

Yr12 Psychology	Topic Area	Knowledge/skills to be taught.	Resources/support at home.
Autumn 1 & 2  Mr Corke	4.2.1 Approaches in Psychology	<p>Origins of Psychology: Wundt, introspection and the emergence of Psychology as a science.</p> <p>The basic assumptions of the following approaches:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• The biological approach: the influence of genes, biological structures and neurochemistry on behaviour. Genotype and phenotype, genetic basis of behaviour, evolution and behaviour.</li> <li>• Comparison of approaches using issues and debates</li> </ul>	<p>For detailed breakdown of module content please see the AQA A-level Psychology specification <a href="https://filestore.aqa.org.uk/resources/psychology/specifications/7181-7182-SP-2015.PDF">https://filestore.aqa.org.uk/resources/psychology/specifications/7181-7182-SP-2015.PDF</a></p> <ul style="list-style-type: none"> <li>• All lesson resources including slide, handouts and homework are shared via Google Classroom</li> <li>• Access to model answers available via ‘Useful Links’ in Google Classroom</li> <li>• Access to past papers, mark schemes and examiners comments available via ‘Useful Links’ in Google Classroom.</li> <li>• Access to Psychology wider reading/viewing list available via ‘Useful Links’ in Google Classroom</li> </ul>

<p>Autumn 1 &amp; 2</p> <p>Ms Greany</p>	<p>4.1.2 Memory</p>	<ul style="list-style-type: none"> <li>• The multi-store model of memory: sensory register, short-term memory and long-term memory. Features of each store: coding, capacity and duration.</li> <li>• Types of long-term memory: episodic, semantic, procedural.</li> <li>• The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. Features of the model: coding and capacity.</li> <li>• Explanations for forgetting: proactive and retroactive interference and retrieval failure due to absence of cues.</li> <li>• Factors affecting the accuracy of eyewitness testimony: misleading information, including leading questions and post-event discussion; anxiety.</li> <li>• Improving the accuracy of eyewitness testimony, including the use of the cognitive interview.</li> </ul>	
<p>Autumn 1 &amp; 2</p> <p>Ms Hargreaves</p>	<p>4.2.3 Research methods</p>	<ul style="list-style-type: none"> <li>• Experimental method. Types of experiment, laboratory and field experiments; natural and quasi-experiments.</li> <li>• Observational techniques. Types of observation: naturalistic and controlled observation; covert and overt observation; participant and non-participant observation.</li> <li>• Self-report techniques. Questionnaires; interviews, structured and unstructured.</li> </ul>	

	<p>4.2.3.1 Scientific processes</p>	<ul style="list-style-type: none"> <li>• Correlations. Analysis of the relationship between co-variables. The difference between correlations and experiments.</li> <li>• Content analysis.</li> <li>• Case studies.</li>   <li>• Aims: stating aims, the difference between aims and hypotheses.</li> <li>• Hypotheses: directional and non-directional.</li>   <li>• Sampling: the difference between population and sample; sampling techniques including: random, systematic, stratified, opportunity and volunteer; implications of sampling techniques, including bias and generalisation.</li>   <li>• Pilot studies and the aims of piloting.</li>   <li>• Experimental designs: repeated measures, independent groups, matched pairs.</li>   <li>• Observational design: behavioural categories; event sampling; time sampling.</li>   <li>• Questionnaire construction, including use of open and closed questions; design of interviews.</li> </ul>	
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	4.2.3.2 Data handling and analysis	<ul style="list-style-type: none"> <li>• Presentation and display of quantitative data: graphs, tables, scattergrams, bar charts, histograms.</li> <li>• Distributions: normal and skewed distributions; characteristics of normal and skewed distributions.</li> <li>• Analysis and interpretation of correlation, including correlation coefficients.</li> </ul>	
Spring 1 & 2  Mr Corke	4.1.4 Psychopathology	<ul style="list-style-type: none"> <li>• Definitions of abnormality, including deviation from social norms, failure to function adequately, statistical infrequency and deviation from ideal mental health.</li> <li>• The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder (OCD).</li> <li>• The behavioural approach to explaining and treating phobias: the two-process model, including classical and operant conditioning; systematic desensitisation, including relaxation and use of hierarchy; flooding.</li> <li>• The cognitive approach to explaining and treating depression: Beck’s negative triad and Ellis’s ABC model; cognitive behaviour therapy (CBT), including challenging irrational thoughts.</li> </ul>	

		<ul style="list-style-type: none"> <li>• The biological approach to explaining and treating OCD: genetic and neural explanations; drug therapy.</li> </ul>	
Spring 1 & 2  Ms Greany	4.1.3 Attachment	<ul style="list-style-type: none"> <li>• Caregiver-infant interactions in humans: reciprocity and interactional synchrony. Stages of attachment identified by Schaffer. Multiple attachments and the role of the father.</li> <li>• Animal studies of attachment: Lorenz and Harlow.</li> <li>• Explanations of attachment: learning theory and Bowlby's monotropic theory. The concepts of a critical period and an internal working model.</li> <li>• Ainsworth's 'Strange Situation'. Types of attachment: secure, insecure-avoidant and insecure-resistant. Cultural variations in attachment, including van Ijzendoorn.</li> <li>• Bowlby's theory of maternal deprivation. Romanian orphan studies: effects of institutionalisation.</li> <li>• The influence of early attachment on childhood and adult relationships, including the role of an internal working model.</li> </ul>	
Spring 1 & 2  Ms Hargreaves	4.1.1 Social influence	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Conformity to social roles as investigated by Zimbardo.</li> </ul>	

		<ul style="list-style-type: none"> <li>• 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.</li> <li>• Explanations of resistance to social influence, including social support and locus of control.</li> <li>• Minority influence including reference to consistency, commitment and flexibility.</li> <li>• The role of social influence processes in social change.</li> <li>• Minority influence including reference to consistency, commitment and flexibility.</li> <li>• The role of social influence processes in social change.</li> </ul>	
Summer 1 Mr Corke	Revision		
Summer 1 Ms Greany	4.2.3.3 Inferential testing  Revision	<ul style="list-style-type: none"> <li>• Introduction to statistical testing; the sign test. When to use the sign test; calculation of the sign test.</li> </ul>	

<p>Summer 2 Mr Corke</p>	<p>Year 1 Mock Exams</p> <p>4.2.2 Biopsychology</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Ways of studying the brain: scanning techniques, including functional magnetic resonance imaging (fMRI); electroencephalogram (EEGs) and event-related potentials (ERPs); postmortem examinations.</li> <li>• 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.</li> </ul>	
<p>Summer 2 Ms Greany</p>	<p>Year 1 Mock Exams</p> <p>4.3.2 Relationships</p>		
<p><b>Yr13</b></p> <p><b>Psych</b></p>	<p><b>Topic Area</b></p>	<p><b>Knowledge/skills to be taught.</b></p>	

<p>Autumn 1 Mr Corke</p>	<p>4.3.1 Issues and debates in Psychology</p>	<ul style="list-style-type: none"> <li>• Gender and culture in Psychology – universality and bias. Gender bias including androcentrism and alpha and beta bias; cultural bias, including ethnocentrism and cultural relativism.</li> <li>• Free will and determinism: hard determinism and soft determinism; biological, environmental and psychic determinism. The scientific emphasis on causal explanations.</li> <li>• The nature-nurture debate: the relative importance of heredity and environment in determining behaviour; the interactionist approach.</li> <li>• Holism and reductionism: levels of explanation in Psychology. Biological reductionism and environmental (stimulus-response) reductionism.</li> <li>• Idiographic and nomothetic approaches to psychological investigation.</li> <li>• Ethical implications of research studies and theory, including reference to social sensitivity</li> </ul>	<p>For detailed breakdown of module content please see the AQA A-level Psychology specification <a href="https://filestore.aqa.org.uk/resources/psychology/specifications/7181-7182-SP-2015.PDF">https://filestore.aqa.org.uk/resources/psychology/specifications/7181-7182-SP-2015.PDF</a></p> <ul style="list-style-type: none"> <li>• All lesson resources including slide, handouts and homework are shared via Google Classroom</li> <li>• Access to model answers available via 'Useful Links' in Google Classroom</li> <li>• Access to past papers, markschemes and examiners comments available via 'Useful Links' in Google Classroom.</li> <li>• Access to Psychology wider reading/viewing list available via 'Useful Links' in Google Classroom</li> </ul>
<p>Autumn 1 Ms Greany</p>	<p>4.3.2 Relationships</p>	<ul style="list-style-type: none"> <li>• The evolutionary explanations for partner preferences, including the relationship between sexual selection and human reproductive behaviour.</li> <li>• Factors affecting attraction in romantic relationships: self-disclosure; physical attractiveness, including the matching hypothesis; filter theory, including social demography, similarity in attitudes and complementarity.</li> </ul>	

		<ul style="list-style-type: none"> <li>• Theories of romantic relationships: social exchange theory, equity theory and Rusbult’s investment model of commitment, satisfaction, comparison with alternatives and investment. Duck’s phase model of relationship breakdown: intra-psychic, dyadic, social and grave dressing phases.</li> </ul>	
Autumn 2 Mr Corke	4.3.5 Schizophrenia	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Biological explanations for schizophrenia: genetics and neural correlates, including the dopamine hypothesis.</li> <li>• Psychological explanations for schizophrenia: family dysfunction and cognitive explanations, including dysfunctional thought processing.</li> <li>• 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.</li> <li>• The importance of an interactionist approach in explaining and treating schizophrenia; the diathesis-stress model.</li> </ul>	

Autumn 2 Ms Greany	4.3.2 Relationships	<ul style="list-style-type: none"> <li>• Virtual relationships in social media: self-disclosure in virtual relationships; effects of absence of gating on the nature of virtual relationships.</li> <li>• Parasocial relationships: levels of parasocial relationships, the absorption addiction model and the attachment theory explanation.</li> </ul>	
Spring 1 Mr Corke	4.2.3 Research methods  4.2.3.1 Scientific processes	<ul style="list-style-type: none"> <li>• Content analysis.</li> <li>• Case studies.</li> <li>• Reliability across all methods of investigation. Ways of assessing reliability: test-retest and inter-observer; improving reliability.</li> <li>• Types of validity across all methods of investigation: face validity, concurrent validity, ecological validity and temporal validity. Assessment of validity. Improving validity.</li> <li>• Features of science: objectivity and the empirical method; replicability and falsifiability; theory construction and hypothesis testing; paradigms and paradigm shifts.</li> </ul>	

	<p>4.2.3.2 Data handling and analysis</p> <p>4.2.3.3 Inferential testing</p>	<ul style="list-style-type: none"> <li>• Reporting psychological investigations. Sections of a scientific report: abstract, introduction, method, results, discussion and referencing.</li> <li>• Analysis and interpretation of correlation, including correlation coefficients.</li> <li>• Levels of measurement: nominal, ordinal and interval.</li> <li>• Content analysis and coding. Thematic analysis.</li> <li>• Probability and significance: use of statistical tables and critical values in interpretation of significance; Type I and Type II errors.</li> <li>• 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.</li> </ul>	
<p>Spring 1</p> <p>Ms Greany</p>	<p>4.3.8 Aggression</p>	<ul style="list-style-type: none"> <li>• Neural and hormonal mechanisms in aggression, including the roles of the limbic system, serotonin and testosterone. Genetic factors in aggression, including the MAOA gene.</li> <li>• The ethological explanation of aggression, including reference to innate releasing mechanisms and fixed action patterns. Evolutionary explanations of human aggression</li> </ul>	

Spring 2 Mr Corke	Exam Technique	Content likely complete. Will be starting to deliver explicit focus on exam technique, A* essay writing and individualised 'gap fill' activities for missing year 1 knowledge.	
Spring 2 Ms Greany	4.3.8 Aggression	<ul style="list-style-type: none"> <li>• Social psychological explanations of human aggression, including the frustration-aggression hypothesis, social learning theory as applied to human aggression, and de-individuation.</li> <li>• Institutional aggression in the context of prisons: dispositional and situational explanations.</li> <li>• Media influences on aggression, including the effects of computer games. The role of desensitisation, disinhibition and cognitive priming.</li> </ul>	
Summer 1 Mr Corke & Ms Greany	Revision	Revision and individualised catchup on leaning missed during remote learning	
Summer 2 Mr Corke & Ms Greany	Revision	If exams are pushed back into late Summer 2 term - Revision and individualised catchup on leaning missed during remote learning	