

PSYCHOLOGY

YEAR GROUP	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
	Y12					
KNOWLEDGE	<p>3.2.3 Research methods. Students will need to have knowledge and understanding of the following: (Refer to SOW for knowledge that will be developed from KS4)</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>4.1.1 Social influence. Students will need to have knowledge and understanding of the following: (Refer to SOW for knowledge that will be developed from KS4)</p> <ul style="list-style-type: none"> - Types of conformity: internalisation, identification, compliance. - Explanations for conformity: informational social influence and normative social influence. - Asch's research on variables affecting conformity: group size, unanimity, task difficulty. - Zimbardo's research on conformity to social roles. - Social Psychological factors - agentic state and legitimacy of authority. - Situational factors and Milgram proximity, location, and uniform. - Dispositional factors - Authoritarian personality. - Explanations for resisting social influence: social support and locus of control. - Minority influence: consistency, commitment, and flexibility. 	<p>4.1.2 Memory</p> <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>4.1.3 Attachment</p> <p>Students will need to have knowledge and understanding of the following: (Refer to SOW for knowledge that will be developed from KS4)</p> <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. - 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. 	<p>4.1.4 Psychopathology</p> <p>Students will need to have knowledge and understanding of the following: (Refer to SOW for knowledge that will be developed from KS4)</p> <ul style="list-style-type: none"> - Definitions of abnormality, including deviation from social norms, failure to function adequately, statistical infrequency and deviation from ideal mental health. - The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder (OCD). - 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. - 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. - The biological approach to explaining and treating OCD: genetic and neural explanations; drug therapy. 	<p>4.2.1 Approaches In Psychology</p> <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"> - 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 	<p>4.2.3 Data Handling and Analysis and 4.2.3.3 Inferential Testing</p> <p>Students are introduced to more advanced Research Method terminology with the expectation that they have developed the key skills throughout the year equipping them with the ability to access this part of the course. This will be a project style assessment – see SOW for more information.</p>
SKILLS	<p>Students will need to have the following skills: (Refer to SOW for skills that will be developed from KS4)</p> <ul style="list-style-type: none"> - Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Paper 1 content - Evaluate therapies and treatments including in terms of their appropriateness and effectiveness. 	<p>Students will need to have the following skills: (Refer to SOW for skills that will be developed from KS4)</p> <ul style="list-style-type: none"> - Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Paper 1 content - Evaluate therapies and treatments including in terms of their appropriateness and effectiveness. 	<p>Students will need to have the following skills: (Refer to SOW for skills that will be developed from KS4)</p> <ul style="list-style-type: none"> - Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Paper 1 content - Evaluate therapies and treatments including in terms of their appropriateness and effectiveness. 	<p>Students will need to have the following skills: (Refer to SOW for skills that will be developed from KS4)</p> <ul style="list-style-type: none"> - Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Paper 1 content - Evaluate therapies and treatments including in terms of their appropriateness and effectiveness. 	<p>Students will need to have the following skills: (Refer to SOW for skills that will be developed from KS4)</p> <ul style="list-style-type: none"> - Apply psychological knowledge and understanding of the specified Paper 2 content in a range of contexts. - Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Paper 2 content. - Evaluate therapies and treatments including in terms of their 	
	Y13					
KNOWLEDGE	<p>4.3.9 Forensic Psychology</p> <p>Students will need to have knowledge and understanding of the following: (Refer to SOW for knowledge that will be developed from KS4 and Y12 Revisited)</p> <ul style="list-style-type: none"> - 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. 	<p>4.3.3 Gender</p> <p>Students will need to have knowledge and understanding of the following: (Refer to SOW for knowledge that will be developed from KS4 and Y12 Revisited)</p> <ul style="list-style-type: none"> - 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. 	<p>4.3.5 Schizophrenia</p> <p>Students will need to have knowledge and understanding of the following: (Refer to SOW for knowledge that will be developed from KS4 and Y12 Revisited)</p> <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>Teaching of Course Complete</p> <p>Revision/retrieval of knowledge and understanding across all units.</p> <p>Practice and skill application using various exam materials – see shared area.</p>	<p>Teaching of Course Complete</p> <p>Revision/retrieval of knowledge and understanding across all units.</p> <p>Practice and skill application using various exam materials – see shared area.</p>	
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