, consistency and flexibility.
- Students struggle with the concept of social change. They need to understand that the scope of the change is not merely by a few individuals but by a whole society. Students when they see the words "social influence" assume is an invitation to write about Asch or Milgram. Worth starting with a real life example, and scaffolding this – step by step how social change occurred.

Assessment

- **Formative assessment**: key concepts tested daily in class through Q&A session, peer assessments, and through the application of examination questions in class.

Extra-curricular

- **Summative assessment:** pupil to sit an end-of-unit-test based on past exam questions, as well as this the school's formal assessment policy (PIP).

- Podcasts and TED Talks: Listen to psychology-focused podcasts or watch TED Talks by renowned psychologists. This can be an enjoyable way to broaden your knowledge and stay updated on current research and trends.
- Conduct your own study on social influence e.g. Asch study into conformity.

End game

- Identify and describe the different types of social influence.
- Understand the factors that affect conformity and research that has looked into this e.g. Asch.
- Know the two explanations why we conform.
- Understand the factors that affect obedience and research that has looked into this e.g Milgram.
- Know the two explanations why we are obedient to others
- Know the two explanations why some are more resistant to social influence.
- Understand the processes that involve how the minority can influence the majority.
- Understand the processes of social influence can bring a change at a societal level.

Super-curriculum

- To complete one of the **Super Curriculum**, activities (see folder) each term.
- To complete 7 meta-cognition task (critical thinking) each term (this based on the books **The Art of Thinking Clearly** by Rolf Dobelli). Each student will need to present to the class at the end of each term.

Memory

Unit:	Memory	Length:	6weeks	Lessons overall	30 lessons	Lesson per week	2/3 lessons

Prior knowledge / synoptic links

- The Memory unit is essential involves cognitive processes so this is close linked to the previous unit Approaches in Psychology, notably the Cognitive Approach in Psychology. There also links to Research Methods which can be used help them when evaluating research evidence in this unit - Memory.
- Synoptic links can be made to other units such as Issues and Debates, when looking at Reductionism, Nature v Nurture.

Domain of knowledge

- The multi-store model of memory
- Features of each store
- Types of long-term memory
- The working memory model

Key concepts

- **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.

• Explanations for forgetting: • Factors affecting the accuracy of EWT • Improving the accuracy of EWT	• **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

Overall objectives

- Be able to describe the following terms: capacity, duration and encoding and understand the functions of its components (SM, STM and LTM).
- Be able to describe and evaluate the multi-store model of memory.
- Be able to differentiate between different types of LTM (episodic, semantic, procedural).
- Be able to describe and evaluate the working memory model of memory.
- Be able to distinguish between pro-active and retroactive interference as an explanation for forgetting.
- Be able to explain and evaluate interference as an explanation for forgetting with reference to research that has investigated interference.
- Be able to explain and evaluate retrieval failure as an explanation for forgetting with reference to research that has context and state dependent forgetting.
- Be able to describe and evaluate research into the role of misleading information, leading questions post event and the effects of anxiety on EWT.
- Be able to describe and evaluate the cognitive interview as a means of improving EWT.

Misconceptions /AQA examiner's report

- For the working memory model students often do not understand the difference between phonological store and loop- the different function they perform.
- Student often stgruggle to explain the episodic buffer, more emphasis in teaching this will illustration will help.
- Confusion at times to know the difference between episodic and semantic memory – one is time stamped the other is not.
- Occasionally there is an error is mixing proactive and retroactive the wrong way round.
- Students fail to grasp the idea that retractive interference, old information is interfering with the recall of new information, the do not have to be similar – some students often write that they must be similar. Likewise this happens also when proactive interference. However, if students are also able to comment on the fact that similarity of material this also important in interference.
- The use of Yerkes-Dodson curve as a form of evaluation to explain apparently contradictory findings for anxiety in EWT is not applied effectively. Visual diagram to demonstrate this contradiction will help clear some of the confusion.
- Student can describe the techniques of cognitive interview but often fail to gain full marks– students can deepen their knowledge why each technique works.

Assessment

- **Formative assessment**: key concepts tested daily in class through Q&A session, peer assessments, and through the application of examination questions in class.

Extra-curricular

- **Summative assessment:** pupil to sit an end-of-unit-test based on past exam questions, as well as this the school's formal assessment policy (PIP).

- Podcasts and TED Talks: Listen to psychology-focused podcasts or watch TED Talks by renowned psychologists. This can be an enjoyable way to broaden your knowledge and stay updated on current research and trends.
- Conduct your own study to test the accuracy of eyewitness testimony.

End game

- Understand the structure and processes involved in sensory memory, short-term memory, and long-term memory.
- Understand the structure and process of the working memory model
- Know the different types of long term memory
- Know retrieval failure theory and interference theory as an explanation for forgetting
- To know factors that lead to affecting the accuracy of eyewitness testimony
- To understand how cognitive interview can improve eyewitness testimony

Super-curriculum

- To complete one of the **Super Curriculum**, activities (see folder) each term.
- To complete 7 meta-cognition task (critical thinking) each term (this based on the books **The Art of Thinking Clearly** by Rolf Dobelli). Each student will need to present to the class at the end of each term.

Attachments

Unit:	Attachments	Length:	6 weeks	Lessons overall	30 lessons	Lesson per week	2/3 lessons

Prior knowledge / synoptic links

- The Attachment unit contains some elements of biology so prior link to Approaches in Psychology – notably the biological approach and how biologists would argue that the development of attachment is an evolutionary process – genetic inherited that increases the baby's chance of survival. Such concepts would have been touched upon Approaches in Psychology. Other very close links are Explanations of Attachment and the Behavioural Approach (studied in Approaches).
- There are also links with Research Methods, notably Strange Situation and laboratory experiments and natural experiments which is linked to 'Roman orphan studies in Attachments.
- Synoptic links can be made to other aspects of the course Gender, Schizophrenia and Forensic Psychology, when looking at parental influence.

Domain of knowledge

- Caregiver-infant interactions
- Role of the father
- Stages of attachment
- Animal studies of attachment

Key concepts

- **Caregiver-infant interactions** in humans: reciprocity and interactional synchrony.
- **Stages of attachment** identified by Schaffer.
- **Role of the father** - multiple attachments and the role of the father.
- **Animal studies** of attachment: Lorenz and Harlow.

• Explanations of attachment • Ainsworth's 'Strange Situation'. • Cross-cultural variation in attachment • Bowlby's theory of maternal deprivation • Romanian orphan studies • The influence of early attachment on childhood and adult relationships	• **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.

Overall objectives

- Be able to describe and evaluate research into imitation, reciprocity, and synchrony in mother infant interaction.
- Be able to describe and evaluate stages of attachment formation.
- Be able to describe research into multiple attachment and the role of fathers.
- Be able to describe and evaluate the strange situation as a technique for assessing attachment and distinguish between types of attachment.
- Be able to describe and evaluate cross-cultural variation in attachment.
- Be able to describe and evaluate research studies that have investigated explanations for attachment in animals
- Be able to describe and evaluate learning explanations for attachment
- Be able to describe and evaluate Bowlby's monotropic theory of attachment including economic implications
- Be able to outline and evaluate research into the maternal deprivation hypothesis according to Bowlby's MDH
- Be able to describe and evaluate research into the effects of institutionalisation
- Be able to describe how the influence of early attachment has on childhood and adult relationships.

Misconceptions /AQA examiner's report

- Students confuse reciprocity and interactional synchrony, clear example of the differences will need to be given this to mitigate this confusion.
- Students often become confused as to what the exam question is asking – need to be clear if the role of the father can be a primary role or is he just suited to a secondary?
- When evaluating cross-cultural research, they tend to evaluate the original study of Mary Ainsworth without making explicit reference how this is linked to cross-cultural variations
- Students need to clearly distinguish between insecure-resistant and secure attachment – mainly the level of stress between insecure resistance (high) and secure (moderate)/
- Students for social learning theory, often get confused with negative reinforcement and negative punishment. Modelling needs to be demonstrated to show the difference.
- Students often get Bowlby's monotropic theory confused with Bowlby's maternal deprivation theory confused. Worth teaching this side by side when it comes to Bowlby's MDH.
- AQA examiner's feedback suggest students do not focus on the word 'effect' when dealing with Romanian orphanages.

Assessment

Extra-curricular

- **Formative assessment**: key concepts tested daily in class through Q&A session, peer assessments, and through the application of examination questions in class.
- **Summative assessment:** pupil to sit an end-of-unit-test based on past exam questions, as well as this the school's formal assessment policy (PIP).

- Podcasts and TED Talks: Listen to psychology-focused podcasts or watch TED Talks by renowned psychologists. This can be an enjoyable way to broaden your knowledge and stay updated on current research and trends.
- Book: They F**k you up.

End game

- Understand the different types of care-infant interactions and how this help develop attachments
- Know the role of the father in child attachment in parenting.
- Know the different stages of how infants become attached to parents, and extended family members
- To understand how animals become attached
- To know the different explanations given why child become attached
- Know the different types of attachments
- Know the consequences of not having maternal attachment (Bowlby, Orphan studies)
- Know the influence of the type of early attachment can have later on in life.

Super-curriculum

- To complete one of the **Super Curriculum**, activities (see folder) each term.
- To complete 7 meta-cognition task (critical thinking) each term (this based on the books **The Art of Thinking Clearly** by Rolf Dobelli). Each student will need to present to the class at the end of each term.

Biopsychology

Unit:	Biopsychology	Length:	66 weeks	Lessons overall	30 lessons	Lesson per week	2/3 lessons

Prior knowledge / synoptic links

- Student will be familiar with some of the concepts from Biology Key Stage 4.
- Some of the concepts will be familiar to them when looking from the previous topic Approaches in Psychology - The biological Approach.

Domain of knowledge

- The nervous system
- Neurons
- Endocrine system
- The fight or flight response
- Localisation of function in the brain
- Hemispheric lateralisation.

Key concepts

- **Nervous system:** The divisions of the nervous system: central and peripheral (somatic and autonomic).
- **Neurons:** The structure and function of sensory, relay and motor neurons. The process of synaptic transmission, including reference to neurotransmitters, excitation and inhibition.
- **Endocrine system:** The function of the endocrine system: glands and hormones.
- **The fight or flight response** including the role of adrenaline.

• Ways of studying the brain. • Biological rhythms.	• **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. • **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.

Overall objectives

- Be able to explain how neurons communicate, the process of neuronal transmission, the process of synaptic transmission.
- Be able to explain the role of neurotransmitters, the effects of drugs on transmission and behaviour, agonists and antagonists.
- Be able to describe the structure and functions of the CNS (e.g. including basic areas of the brain, somatic NS, ANS, Endocrinal system)
- Be able to explain the role of adrenalin in the fight and flight response.
- Be able to describe methods of investigating the brain, their strengths and limitations.
- Be able to distinguish between localisation and lateralisation of brain and identify areas of cerebral cortex associated with specific functions.
- Be able to describe and evaluate split brain research.
- Be able to distinguish between types of plasticity and between plasticity and functional recovery.
- Be able to describe case studies of plasticity and functional recovery and their implications.
- Be able to distinguish between circadian, infradian and ultradian rhythms.
- Be belt o describe examples and research evidence of circadian, infradian and ultradian rhythms.
- Be able to explain the role of exogenous Zeitgebers and endogenous pacemakers in maintaining sleep wake cycle.
- Be able to describe and evaluate research into the role of exogenous Zeitgebers and endogenous pacemakers in circadian rhythms.

Misconceptions /AQA examiner's report

- There is confusion between the divisions of the nervous system, with many relying on structural differences or muddling functional differences. More emphasis needs to be placed in teaching the different functions of the nervous system (e.g sympathetic, parasympathetic nervous systems, somatic and autonomic).
- Ensure students emphasises the function as well as the structure of neuron. Diagram should be used to help explain the structure (as this is credit worthy and avoid lengthy description to avoid wasting time.
- Synapse explanation, often not understanding the concept of 'inhibition' and which causes low marks. Examiner's report suggest that discussion on IPSPs or the effect of inhibition on summation are a better way to achieved full marks.
- Some students get confused between hormones and neurotransmitters.
- Students muddle the nervous system with the endocrine system. As with elements of these topic, students need to focus on functions. For example, examiner's report suggest that too many responses focused on describing the endocrine system rather than providing its general function.

- In terms of hemispheric lateralisation and localisation, examiners report suggest that so many students relied on a limited range older research when there is a wealth of fascinating up-to-date research on this subject available. The evaluation generally lacked effectiveness due to limited/generic descriptions of methodological issues or due to providing detailed descriptions of studies to support their point. Many students provide excessive detailed information of Sperry's split-brain studies with largely generic evaluations. These responses tended to be poorly focused with weak application and the excessively detailed description of the study limited both the breadth of knowledge provided and the opportunities for effective discussion and application. Students should be reminded that only six of the available 16 marks are for knowledge and thus their responses should reflect this. They should be encouraged to focus on how the methodological issues or studies support/refute their point, rather than giving detailed description.
- Students may muddle circadian, infradian and ultradian rhythms, notably ultradian with infradian. With reference to ultradian rhythms, need to refer to the patterning of the stages and the fact that the 'sleep staircase' repeats throughout the night in a rhythmic pattern. It is also worth noting that body temperature is not an ultradian rhythm. It is a circadian rhythm, with one peak and one trough every 24 hours, in the same way the sleep / waking cycle has one sleep period and one waking period every 24 hours.

Assessment

- **Formative assessment**: key concepts tested daily in class through Q&A session, peer assessments, and through the application of examination questions in class.
- **Summative assessment:** pupil to sit an end-of-unit-test based on past exam questions, as well as this the school's formal assessment policy (PIP).

Extra-curricular

- Volunteer at a mental health organization: Look for local mental health clinics, hospitals, or community centres that focus on providing support and treatment for individuals with psychopathology.
- Mental wellbeing workshops or conferences (Mind Valley) that focus on mental health and psychopathological issues.

End game

- Understand the structure and function of neurons
- Understand the structure and function the nervous system.
- Understand the endocrine system and its influence on behaviour.
- Know that different brain regions are responsible for specific functions and behaviours.
- Develop understanding of localisation and plasticity in brain functioning.
- Know that the left and right hemispheres of the brain are specialized for different functions.
- Know the different ways of studying the brain
- Know the difference between circadian, infradian, and ultradian rhythms.
- Know psychological research into circadian, infradian, and ultradian rhythms

Super-curriculum

- To complete one of the **Super Curriculum**, activities (see folder) each term.
- To complete 7 meta-cognition task (critical thinking) each term (this based on the books **The Art of Thinking Clearly** by Rolf Dobelli). Each student will need to present to the class at the end of each term.

Research method (part 2)

Unit:	Research methods (part 2)	Length:	4-6 weeks	Lessons overall	30 lessons	Lesson per week	2/3 lessons

Prior knowledge / synoptic link

- Student will continue to build on their knowledge from Research Methods (part 1).
- As Research Methods runs throughout the course, links can be continually made to psychological research, regardless of the topic.

Domain of knowledge

- Inferential testing
- Scientific process

Key concepts

Inferential testing

- sign test, probability and significance, statistical tables, critical values, Type I and Type II errors, Spearman's rho, Pearson's r,
- Wilcoxon, Mann-Whitney, related t-test, unrelated t-test and Chi-Squared test.

Scientific process

- Features of science, objectivity, empirical method; replicability and falsifiability; theory construction, hypothesis testing; paradigms an paradigm shifts, reporting psychological investigations. Sections of a scientific report: abstract, introduction, method, results, discussion and referencing.

Overall objectives

Inferential statistics

- To understand the purpose of inferential statistics
- To be able to understand the significance of probability and significance in inferential statistics.
- To be able to know factors affecting the choice of statistical test (e.g. Sign test, Spearman's rho, Pearson's r, Wilcoxon, Mann-Whitney, related t-test, unrelated t-test and Chi-Squared test.
- To be able to understand, calculate and interpret the sign test.
- To know how to use the table of critical values and calculated values.
- To be able to apply inferential statistics in rejecting or accepting the null hypothesis.
- To be able to know what is meant by Type I and Type II errors.

Scientific process

- To be able to report scientific investigations using standard format.
- To be able to explain the purpose of peer review.

- To be able to explain the features of science.

Misconceptions /AQA examiner's report

- Students struggle why the 5% level should be used and/or did not understand what this means. Worth have a very practical lesson, on probability.
- Students often muddle Type I and Type II errors. The struggle to explain why the researcher used the 5% level of significance, as opposed to the 1% level, in the context of a given study.
- Common mistake is either taking the wrong critical value from the table, and comparing this to the calculated value.
- Many students noted that Mann-Whitney was for differences but forget to mention that Spearman's was for correlation, or mistakenly suggested that Spearman's was a test of association. This confusion arises because many test decision charts have the alternate heading 'correlation/association'.
- Students struggle to understand what is meant by 'paradigm' and how this fits into the features of sciences section in the specification.
- In terms of features of science, there is muddle for some students on what is meant by 'replication' – answers such as it means that a study is reliable and / or valid will not award many marks, Students must refer to the importance of repeating studies to check for methodological flaws or investigator biases and some considered the importance of replication in supporting or refuting theories. Morre over, some students failed to grasp that replication is a condition for validity but does not on its own confirm validity.
- One way to help students with many research methods errors is to design their on study is clearly and one that they need to practice.

Assessment

- **Formative assessment**: key concepts tested daily in class through Q&A session, peer assessments, and through the application of examination questions in class.
- **Summative assessment:** pupil to sit an end-of-unit-test based on past exam questions, as well as this the school's formal assessment policy (PIP).

Extra-curricular

- Conducting a Psychological Research Project: Design and conduct your own small-scale psychological research project. You can choose a topic of interest within the field of psychology, formulate research questions, develop hypotheses, collect data, and analyse the results. This hands-on experience will give you practical insights into the research process.

End game

- To know what is meant be 'scientific methods' e.g. features of science.
- To know how to analyse, interpret and evaluate scientific information.
- To know the reason for inferential testing and be familiar when to use inferential tests.
- To know the nature and principles of science.
- To know the processes of reporting scientific research.

Super-curriculum

- To complete one of the **Super Curriculum**, activities (see folder) each term.
- To complete 7 meta-cognition task (critical thinking) each term (this based on the books **The Art of Thinking Clearly** by Rolf Dobelli). Each student will need to present to the class at the end of each term.

Issues and debates

Unit:	Issues and debates	Length:	6 weeks	Lessons overall	30 lessons	Lesson per week	2/3 lessons

Prior knowledge / synoptic links

- Many of the concepts (free-will, determinism, nature, nurture) that are learnt in this module, will be familiar to them, as they are introduced in many of the previous units.
- The Issues and Debates module explicitly revisits all the Approaches in Psychology that was learnt in year 1.
- All the concepts in this unit can be used across all topics, including the topic not studied so far e.g., Gender, Schizophrenia and Forensic Psychology. They can be used as part of writing an effective evaluation when assessing psychological knowledge (AO1).

Domain of knowledge

- Gender and culture in Psychology
- Free will and determinism.
- The nature-nurture debate.
- Holism and reductionism.
- Idiographic and nomothetic approaches
- Ethical implications

Key concepts

- **Gender and culture in Psychology** – universality and bias. Gender bias including androcentrism and alpha and beta bias; cultural bias, including ethnocentrism and cultural relativism.
- **Free will and determinism:** hard determinism and soft determinism; biological, environmental and psychic determinism. The scientific emphasis on causal explanations.
- **The nature-nurture debate:** the relative importance of heredity and environment in determining behaviour; the interactionist approach.
- **Holism and reductionism:** levels of explanation in Psychology. Biological reductionism and environmental (stimulus-response) reductionism.
- **Idiographic and nomothetic approaches** to psychological investigation.
- **Ethical implications** of research studies and theory, including reference to social sensitivity.

Overall objectives

- Be able to and use key concepts/terms appropriately in relation to theories and/or research studies eg androcentric, alpha bias, beta bias, ethnocentric emic, etic, cultural relativism, social sensitivity.
- Be able to explain distinguish between hard and soft determinism, biological, environmental, and psychic determinism, know the main arguments supporting free will and determinism, evaluate the strengths and weaknesses of each position.
- Be able to explain distinguish nature v nurture, know the main arguments supporting nature and nurture, evaluate the strengths and weaknesses of each position.
- Be able to explain what is meant by different levels of explanation, reductionism and holism.
- Distinguish between biological/physiological and environmental reductionism.
- Present justified arguments and for and against reductionism, holism and interactionism.
- Distinguish between ideographic and nomothetic approach.
- Present arguments for and against ideographic and nomothetic approach.
- Be able to ethical issues, social sensitivity in psychology and how theory and evidence can lend credibility to prejudice, misrepresent or marginalise groups or influence funding within society.

Misconceptions / AQA examiner's report

- Gender: know the difference between alpha, beta bias, and andorcentic
- Nature vs. Nurture: student should recognise that both nature and nurture interact to shape human behaviour.

- Determinism: student to know that determinism does not mean that individuals have no control over their actions, but their choices are influenced by various factors such as genetics, upbringing, environment, etc.
- Holism and reductionism to understand that holism and reductionism are levels of explanations rather than types of explanations.

Assessment

- **Formative assessment**: key concepts tested daily in class through Q&A session, peer assessments, and through the application of examination questions in class.
- **Summative assessment:** pupil to sit an end-of-unit-test based on past exam questions, as well as this the school's formal assessment policy (PIP).

Extra-curricular

- Debating Club: Joining a debating club or participating in debates related to free will and determinism can help you sharpen your argumentation skills and explore different perspectives on the topic. Engaging in structured debates will require you to critically analyse and articulate your thoughts on the subject.

End game

- Understand how psychological research can be bias (e.g. gender and cultural bias)
- Understand the free-will and determinism debate shapes our behaviour
- Understand how we are both a produce of biological and social processes (nature v nurture debate)
- To know the holism and reductionistic debate in explaining human behaviour
  To know that psychological research findings have ethical implications on people and society.

Super-curriculum

- To complete one of the **Super Curriculum**, activities (see folder) each term.
- To complete 7 meta-cognition task (critical thinking) each term (this based on the books **The Art of Thinking Clearly** by Rolf Dobelli). Each student will need to present to the class at the end of each term.

Schizophrenia

Unit:	Schizophrenia	Length:	6 weeks	Lessons overall	30 lessons	Lesson per week	2/3 lessons

Prior knowledge / synoptic links

- Student will build on prior knowledge of some of the concepts from the topic psychopathology and research methods. For example, severity of symptoms, symptom overlap, co-morbidity and cultural difference/context will have been touched upon in psychopathology.
- Knowledge from Approaches in Psychology can be explicitly revisited when looking at explanations and treatments for schizophrenia from the Biological, Social Learning Theory and the Cognitive Approaches.

Domain of knowledge

- Classification of schizophrenia (SZ).
- Reliability and validity in diagnosis.
- Biological explanations for SZ
- Psychological explanations for SZ
- Drug therapy.
- Cognitive behaviour therapy
- Family therapy. Token economies
- Interactionist approach SZ

Key concepts

- **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.
- **Biological explanations** for schizophrenia: genetics and neural correlates, including the dopamine hypothesis.
- **Psychological explanations** for schizophrenia: family dysfunction and cognitive explanations, including dysfunctional thought processing.
- **Drug therapy:** typical and atypical antipsychotics.
- **Cognitive behaviour therapy** and family therapy as used in the treatment of schizophrenia. Token economies as used in the management of schizophrenia.
- **The importance of an interactionist approach** in explaining and treating schizophrenia; the diathesis-stress model.

Overall objectives

- Distinguish between positive symptoms - hallucinations, delusions - and negative symptoms - speech poverty (alogia and avolition.
- Explain what is meant by reliability and validity in diagnosis and classification of schizophrenia, and use research evidence to make judgements about the reliability and validity of diagnosis and classification of schizophrenia.
- Describe and evaluate the biological explanations for schizophrenia. Use research evidence to evaluate biological explanations for schizophrenia.
- Describe the main features of the family dysfunction. Use research evidence to evaluate the family dysfunction explanation.
- Describe the main features of cognitive explanations for schizophrenia including attentional impairment and lack of schemas. Use research evidence to evaluate the family dysfunction explanation.
- Student should be able to distinguish between the typical and atypical drug treatments, and explain the action of typical and atypical antipsychotic drug treatments for schizophrenia.
- Outline and evaluate research into the effectiveness and appropriateness of typical and atypical drugs in treatment for schizophrenia.
- Describe the stages and processes of cognitive behaviour therapy for schizophrenia.
- Outline and evaluate research into the effectiveness and appropriateness of CBT in treatment for schizophrenia.
- Describe the processes/how family therapy is used to treat schizophrenia.
- Outline and evaluate research into the effectiveness and appropriateness of family therapy in treatment for schizophrenia.
- Describe the processes/how token economies are used in the management of schizophrenia.
- Outline and evaluate research into the effectiveness and appropriateness of token economy in treatment for schizophrenia.

Misconceptions /AQA examiner's report

- Know which are negative and which are positive (positive does not mean good, but as an addition).
  Schizophrenia does not mean having a split personality:
- Student often confuse reliability and validity, and which research studies are related to either one.
- Parenting style alone does not cause schizophrenia.
- Know that Schizophrenia is untreatable but not a cure. Many individuals with schizophrenia can lead fulfilling lives with the right support.
- Students confuse typical and atypical drugs treatments and how they differ.

Assessment

- **Formative assessment**: key concepts tested daily in class through Q&A session, peer assessments, and through the application of examination questions in class.
- **Summative assessment:** pupil to sit an end-of-unit-test based on past exam questions, as well as this the school's formal assessment policy (PIP).

Extra-curricular

- Join a support group: If there are support groups for individuals with schizophrenia in your area, consider attending their meetings. This will provide you with an opportunity to listen to personal experiences, learn about coping strategies, and gain insights into the challenges faced by individuals with schizophrenia.
- Listen to Podcast e.g. In the Psychiatrist's Chair

End game

- To know how clinician diagnose schizophrenia.
- To know the issue of classifying schizophrenia
- To know the biological and psychological explanation for the possible cause of schizophrenia
- To know the different types of therapies offered to those suffering from schizophrenia
  To know the interactionist approach in explaining and treating schizophrenia.

Super-curriculum

- To complete one of the **Super Curriculum**, activities (see folder) each term.
- To complete 7 meta-cognition task (critical thinking) each term (this based on the books **The Art of Thinking Clearly** by Rolf Dobelli). Each student will need to present to the class at the end of each term.

Gender

Unit:	Gender	Length:	6 weeks	Lessons overall	30 lessons	Lesson per week	2/3 lessons

Prior knowledge

- Student will build on prior knowledge of some of the concepts from Approaches in Psychology (Cognitive, Social Learning, Psychodynamic and Biological Approach).
- Synoptic links can be made with Biopsychology (hormones e.g. testosterone, oestrogen and oxytocin) and with Issues and Debates, as this will allow the Nature v Nurture debate to be applied to the development and explanation of gender.

Domain of knowledge

- Sex and gender
- The role of chromosomes and hormones
- Cognitive explanations of gender.
- Psychodynamic explanation
- Social learning theory
- Atypical gender development

Key concepts

- **Sex and gender.** Sex-role stereotypes. Androgyny and measuring androgyny including the Bem Sex Role Inventory.
- **The role of chromosomes and hormones** (testosterone, oestrogen and oxytocin) in sex and gender. Atypical sex chromosome patterns: Klinefelter's syndrome and Turner's syndrome.
- **Cognitive explanations of gender development,** Kohlberg's theory, gender identity, gender stability and gender constancy; gender schema theory.
- **Psychodynamic explanation of gender development,** Freud's psychoanalytic theory, Oedipus complex; Electra complex; identification and internalisation.
- **Social learning theory** as applied to gender development. The influence of culture and media on gender roles.
- **Atypical gender development**: gender dysphoria
- **Biological and social explanations** for gender dysphoria.

Overall objectives

- To be able to concept of gender and its distinction from biological sex.
- To explain and use key concepts/ terms appropriately in relation to gender - Sex, Gender, Gender identity, Gender Role, Sex-role stereotypes, Androgyny.
- The describe the biological influences on the development of gender (e.g. chromosomes and hormones.
- Describe and evaluate research into the role of chromosomes and hormones on sex and gender.
- To be able to distinguish between typical and atypical chromosome patterns by describing clinical characteristics, diagnosis and causes of Klinefelter's and Turners Syndrome.
- Be able to distinguish between: gender identity, gender stability and gender constancy.
- Be able to describe Kohlberg's theory/explanation for the development of children's understanding of gender.
- Be able to explain key concepts in gender schema - in group, out group, and own sex schemas.
- Be able to describe gender schema theory – how and why schemas develop and how they influence behaviour and memory.
- Be able to describe and evaluate research into gender schema theory for gender development.
- Students will be able to explain key concepts and processes of psychodynamic theory as relevant to gender development including: Oedipus complex; Electra complex; identification and internalisation

- Students will be able to outline the psychodynamic explanation of gender development, and describe and evaluate research evidence relating to the psychodynamic explanation of gender development.
- Be able to describe and evaluate the SLT explanation of gender development.
- Be able to describe characteristics, diagnosis and prevalence of gender dysphoria.
- Students be able to describe and evaluate biological influences on gender dysphoria.
- Describe and evaluate social influences on gender dysphoria.

Misconceptions /AQA examiner's report

- Gender: That sex and gender and different.
- Assume gender development is just social factors, not knowing the biological influence it has on gender as well as sex.
- To know that there are cognitive differences between Klinefelter and Turner syndrome.
- Make sure they know the what the key features that distinguishes, gender identity, gender stability and gender constancy.
- Student may find it hard to understand how going through the Oedipus and Electra complex can lead to gender development.
- For gender schema theory ensure students are define and describe cognitive schemas in terms of their structure, development and function in gender-related behaviour.

Assessment

- **Formative assessment**: key concepts tested daily in class through Q&A session, peer assessments, and through the application of examination questions in class.
- **Summative assessment:** pupil to sit an end-of-unit-test based on past exam questions, as well as this the school's formal assessment policy (PIP).

Extra-curricular

- Debating society – whether gender is a product of nature or nurture?
- Podcast on LGBT, toxic masculinity, woke society (e.g. Matt Walsch)

End game

- Understand the difference between sex and gender.
- Understand that gender is a biological rather than social product.
- Know the cognitive and psychodynamic explanation of how gender develops.
- Know the role of social influence on gender.
  Know biological and social explanation for gender dysphoria.To know the interactionist approach in explaining and treating schizophrenia.

Super-curriculum

- To complete one of the **Super Curriculum**, activities (see folder) each term.
- To complete 7 meta-cognition task (critical thinking) each term (this based on the books **The Art of Thinking Clearly** by Rolf Dobelli). Each student will need to present to the class at the end of each term.

Forensic psychology

Unit:	Forensic psychology	Length:	6 weeks	Lessons overall	30 lessons	Lesson per week	2/3 lessons

Prior knowledge / synoptic links

- Student will build on prior knowledge of some of the concepts from Approaches in Psychology (Biological, Cognitive and Psychodynamic Approaches)
- Synoptic links can be made with the unit Issues and Debates, as this will allow many of the concepts such as free-will/determinism/nature/nurture to be applied some of the explanations why people offend as well as using it as a form of evaluation.

Domain of knowledge

- Offender profiling
- Biological explanations of offending behaviour.
- Psychological explanations of offending behaviour.
- Dealing with offending behaviour.

Key concepts

- **Offender profiling**: the top-down approach, including organised and disorganised types of offender; the bottom-up approach, including investigative Psychology; geographical profiling.
- **Biological explanations** of offending behaviour: an historical approach (atavistic form); genetics and neural explanations.
- **Psychological explanations** of offending behaviour: Eysenck's theory of the criminal personality.
- **Cognitive explanations;** level of moral reasoning and cognitive distortions, including hostile attribution bias and minimalisation; differential association theory.
- **Psychodynamic explanations**
- **Dealing with offending behaviour:** the aims of custodial sentencing and the psychological effects of custodial sentencing. Recidivism. Behaviour modification in custody. Anger management and restorative justice programmes.

Overall objectives

- To be able to explain top-down approaches to profiling distinguish between organised and disorganised type of offender.
- To able to explain bottom-up approach to profiling, investigative psychology and geographical profiling
- Student will be able to use research evidence to evaluate the usefulness of offender profiling.
- Students will be able to outline and evaluate physiological theories -Lombroso's atavistic form, Sheldon's somatotype.
- Be able to describe and evaluate research into genetic explanation and neurological explanations.
- Be able to outline and evaluate Eysenck's personality dimensions and the role of extraversion and neuroticism in offending.
- Be able to describe and evaluate research into the relationship between personality and criminality.
- Student will be able to outline and evaluate the psychodynamic explanation for offending behaviour.
- Be able to outline the role of association, reinforcement and consequences of actions. Observation, imitations and identification in explaining criminal behaviour.
- Be able to outline and evaluate differential association theory.
- Be able to use research evidence to evaluate learning explanation for offending behaviour.
- Be able to describe and evaluate key features and processes of moral reasoning according to Kohlberg's theory.
- Be able to outline the purposes and psychological effects of custodial sentences

- Be able to outline strategies for reducing recidivism.
- Be able to describe the use and evaluate the effectiveness of behaviour modification in a custodial setting.
- Be able to describe the use and evaluate the effectiveness of anger management programmes.
- Be able to describe the use and evaluate the effectiveness of restorative justice programmes.

Misconceptions /AQA examiner's report

- Students at times fail differentiate what is different between organised and disorganised type of offender.
- Student often do not exactly what investigative psychology and geographical profiling, notably how it works.
- Students at time to not show how extraversion and neuroticism can cause offending behaviour – this needs to be explicit.
- Students ae too descriptive of the psychodynamic explanation for offending behaviour, need to focus more the aspect that deal with criminality.
- Students at times muddle, behavioural modification, anger management and restorative justice programmes.

Assessment

- **Formative assessment:** fortnightly assessment including definition of key terms, multiple choice, basic concepts, and psychological research.
- **Summative assessment:** end of unit a timed assessment of a practice exam from 1-16marks

Extra-curricular

- Online courses and webinars: that Explore forensic psychology (e.g. ex-officers from FBI, CIA)
- Documentaries of famous criminal e.g. Ted Bundy, that demonstrate the use of profiling
- Class participate in Mock Trials: Seek opportunities to participate in mock trials or courtroom simulations

End game

- Understand the difference between sex and gender.
- Understand that gender is a biological rather than social product.
- Know the cognitive and psychodynamic explanation of how gender develops.
- Know the role of social influence on gender.
  Know biological and social explanation for gender dysphoria.To know the interactionist approach in explaining and treating schizophrenia.

Super-curriculum

- To complete one of the **Super Curriculum**, activities (see folder) each term.
- To complete 7 meta-cognition task (critical thinking) each term (this based on the books **The Art of Thinking Clearly** by Rolf Dobelli). Each student will need to present to the class at the end of each term.

Week by week – Year 12

Teacher 1 (**xxx**) – Lesson are on a two week rota: Week A: 3 lessons per week; Week B: 2 hours. Research Methods
Teacher 2 (**xxx**) – Lesson are on a two week rota: Week A: 3 lessons per week; Week B: 2 hours. Approaches, Psychopathology,

Weeks	Teacher 1 (topic)	Teacher 2 (topic)
Autumn term (Sept-Oct)		
4th of September – 13th of October	**Approaches to psychology: 6 weeks**	**Research Methods: 6 weeks**
Week 1	**Approaches to psychology** • Introduction to psychology • Origins of psychology	**Research Methods** • Introduction research methods • Types data (qualitative/quantitative/secondary/primary)
Week 2	**Approaches to psychology** • Origins of psychology • Behavioural approach	**Research Methods** • Ethical issues • Aims, hypotheses
Week 3	**Approaches to psychology** • Social learning theory • Cognitive approach	**Research Methods** Experiments: lab, field, natural, quasi Experimental designs
Week 4	**Approaches to psychology** • Cognitive approach • Biological approach	**Research Methods** • Variables: manipulation and control • Demand characteristics and investigator effects
Week 5	**Approaches to psychology** • Psychodynamic approach • Humanistic approach	**Research Methods** • Observational research • Observational designs
Week 6	**Comparison of approaches** • Psychodynamic/humanist approach • All approaches	**Research Methods** • Self-report • Self-report design

Weeks	Teacher 1 (topic)	Teacher 2 (topic)
Autumn term (Oct-Dec)		
30th of October – 15th of December	**Psychopathology: 6 weeks**	**Research Methods: 6 weeks**
Week 1	**Psychopathology** Definition of abnormality Clinical characteristics of phobias	**Research methods** Correlational research Case studies
Week 2	**Psychopathology** The behavioural explanation to phobias The behavioural approach to treatment to phobias	**Research methods** • Content analysis • Thematic analysis
Week 3	**Psychopathology** • Clinical characteristics of depression • Cognitive explanation to depression	**Research methods** • Sampling • Pilot studies
Week 4	**Psychopathology** • Cognitive behavioural therapy • Clinical characteristics of OCD	**Research methods** • Validity • Reliability
Week 5	**Psychopathology** • Biological explanation to OCD • Drug therapy to OCD	**Research methods** • Measures of central tendency • Measures of dispersion
Week 6	**Psychopathology** • Contingency • Exam / Revision	**Research methods** • Graphs (bar charts, histograms, tables, scattergrams) • Graphs (normal and skewed distributions)

Weeks	Teacher 1 (topic)	Teacher 2 (topic)
Spring term (Jan-Feb)		
8th of January – 9th of February	**Social influence: 6 weeks**	**Memory: 6 weeks**
Week 1	**Social influence** • Types and explanations of conformity • Asch's research into conformity	**Memory** • Multi-store model: Structure (ST, STM, LTM) • Multi-store model: Features (coding, duration, capacity)
Week 2	**Social influence** • Conformity to social roles • Zimbardo's research	**Memory** • Types of long-term memory • Working memory model
Week 3	**Social influence** • Milgram research into obedience • Factors and explanation for obedience	**Memory** • Explanations for forgetting (interference theory) • Explanations for forgetting (retrieval failure theory)
Week 4	**Social influence** • Dispositional explanation for obedience • Explanation for resistance to obedience	**Memory** • Eyewitness testimony: misleading questions • Eyewitness testimony: anxiety
Week 5	**Social influence** • Minority influence • Social change	**Memory** • Cognitive interviews • Contingency
Week 6	**Social influence** • Contingency • Revision/Exam	**Research Methods** • Contingency • Revision/Exam

Weeks	Teacher 1 (topic)	Teacher 2 (topic)
Spring term (Feb-March)		
19th of February – 28th of March	**Attachments: 6 weeks**	**Biopsychology: 6 weeks**
Week 1	**Attachments** • Animal studies of attachment • Caregiver – interaction in humans	**Biopsychology** • Introduction to Biopsychology • Nervous system: central and peripheral
Week 2	**Attachments** • Stages of attachments • Multiple stages of attachment	**Biopsychology** • The structure of neurons (sensory, relay and motor) • Process of synaptic transmission
Week 3	**Attachments** • Role of the father • Learning theory for the explanation of attachment	**Biopsychology** • Function of the endocrine system • Fight and flight response
Week 4	**Attachments** • Types of attachment (Mary Ainsworth) • Cultural variation of attachments	**Biopsychology** • Structure of the brain (four lobes) • Ways of studying the brain
Week 5	**Attachments** • Bowlby's maternal deprivation theory of attachment • Romanian orphan studies	**Biopsychology** • Localisation of function of the brain (different functions of centres) • Localisation of function of the brain (Broca and Wernicke's area)
Week 6	**Attachments** • The influence of early attachment on childhood relationships • The influence of early attachment on adult relationships	**Biopsychology** • Hemispheric lateralisation of the brain (Broca and Wernicke's area) • Split brain research

Weeks	Teacher 1 (topic)	Teacher 2 (topic)
Summer term (April- May)		
15th of April – 24th of May	**Research Methods: 6 weeks**	**Biopsychology: 6 weeks**
Week 1	**Research methods** • Level of measurements • Introduction to statistical testing	**Biopsychology** • Plasticity of the brain • Functional recover of the brain
Week 2	**Research methods** • Statistical testing • Statistical testing	**Biopsychology** • Circadian rhythms • Infradian and ultradian rhythms
Week 3	**Research methods** • Statistical testing • Statistical testing	**Biopsychology** • Circadian rhythms • Infradian and ultradian rhythms
Week 4	**Research methods** • Reporting psychological investigations • Peer review	**Biopsychology** • Endogenous Pacemakers • Exogenous Zeitgebers
Week 5	**Research methods** • Features of science • Peer review	**Biopsychology** • Contingency • Revision/Exam
Week 6	**Research methods** • The implications of psychological research for the economy. • Contingency	**Biopsychology** • Contingency • Revision/Exam

Weeks	Teacher 1 (topic)	Teacher 2 (topic)
Summer term (June-July)		
3rd of June 25th of July	**Issues and debates**	**Research Methods / Exam skills**
Week 1	**Issues and debates in psychology** • Gender bias in psychology • Cultural bias in psychology	**Research methods** • Papers from 2003 - 2007 • Papers from 2003 - 2007
Week 2	**Issues and debates in psychology** • Free-will v determinism • Free-will v determinism – class debate • The scientific emphasis on causal explanations	**Research methods** • Papers from 2008 - 2015 • Papers from 2008 - 2015
Week 3	**Issues and debates in psychology** • The nature-nurture • The nature-nurture debate	**Research methods** • Papers from 20015 - 2023 • Papers from 20015 - 2023
Week 4	**Issues and debates in psychology** • Idiographic and nomothetic • Idiographic and nomothetic	**Research methods** • Dealing with AO1 skills • Dealing with AO2 skills
Week 5	**Issues and debates in psychology** • Ethical implications of research studies • Socially sensitivity research	**Research methods** • Dealing with AO3 skills • Dealing with essay structure – what does A/A* look like
Week 6	**Issues and debates in psychology** • Contingency • Revision / exam practise	**Research methods** • Dealing with comparison questions • Contingency

Teacher 1 (**NSA**) – Lesson are on a two week rota: Week A: 3 lessons per week; Week B: 2 hours. Research Methods, Gender, Issues and Debates
Teacher 2 (**COM**) – Lesson are on a two week rota: Week A: 3 lessons per week; Week B: 2 hours. Schizophrenia, Forensic Psychology,

Weeks	Teacher 1 (topic)	Teacher 2 (topic)
Autumn term (Sept-Oct)		
4th of September – 13th of October	**Schizophrenia (6 weeks)**	**Gender (6 weeks)**
Week 1	**Schizophrenia** • Classification of schizophrenia. • Reliability and validity of classification.	**Gender** • Sex and gender • The role of chromosomes and hormones
Week 2	**Schizophrenia** • Biological explanations for schizophrenia • Psychological explanations for schizophrenia	**Gender** • Klinefelter's syndrome • Turner's syndrome
Week 3	**Schizophrenia** • Cognitive explanations for schizophrenia • Cognitive explanations for schizophrenia	**Gender** • Kohlberg's theory of gender development • Schema theory of gender development
Week 4	**Schizophrenia** • Drug therapy • Cognitive behaviour therapy	**Gender** • Psychodynamic explanation of gender development (Oedipus) • Psychodynamic explanation of gender development (Electra)
Week 5	**Schizophrenia** • Token economies • Interactionist approach	**Gender** • Social learning theory on gender development • The influence of culture and media on gender roles
Week 6	**Schizophrenia** • Contingency • Contingency	**Gender** • Gender dysphoria • biological and social explanations for gender dysphoria.

Weeks	Teacher 1 (topic)	Teacher 2 (topic)
Autumn term (Oct-Dec)		
30th of October – 15th of December	**Forensic psychology: 6 weeks**	**Revision: 6 weeks**
Week 1	**Forensic psychology** • Offender profiling: top-down approach • Offender profiling: bottom-up approach	**Revision** • Contingency • Revision
Week 2	**Forensic psychology** • Biological explanations for offending behaviour (historical) • Biological explanations for offending behaviour (genetics and neural)	**Revision** • Contingency • Revision
Week 3	**Forensic psychology** • Psychological explanations of offending behaviour (Eysenck's theory) • Cognitive explanations	**Revision** • Contingency • Revision
Week 4	**Forensic psychology** • Differential association theory • Psychodynamic explanations	**Revision** • Contingency • Revision
Week 5	**Forensic psychology** • Custodial sentencing • Recidivism.	**Revision** • Contingency • Revision
Week 6	**Forensic psychology** • Behaviour modification in custody • Anger management and restorative justice programmes	**Revision** • Contingency • Revision

Weeks	Teacher 1 (topic)	Teacher 2 (topic)
Spring term (Jan-Feb)		
8th of January – 9th of February	**Topic revisitation**	**Topic revisitation**
Week 1	**Revision** • Contingency • Revision	**Revision** • Contingency • Revision
Week 2	**Revision** • Contingency • Revision	**Revision** • Contingency • Revision
Week 3	**Revision** • Contingency • Revision	**Revision** • Contingency • Revision
Week 4	**Revision** • Contingency • Revision	**Revision** • Contingency • Revision
Week 5	**Revision** • Contingency • Revision	**Revision** • Contingency • Revision
Week 6	**Revision** • Contingency • Revision	**Revision** • Contingency • Revision

Weeks	Teacher 1 (topic)	Teacher 2 (topic)
Spring term (Feb-March)		
19th of February – 28th of March	**Revision : 6 weeks**	**Revision 6 weeks**
Week 1	**Revision** • Contingency • Revision	**Revision** • Contingency • Revision
Week 2	**Revision** • Contingency • Revision	**Revision** • Contingency • Revision
Week 3	**Revision** • Contingency • Revision	**Revision** • Contingency • Revision
Week 4	**Revision** • Contingency • Revision	**Revision** • Contingency • Revision
Week 5	**Revision** • Contingency • Revision	**Revision** • Contingency • Revision
Week 6	**Revision** • Contingency • Revision	**Revision** • Contingency • Revision

Weeks	Teacher 1 (topic)	Teacher 2 (topic)
Spring term (April-May)		
15th of April – 24th of May	**Revision : 6 weeks**	**Revision: 6 weeks**
Week 1	**Revision** • Contingency • Revision	**Revision** • Contingency • Revision
Week 2	**Revision** • Contingency • Revision	**Revision** • Contingency • Revision
Week 3	**Revision** • Contingency • Revision	**Revision** • Contingency • Revision
Week 4	**Revision** • Contingency • Revision	**Revision** • Contingency • Revision
Week 5	**Revision** • Contingency • Revision	**Revision** • Contingency • Revision
Week 6	**Revision** • Contingency • Revision	**Revision** • Contingency • Revision

Weeks	Teacher 1 (topic)	Teacher 2 (topic)

Spring term (June-July)		
3rd of June 25th of July	**Official exams**	**Official exams**
Week 1	**Examinations** • External exam period • External exam period	**Examinations** • External exam period • External exam period
Week 2	**Examinations** • External exam period • External exam period	**Examinations** • External exam period • External exam period
Week 3	**Examinations** • External exam period • External exam period	**Examinations** • External exam period • External exam period
Week 4	**Examinations** • External exam period • External exam period	**Examinations** • External exam period • External exam period
Week 5	**Examinations** • External exam period • External exam period	**Examinations** • External exam period • External exam period
Week 6	**Examinations** • External exam period • External exam period	**Examinations** • External exam period • External exam period