

<b>Year Group: 12</b>	<b>Subject: Psychology</b>	<b>Term: Spring Term</b>
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<b>TOPIC</b>	<b>KEY LEARNING POINTS</b>	<b>ASSESSMENT</b>
<b>ATTACHMENT</b>	<p>END POINT: To have clear knowledge and understanding of caregiver – infant interactions and, the development of and explanations of attachments. To have a clear knowledge and understanding of the key animal studies of attachment. To be able to identify Ainsworth’s stages of attachment and know the key study- the Strange situation along with cultural variations. To understand and know the difference between Bowlby’s explanation of attachment and his maternal deprivation theory . Through examining Romanian studies understand the effects of institutionalisation. Examine the consequences of attachments on childhood and adult relationships.</p> <ul style="list-style-type: none"> <li>• Know that reciprocity and interactional synchrony are key caregiver- infant interactions.</li> <li>• Know the stages of attachment as identified by Shaffer.</li> <li>• To know the key animal studies by Lorenz and Harlow and understand how they support or contradict explanations of human attachments.</li> <li>• To understand and be able to discuss the 2 key ways of explaining attachments – the learning theory and Bowlby’s monotropic explanation.</li> <li>• To know Ainsworth’s types of attachment as identified by the strange situation and be able to outline and evaluate this key study – including the cultural variations as found by Ijzendoorn.</li> <li>• Identify the effects of institutionalisation through Romanian studies and be able to outline and evaluate at least one key Romanian study.</li> <li>• Be able to discuss the effects of early attachments on adolescent and adult relationships.</li> </ul>	<p>Students will be assessed with embedded exam questions- focusing on “apply it questions”</p> <p>Regular timed essays to assess their outline and evaluation skills</p> <p>End of module assessment – a past exam on this section [ 30 mins]</p>
<b>PSYCHOPATHOLOGY</b>	<p>END POINT: to have clear knowledge and understanding of the key ways of defining abnormality. To know the behavioural, emotional and cognitive characteristics of depression, phobias and OCD. To have a clear knowledge of the behavioural approach to explaining and treating phobias, the cognitive approach of explaining and treating depression and the biological approach to explaining and treating OCD and be able to effectively evaluate each explanation and treatments.</p> <ul style="list-style-type: none"> <li>• To have knowledge of and be able to apply and evaluate the 4 ways of defining abnormality -deviation from social norms, statistical infrequency, failure to function adequately and deviation from ideal mental health.</li> <li>• To know and be able to identify the behavioural, emotional and cognitive characteristics of depression, phobias and OCD</li> <li>• To have clear knowledge of the behavioural approach to explaining phobias – and as such be able to discuss the 2 process model that explains phobias through classical and operant conditioning.</li> <li>• Use the principles of the learning approach to be able to discuss behavioural treatments [ systematic desensitisation and flooding] of phobias</li> <li>• To have clear knowledge of the cognitive approach to explaining depression– and as such be able to discuss Beck’s negative triad and Ellis’s ABC model.</li> <li>• Use the principles of cognitive approach to be able to discuss cognitive treatments – CBT to treating depression.</li> <li>• To have clear knowledge of the biological approach to explaining OCD – and as such be able to discuss genetic and neural explanations. Use the principles of biological approach to be able to discuss biological treatments i.e. drug therapy as a way of treating OCD</li> </ul>	<p>Students will be assessed with embedded exam questions- focusing on “apply it questions”</p> <p>Regular timed essays to assess their outline and evaluation skills</p> <p>End of module assessment – a past exam on this section [ 30 mins]</p>

<p><b>RESEARCH METHODS</b>  <b>[this module is taught embedded throughout the year and then consolidated in the spring term]</b></p>	<p>END POINT: To have clear knowledge of experimental and non-experimental research methods and how they are carried out as well as being able to analyse and interpret data.</p> <ul style="list-style-type: none"> <li>• To know the different types of experiments and their strengths and weaknesses.</li> <li>• To know the principles of how to carry out an experiment by knowing experimental designs, sampling methods, how to identify the IV and DV and write experimental hypothesis.</li> <li>• To know the key ethical issues and how to deal with them</li> <li>• To know how to design and carry out non-experimental methods of questionnaires, interviews, observations as well as correlational analysis.</li> <li>• Know how to control variables and be able to identify and minimise confounding variables</li> <li>• To know the difference between types of data and data collection techniques.</li> <li>• To know measures of central tendency, measures of dispersions and be able to work out and interpret the mean, mode, median and range. Be able to calculate percentages and interpret standard deviation and positive and negative distributions.</li> <li>• Be able to present data in tables and graphs – including a bar graphs and a scatter gram</li> <li>• Be able to carry out and interpret the sign test.</li> </ul>	<p>Students will be assessed with research methods throughout the year and assessed with plenty of past questions to ensure students can apply their knowledge of research methods.</p>
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