

Teacher 1 and Teacher 2

Yr12 (KS5)	Topic Area	Knowledge/Skills that are taught	Knowledge/Skills revisited	What does good look like?	Resources/support at home
Autumn 1	Intro lessons + 4.2.1 Approaches in Psychology excluding A2 content shown in bold	Introductory lessons on biopsychology, psychopathology, social influence and research methods +	Knowledge of the Research Methods terminology plus Behaviourist, Biological and Cognitive approaches are fundamental to the course and constantly revisited.	<p>Being able to mindmap specification content from memory with at least one strength and weakness for each bullet point and ideally a second strength and weakness.</p> <p>Having answered questions from past papers on modules completed or topics within a module from the tables of past questions.</p> <p>Understanding how all modules of study link the issues and debates between approaches and being able to critically evaluate the supporting research for a theory using research methods knowledge.</p>	<p>Resources to support students independent learning are all shared via the google classroom platform under the module: Essential links.</p> <p>These include: The specification The Year 2 digital textbook The year 1 digital textbook Past Papers Resources Model Answers Tutor2U Website</p>
Autumn 2	4.2.1 Approaches in Psychology 4.2.2 Biopsychology excluding A2 content shown in bold 4.1.4 Psychopathology	Origins of Psychology: Wundt, introspection and the emergence of Psychology as a science. The basic assumptions of the following approaches: • Learning approaches: i) the behaviourist approach, including classical conditioning and Pavlov’s research, operant conditioning, types of reinforcement and Skinner’s	<p>Knowledge of the Research Methods terminology plus Behaviourist, Biological and Cognitive approaches are fundamental to the course and constantly revisited.</p> <p>Knowledge of approaches is explicitly revisited when</p>	<p>Being able to mindmap specification content from memory with at least one strength and weakness for each bullet point and ideally a second strength and weakness.</p> <p>Having answered questions from past papers on modules</p>	<p>The specification The Year 2 digital textbook The year 1 digital textbook Past Papers Resources Model Answers Tutor2U Website</p>

		<p>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.</p>	<p>looking at explanations and treatments for phobias, depression and OCD.</p>	<p>completed or topics within a module from the tables of past questions.</p> <p>Understanding how all modules of study link the issues and debates between approaches and being able to critically evaluate the supporting research for a theory using research methods knowledge.</p>	
Spring 1	<p>4.2.3 Research methods excluding year 2 content shown in bold</p>	<ul style="list-style-type: none"> • Experimental method. Types of experiment, laboratory and field experiments; natural and quasi-experiments. • Observational techniques. Types of observation: naturalistic and controlled observation; covert and overt observation; participant and non-participant observation. • Self-report techniques. Questionnaires; interviews, structured and unstructured. • Correlations. Analysis of the relationship between co-variables. The difference between correlations and experiments. 	<p>Knowledge of the Research Methods terminology plus Behaviourist, Biological and Cognitive approaches are fundamental to the course and constantly revisited.</p> <p>Knowledge of key studies from the Approaches, Psychopathology and Memory sections will be revisited when examining the relevant research methods that were used in the named and extra studies used to evaluate in these modules.</p>	<p>Being able to mindmap specification content from memory with at least one strength and weakness for each bullet point and ideally a second strength and weakness.</p> <p>Having answered questions from past papers on modules completed or topics within a module from the tables of past questions.</p> <p>Understanding how all modules of study link the issues and debates between approaches and being able to critically evaluate</p>	<p>The specification The Year 2 digital textbook The year 1 digital textbook Past Papers Resources Model Answers Tutor2U Website</p>

		<ul style="list-style-type: none"> • Experimental method. Types of experiment, laboratory and field experiments; natural and quasi-experiments. • Observational techniques. Types of observation: naturalistic and controlled observation; covert and overt observation; participant and non-participant observation. • Self-report techniques. Questionnaires; interviews, structured and unstructured. • Correlations. Analysis of the relationship between co-variables. The difference between correlations and experiments. 		the supporting research for a theory using research methods knowledge.	
Spring 2	4.2.3 Research methods excluding year 2 content shown in bold + 4.1.1 Social Influence	<ul style="list-style-type: none"> • Quantitative and qualitative data; the distinction between qualitative and quantitative data collection techniques. • Primary and secondary data, including meta-analysis. • Descriptive statistics: measures of central tendency – mean, median, mode; calculation of mean, median and mode; measures of dispersion; range and standard deviation; calculation of range; calculation of percentages; positive, negative and zero correlations. • Presentation and display of quantitative data: graphs, tables, 	<p>Knowledge of the Research Methods terminology plus Behaviourist, Biological and Cognitive approaches are fundamental to the course and constantly revisited.</p> <p>Knowledge of key studies from the Approaches, Psychopathology and Memory sections will be revisited when examining the relevant research methods that were used in the named and extra studies used to evaluate in these modules.</p>	<p>Being able to mindmap specification content from memory with at least one strength and weakness for each bullet point and ideally a second strength and weakness.</p> <p>Having answered questions from past papers on modules completed or topics within a module from the tables of past questions.</p> <p>Understanding how all modules of study link the issues and debates between approaches and being able to critically evaluate</p>	<p>The specification The Year 2 digital textbook The year 1 digital textbook Past Papers Resources Model Answers Tutor2U Website</p>

		<p>scattergrams, bar charts, histograms.</p> <ul style="list-style-type: none"> • 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. 	<p>Social Influence has less links to the approaches in psychology save for a link forward into the psychodynamic approach that will be learnt in year 2. Knowledge of research methods will be examined when looking at the named studies of Asch, Milgram and Zimbardo.</p>	<p>the supporting research for a theory using research methods knowledge.</p>	
Summer 1	Revision & Exams	Revision & Exams	All topics revised	As above	
Summer 2	4.3.5 Schizophrenia	<ul style="list-style-type: none"> • 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. 	<p>Knowledge of the Research Methods terminology plus Behaviourist, Biological and Cognitive approaches are fundamental to the course and constantly revisited.</p> <p>Knowledge of approaches is explicitly revisited when looking at explanations and treatments for schizophrenia from the biological and cognitive approaches.</p>	<p>Being able to mindmap specification content from memory with at least one strength and weakness for each bullet point and ideally a second strength and weakness.</p> <p>Having answered questions from past papers on modules completed or topics within a module from the tables of past questions.</p> <p>Understanding how all modules of study link the issues and debates between approaches and being able to critically evaluate the supporting research for a theory using research methods knowledge.</p>	<p>The specification The Year 2 digital textbook The year 1 digital textbook Past Papers Resources Model Answers Tutor2U Website</p>

Yr13 (KS5)	Topic Area	Knowledge/Skills that are taught	Knowledge/Skills revisited	What does good look like?	Resources/support at home
Autumn 1	4.3.5 Schizophrenia	<ul style="list-style-type: none"> • 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. 	<p>Knowledge of the Research Methods terminology plus Behaviourist, Biological and Cognitive approaches are fundamental to the course and constantly revisited.</p> <p>Knowledge of approaches is explicitly revisited when looking at explanations and treatments for schizophrenia from the biological and cognitive approaches.</p>	<p>Being able to mindmap specification content from memory with at least one strength and weakness for each bullet point and ideally a second strength and weakness.</p> <p>Having answered questions from past papers on modules completed or topics within a module from the tables of past questions.</p> <p>Understanding how all modules of study link the issues and debates between approaches and being able to critically evaluate the supporting research for a theory using research methods knowledge.</p>	<p>The specification The Year 2 digital textbook The year 1 digital textbook Past Papers Resources Model Answers Tutor2U Website</p>
Autumn 2	4.3.5 Schizophrenia 4.2.3 Research methods only A2 content	<ul style="list-style-type: none"> • Cognitive behaviour therapy and family therapy as used in the treatment of schizophrenia. Token economies as used in the 	<p>Knowledge of the Research Methods terminology plus Behaviourist, Biological and Cognitive approaches are</p>	<p>Being able to mindmap specification content from memory with at least one strength and weakness for each</p>	<p>The specification The Year 2 digital textbook The year 1 digital</p>

	shown in bold	<p>management of schizophrenia. • The importance of an interactionist approach in explaining and treating schizophrenia; the diathesis-stress model.</p> <p>• Content analysis. • Case studies. • Reliability across all methods of investigation. Ways of assessing reliability: test-retest and inter-observer improving reliability. • Types of validity across all methods of investigation: face validity, concurrent validity, ecological validity and temporal validity. Assessment of validity. Improving validity. • 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.</p>	<p>fundamental to the course and constantly revisited.</p> <p>Knowledge of approaches is explicitly revisited when looking at explanations and treatments for schizophrenia from the biological and cognitive approaches.</p>	<p>bullet point and ideally a second strength and weakness.</p> <p>Having answered questions from past papers on modules completed or topics within a module from the tables of past questions.</p> <p>Understanding how all modules of study link the issues and debates between approaches and being able to critically evaluate the supporting research for a theory using research methods knowledge.</p>	<p>textbook Past Papers Resources Model Answers Tutor2U Website</p>
Spring 1	<p>4.2.1 Approaches in Psychology only A2 content shown in bold + 4.3.1 Issues & Debates in Psychology</p>	<p>• 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</p>	<p>Knowledge of the Research Methods terminology plus Behaviourist, Biological and Cognitive approaches are fundamental to the course and constantly revisited.</p> <p>The issues and debates module explicitly revisits all the approaches learnt in both</p>	<p>Being able to mindmap specification content from memory with at least one strength and weakness for each bullet point and ideally a second strength and weakness.</p> <p>Having answered questions from past papers on modules completed or topics within a</p>	<p>The specification The Year 2 digital textbook The year 1 digital textbook Past Papers Resources Model Answers Tutor2U Website</p>

		<p>counselling Psychology. • Comparison of approaches.</p> <ul style="list-style-type: none"> • 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. 	<p>year 1 and year 2 as well as the evaluatory difference between them.</p>	<p>module from the tables of past questions.</p> <p>Understanding how all modules of study link the issues and debates between approaches and being able to critically evaluate the supporting research for a theory using research methods knowledge.</p>	
Spring 2	<p>4.2.2 Biopsychology only A2 content shown in bold</p>	<ul style="list-style-type: none"> • Localisation of function in the brain and hemispheric lateralisation: motor, somatosensory, visual, auditory and language centres; Broca's and Wernicke's areas, split brain research. Plasticity and functional recovery of the brain after trauma. • Ways of studying the brain: scanning techniques, including functional magnetic 	<p>Knowledge of the Research Methods terminology plus Behaviourist, Biological and Cognitive approaches are fundamental to the course and constantly revisited.</p> <p>Biopsychology revisits all biopsychology knowledge learnt</p>	<p>Being able to mindmap specification content from memory with at least one strength and weakness for each bullet point and ideally a second strength and weakness.</p> <p>Having answered questions from past papers on modules</p>	<p>The specification The Year 2 digital textbook The year 1 digital textbook Past Papers Resources Model Answers Tutor2U Website</p>

		<p>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.</p>	<p>in year 1 whilst adding more material in which we consider the biological approach as well as cognitive neuroscience which are links back to the year 1 approaches and the supporting evidence for each.</p>	<p>completed or topics within a module from the tables of past questions.</p> <p>Understanding how all modules of study link the issues and debates between approaches and being able to critically evaluate the supporting research for a theory using research methods knowledge.</p>	
Summer 1	Revision & Exams	Revision & Exams			
Summer 2	Exams	Exams			

Teacher 3 and Teacher 4

Yr12 (KS5)	Topic Area	Knowledge/Skills that are taught	Knowledge/Skills revisited	What does good look like?	Resources/support at home
Autumn 1	4.1.2 Memory	<ul style="list-style-type: none"> The multi-store model of memory: sensory register, short-term memory and long-term memory. Features of each store: coding, capacity and duration. Types of long-term memory: episodic, semantic, procedural. The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. Features of the model: coding and capacity. Explanations for forgetting: proactive and retroactive interference and retrieval failure due to absence of cues. Factors affecting the accuracy of eyewitness testimony: misleading information, including leading questions and post-event discussion; anxiety. Improving the accuracy of eyewitness testimony, including the use of the cognitive interview 	<p>Knowledge of the Research Methods terminology plus Behaviourist, Biological and Cognitive approaches are fundamental to the course and constantly revisited.</p> <p>The memory unit is a cognitive psychological module so there are links into this approach and the methods used to evaluate cognitive psychology.</p>	<p>Being able to mindmap specification content from memory with at least one strength and weakness for each bullet point and ideally a second strength and weakness.</p> <p>Having answered questions from past papers on modules completed or topics within a module from the tables of past questions.</p> <p>Understanding how all modules of study link the issues and debates between approaches and being able to critically evaluate the supporting research for a theory using research methods knowledge.</p>	<p>Resources to support students independent learning are all shared via the google classroom platform under the module: Essential links.</p> <p>These include:</p> <ul style="list-style-type: none"> The specification The Year 2 digital textbook The year 1 digital textbook Past Papers Resources Model Answers Tutor2U Website
Autumn 2	4.1.2 Memory	<ul style="list-style-type: none"> 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 	<p>Knowledge of the Research Methods terminology plus Behaviourist, Biological and Cognitive approaches are fundamental to the course and constantly revisited.</p> <p>The memory unit is a cognitive psychological module so there</p>	<p>Being able to mindmap specification content from memory with at least one strength and weakness for each bullet point and ideally a second strength and weakness.</p> <p>Having answered questions from past papers on modules</p>	<ul style="list-style-type: none"> The specification The Year 2 digital textbook The year 1 digital textbook Past Papers Resources Model Answers Tutor2U Website

		use of the cognitive interview	are links into this approach and the methods used to evaluate cognitive psychology.	completed or topics within a module from the tables of past questions . Understanding how all modules of study link the issues and debates between approaches and being able to critically evaluate the supporting research for a theory using research methods knowledge.	
Spring 1	4.1.3 Attachment	<ul style="list-style-type: none"> Caregiver-infant interactions in humans: reciprocity and interactional synchrony. Stages of attachment identified by Schaffer. Multiple attachments and the role of the father. Animal studies of attachment: Lorenz and Harlow. Explanations of attachment: learning theory and Bowlby's monotropic theory. The concepts of a critical period and an internal working model. 	<p>Knowledge of the Research Methods terminology plus Behaviourist, Biological and Cognitive approaches are fundamental to the course and constantly revisited.</p> <p>The attachment unit contains elements of cognitive psychology, specifically the role of schema and how biologists would argue that attachment style is as also related and influenced by the biological temperament of the the infant and caregiver.</p>	<p>Being able to mindmap specification content from memory with at least one strength and weakness for each bullet point and ideally a second strength and weakness.</p> <p>Having answered questions from past papers on modules completed or topics within a module from the tables of past questions.</p> <p>Understanding how all modules of study link the issues and debates between approaches and being able to critically evaluate the supporting research for a theory using research methods knowledge.</p>	<p>The specification The Year 2 digital textbook The year 1 digital textbook Past Papers Resources Model Answers Tutor2U Website</p>
Spring 2	4.1.3 Attachment	<ul style="list-style-type: none"> Ainsworth's 'Strange Situation'. Types of attachment: secure, insecure-avoidant and insecure- 	Knowledge of the Research Methods terminology plus Behaviourist, Biological and	Being able to mindmap specification content from memory with at least one	

		<p>resistant. Cultural variations in attachment, including van Ijzendoorn.</p> <ul style="list-style-type: none"> • Bowlby's theory of maternal deprivation. Romanian orphan studies: effects of institutionalisation. • The influence of early attachment on childhood and adult relationships, including the role of an internal working model. 	<p>Cognitive approaches are fundamental to the course and constantly revisited.</p> <p>The attachment unit contains elements of cognitive psychology, specifically the role of schema and how biologists would argue that attachment style is as also related and influenced by the biological temperament of the the infant and caregiver.</p>	<p>strength and weakness for each bullet point and ideally a second strength and weakness.</p> <p>Having answered questions from past papers on modules completed or topics within a module from the tables of past questions.</p> <p>Understanding how all modules of study link the issues and debates between approaches and being able to critically evaluate the supporting research for a theory using research methods knowledge.</p>	
Summer 1	4.2.3 Research methods excluding year 2 content shown in bold	<ul style="list-style-type: none"> • Introduction to statistical testing; the sign test. When to use the sign test; calculation of the sign test. + Revision 	Links the rest of reach methods module	As above	
Summer 2	4.3.2 Relationships	<ul style="list-style-type: none"> • The evolutionary explanations for partner preferences, including the relationship between sexual selection and human reproductive behaviour. • Factors affecting attraction in romantic relationships: self-disclosure; physical attractiveness, including the matching hypothesis; filter theory, including social demography, similarity in attitudes and complementarity. 	<p>Knowledge of the Research Methods terminology plus Behaviourist, Biological and Cognitive approaches are fundamental to the course and constantly revisited.</p> <p>Theories in relationships tend to come from either the cognitive or biological perspectives and can be evaluated accordingly.</p>	<p>Being able to mindmap specification content from memory with at least one strength and weakness for each bullet point and ideally a second strength and weakness.</p> <p>Having answered questions from past papers on modules completed or topics within a module from the tables of past questions.</p>	<p>The specification The Year 2 digital textbook The year 1 digital textbook Past Papers Resources Model Answers Tutor2U Website</p>

Yr13 (KS5)	Topic Area	Knowledge/Skills that are taught	Knowledge/Skills revisited	What does good look like?	Resources/support at home
Autumn 1	4.3.2 Relationships	<ul style="list-style-type: none"> The evolutionary explanations for partner preferences, including the relationship between sexual selection and human reproductive behaviour. Factors affecting attraction in romantic relationships: self-disclosure; physical attractiveness, including the matching hypothesis; filter theory, including social demography, similarity in attitudes and complementarity. 	<p>Knowledge of the Research Methods terminology plus Behaviourist, Biological and Cognitive approaches are fundamental to the course and constantly revisited.</p> <p>Theories in relationships tend to come from either the cognitive or biological perspectives and can be evaluated accordingly.</p>	<p>Being able to mindmap specification content from memory with at least one strength and weakness for each bullet point and ideally a second strength and weakness.</p> <p>Having answered questions from past papers on modules completed or topics within a module from the tables of past questions.</p> <p>Understanding how all modules of study link the issues and debates between approaches and being able to critically evaluate the supporting research for a theory using research methods knowledge.</p>	<p>The specification The Year 2 digital textbook The year 1 digital textbook Past Papers Resources Model Answers Tutor2U Website</p>
Autumn 2	4.3.2 Relationships	<ul style="list-style-type: none"> Theories of romantic relationships: social exchange theory, equity theory and Rusbult's investment model of 	<p>Knowledge of the Research Methods terminology plus Behaviourist, Biological and</p>	<p>Being able to mindmap specification content from memory with at least one</p>	<p>The specification The Year 2 digital textbook</p>

		<p>commitment, satisfaction, comparison with alternatives and investment. Duck's phase model of relationship breakdown: intra-psychic, dyadic, social and grave dressing phases. • Virtual relationships in social media: self-disclosure in virtual relationships; effects of absence of gating on the nature of virtual relationships. • Parasocial relationships: levels of parasocial relationships, the absorption addiction model and the attachment theory explanation.</p>	<p>Cognitive approaches are fundamental to the course and constantly revisited.</p> <p>Theories in relationships tend to come from either the cognitive or biological perspectives and can be evaluated accordingly.</p>	<p>strength and weakness for each bullet point and ideally a second strength and weakness.</p> <p>Having answered questions from past papers on modules completed or topics within a module from the tables of past questions.</p> <p>Understanding how all modules of study link the issues and debates between approaches and being able to critically evaluate the supporting research for a theory using research methods knowledge.</p>	<p>The year 1 digital textbook Past Papers Resources Model Answers Tutor2U Website</p>
Spring 1	4.3.8 Aggression	<ul style="list-style-type: none"> • Neural and hormonal mechanisms in aggression, including the roles of the limbic system, serotonin and testosterone. Genetic factors in aggression, including the MAOA gene. • The ethological explanation of aggression, including reference to innate releasing mechanisms and fixed action patterns. Evolutionary explanations of human aggression. 	<p>Knowledge of the Research Methods terminology plus Behaviourist, Biological and Cognitive approaches are fundamental to the course and constantly revisited.</p> <p>Theories in aggression tend to come from either the cognitive or biological perspectives and can be evaluated accordingly.</p>	<p>Being able to mindmap specification content from memory with at least one strength and weakness for each bullet point and ideally a second strength and weakness.</p> <p>Having answered questions from past papers on modules completed or topics within a module from the tables of past questions.</p> <p>Understanding how all modules of study link the issues and debates between approaches and being able to critically evaluate</p>	<p>The specification The Year 2 digital textbook The year 1 digital textbook Past Papers Resources Model Answers Tutor2U Website</p>

				the supporting research for a theory using research methods knowledge.	
Spring 2	4.3.8 Aggression	<ul style="list-style-type: none"> • Social psychological explanations of human aggression, including the frustration-aggression hypothesis, social learning theory as applied to human aggression, and de-individuation. • Institutional aggression in the context of prisons: dispositional and situational explanations. • Media influences on aggression, including the effects of computer games. The role of desensitisation, disinhibition and cognitive priming. 	<p>Knowledge of the Research Methods terminology plus Behaviourist, Biological and Cognitive approaches are fundamental to the course and constantly revisited.</p> <p>Theories in aggression tend to come from either the cognitive or biological perspectives and can be evaluated accordingly.</p>	<p>Being able to mindmap specification content from memory with at least one strength and weakness for each bullet point and ideally a second strength and weakness.</p> <p>Having answered questions from past papers on modules completed or topics within a module from the tables of past questions.</p> <p>Understanding how all modules of study link the issues and debates between approaches and being able to critically evaluate the supporting research for a theory using research methods knowledge.</p>	<p>The specification The Year 2 digital textbook The year 1 digital textbook Past Papers Resources Model Answers Tutor2U Website</p>
Summer 1	Revision		As above	As above	
Summer 2	Exams		As above	As above	