

Subject Curriculum Overview for Academic Year 2022/2023

Subject: Psychology		Subject Leader: Maria Law	Year Group: 12	AUTUMN TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
SOCIAL INFLUENCE	<p>END POINT: To have clear knowledge and understanding of explanations of conformity, obedience and resistance to social influence and minority influence. To evaluate the explanations including the use of key studies as supporting evidence. To be able to apply the impact of social influence to explaining social change.</p> <ul style="list-style-type: none"> Know that compliance, identification and internalisation are types of conformity To explain and evaluate normative and informational social influence as explanations of conformity To outline and evaluate key studies – Asch and Zimbardo To outline and evaluate Milgram study of obedience and know the variations to support the explanations of obedience- situational factors of location, proximity and uniform: social psychological factors of legitimacy of authority and agentic state and dispositional factors of the authoritarian personality. To discuss explanations of resistance to social influence in particular locus of control and social support. To know the factors influencing minority influence and be able to explain how social influence affects social change. 		<p>compliance internalisation identification Informational social influence normative social influence Unanimity confederate Agentic state Authoritarian personality internal and external locus of control augmentation principle snowball effect social cryptomnesia informed consent deception right to withdraw protection of participants debriefing validity – internal validity external validity</p>	<p>Students will be assessed with embedded exam questions- focusing on “apply it questions” 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>
MEMORY	<p>END POINT: to have clear knowledge and understanding of models of memory, types of long-term memory and explanations of forgetting. To outline and evaluate factors influencing Eye witness testimony and ways of improving accuracy of eye witness testimony.</p> <ul style="list-style-type: none"> To know the differences in capacity, duration and coding for the sensory register, short term memory and long-term memory store with supporting research studies. 		<p>Capacity, duration, coding Sensory register, short term memory. long term memory semantic memory, procedural memory ,episodic memory central executive, phonological loop, visuo- spatial sketchpad, episodic buffer proactive, retroactive interference</p>	<p>Students will be assessed with embedded exam questions- focusing on “apply it questions” Regular timed essays to assess their outline and evaluation skills</p>

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APPROACHES	<ul style="list-style-type: none"> To outline and evaluate the models of memory – the multi store model and the working memory model. Know the difference between procedural, episodic and semantic memories Outline and evaluate retrieval failure and interference as explanations of forgetting Discuss misleading information and anxiety as key factors that affect accuracy of Eye witness testimony Understand and apply the cognitive interview as a way of improving accuracy of eye witness testimony. <p>END POINT: To have clear knowledge and understanding of, and be able to apply to scenarios ,the learning approach, the cognitive approach and biological approach</p> <ul style="list-style-type: none"> To know and understand how Wundt was seen as the father of Psychology with his use of introspection To know the key assumptions of the learning approach that all behaviour is learnt. To discuss and apply the behavioural approach [classical conditioning – learning through association and operant condition- learning as a result of consequences] and know key studies, Pavlov’s dogs and Skinners box. Know the key elements of Social learning theory and Banduras BOBO doll study To know the key assumptions of the cognitive approach that behaviour is a result of mental processes To discuss and apply the principles of the cognitive approach including the use of inferences, schemas and theoretical and computer models. To know the assumptions of the biological approach that all behaviour is a result of physical factors. To discuss and apply the biological approach – role of genetics and the genotypes and phenotype and the role of evolutionary explanations. 	<p>cue /trigger Eye Witness Testimony Cognitive interview Independent groups, repeated measures, matched pairs, counterbalancing, measures of central tendency, measures of dispersion</p> <p>Behaviourism classical and operant conditioning Positive / negative reinforcement Social learning theory mediating factors Schema Inference Genotype/ phenotype Natural selection Nervous system / endocrine system Synaptic transmission- excitation/ inhibition</p>	<p>End of module assessment – a past exam on this section [30 mins]</p> <p>Students will be assessed with embedded exam questions- focusing on “apply it questions” 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>
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ATTACHMENTS	<p style="text-align: center;">Key Learning Points</p> <p>END POINT: To have clear knowledge and understanding of 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. Examined the consequences of attachments on childhood and adult relationships.</p> <ul style="list-style-type: none"> • Know that reciprocity and interactional synchrony are key caregiver- infant interactions. • Know the stages of attachment as identified by Shaffer. • To know the key animal studies by Lorenz and Harlow and understand how they support or contradict explanations of human attachments. • To understand and be able to discuss the 2 key ways of explaining attachments – the learning theory and Bowlby’s monotropic explanation. • 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. • Identify the effects of institutionalisation through Romanian studies and be able to outline and evaluate at least one key Romanian study. • Be able to discuss the effects of early attachments on adolescent and adult relationships. 	<p>Reciprocity Interactional synchrony Stages of attachment [asocial /indiscriminate attachment/specific attachment/multiple attachments] Imprinting Monotropy Internal working model Critical period Secure/insecure resistant /insecure avoidant attachments Maternal deprivation Institutionalisation disinhibited attachment Overt/covert, participant/non-participant, controlled/naturalistic observations</p>	<p>Students will be assessed with embedded exam questions- focusing on “apply it questions” 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>
PSYCHOPATHOLOGY	<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</p>	<p>Definitions of abnormality – statistical infrequency/deviation from social norms/failure to</p>	<p>Students will be assessed with embedded exam</p>

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	<p>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"> • 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. • To know and be able to identify the behavioural, emotional and cognitive characteristics of depression, phobias and OCD • 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. • Use the principles of the learning approach to be able to discuss behavioural treatments [systematic desensitisation and flooding] of phobias • To have clear knowledge of the cognitive approach to explaining depression– and as such be able to discuss Becks negative triad and Ellis’s ABC model. • Use the principles of cognitive approach to be able to discuss cognitive treatments – CBT to treating depression. • 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 	<p>function adequately /deviation from ideal mental health Autonomy self-actualisation Compulsions/ obsessions Two process model Systematic desensitisation Flooding negative triad ABC model CBT /REBT candidate genes polygenic SSRI’s Normal distribution curve/positive skew/negative skew</p>	<p>questions- focusing on “apply it questions” 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>
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Topic	Key Learning Points		Key Vocabulary	Assessments
APPROACHES [A2 CONTENT]	<p>End Point: to have a clear knowledge and understanding of the Humanistic and Psychodynamic approaches to explaining behaviour.</p> <ul style="list-style-type: none"> To know and be able to elaborate the key assumptions of the Humanistic approach – the individual is unique/has free will and everyone has an innate drive to reach self-actualisation To be able to discuss and apply the Humanistic approach To know and be able to elaborate the key assumptions of the Psychodynamic approach – behaviour is driven by our unconscious mind and is a result of childhood experiences and instincts and urges To be able to discuss and apply the Psychodynamic approach to explaining behaviour 		<p>Self-actualisation Free will Congruence/ incongruence Conditions of worth ID/EGO/SUPEREGO Ego defence mechanisms [denial displacement, repression] Psychosexual stages [oral/anal/phallic/latency/genital] Oedipus/Electra complex Fixation</p>	<p>Essay questions on the 2 Approaches</p>
BIOPSYCHOLOGY [A2 CONTENT]	<p>End point: to build on previous knowledge of Biopsychology and have a clear knowledge and understanding of the functions of the brain, hemispheric lateralisation and biological rhythms</p> <ul style="list-style-type: none"> To be able to identify the different locations and functions of the brain and be able to discuss hemispheric lateralisation and split-brain research. To be able to discuss the concept of brain plasticity and functional recovery To be able to describe and evaluate different ways of studying the brain To be able to discuss the key biological rhythms with examples of circadian, ultradian and infradian rhythms. To be able to discuss the effect of endogenous pacemakers and exogenous zeitgebers on the sleep/wake cycle. 		<p>Localisation of function Motor area Soma sensory area Visual area Auditory area Broca's area Wernicke's area Hemispheric lateralisation Split brain research Plasticity Functional recovery Functional magnetic resonance imaging EEG/ERP's Post mortem Circadian/infradian /ultradian rhythms Endogenous pacemakers exogenous zeitgebers</p>	<p>Students will be assessed with embedded exam questions- focusing on "apply it questions" Regular timed essays to assess their outline and evaluation skills</p>

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How parents can support learning in the subject this academic year

Parents can support learning in Psychology but ensuring students have a designated quiet space for independent work and revision. Parents can also discuss with students what they have learnt and relate to current news items. Encourage effective revision and help by testing students on the research methods revision cards and key words .

Recommended Reading

PSYCHOLOGY REVIEW
AQA Psychology for A Level year 1 textbook
Various relevant news articles

Points to note

There are various useful websites and YouTube tutorials to support students with their learning and revision e.g. tutor 2u Psychology ,Psych boost , Simply Psychology .

The Psychology curriculum covers content that may be challenging for some students, for example , the study of OCD and schizophrenia. Students always know in advance what topics are going to be covered and issues are always dealt with sensitively .